Vision: Every child in every district receives the instruction that they need and deserve…every day.

An Initial Look at Using RTI for SLD Identification: Scientific, Legal, and Educational Foundations

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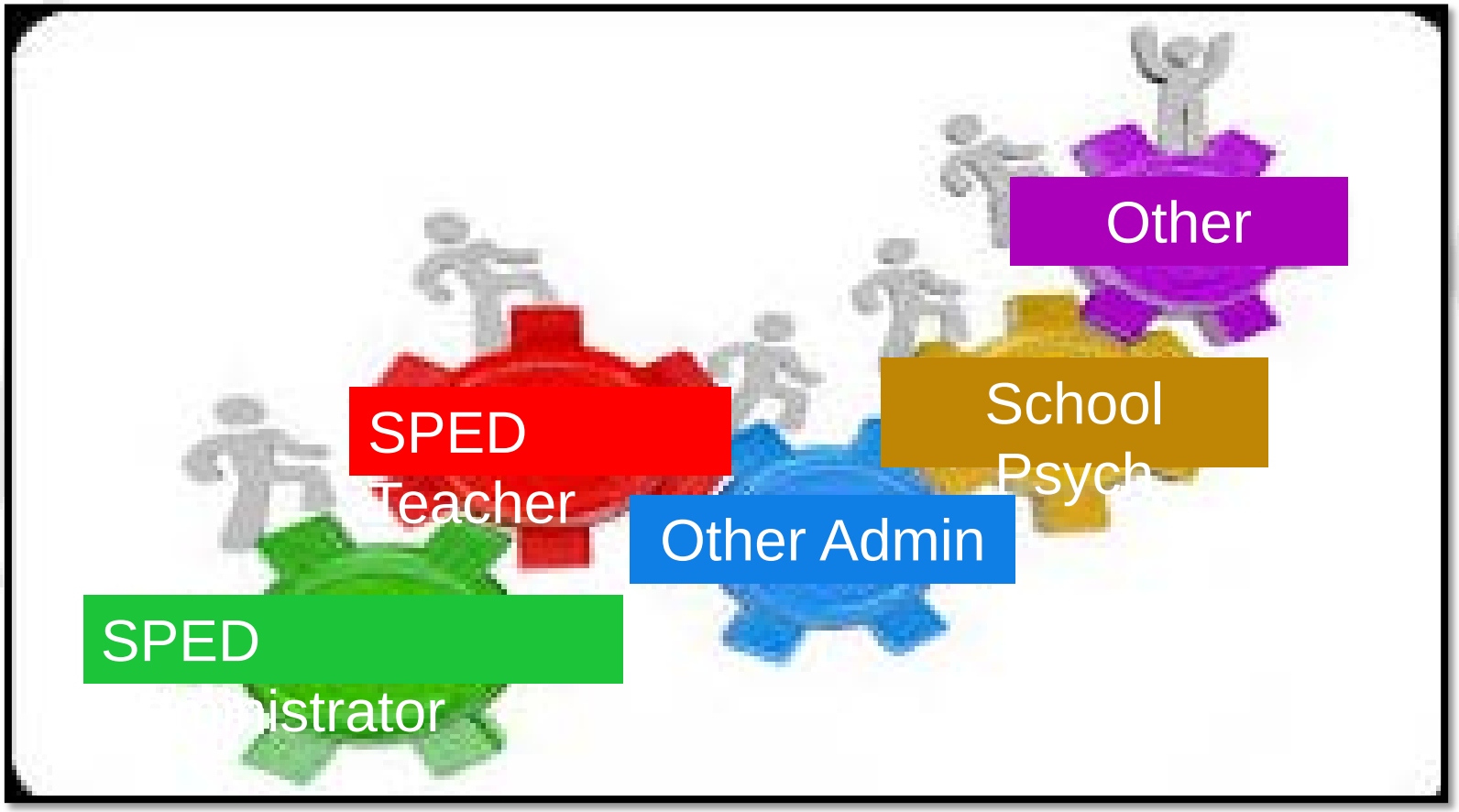
ODE/COSA Special Education Conference

