



RTI for Identification of SLD; Early Intervening Services (Part 2)

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National Research Center on Learning Disabilities

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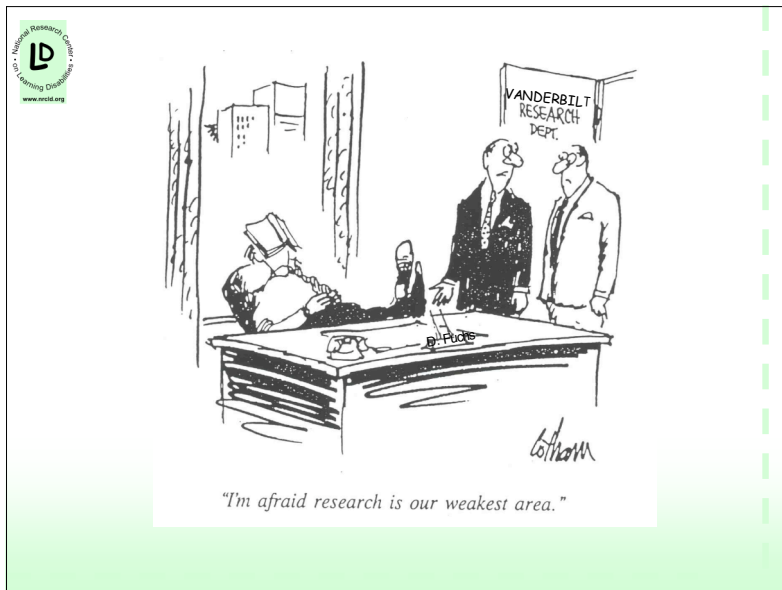
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Purposes of the NRCLD

- To understand how alternative approaches to identification affect who is identified.
- To investigate state and local identification policies and practices and LD prevalence.
- To provide technical assistance and conduct dissemination to enhance state and local practice in identification.
- To identify sites that effectively use responsiveness-to-intervention as a method of identification.



What are today's RTI related learner outcomes?

1. Components of RTI: What's included?
2. Uses of RTI: What decisions are made?
3. Connecting RTI and EIS
4. NRCLD offerings for you
5. SEA implementation lessons
6. Local implementation lessons



Across Methods: “Signature” Characteristic of SLD

Unexpected and **Specific** Learning Failure

The child with **unexpected** learning failure (or underachievement) is perceived by parents and teachers as generally competent. The learning difficulty is surprising and puzzling.

Specific learning failure suggests neurological dysfunction and processing deficits, which are presumed to cause severe problems in reading, writing, or math.



Defining SLD in Terms of RTI

SLD as nonresponders to validated instruction.

Assumption: If a child does not respond to instruction that is effective for the vast majority of children, then something is different about the child causing the nonresponse.

RTI eliminates poor instructional quality as a viable explanation for learning difficulty.



Assessing students' response to scientific, research-based intervention

Earlier Models

1. Appropriate learning experiences (e.g., KY)
2. Pre-referral team
3. Teacher assistance teams (TAT)
4. Diagnostic teaching models
5. Learning potential models



Why RTI?

- RTI can be *one* component of SLD determination
- As a **school-wide reform**, intends appropriate learning experiences for *all* students
 - Promotes early identification of students at risk for academic failure
 - Involves multiple performance measures (rather than measurement at a single point in time) linking assessment and instruction
 - Provides timely, school-wide, class level and individual student view of *curriculum* and *instructional* effectiveness; not a wait-to-fail model



Views on RTI applications

Distinct Uses

1. Prevention (kdg & early 1st grade) (e.g., McMaster et al., O'Connor et al., Torgesen et al., Vaughn et al., Vellutino et al.)
2. Intervention for students with achievement or behavior problems
3. As a component of SLD determination (e.g., Fuchs et al.; Speece et al.)

