Overview

Presentation Topics

• Specific learning disabilities (SLD) defined
• A model of responsiveness to intervention (RTI)
  • current "best practices" in the scientific literature
• Getting started in your state education agency (SEA) or local education agency (LEA)
• Overview of NRCLD
Specific Learning Disabilities (SLD) Defined

“The term *specific learning disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in [the] imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

“Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

“Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage”

IDEA 2004 Sec. 602(30)
RTI and IDEA 2004 (P.L. 108-446)

New language in IDEA:
“… a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures….”

Sec. 614(b)6B

• The language of IDEA 2004 does not specifically use the term “responsiveness to intervention (RTI).”
• In the special education research literature, the process mentioned in this language is generally considered as referring to responsiveness to intervention (RTI).
• RTI is not mandated (e.g., “. . . a local agency may use a process. . .”).
Why RTI?

- IDEA 2004 specifies special rules for eligibility determination (IDEA 2004, B. 614.b.(5)), by stating:
  - In making a determination of eligibility under paragraph (4)(A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is—
    - (A) lack of appropriate instruction in reading, including in the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965;
    - (B) lack of instruction in math; or
    - (C) limited English proficiency.

- Based on a multi-tiered public health model for providing appropriate learning experiences for all students
Three Models (Uses) of RTI

• Three uses:
  • Prediction & Prevention
    • prediction of at-risk students and preventing students from falling behind
  • Remediation
    • intervention for students with academic or behavioral difficulties
  • Disability Assessment
    • an intensive intervention test that is one component in the SLD determination process
Research Identifies Critical Elements of RTI

- Implementation of a differentiated curriculum with different instructional methods
- Two or more tiers of increasingly intense, scientific, research-based interventions
Research Identifies Critical Elements of RTI (cont.)

• Individual problem-solving model or standardized intervention protocol for intervention tiers (possibly in combination)

• Progress monitoring to assess entire class progress and individual student progress

• Explicit decision rules for assessing learners’ progress (e.g., level and/or rate)
What Does RTI Implementation Look Like?

- Students receive high-quality, research-based instruction by qualified staff in their general education setting (primary intervention)

- General education instructors and staff assume an active role in students’ assessment in that curriculum

- School staff conduct universal screening of (a) academics and (b) behavior (> 1/yr)

- School staff implement specific, research-based interventions to address the students’ difficulties
What Does RTI Implementation Look Like?
(continued)

• School staff conducts continuous progress monitoring of student performance (e.g., weekly or twice a week) for secondary and tertiary tier interventions, less frequently in general education (primary intervention)

• School staff use progress monitoring data and explicit decision rules to determine interventions’ effectiveness and needed modifications

• Systematic assessment is made regarding the fidelity or integrity with which instruction and interventions are implemented

• Referral for comprehensive evaluation; free, appropriate public education (FAPE); due process protections
Potential Confounders to RTI Implementation

- Low-quality interventions (not scientific, research-based)
- Lack of fidelity of implementation (checklists, outside monitoring)
- Insufficient implementation process (time, frequency, duration, knowledgeable teachers)
- Inappropriate target of progress monitoring (word ID fluency, passage reading, Maze task)
- Limited to K-3rd grade reading research (few math and 4th-12th grade findings)
- Inconsistent professional development (staff transition in/out of schools, training opportunities)
- Insufficient evidence for SLD determination
Continuum of School-Wide Support

Primary Intervention (~80%)
School-/Classroom-Wide Systems for All Students, Staff, and Settings

Secondary Intervention (~15%)
Specialized Group Systems for Students with At-Risk Performance

Tertiary Intervention (~5%)
Specialized Individualized Systems for Students with Intensive Needs

~80% of Students

Adapted from "What is School-Wide PBS?"
## One Example of RTI Multi-Tier Intervention Differences

*Adapted from Fuchs et al., 2005*

<table>
<thead>
<tr>
<th>Tier</th>
<th>Service</th>
<th>Instruction</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Screening</td>
<td>Whole group instruction</td>
<td>General education</td>
</tr>
<tr>
<td>1</td>
<td>Implementing general education and monitoring responsiveness to general education</td>
<td>Whole group, virtually no differentiation of instruction</td>
<td>General education</td>
</tr>
<tr>
<td>2</td>
<td>Implementing a supplementary, diagnostic instructional trial and monitoring responsiveness</td>
<td>Small group instruction</td>
<td>General education and possibly Title I staff</td>
</tr>
<tr>
<td>3</td>
<td>Designation of disability, classification of disability, and special Intensive instruction placement and monitoring responsiveness to special intensive instruction placement</td>
<td>Individualized, data-based, iterative instruction</td>
<td>Special education</td>
</tr>
</tbody>
</table>
Assessing Tier 1: Limited Response; Tier 2: Limited Response Needs Further Evaluation
Another Example of RTI Multi-Tier Intervention Differences

