

Identifying Individuals With Disabilities: What Schools Need To Do To Get Ready **for RtI**

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Traditional Definition of Learning Disability

Traditionally, learning disabilities are defined as:

...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. (602, 30, A)

http://www.reading.org/downloads/resources/IDEA_RTI_report.pdf

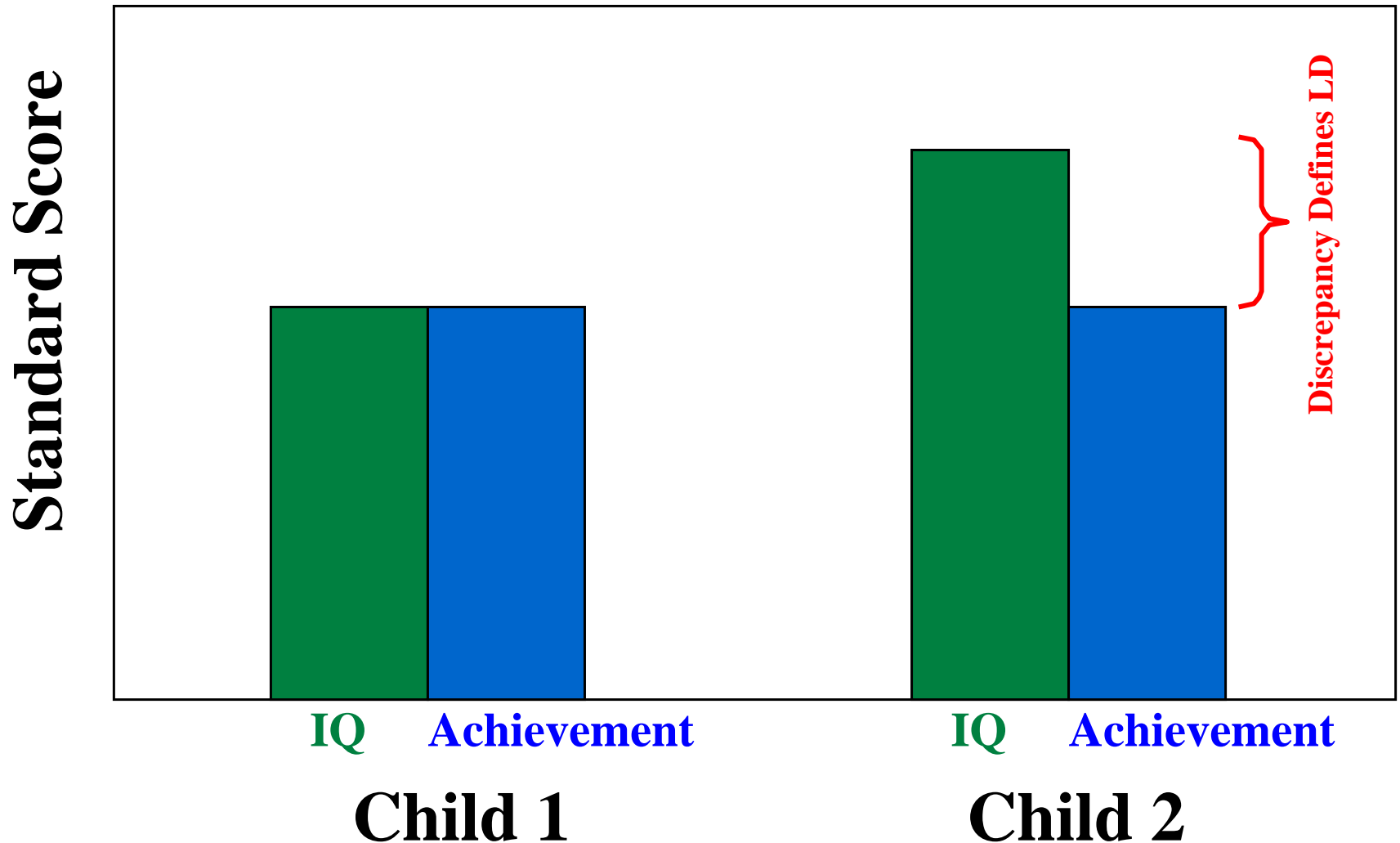
Broadening the Concept of Determining Learning Disability

IDEA reauthorization adds new language that allows local education agencies (LEAs) to eliminate the IQ-Achievement discrepancy requirement:

*... a local education agency shall **not** be required to take into consideration whether a child has a **severe discrepancy between achievement and intellectual ability** in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.*

FROM <http://www.nasponline.org/advocacy/IDEAfinalsummary.pdf>

Traditional Method of Defining LD



Problems with Traditional Definition of LD Identification

- Involves “waiting to fail” approach
- Delayed intervention is more difficult to remediate
- Yields no instructional / treatment implications
- There is no evidence that IQ (ability) sets rigid limits on achievement
- Particularly problematic for culturally and linguistically diverse students and students from minority backgrounds