Genesis

- School-wide reform
- Public health applied to education
 - Prediction
 - Inoculation, and
 - Tiered intervention
- Necessary for disability determination
- Shifting roles and responsibilities



Approaches to Implementing RTI

Along Five Dimensions

1. Number of layers of preventative services (2-5)
2. Nature of secondary preventative treatment
 - Individualized (i.e., problem solving)
 - Standardized research-based protocol
3. How at-risk students are identified
 - Cut-point on screening test
 - With/out short-term progress monitoring
4. How "response" is defined
 - Final status on norm-referenced test or using a benchmark
 - Pre-post improvement
 - CBM Slope and Final Status
5. What happens to nonresponders
 - Nature of special education (tertiary prevention)



RTI: Three Layers of Preventative Services

(possible to have > 1 tier within each layer)

- **Primary Prevention**
 - General education
 - Research-based program
 - Faithfully implemented
 - Works for vast majority of students
 - Screening for at-risk pupils, with weekly monitoring of at-risk response to general education
- **Secondary Prevention**
 - Small-group, validated preventative tutoring
- **Tertiary Prevention**
 - Special education



Research Components of RTI



Commonly included:

- School-wide screening
- Progress monitoring
- Tiered interventions
- Fidelity of intervention measures (treatment integrity)

Selectively included:

- Parent involvement
- Link to IDEA procedural safeguards



Purposes of Assessment

SCREENING	PROGRESS MONITORING	DIAGNOSTIC
School-wide	Class/small group/ student	Individual student
Broad index	Specific academic skill or behavioral targets	Specific academic domains
Yearly/ 3x/monthly ID at-risk	≤ 3 wks/weekly/daily Regroup student	Yearly ID specific student deficits
School focus Class/school instr & curric decisions	Student focus Intervention effectiveness (curriculum / instr)	Student focus Selecting curric & instr methods
1 st step for intervention planning	Continue or revise placement	Planning or specifying intervention



A Primer: Curriculum-Based Measurement (CBM)

- Teachers assess students' academic performance, using brief measures.
- Each alternate form of the CBM test assesses performance on a measure of what is expected by end of year.
- The CBM score is viewed as an indicator of overall performance.
- Major RTI purposes
 - To designate risk (measured on 1 occasion near beginning of the year)
 - To describe rate of response to instruction (measured weekly on alternate forms, with a slope of improvement calculated)



Popular CBM Indicators of Reading Competence

- Kindergarten: Letter-Sound Fluency
- Grade 1: Word-Identification Fluency
- Grades 2-3: Passage Reading Fluency
- Grades 4-6: Maze Fluency



Screening for Possible Reading Risk

Grade	CBM Probe	Cut-off
Kindergarten	Letter Sound Fluency	< 10 letters/minute
Grade 1	Word Identification Fluency	< 15 words on list/minute
Grade 2	Passage Reading Fluency	< 15 words in text/minute
Grade 3	Passage Reading Fluency	< 50 words in text/minute
Grade 4	Maze Fluency	< 10 Maze replacements/ 2.5 minutes
Grade 5	Maze Fluency	< 15 Maze replacements/ 2.5 minutes
Grade 6	Maze Fluency	< 20 Maze replacements/ 2.5 minutes

Note: These figures may change pending additional RTI research.



Tier 1–Primary Prevention: Confirming Risk Status With PM

- At the end of 5-8 weeks, student risk status is confirmed or disconfirmed.

Grade	Inadequate Reading Slope	Inadequate Math Computation Slope	Inadequate Math Concepts and Applications Slope
Kindergarten	< 1 (LSF)	< 0.20	< 0.20
Grade 1	< 1.8 (WIF)	< 0.25	< 0.30
Grade 2	< 1 (PRF)	< 0.20	< 0.30
Grade 3	< 0.75 (PRF)	< 0.20	< 0.50
Grade 4	< 0.25 (Maze)	< 0.50	< 0.50
Grade 5	< 0.25 (Maze)	< 0.50	< 0.50
Grade 6	< 0.25 (Maze)	< 0.50	< 0.50

Note: These figures may change pending additional RTI research.



Secondary Prevention: Determining Response in Math

Grade	Computation		Concepts and Applications	
	< Slope	< End level	< Slope	< End level
Grade 1	< 0.50	< 20 digits	< 0.40	< 20 points
Grade 2	< 0.40	< 20 digits	< 0.40	< 20 points
Grade 3	< 0.40	< 20 digits	< 0.70	< 20 points
Grade 4	< 0.70	< 20 digits	< 0.70	< 20 points
Grade 5	< 0.70	< 20 digits	< 0.70	< 20 points
Grade 6	< 0.70	< 20 digits	< 0.70	< 20 points

Note: These figures may change pending additional RTI research.