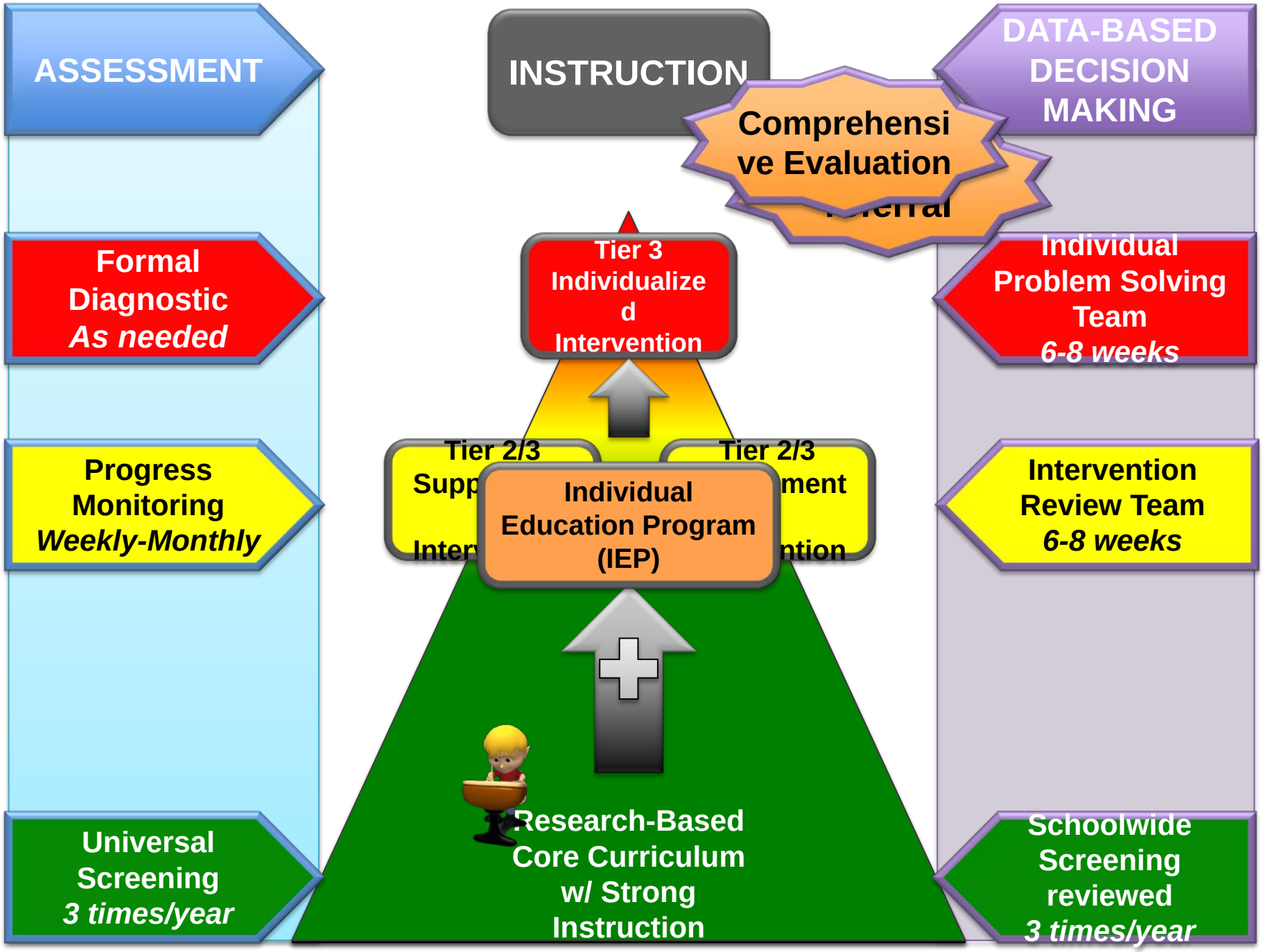
October, 2018

What's your role?



Why RTI for SLD

1. Supported by Regulations & Policy: IDEA, OSEP, OARS, ODE
2. Most perceived barriers are MYTHS; Science and procedural reality support RTI
3. Legally supported; Negligible legal action, mostly deferential to districts
4. RTI better serves the educational needs of students


ASSESSMENT
INSTRUCTION
DATA-BASED DECISION MAKING
Comprehensive Evaluation
Referral
Formal Diagnostic
As needed
Tier 3 Individualized Intervention
Individual Problem Solving Team
6-8 weeks
Progress Monitoring
Weekly-Monthly
Tier 2/3
Tier 2/3
Individual Education Program (IEP)
Intervention Review Team
6-8 weeks
Research-Based Core Curriculum w/ Strong Instruction
Universal Screening
3 times/year
Schoolwide Screening reviewed
3 times/year

WHY RTI #1

IDEA, OSEP, ODE,

OARS,

All Support

Using RTI for SLD

Why RTI #1: RTI *IS THE INTENT* of the New IDEA

- Identify (screen) and intervene early
- "The priority should always be to deliver services, with assessment secondary to this aim"
- Use continuous progress monitoring to assess interventions and enhance outcomes
- Move from psychometric/cognitive assessment to direct "assessment of a child's response to scientifically based instruction"
  - "In the absence of this… many children who are placed into special education are essentially ***instructional casualties*** and ***not students with disabilities***"

A New Era: Revitalizing Special Education for Children and their Families (July 1, 2002). The Presidents Commission on Excellence in Education

IDEA Established and Supports the use of RTI for SLD

A State must adopt…criteria for determining… SLD.

In addition, the criteria adopted by the State:

- ***Must not*** require the use of a severe discrepancy between intellectual ability and achievement 34 CFR 300.8(c)(10);
- ***Must permit*** the use of a process based on the child's response to scientific, research-based intervention (**RTI**); and
- ***May permit*** the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10).

OARS Support Using RTI:

OARs allow for two methods of SLD identification:

- RTI—Which has been directly supported by ODE since 2006

- The "other alternative research-based procedure" (PSW)

OARS Require RTI Components

All SLD evaluations ***must*** include:

"(A) Data that demonstrate that before, or as part of, the referral process, the child was provided ***appropriate instruction*** in regular education settings"

"(B) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting **formal assessment of student progress** that is **directly linked to instruction**." (OAR 581-015-2170)

OAR Eligibility Requirement: *A determination of whether the primary basis for the suspected disability* is (i) *a* **lack of appropriate instruction** in reading (including the essential components of reading) (OAR 581-015-2170)

