

**I Can Succeed-Junior High (ICS – JH)
a new School-Based Intervention for Students
with Specific Learning Disorders and/or
ADHD :
Feasibility and Early Outcomes**

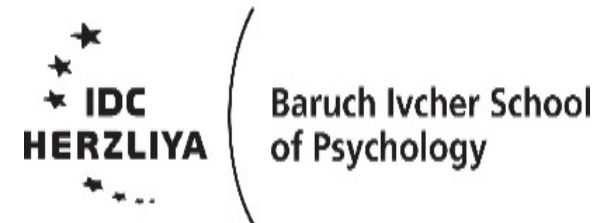
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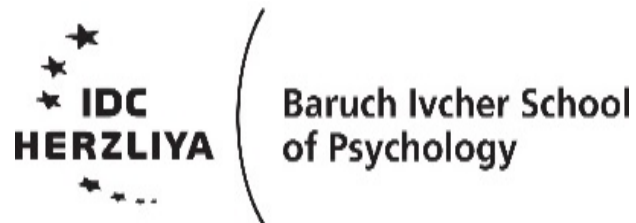
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Overview

- Specific Learning Disorder (SLD)
- ICS protocols
- ICS-JH
- The current study

Specific Learning Disorder in children and adolescents

- Specific Learning Disorders (SLDs), estimated at 2% to 10% in school-age children.
- Significantly interfere with academic achievement, demoralization, low self-esteem, deficits in social skills, loneliness and School drop out
- Often co-occur with other psychiatric disorders: attention deficit hyperactivity disorder (ADHD), anxiety disorders, depression, externalizing and behavior problems.

SLD & Executive Functioning (EF)

- SLDs are frequently associated with deficits in Executive Functioning



- Difficulties monitoring goal-oriented action progress, deficits in social understanding and judgment, emotion regulation, and behavioral control



- High risk for maladjustment in social and academic domains



Need for targeted interventions

Interventions for children and adolescents with SLD

Currently, most of the interventions for children and adolescents with SLD have focused on either enhancing cognitive and learning skills

or

Targeting the social and emotional domains such as cognitive behavior therapy, social skills training, group therapy and academic motivational programs

To the best of our knowledge there is no evidence based program for SLD students which target both domains



I Can Succeed- ICS program aims to fill this gap by targeting both domains



I Can Succeed- ICS

- Targets socio-emotional and academic/EF aspects of SLD as interconnected
- Risk and Resilience factors
- Theoretically grounded on Attachment Theory
- Integrating several IPT-A principles



4 major applications

1. Psychological Intervention for Adolescents with SLD /ADHD - ICS

(Kopelman-Rubin, et al., 2012; Brunstein Klomek et al., 2014)