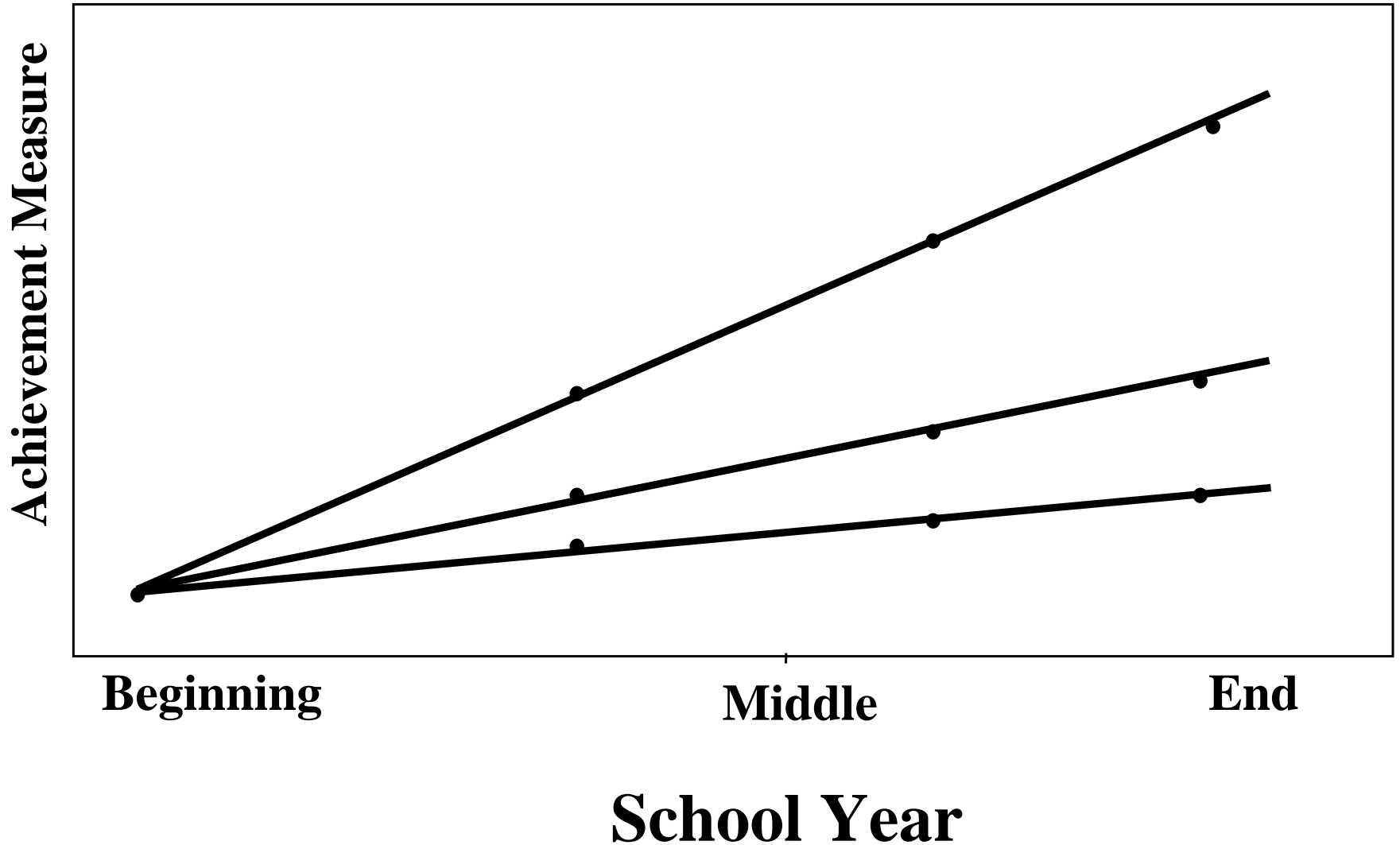
New Conceptualization of Learning Disability

IDEA reauthorization adds new language that allows for the procedure for determination of LD:

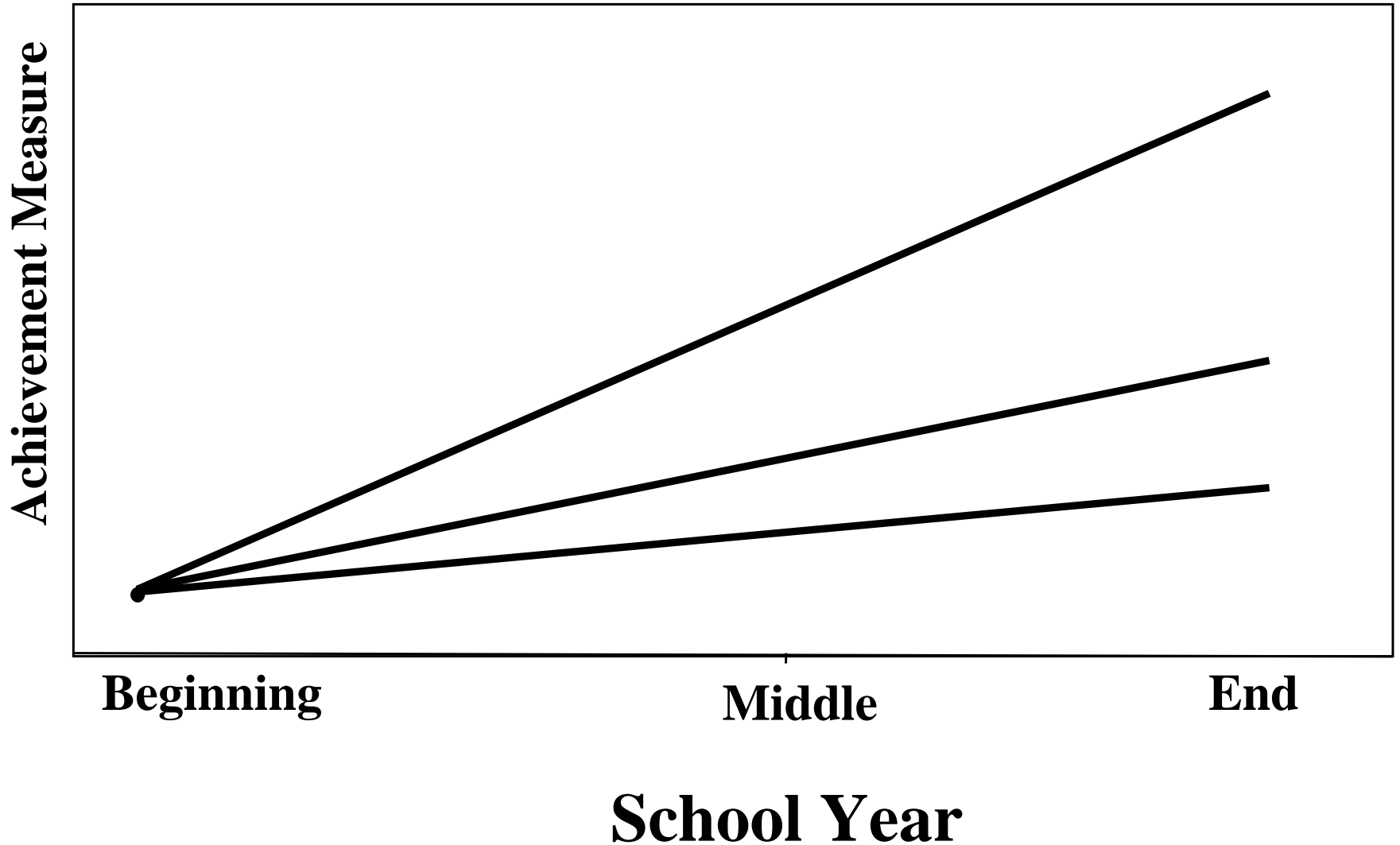
*In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child **responds to scientific, research-based intervention** as a part of the evaluation procedures . . .*