Talk Time

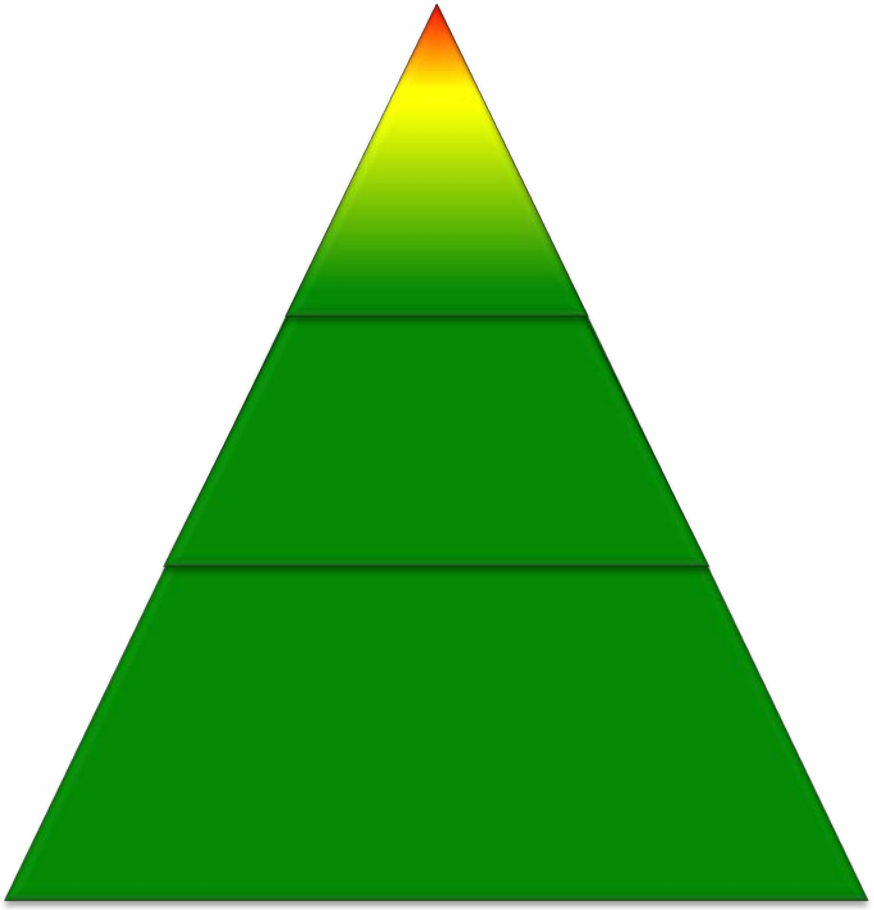
When evaluating for SLD, how do you currently determine if the child was provided *appropriate instruction* in regular education settings?

- What data/evidence do you use?

WHY RTI #2

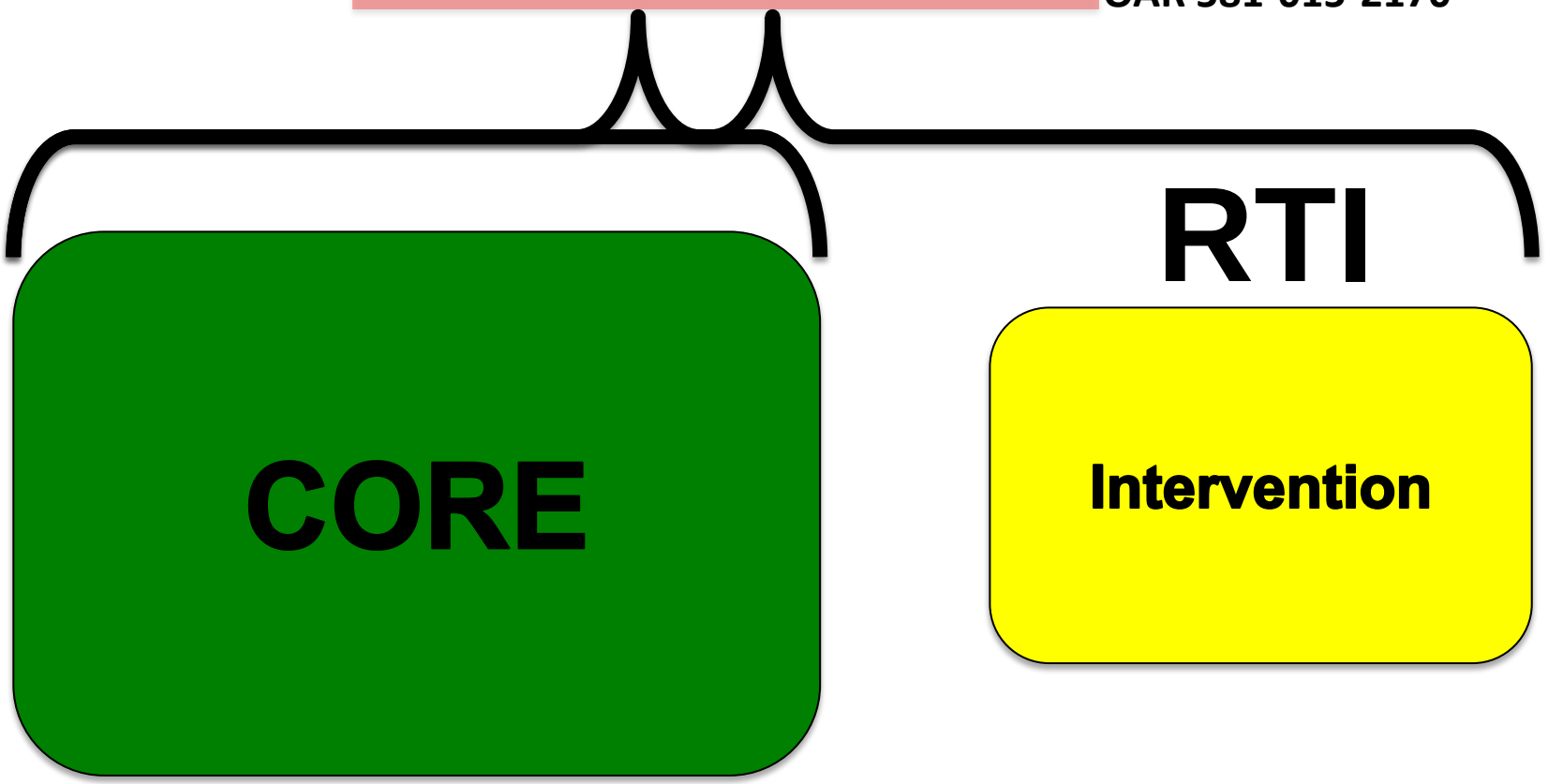
Most perceived barriers are MYTHS; Science and procedural reality support RTI

