

ADSIS PROGRAM

Alternative Delivery of Specialized Instructional Services

PURPOSE

The purpose of this program is to reduce the number of students referred for special education evaluation.

GOALS

- Hayes Elementary: The referrals for special education evaluation will decrease from 19 black/African American students to 13 black/African American students by the end of the 2013-14 school year.
- RL Stevenson Elementary: The referrals based on behavior for special education evaluation will decrease from 33 students to 5 students by the end of the 2013-14 school year.

IDENTIFICATION OF STUDENTS SERVED:

Step 1: Students not currently receiving special education services who receive 2 or more disciplinary referrals with a month will be screened using the SSBD.

Step 2: Students being identified as having 4 or more "critical events" for internalizing behaviors or 5 or more "critical events" for externalizing behaviors on the SSDB will be considered for ADSIS intervention

INTERVENTIONS:

- Check-in, Check-out Program
- Social Skills Instruction
- Sensory Motor Breaks
- Individual Counseling and Support
- Direct Instruction of Appropriate skills

FIDELITY CHECK-INSURES THAT THE PROCESS IS IMPLEMENTED AS INTENDED:

A staff member at each school will be identified as the ADSIS Intervention trainer. All instructional staff at both schools will be trained in the use of the SSBD. Protocols will be reviewed by the trainer to insure accurate completion. Observations required by SSBD will be completed by a pair of observers to insure inter-rater reliability. The staff working in the ADSIS Intervention program will be trained on the use of intervention strategies (The Behavior Evaluation Program: A Check In, Check Out Intervention for Students At Risk, the Asset Building Curriculum developed by the SEARCH Institute and the Positive Action curriculum). Once students have been identified as needing ADSIS intervention, the staff member responsible for implementing the intervention will be observed by the district behavior intervention specialist and building principal during the first five sessions of the interventions and monthly after the initial five sessions to insure fidelity of the interventions.

CULTURAL RESPONSIVENESS:

On-going training will be provided to all staff working in each building on cultural competency relevant to the cultural groups found in each school. Focus will be on effective instructional strategies and behavioral expectations for Black, African American students. Additionally, a cultural liaison will consult with the staff to insure that the interventions are culturally responsive.

HOW WILL ADSIS SERVICES BE DIFFERENT FROM “CORE SERVICES”?

The services provided to students identified as in need of ADSIS intervention will only be available to students meeting the criteria for the ADSIS Intervention Program. The program will be monitored by the Special Education Director three times during the school year to insure that the ADSIS Intervention Program is being used appropriately. All expenditures for the ADSIS Intervention program will be approved by the Special Education Director to insure compliance to program guidelines.

PROGRESS MONITORING:

Tools:

- Office disciplinary referrals (ODR)
- Check-in, Check-out (CICO) goal attainment data
- Informal rating scales completed by classroom teachers

Frequency:

- ODR-Daily
- CICO goal sheets-daily
- Informal teacher rating scales-monthly

DECISION MAKING CRITERIA FOR CHANGING INTERVENTIONS

Interventions will be modified if a student does not make progress after 6 weeks of an intervention. Progress is defined as a decrease in office discipline referrals by 50%, attaining the daily goal on the Check In Check Out program 80% of the time, and teacher rating of 3 or less (not making adequate progress - no progress).

EXIT CRITERIA:

Tools:

1. Office disciplinary referrals (ODR)
2. Check-in, Check-out (CICO) goal attainment data
3. Informal rating scales completed by classroom teachers

Criteria:

1. One or fewer office disciplinary referrals over a 6 week period and
2. CICO goal attainment of 90% for 4 out of 5 days over 6 weeks and
3. Satisfactory rating of 4 or higher by teacher (Making progress-Achieved goal)

CRITERIA FOR MOVING TO MORE INTENSIVE INTERVENTION:

1. Increase or no change in the number of ODRs and
2. Failure to make CICO goal for 6 or more weeks and
3. Teacher ratings of 2 or lower (Inadequate or no progress)