FROM <http://www.nasponline.org/advocacy/IDEAfinalsummary.pdf>

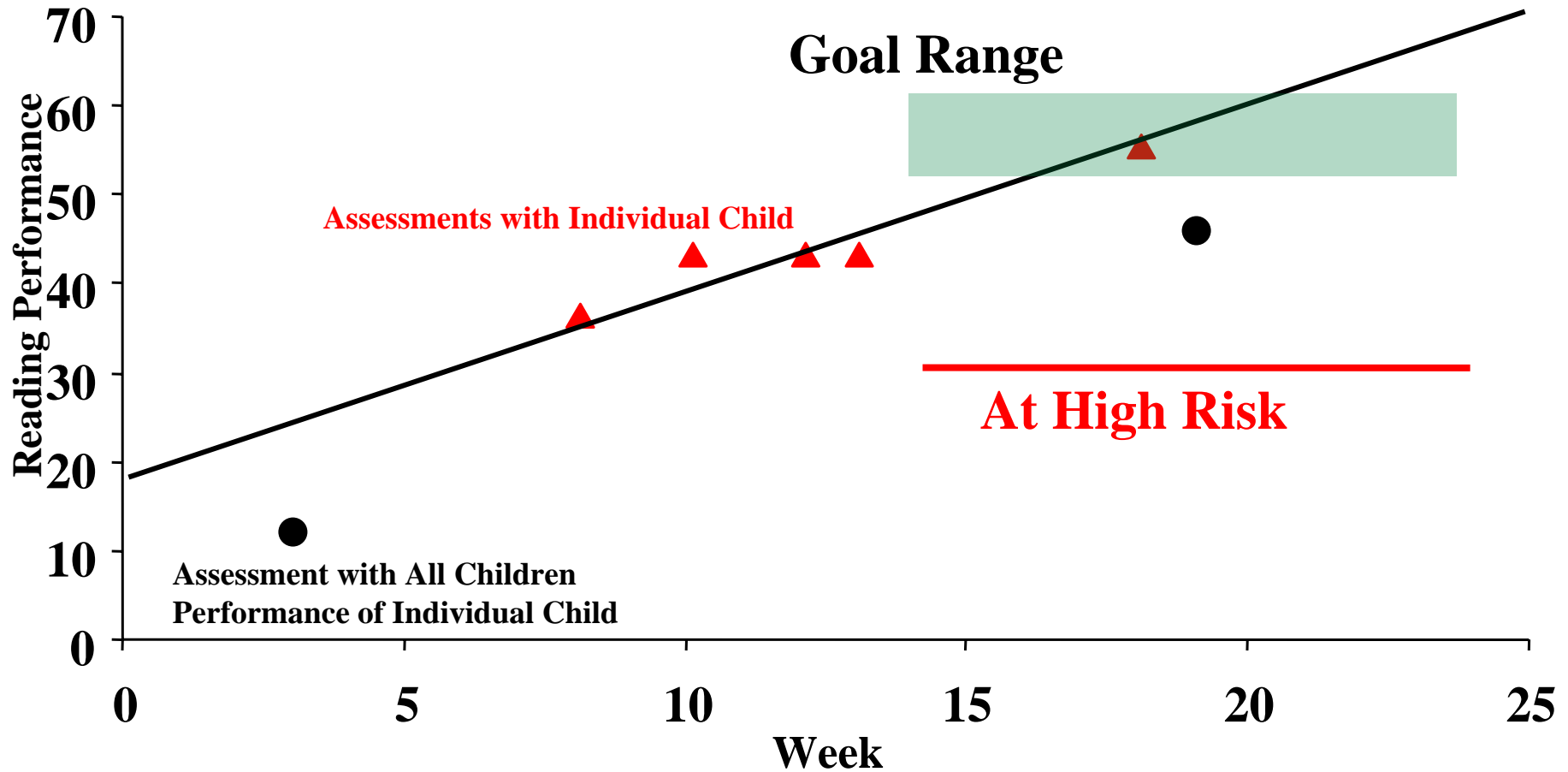
When is response to intervention adequate?