Myth: You can't use RTI unless your core is at 80%



All SLD evaluations ***must*** include:

"(A) Data that demonstrate that before, or as part of, the referral process, the child was provided *appropriate instruction* in regular education settings" **OAR 581-015-2170**



Myth: The Definition of SLD Mandates Evaluation of Cognitive Processing

Definitions of SLD: P.L. 94-142 → IDEA

…means a disorder in one or more of the basic psychological *processes* involved in understanding or in using language, spoken or written, that may *manifest itself* in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

Myth: The Definition of SLD Mandates Evaluation of Cognitive Processing

- Interpretation of the definition is not left to individuals. *Regulations Interpret*

- The Federal Register, IDEA, and OARs clearly interpret: Assessment of cognitive processing is not required for SLD

IDEA: Sec. 300.309
Determining the existence of SLD

- The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade–level standards:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

Manifestations

OARS: Comprehensive SLD Evaluation Regardless of Model

a) Academic assessment
b) Review of records
c) Observation (including regular education setting)
d) Progress monitoring data
g) Other:
   - *A.* *If needed*, developmental history
   - *B.* *If needed*, an assessment of cognition, etc.
   - *C.* *If needed*, a medical statement
   - D. Any other assessments to determine impact of disability

Oregon Administrative Rules, **581-015-2170**

Myth: The Definition of SLD Mandates Evaluation of Cognitive Processing

"The Department does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD. There is no current evidence that such assessments are necessary or sufficient for identifying SLD. Further, in many cases, these assessments have not been used to make appropriate intervention decisions. ….In many cases, assessments of cognitive processes simply add to the testing burden and do not contribute to interventions… "

(Federal Register, vol. 72, no. 156, p.46651)

Myth: Cognitive assessment is necessary to determine if a student is *REALLY* SLD

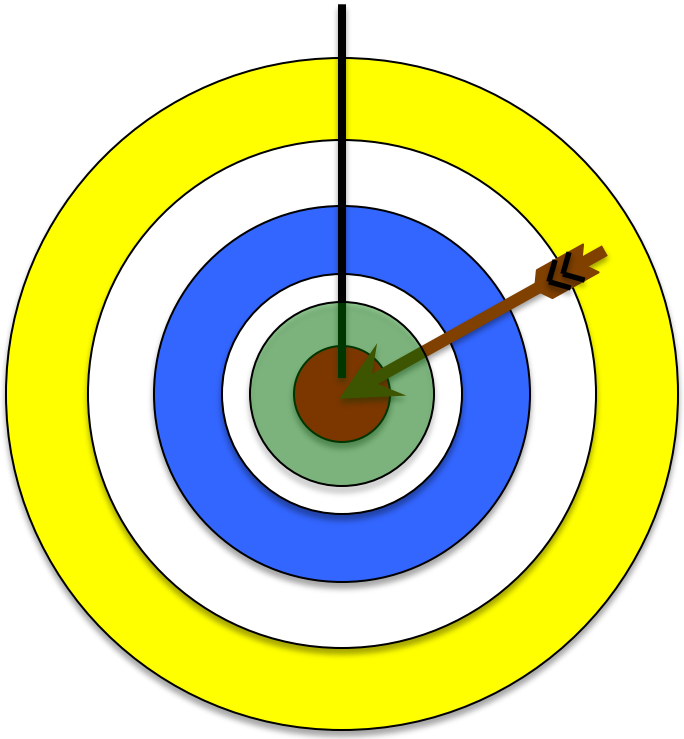
- Research has not demonstrated support for the reliability or validity of cognitive profiles in identifying SLD

PSW Models: Identification Accuracy

(Miciak, Fletcher, Stuebing, Vaughn & Tolar, 2014)

- "[PSW models] identified ***less than half*** of the inadequate responders as LD".
- PSW-identified students did not differ significantly in academic skills from those students not identified.
- Different PSW models did not consistently identify the same students as LD.

