

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

THE IMPACT OF SCHOOLS ATTUNED PROFESSIONAL DEVELOPMENT
ON THE PREREFERRAL PROCESS

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Arts in Special Education,
Mild Moderate Disabilities

By

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ABSTRACT

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A qualitative study was conducted on the impact of Schools Attuned methods as part of the prereferral process in a charter school in a large southern California school district. Two administrators, a resource specialist, and a general education teacher were interviewed with an emphasis on the prereferral process prior to using Schools Attuned and following its implementation. Positive results were reported in the reduction of retention, and identification of students to special education. The respondents felt the interventions using specific techniques found in the Schools Attuned program which focus on the weaknesses of referred students were a notable improvement over the previous interventions used. However, as noted by each person interviewed, the major difference found was within the teachers themselves; their teaching techniques, patience, and ownership of the students with different learning styles were greatly enhanced with the Schools Attuned training.