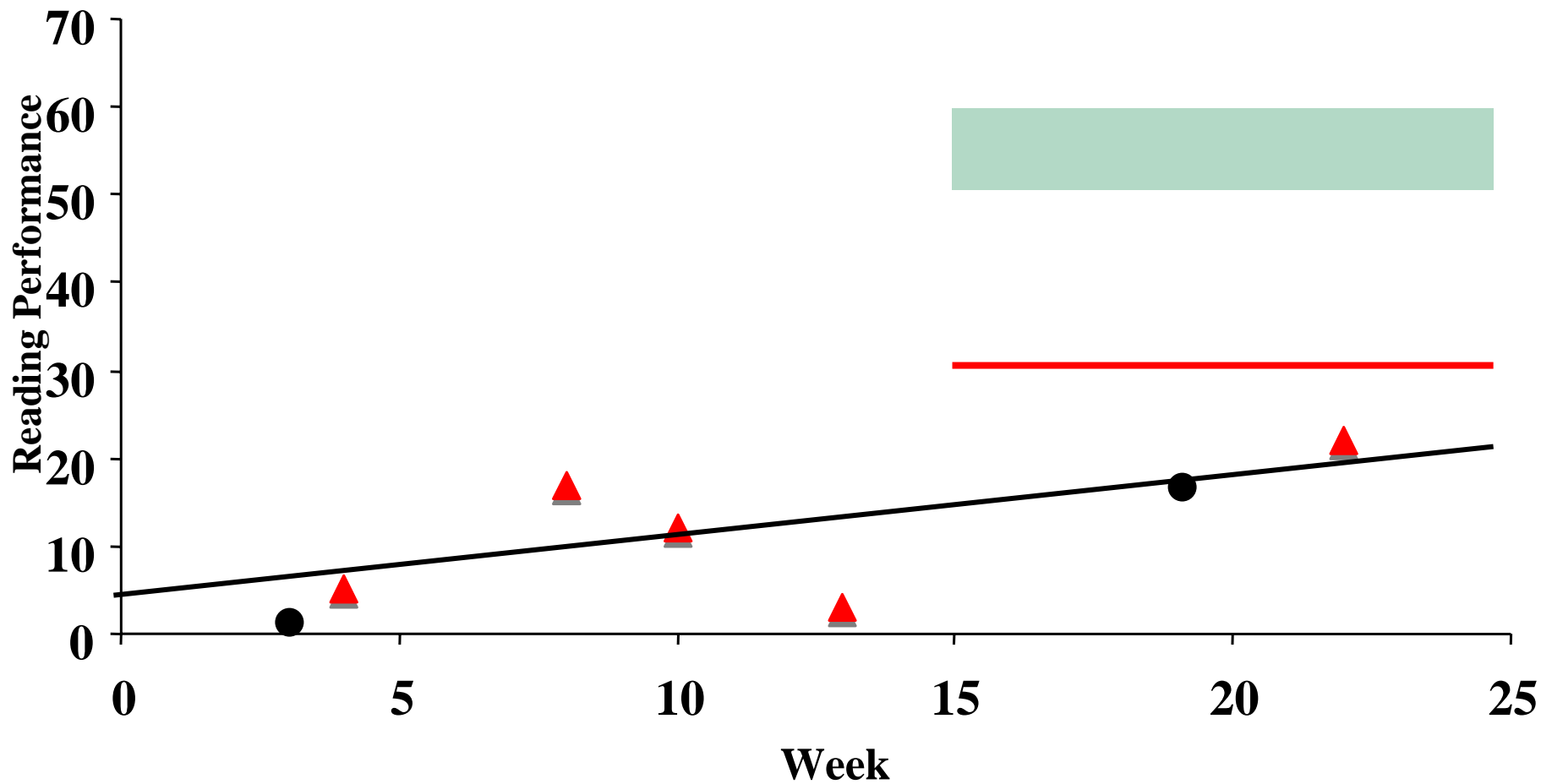
When is response to intervention adequate?