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations…



Differences between states

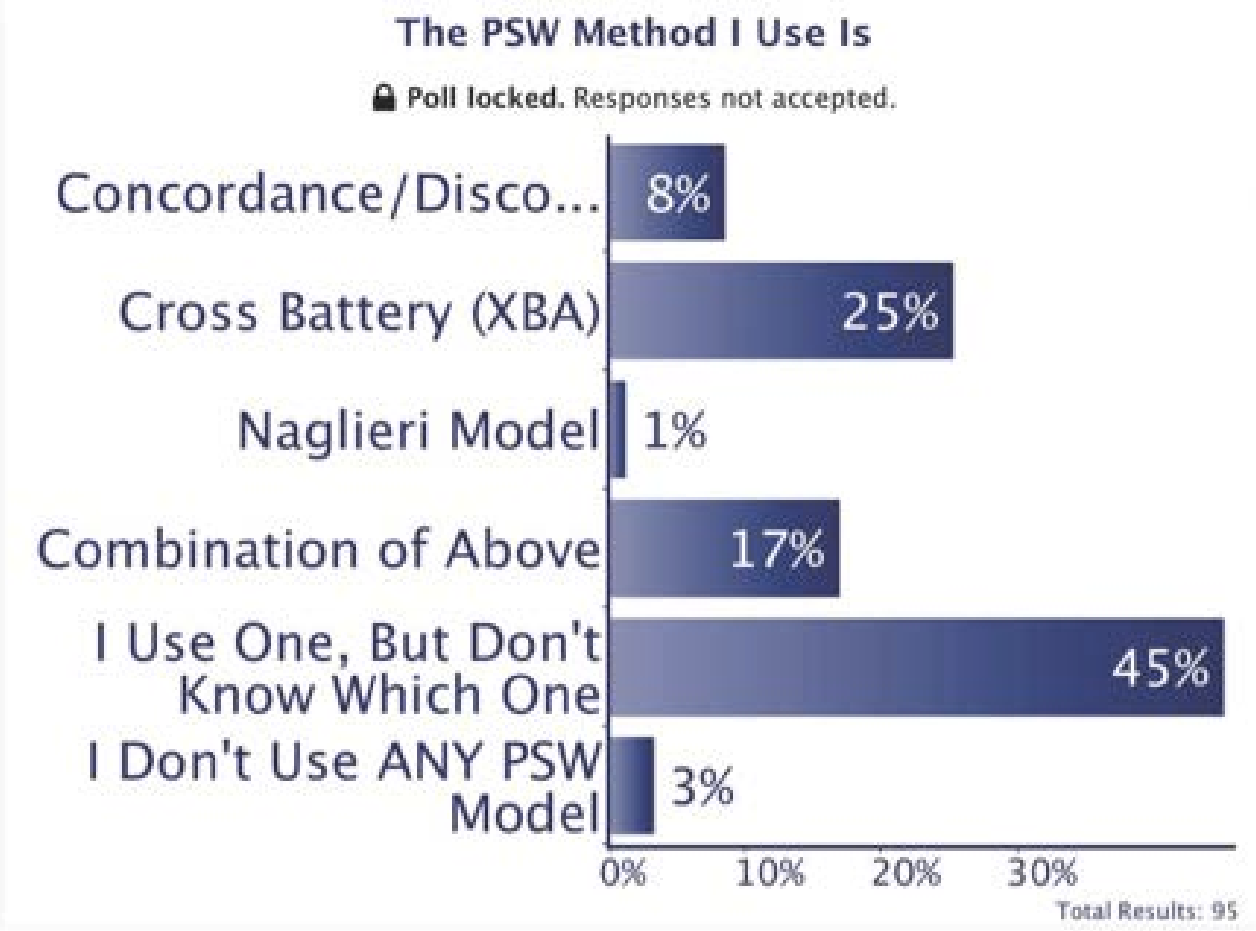
Differences between districts

Differences between School Psych's

Differences between tests

Measurement error

Sample Poll of School Psychologists



Shinn, 2016

Traditional, Cognitive Models of Identification Have Been Applied Inconsistently

"For more than 25 years, accumulated evidence has strongly suggested that most students labeled SLD are those students with ***severe educational needs*** (i.e., have performance discrepancies compared to students in their own communities), ***regardless of the stated eligibility criterion***"

Shinn, M. R. (2007)

The Decision to Evaluate Cognitive Processing is Made Case by Case

COSTS?