Tier Considerations

(Use in #1 prevention and #2 intervention)

- Decision rules for repeating tiers
- Number of interventions required
- Distinguish curricular, instructional, and combined interventions. What will you require?
- Fidelity (integrity) of intervention measures: When does an intervention delivery lack integrity? What happens next?
- Dosage question: How do we match the strength of the intervention (intensity) to student needs?



Secondary Tutoring: Some Common Features

Small Groups (1:1, 1:3, 1:5, 1:10)

- 10-12 wks, 3-4x per wk, 35-45 min per session
- Point system for motivation
- Immediate corrective feedback
- Mastery of content before moving on
- More time on difficult activities
- More opportunities to respond
- Shorter transitions
- Goal setting and self monitoring
- Special relationship with tutor



Distinguishing among Tiers: Specificity and Intensity

- | | |
|--|---|
| 1. Size of the instructional group | 7. Specificity and focus of curricular goals |
| 2. Immediacy of corrective feedback | 8. Duration of the intervention (weeks) |
| 3. Mastery requirements of content | 9. Frequency with which the intervention is delivered in a day or week |
| 4. Amount of time on difficult activities | 10. Amount of time focusing on the intervention (minutes) |
| 5. Number of response opportunities | 11. Instructor's skill level |
| 6. Number of transitions among contents or classes | |



RTI Dimension #2: Standardized Research-Based Secondary Preventative Treatment

Tutoring

Small groups (2-4)

3-4 sessions per week (30-45 min per session)

Conducted by trained and supervised personnel (typically, not the classroom teacher)

In or out of classroom

10-30 weeks



Nature of Tier 3 Special Education

- Reform special education so it represents a viable and important tier within the multi-tiered prevention system
 - Individualized programs formulated inductively using CBM
 - Intensive instruction conducted individually for sufficient duration to be effective
 - Criteria specified and monitored to exist students so that placement is flexible and used only as required



Fidelity of Implementation Component

- Treatment integrity: Accuracy and consistency
- Promote as an affirming professional development activity “we want to do the best we can”
- School - interventions - teacher level
- Three dimensions of fidelity checks:
 - Method: How?
 - Frequency: How often?
 - Support system: So what’s next?
 - Professional development
 - Resource allocation



RTI as a SLD Determination Component

- Assessment information for decision making about special education (disability and need) status
- Should be the highest standard of implementation
- Standard intervention protocol (8 week)
- High frequency of progress monitoring
- Explicit decision rules (e.g., final status or slope)
- High degree of treatment integrity
- RTI is one component; an initial threshold



Within RTI Identification

- Secondary preventative tutoring is viewed as the “test” to which at-risk students respond to determine disability.
- That response needs to be measured and categorized as “responsive” (not LD) or “unresponsive” (LD) using an appropriate tool for such measurement.



EIS & RTI comparisons

1. EIS and RTI emphasize scientifically based interventions; not “home grown”
2. EIS is **mandated** for districts with disproportionate representation of students in disability groups or minorities with disabilities.
3. Under EIS, the LEA must annually report on students served; RTI does not have such a provision.
4. EIS is not linked with SLD determination procedures. RTI, on the other hand, is.
5. RTI is conceptualized as school-wide. EIS is focused as support services.



Topic: Implementation





Distinguishing Research-based & School-based Implementation

Research markedly different than school examples:

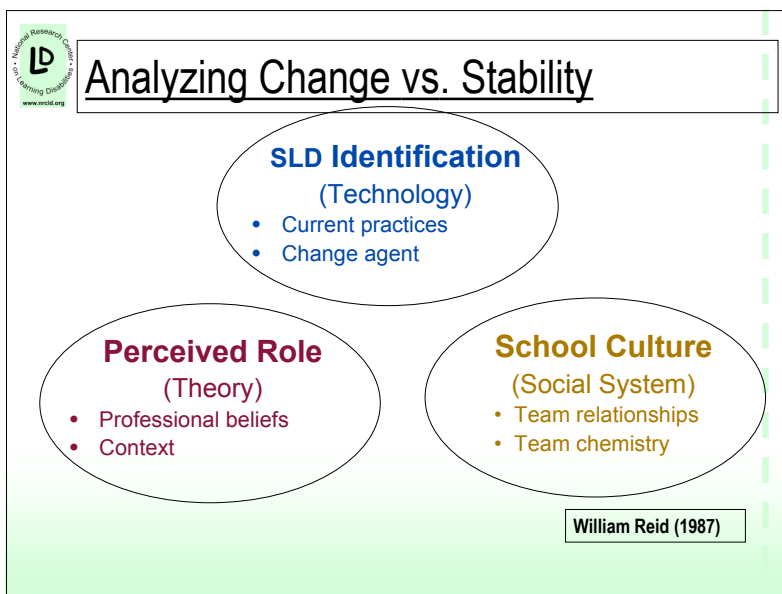
1. Confusion of distinguishing “screening” and “progress monitoring”
2. Lack of scientific basis in Tier 2 intervention (e.g., more of the same)
3. Limited rule based decision-making (e.g., *flexible* cut scores)
4. Frequency of progress monitoring data collection
5. (Consistent) data informs decisions but other factors have stronger influence
6. Performance dominates; not slope (growth rate)
7. Lack of fidelity measures in the individual or small group interventions
8. Significant difference in “hot-house” sites from the “home-grown” sites.
9. Theory of practice: For schools, the issue is about getting services to students, not disability determination



Frequently Asked Questions

What will be required for professional development?

- Staff need to learn to:
 - Collect and interpret screening scores
 - Ensure quality of primary prevention
 - Collect and interpret on-going progress-monitoring data
 - Design secondary prevention programs with validated interventions
 - Implement secondary prevention programs with fidelity



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- NRCLD Targeted Activities**
1. TA to the TA providers (e.g., RRC, Comp Ctrs, Parent Info Ctrs)
 2. Content Template
RTI component x grade x content
 3. SEA directed assistance (Survey)
 4. Synthesizing SEA policies around RTI into a planning and evaluation checklist
 5. Support to parent and advocacy groups
 6. SEA SLD/RTI/EIS conference (Sept)
 7. SLD Determination How-To document
 8. National, regional, and state conferences
 9. Resource Kit (March)

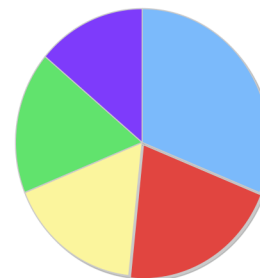


Survey: Your thoughts please

- Help us focus our efforts to help you
- What are your most pressing needs in the next six months?
- How is assistance best offered?
- Would a workshop on focused topics be helpful?



Learning Disabilities Resource Kit



- SLD & RTI General Information
[9 Documents]
- SLD & RTI Parent Pages
[6 Documents]
- SLD & RTI PowerPoint Presentations
[5 Documents]
- SLD & RTI Related Journal Articles
[5 Documents]
- SLD & RTI Tools for Change
[4 Documents]



Resource Kit General Information

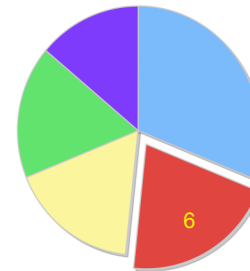


- SLD & RTI General Information
- SLD & RTI Parent Pages
- SLD & RTI PowerPoint Presentations
- SLD & RTI Related Journal Articles
- SLD & RTI Tools for Change

- Executive Summary of the NRCLD Symposium on RTI
- Executive Summary of the NRCLD Topical Forum Applying RTI to SLD Determination Decisions
- Resource List: SLD and RTI
- Helping Educators Discuss RTI with Parents and Students
- Select NRCLD Publications
- TA & Information Related to IDEA 2004: RTI in Conjunction with LD Determination
- Linking IDEA 2004 with SLD Identification Procedures
- Information Digest: Responsiveness to Intervention: An SLD Determination Resource



Resource Kit Parent Pages

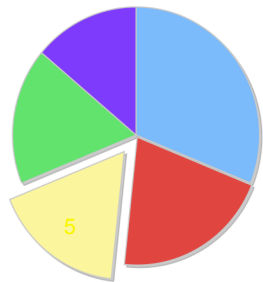


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- SLD & RTI Tools for Change

- Who is the Student with Specific Learning Disability?
- What is Responsiveness to Intervention?
- How Can You be Involved in School Improvement?
- How Can Early Intervening Services and RTI Work Together?
- How Can You Evaluate Whether a Program is Research Based?
- What is Progress Monitoring?