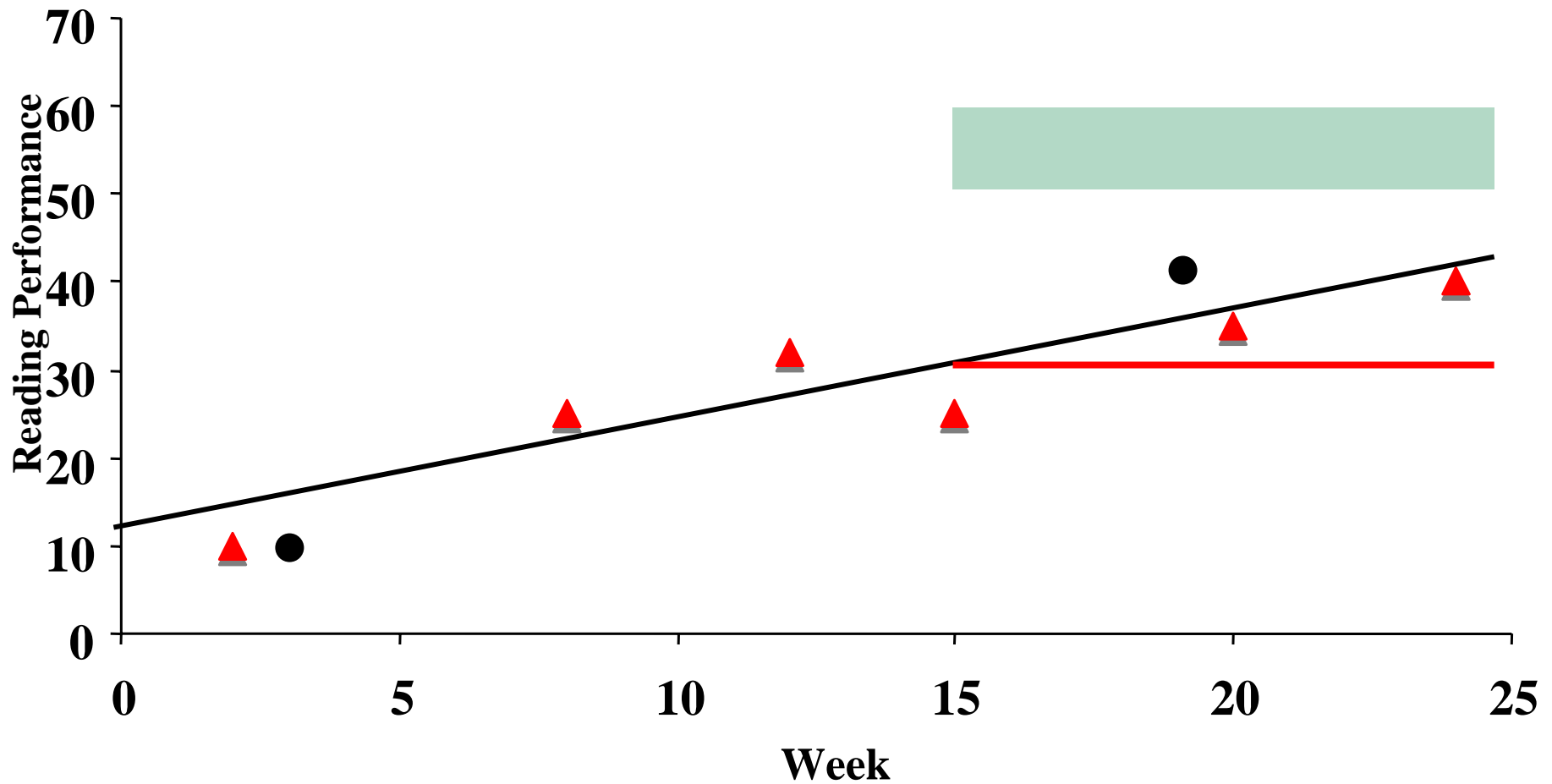
Adequate Response: Child 1



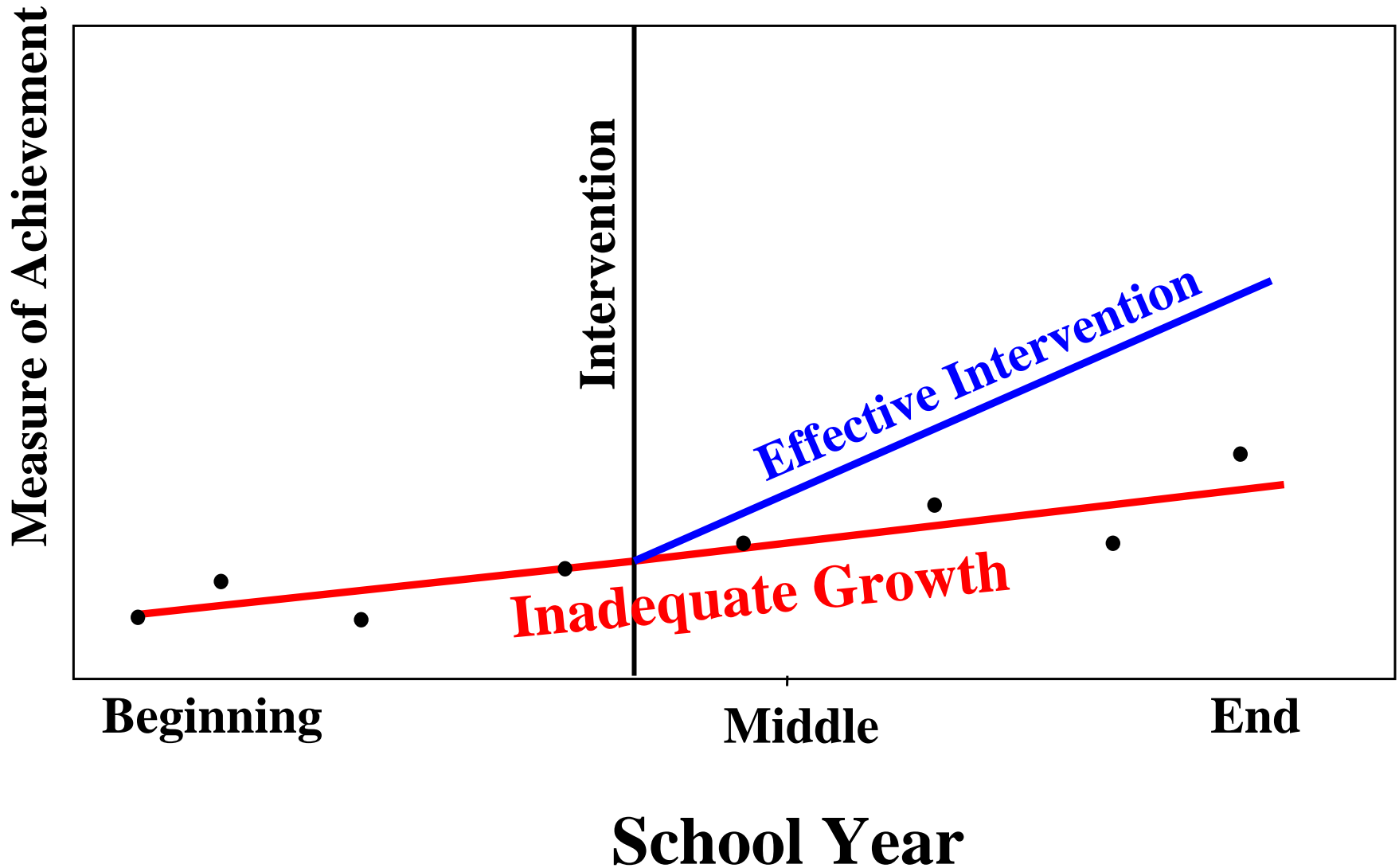
Inadequate Response: Child 2