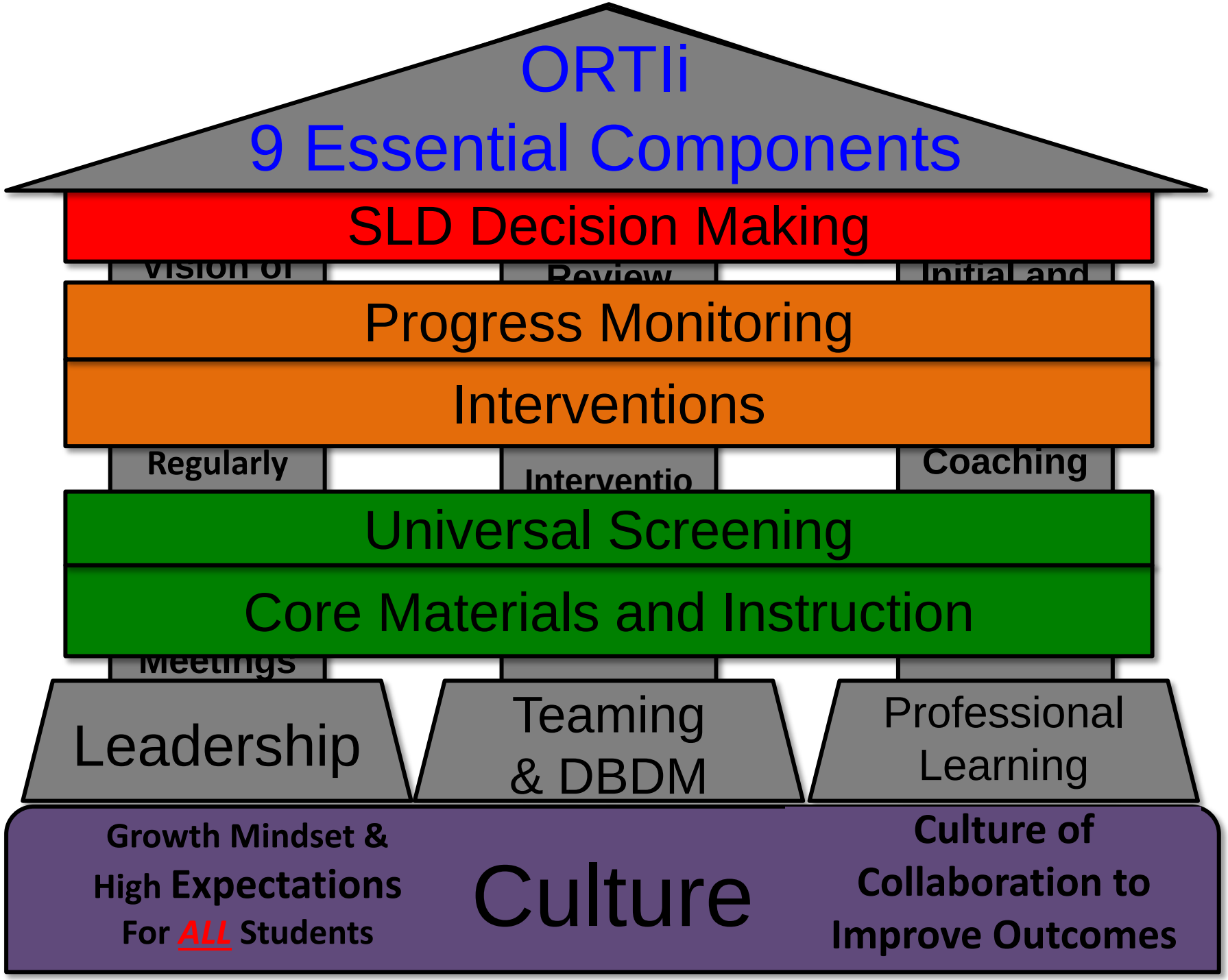
- Time
- FTE
- $$$
- Culture: Shifts Responsibility From Instruction To Inferred Processes

BENEFITS?

- Different/More Accurate Decisions?
- Better Interventions?
- Impact On Student Achievement?
- Better IEPs?

WHY RTI #3

RTI Better Serves the Educational Needs of Students


ORTIi
9 Essential Components
SLD Decision Making
Progress Monitoring
Interventions
Regularly
Coaching
Universal Screening
Core Materials and Instruction
Meetings
Leadership
Teaming
& DBDM
Professional
Learning
Growth Mindset &
High Expectations
For ALL Students
Culture
Culture of
Collaboration to
Improve Outcomes

RTI for SLD

1. **Reinforces evidence-based** best practices for instruction, assessment, and data-based decision making
2. **Growth Mindset**: Focuses on Instruction, Curriculum, Environment (ICE) and increases achievement for all students
3. **Accountability**: Creates a broader, deeper, and articulated continuum of services for SLD students