Adapted from Tigard-Tualatin, Ore., School District

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<td>General education staff (literacy specialist)</td>
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<tr>
<td>1</td>
<td>Implementing general education and monitoring responsiveness to general education</td>
<td>Whole group</td>
<td>General education staff (monitored by teachers, principal, and literacy specialist)</td>
</tr>
<tr>
<td>2</td>
<td>Implementing supplementary instruction/intervention and monitoring progress</td>
<td>Small group (3–5 students)</td>
<td>General education staff and/or Title I (could also be special education staff in skill-grouped general classroom setting)</td>
</tr>
<tr>
<td>3</td>
<td>One or two individualized (planned specifically for the child interventions designed by EBIS Team with progress monitoring Special education referral</td>
<td>Individualized or small group instruction (1:1-1:5)</td>
<td>Trained/supervised volunteer, Title I or special education (w/ parent permission)</td>
</tr>
<tr>
<td>4</td>
<td>Special education—special intensive instruction</td>
<td>Individualized or small group instruction</td>
<td>Special education</td>
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Daisy participates in the general curriculum

**Daisy isn’t doing well**

EBIS Team reviews screening data and places Daisy in group intervention

Second Group Intervention

Daisy doesn’t improve

Daisy improves

Resumes general program

EBIS Team designs individual intervention

Second Individual Intervention

Daisy doesn’t improve

Daisy improves

Improvement is good and other factors are suspected as cause

Intervention is intense and LD is suspected

Special Education referral is initiated

Parents Notified
RTI Intervention Tool for Reading: Checklist

- Tier Intervention Practices
  - All tiers
  - Tier 1 - Gen Ed Practices
  - Tier 2 and Beyond
  - Tier 3/Final - SPED Practices
- Collaboration within the RTI Process
- Fidelity of Implementation of Instruction
  - All tiers
- Progress Monitoring
- Parent Involvement

Checklist located at www.NRCLD.org
Common Stakeholder* Attributes of an SLD Identification Model

- Accuracy, validity, research-based process
- Definite criteria
- Developmentally age appropriate
- Early identification
- Efficient process
- General education accountability
- Prescriptive nature, child centered
- Reflective of national standards

*Stakeholders: SPED Directors, Principals, Parents, Gen Ed Teachers, SLD Teachers, School Psychologists

Adapted from Mellard et al. (2004).
EIS and IDEA Reauthorization (P.L. 108-446)

New language in IDEA:

- “A local educational agency (LEA) may not use more than 15% of the amount such agency receives under this part (Part B)… to develop and implement coordinated, early intervening services … for students in kindergarten through grade 12 (with particular emphasis on students in kindergarten through grade 3) who do not meet the definition of a child with a disability… but who need additional academic and behavioral support to succeed in a general education environment.”

Sec. 613(f)(1)
EIS and IDEA Reauthorization (P.L. 108-446)

- EIS Activities:
  The funds are intended to build school staff capacity for delivering scientifically-based academic and behavioral interventions, including “scientifically-based literacy instruction and … providing educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction.”

  Sec. 613(f)(2)
EIS Provides an Assessment /Intervention Framework within General Education

• Early intervening services (EIS) is a process for ensuring students receive “appropriate learning experiences” in general education

• EIS is designed to be provided to children who have not previously been identified with an SLD, but who are exhibiting symptoms for being at risk. They can receive secondary levels of instruction in the general classroom.

• EIS provides a framework for prevention and intervention. EIS has staying power within the policy context because it is enacted and funded in IDEA 2004.
EIS & RTI Comparisons

- EIS and RTI emphasize the use of scientifically based interventions; not “home grown”
- EIS is mandated for districts that have disproportionate over-representation of students with disabilities or of minorities.
- Under EIS, the LEA must annually report on students served; RTI does not have such a provision.
- EIS is not linked with SLD determination procedures. RTI, on the other hand, is.
- RTI is conceptualized as important to all students. EIS is focused as support services to students exhibiting academic and behavioral difficulties.
Placement and Intervention Coordination

QuickTime™ and a TIFF (LZW) decompressor are needed to see this picture.
Parents’ Rights

Procedural safeguards language in the law:

“Establishment of Procedures—Any State educational agency, State agency, or local educational agency that receives assistance under [Part B] shall establish and maintain procedures in accordance with this section to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education by such agencies.”

P.L. 108-446, Sec. 615(a)
Parent Involvement in Tigard-Tualatin School District

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Parents Notified
Where To Begin?

- What is your goal: prediction, remediation, disability assessment?
- What do you do well (e.g., universal screening, early intervening services, progress monitoring, targeting and monitoring effective interventions)?
- What tools/mechanisms do you currently have in place that can assist you with RTI?
- Check the “Getting Started” information, RTI Implementation Tool for Reading, and other resource materials at www.NRCLD.org
NRCLD SLD and RTI Resource Products

- Executive Summary of the NRCLD Symposium on Responsiveness to Intervention
- Responsiveness to Intervention in the SLD Determination Process
- RTI Implementation Tool for Reading
- Screening Tool for Well-Described Responsiveness to Intervention Models and Comparison Models
- Responsiveness to Intervention: An SLD Determination Resource
- SLD Identification Overview: General Information and Tools to Get Started
- Specific Learning Disabilities and Responsiveness to Intervention Resource List
- A Research-Based View of Specific Learning Disabilities: Implementing Change
- Responsiveness to Intervention in Conjunction with Learning Disability Determination
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Thank you!

Check our website:
www.NRCLD.org