Resource Kit PowerPoint Presentations

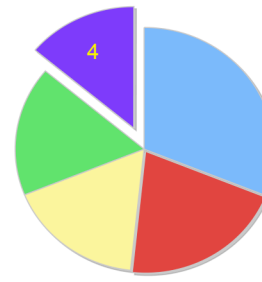


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- PowerPoint Citations
- A Research-Based View of SLD: Implementing Change
- A Research-Based View of SLD: RTI Overview
- RTI: Preventing and Identifying SLD for SEAs
- RTI: Reading and Math Standardized Tier 2 Research-Based Interventions
- Topical Forum I: Applying RTI to SLD Determination Decisions: Research Findings



Resource Kit Tools for Change



- SLD & RTI General Information
- SLD & RTI Parent Pages
- SLD & RTI PowerPoint Presentations
- SLD & RTI Related Journal Articles
- SLD & RTI Tools for Change

- SLD Identification Overview: General Information and Tools to Get Started
- Responsiveness to Intervention in the SLD Determination Process
- Screening Tool for Well-Described RTI Models and Comparison Models
- RTI Implementation Tool for Reading: Best Practices



Other Resource Kit Products

- *Getting Started with SLD Determination: After IDEA Reauthorization* [manual]
 - Introduction
 - Section 1: Determine the current status in your state and prepare for change
 - Section 2: Ensure policy coherence across legislation
 - Section 3: Address challenges with SLD determination in your state
 - Section 4: Address who is the student with SLD
 - Section 5: Design your plan
 - Section 6: Implement your plan
 - Section 7: Evaluate your plan



Other Resource Kit Products continued

- *Responsiveness to Intervention (RTI): How to Do It* [manual]
 - Introduction
 - Section 1: School-wide screening
 - Section 2: Progress monitoring
 - Section 3: A tiered service delivery model
 - Section 4: Fidelity of implementation
 - Section 5: Implementation site examples and student case studies
 - Conclusion



Other Resource Kit Products continued

- ***Specific Learning Disabilities (SLD) Identification Handbook*** [manual]

Topics include:

- Descriptions, definitions, and model of SLD
- Integrating responsiveness to intervention
- Individual, comprehensive evaluation
- Assessing students' patterns of strengths and weaknesses

		Foundational Psychometric Standards		Progress Monitoring Standards				
		Reliability	Validity	Alternate Forms	Sensitive to Student Improvement	AYP Benchmarks	Improving Student Learning or Teacher Planning	Rates of Improvement Specified
Tools Area	AIMSweb							
	Maze	•	•	•	•	•	•	•
	Reading	•	•	•	•	•	•	•
	★Test of Early Numeracy	•	•	•	•	•	•	•
	Early Literacy	•	•	•	•	•	•	•
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Spelling	•	•	•	•	•	•	•
	Initial Sound Fluency	•	•	•	•	•	•	•
	Word Use Fluency	•	•	•	•	•	•	•
	Retell Fluency	•	•	•	•	•	•	•
	★Oral Reading Fluency	•	•	•	•	•	•	•
	Phonemic Segmentation Fluency	•	•	•	•	•	•	•
	Nonsense	•	•	•	•	•	•	•
	Maze	•	•	•	•	•	•	•
	Reading	•	•	•	•	•	•	•
	★Test of Early Numeracy	•	•	•	•	•	•	•



For Information about Progress Monitoring, Training & Research

- National Center for Student Progress Monitoring
 - www.studentprogress.org
 - studentprogress@air.org
- National Research Center on Learning Disabilities
 - www.nrcld.org



Thank You

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