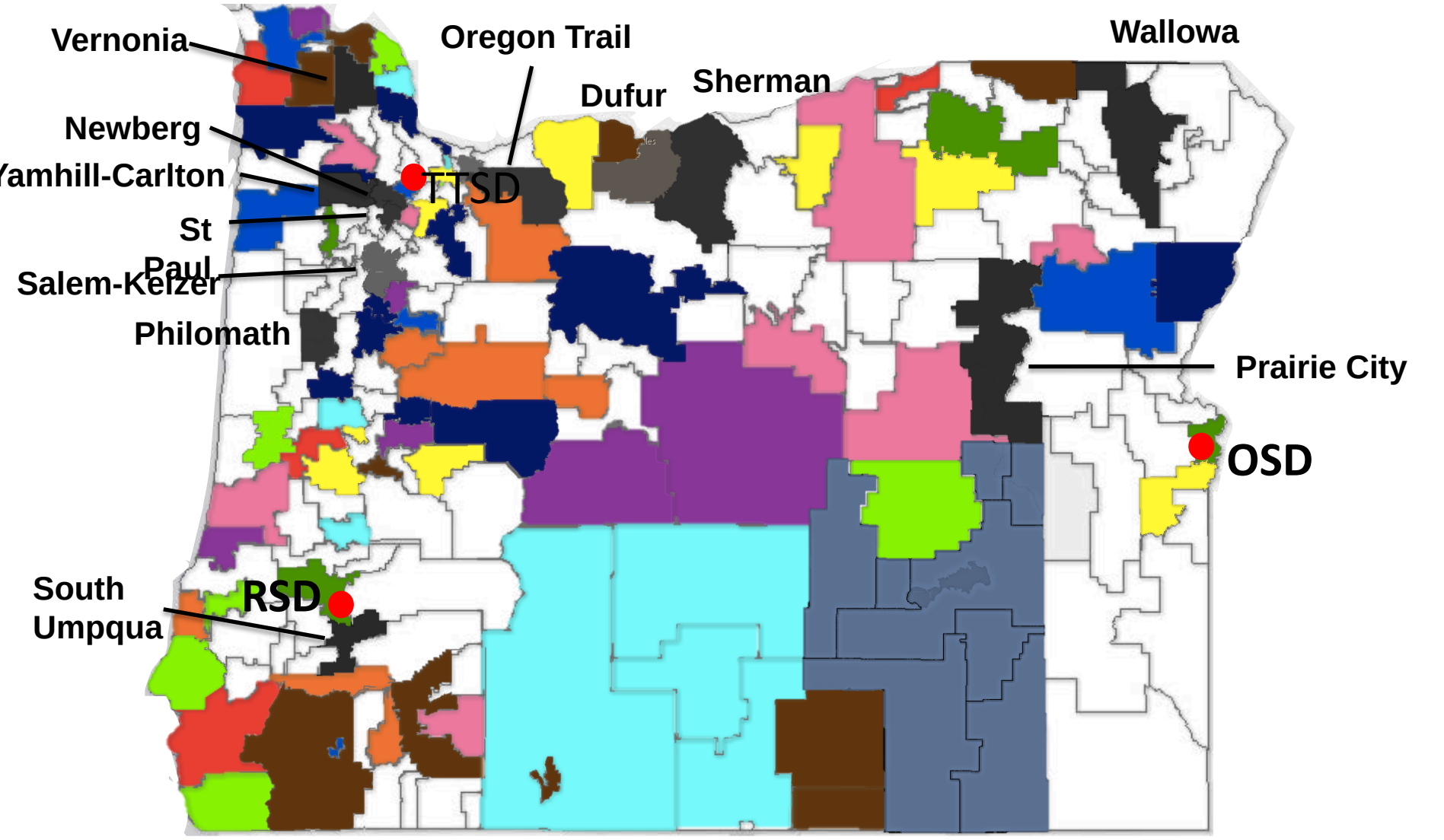
Impact of RTI Method: Research Support

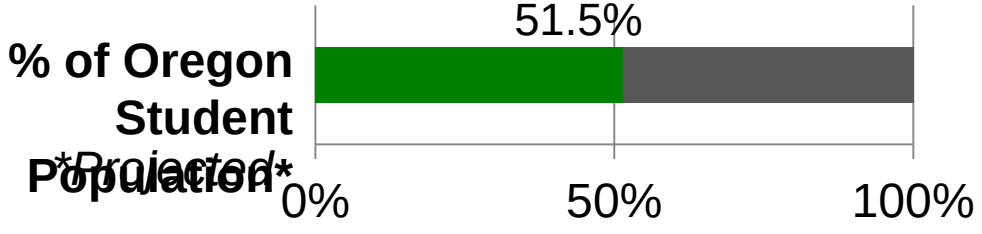
Use of RTI has resulted in:

- **Improved proportionality** or indicators of equity,
- **Earlier delivery of special education services**, and
- **Increased student achievement** (Marston, Muyskens, Lau, & Canter, 2003), and
- **Lower rates of SLD** (Burns, Appleton, & Stehouwer, 2005),