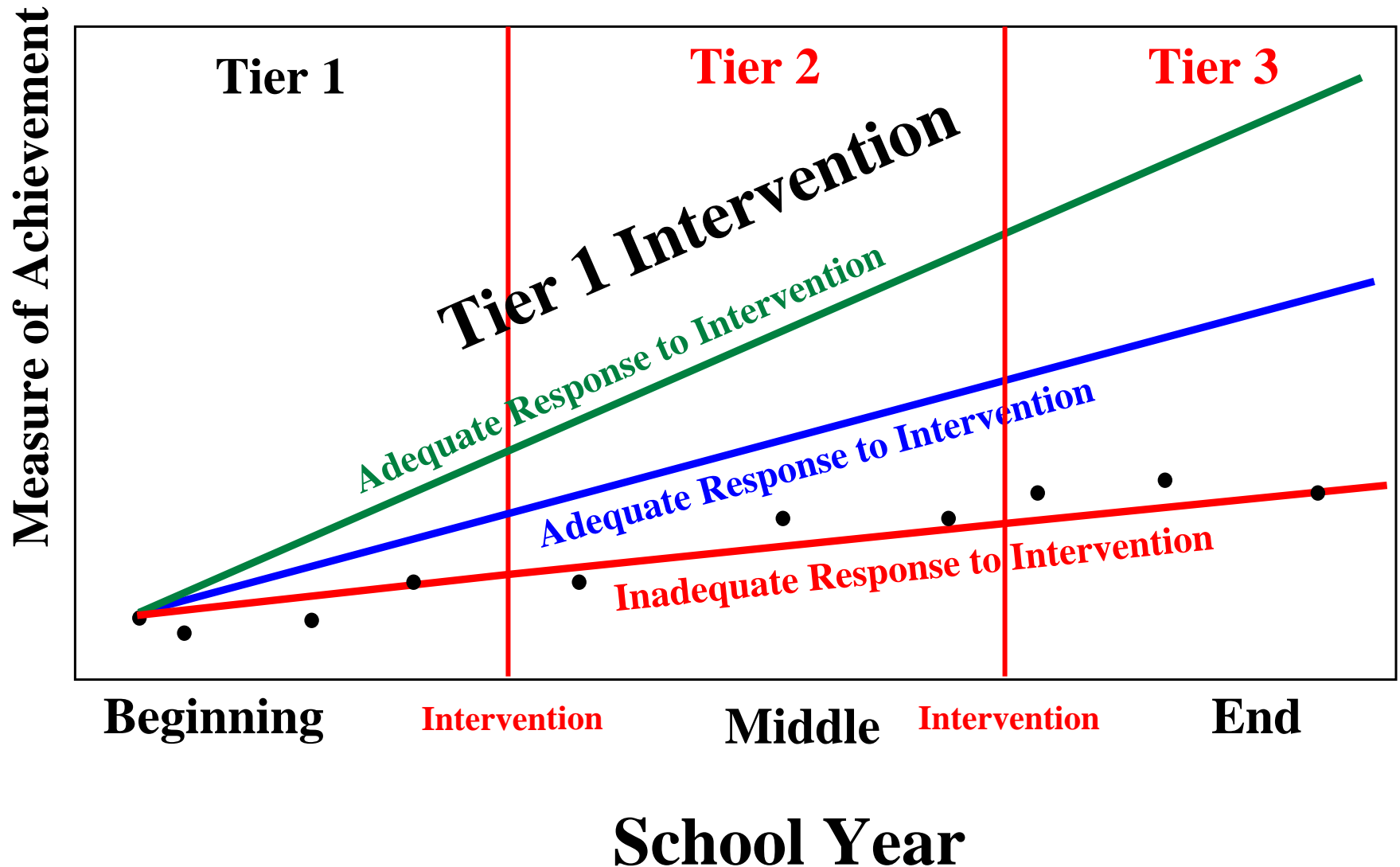
Adequate Response: Child 3



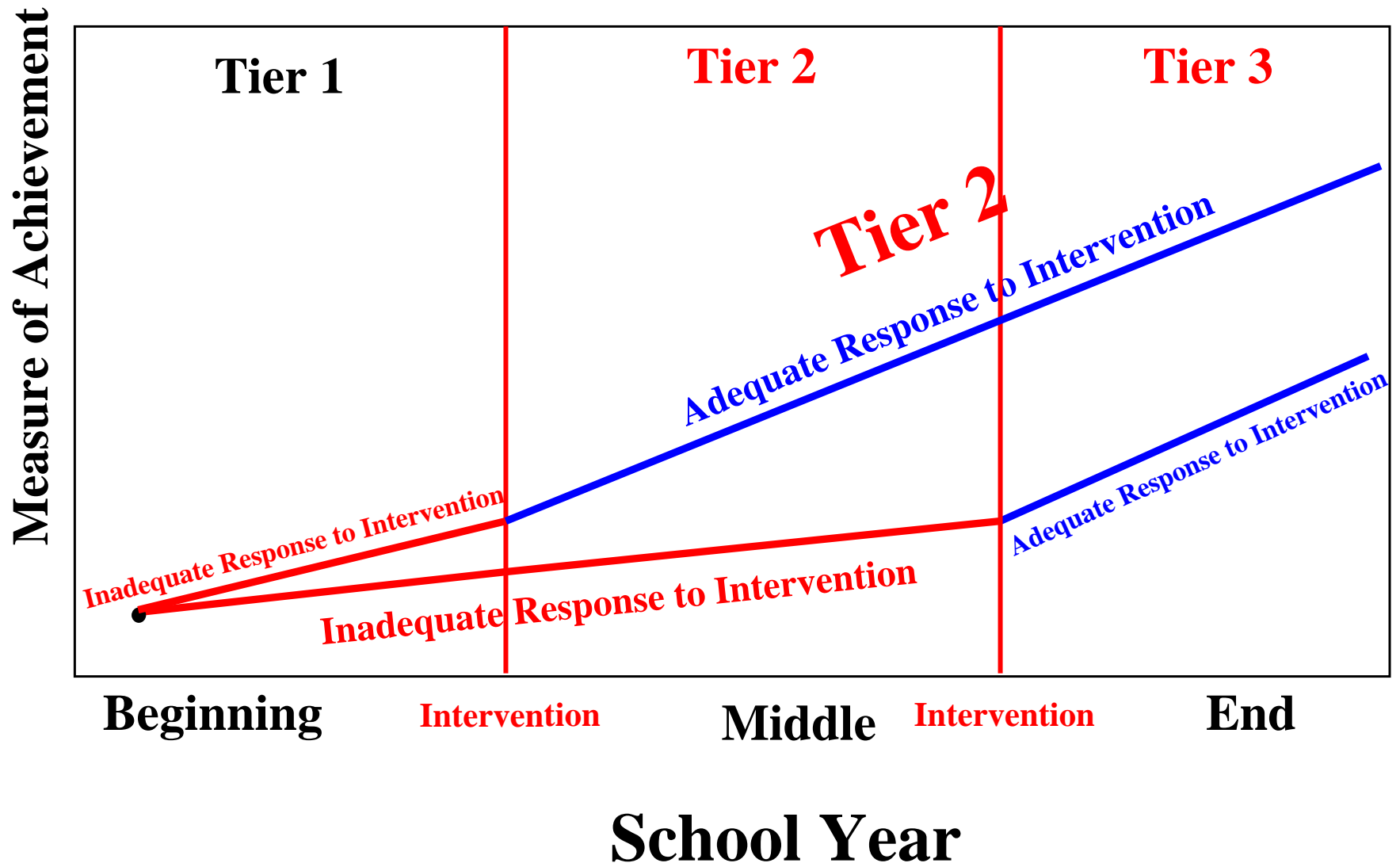
Response to Intervention (RtI)