2. School-based intervention program - Junior high

3. School-based universal prevention program - Elementary schools

4. Universal prevention program – Kindergarten



I Can Succeed- Junior High

ICS-JH

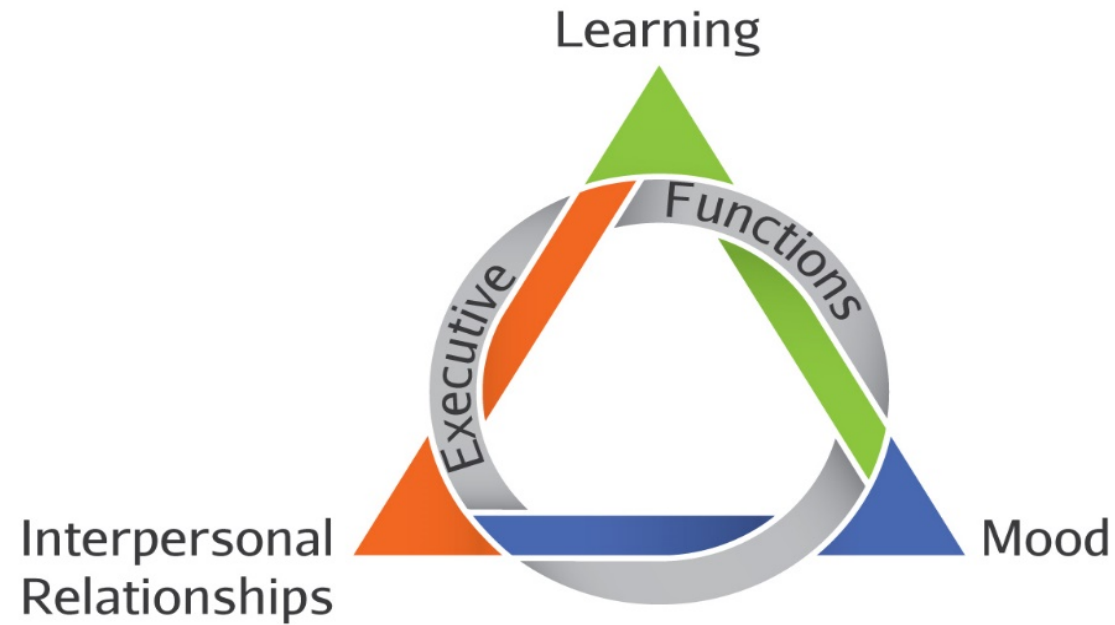
- Was developed by the LD&ADHD Unit at the IDC and S.C.M.C.I, Ministry of Education, National Insurance Institute and Local Municipalities (Stakeholders : Systematic-holistic level)
- Junior high (7-9th grade)
- School leading team → Teachers → students and parents

Intervention

- Intervention consists of once a week group session (6-8 students) + 4 parents sessions
- Led by homeroom teachers
- Skills enhancement intervention
- Manual based
- 2 years



IPT-A Principles in ICS-S



Modules

- Psychoeducation
- Self awareness
- Self determination
- Organizational skills including time management
- Learning style
- Emotional recognition and Expression (IPT-A)
- Problem solving (IPT-A)
- Interpersonal/social skills (IPT-A)
- Self advocacy
- Termination



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Training

- Training homeroom teachers to deliver a manual (becoming “mentors”).
- Intensive training was provided for teachers (two days) and for school psychologist and counselors (three days).
- The psychologist and counselors supervised the teachers.
- Each school also had a project manager monitoring and supervising the school process (biweekly).



Current Study

Goal:

To examine the feasibility and early outcomes of I Can Succeed-Junior High (ICS-JH).

Schools and teachers:

5 schools in two cities in central Israel

7 homeroom teachers



Current Study - 2

Subjects:

Sixty-nine 8th grade students

All diagnosed with SLD/ADHD

aged 12-15, mean=13.39, 39 boys, 30 girls

40 in ICS-JH 29 TAU (received treatment as usual).



- **Design:** base line, end of year 1 (after 6 months of intervention= 15-19 group sessions; mean=18)
- **Measures:**
- Students:
 - Self report questionnaire (Social Skills Improvement System , Children's Appraisal of Teacher as a Secure- Base Scale (CATBS), and Negative Mood Regulation scale (NMR).
- Teachers:
 - Satisfaction questionnaire (at end of year 1).
- School principles and district supervisor:
 - Interviews.



Results (1): Teachers

- The teachers reported very good fidelity to the intervention protocol
- Teacher's satisfaction was high:
 - 86.4% of the teachers reported that time invested in ICS-JH was “worth the effort” and that they would recommend a colleague to become an ICS mentor.
 - 100% reported that they would recommend to a student with SLD/ADHD to participate in ICS-JH program.
 - 81.8% found program's content extremely/very much suitable for the needs for students participating in their ICS-JH group.
 - 91.2% found training extremely/very much applicable



Results (2): Students (SSIS)

Analysis revealed significant improvement only among ICS-JH students in:

