

Students

**MOUNT PLEASANT COTTAGE SCHOOL UNION FREE SCHOOL DISTRICT****SUBJECT: PREVENTION AND PREREFERRAL STRATEGIES IN GENERAL  
EDUCATION: APPROACHES TO INSTRUCTION AND BEHAVIORAL  
SUPPORT****Prereferral Strategies**

General education support services, instructional modifications, alternative instructional approaches, or alternative program options are developed to address the student's performance prior to a referral to special education.

- 1) A system is established to support the delivery of prevention and prereferral supports, services and modifications.
- 2) Appropriate opportunities exist for collaboration between general educators and special educators (e.g., time is set aside for this purpose).
- 3) It is based on a collaborative model and provides consultation and support to teachers and other school personnel, to assist parents/persons in parental relation to students and teachers in exploring alternative approaches for meeting the individual needs of any student prior to formal referral for special education. The student's strengths, environment, social history, language, and cultural diversity are considered in addition to the teacher's concerns.
- 4) Innovative ways to utilize existing resources to implement prevention and prereferral supports and services are used.

**Classroom Instructional Approach**

- 1) Set standards are consistent with school-wide proactive approach (positive behavioral supports/discipline, curriculum, and instruction).
- 2) Teach and reinforce positive pro-social behaviors and skills.
- 3) Provide immediate feedback, academically and socially.
- 4) Be proactive to prevent discipline problems.
- 5) Provide engaging instruction and positive behavioral supports to prevent academic and discipline problems *before* they can escalate.
- 6) Increase home-school communication.

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SUPPORT (Cont'd.)**

**Formation and Operation of Formal Instructional Support Services Teams or Other School Based Teams**

- 1) Criteria is established for the selection of Instructional Support Services Team members. Staff have been involved and agree to the selection process.
- 2) Instructional Support Services Teams include representatives from general and special education as well as other disciplines and include individuals with classroom experience.
- 3) Meetings of the Instructional Support Services Team establish a statement of purpose.
- 4) Instructional Support Services Teams establish goals for meetings and progress is assessed.
- 5) Members of the Instructional Support Services Team are knowledgeable about students who are in need of educational supports/intervention and/or remediation, and students with disabilities.

**Instructional Support Team Approach**

- 1) Define the problem.
- 2) Collect academic, achievement, and behavioral data.
- 3) Develop a hypothesis concerning the function of the academic or behavioral difficulty.
- 4) Design a plan using research-validated interventions.
- 5) Implement the plan.
- 6) Evaluate the interventions.
- 7) Modify the support plan as needed.

(Continued)

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SUPPORT (Cont'd.)**

**Administration Facilitates the Process**

- 1) A mentoring and consultative system is in place and supported by administration.
- 2) There is accountability to ensure that the recommendations of the Instructional Support Services Teams are implemented in a timely and quality manner.
- 3) District-wide training for general and special educators is provided.

**Parents/Persons in Parental Relation to Students are Involved in the Development of Prereferral Strategies**

- 1) Parents/persons in parental relation to students are informed of their rights regarding special education.
- 2) Parents/persons in parental relation to students are notified regarding the purpose of the meeting.
- 3) Meetings are convenient and language is appropriate so that parents/persons in parental relation to students can contribute.

**General and Special Education Staff have Knowledge and Skills in Understanding the Distinction between Students Who Require General Education Support Services versus Students with Disabilities**

- 1) Staff have a competent understanding of the Least Restrictive Environment.
- 2) Staff have a competent understanding of the referral process.

**Collaboration between Outside Agencies and the School**

- 1) Provide wrap-around services.
- 2) Take advantage of agency cooperation.
- 3) Increase the use of specialized and individualized approaches in special education.