Response to Intervention within a Tiered System



Response to Intervention within a Tiered System



RtI emphasizes

- High quality instruction for all students
- High quality teachers
- Ongoing student assessments
- A coherent schoolwide instructional plan every day for every student at every level of instruction (e.g., Tier 1, Tier 2, Tier 3)
- Specific scientifically-based rdg interventions to help all students learn to read
- Special education placement based on lack of learning growth under high quality instructional conditions

Source: International Reading Association

High Quality Instruction for All Students

- Schools develop comprehensive multi-tiered interventions to match students with appropriate research-based instruction
 - Tier 1: universal intervention -- all students prevention oriented
 - Tier 2: supplemental interventions for at risk students
 - Tier 3: intensive interventions for high risk students

TIER 1: CLASS INSTRUCTION FOR READING

Focus

For all students

Program

Scientific-based reading instruction and curriculum emphasizing the five critical elements of beginning reading

Grouping

Multiple grouping formats (large, moderate, small) to meet student needs (initial instruction, review, etc)

Time

90 minutes per day or more (as specified by the

Assessment

Benchmark assessment at beginning, middle, and end of the academic year

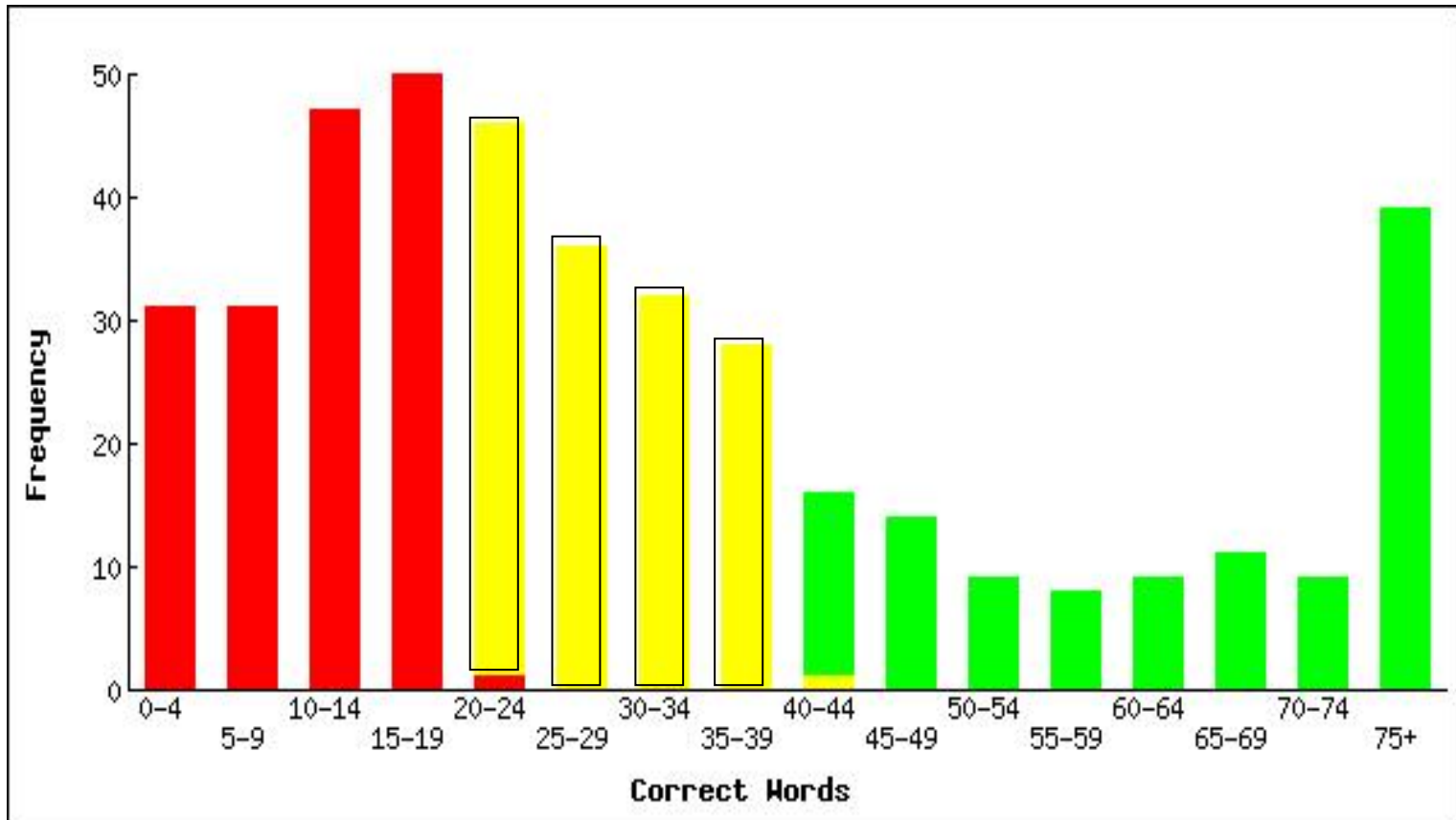
Teacher

General education teacher

Setting

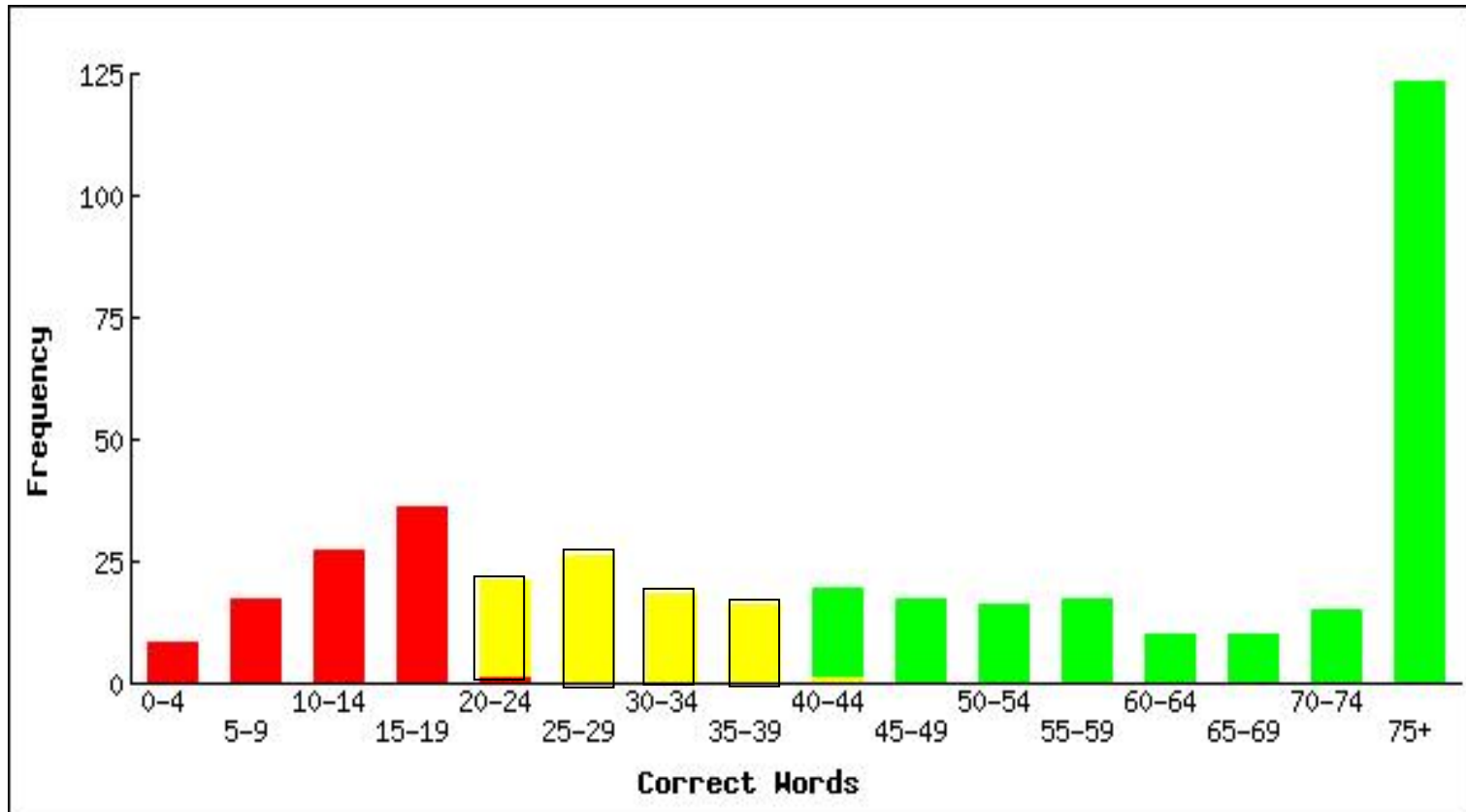
General education classroom

Universal Screening: Many Children At Risk



- 28% Low risk for reading difficulties
- 34% Some risk for reading difficulties
- 38% At risk for reading difficulties

Universal Screening: Few(er) Children At Risk



- 57% Low risk for reading difficulties
- 20% Some risk for reading difficulties