Communication*

Behavior problems**

Externalizing problems**

Internalizing problems **

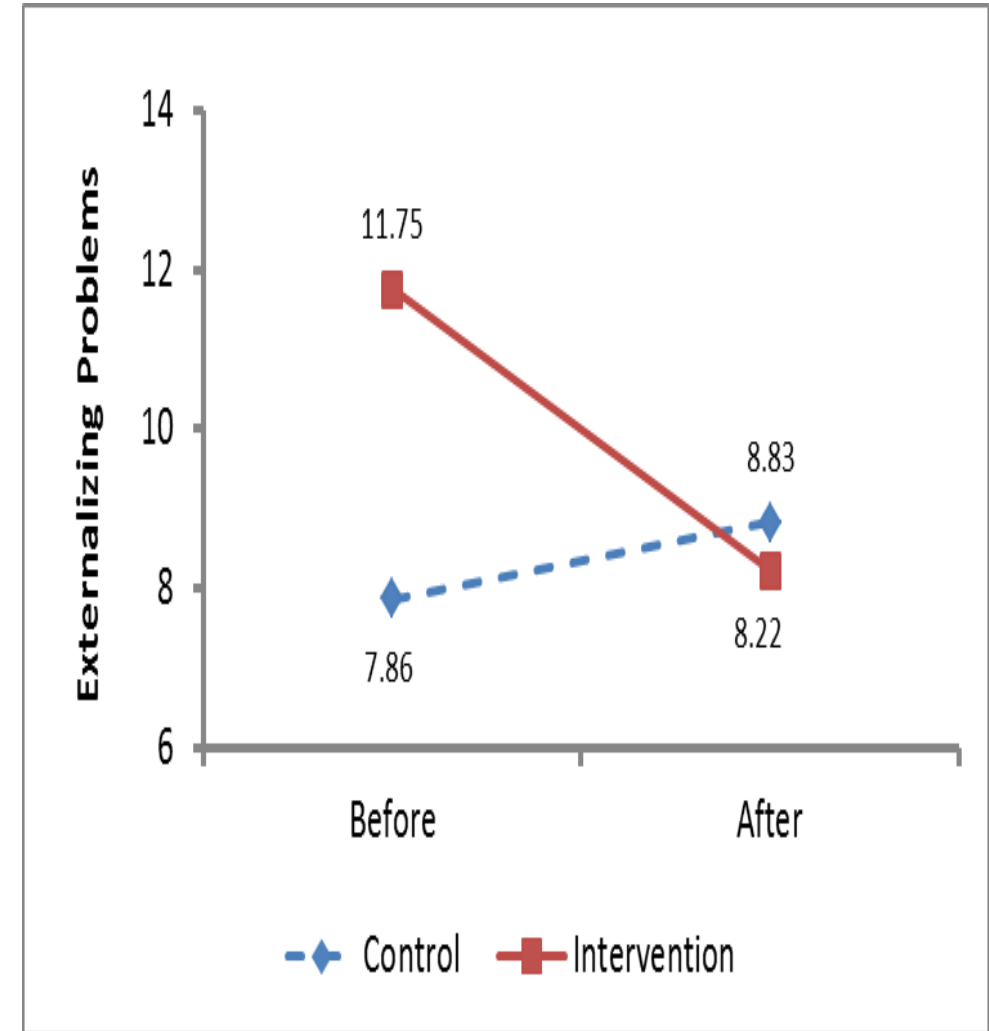
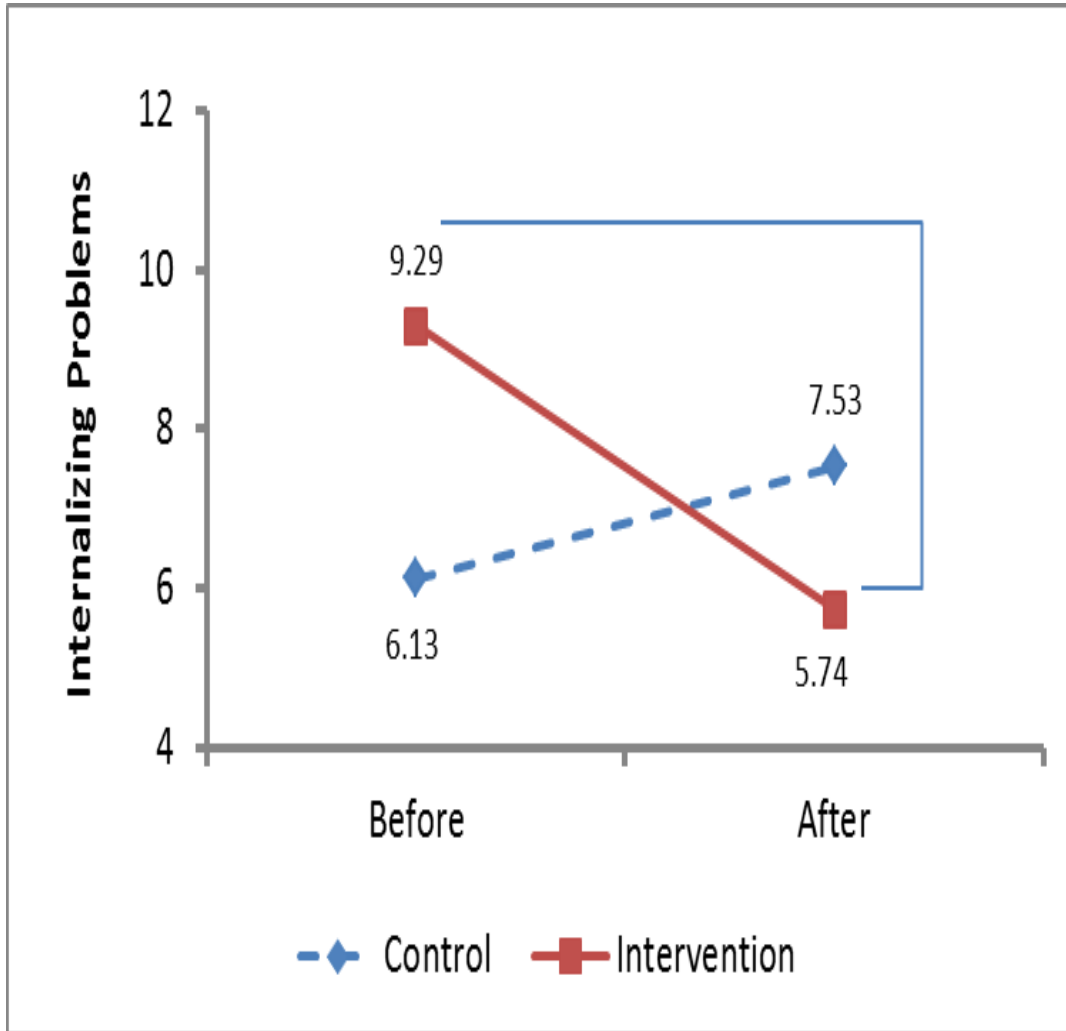
Bullying**