- 22% At risk for reading difficulties

TIER 2: SUPPLEMENTAL INSTRUCTION

Focus	For students identified with marked reading difficulties and who have not responded to Tier I efforts
Program	Specialized , research-based reading program(s) emphasizing the five critical elements of beginning
Grouping	Homogeneous small group instruction (1:3, 1:4, 1:5, 1:8, etc)
Time	Minimum of 30 minutes per day in small group in addition to the specified core reading instruction
Assessment	Progress monitoring more often (e.g., weekly, 2xmonth, etc.) on target skill(s) to ensure adequate progress and learning
Teacher	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external intervenor)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

TIER 3: INTENSIVE INTERVENTION

Focus	For students with marked difficulties in reading <u>or</u> reading disabilities and who have not responded adequately to Tier I and Tier II efforts
Program	<u>sustained, intensive, scientifically based</u> reading program(s) emphasizing the critical elements of reading for students with reading difficulties/disabilities
Grouping	Homogeneous <u>small group</u> instruction (1:1 to 1:3)
Time	<u>Minimum of two 30-minute sessions per day in small group in <u>addition</u> to the core reading instruction</u>
Assessment	Progress monitoring <u>more often (e.g., weekly, 2xmonth, etc.)</u> on target skills to ensure adequate progress and learning
Teacher	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school

RtI and Federal Regulations

Required by NCLB, IDEA, and RtI

- Monitoring of general education
- Core curriculum that addresses needs of all groups and all subgroups
- Supplemental instruction for struggling readers
- Intensive interventions for students who are not making adequate progress
- Instruction over discrepancy