* $p < .05$; ** $p < .01$

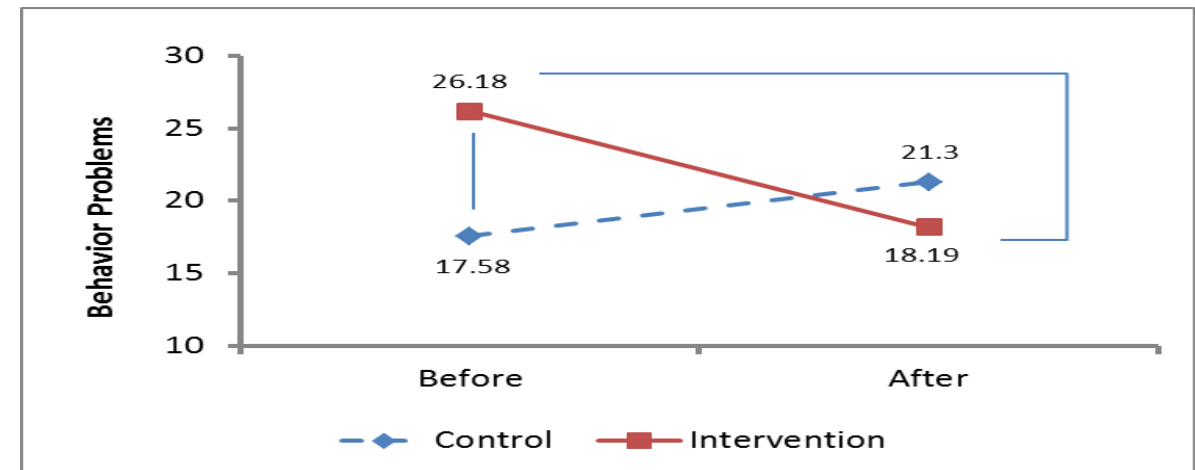
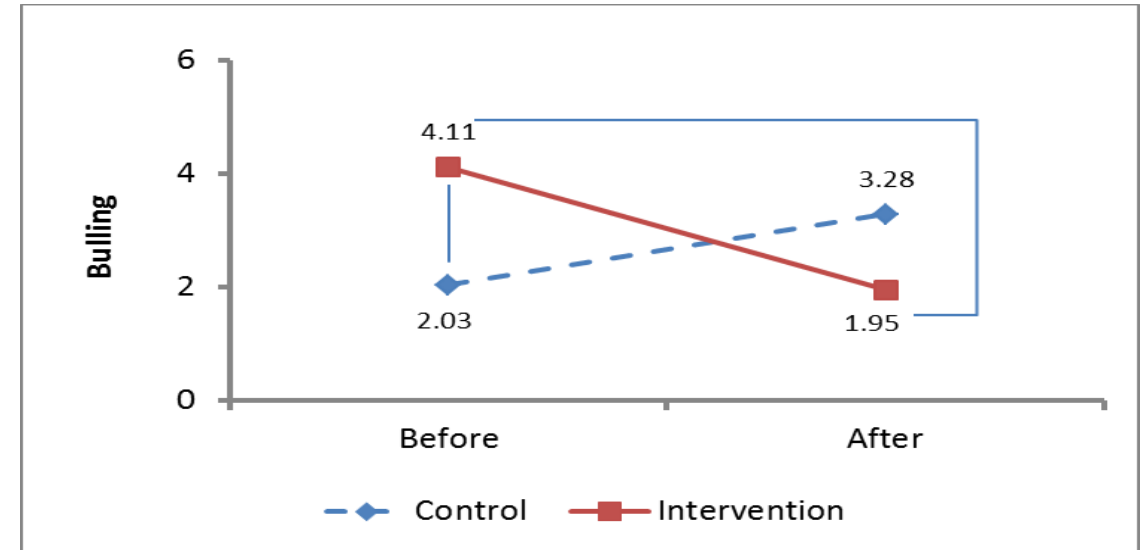
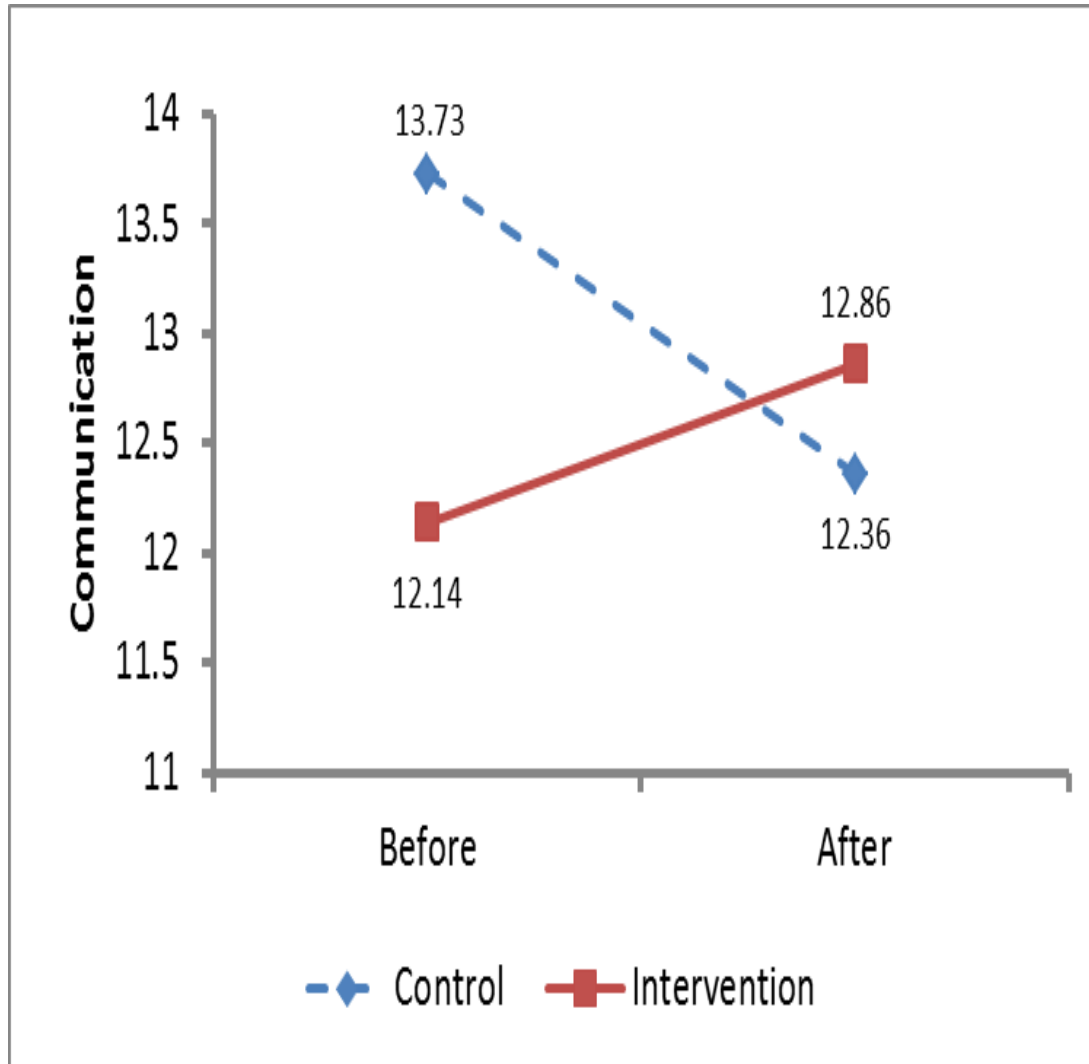
- ❖ Time shows a significant increase in sense of belonging to school, cooperation and responsibility for all students.
- ❖ TAU students showed a decrease in socioemotional functioning during the school year.



Results (3): Students (SSIS)



Results (4): Students (SSIS)



School's ability to incorporate ICS-JH into the school day

- Interviewing school principals, teachers and district supervisor

To make a long story short:

- ICS-JH is currently being implemented in 22 middle schools and the Israeli Ministry of Education adapted the program and plans to implement it nationwide

Limitations and future studies:

- More studies with larger samples (replications)
- Follow-up
- Estimate academic achievements
- To add measurements that are not based on self-report questionnaires
- Need to test ICS-JH cultural responsiveness

Summary



- I Can Succeed- ICS-JH program aims to target socio-emotional and academic EF aspects of SLD, as interconnected components
- ICS-JH is a feasible program to deliver and is acceptable by teachers and students
- There were improvements in externalizing and internalizing problems, bullying, communication and behavior problems only among ICS-JH subjects.
- All students showed an improvement in sense of belonging to school, cooperation and responsibility
- TAU students showed a decrease in socioemotional functioning during the school year
- Further research is needed to test sustainability and cultural responsiveness



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Thank You

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