A. M. VanDerheyden & M. K. Burns (2010)

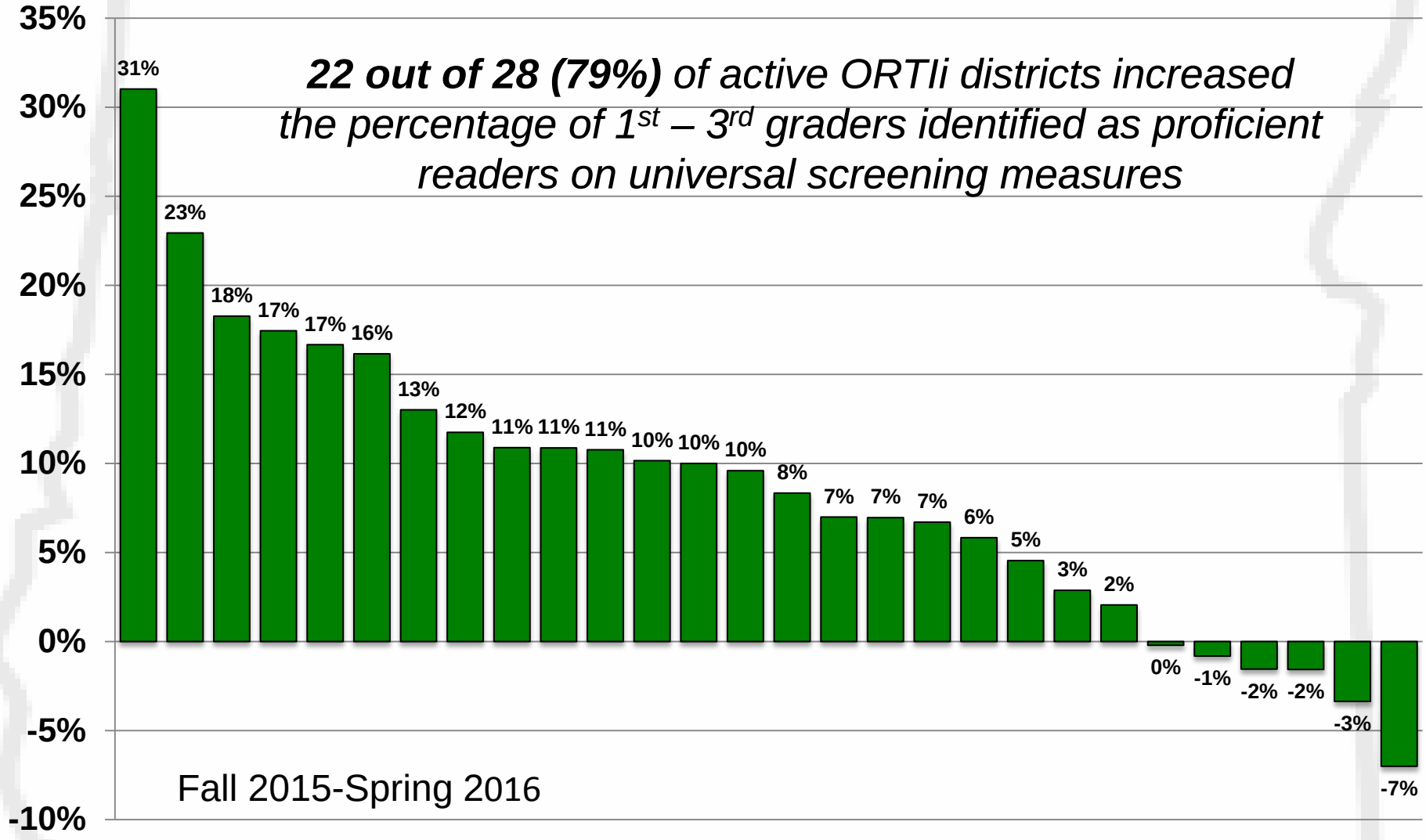
Cadre 11: 2017-2018



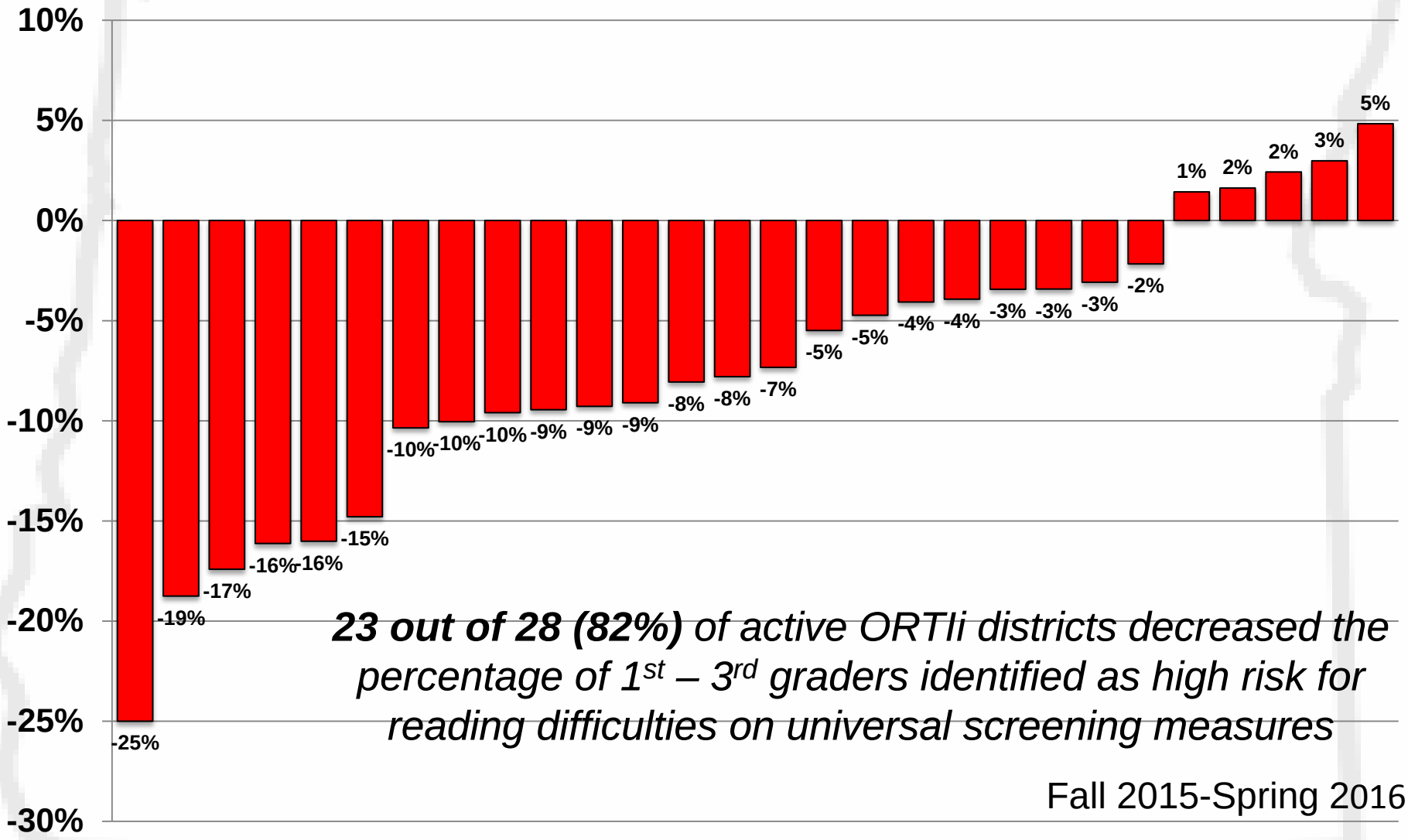


# of Districts: **103**

Change in Percentage of 1st – 3rd Graders at Low Risk: Active Districts (9, 9.2 & 10) (*by District*)



Change in Percentage of 1st – 3rd Graders at High Risk: Active Districts (9, 9.2 & 10) (*by District*)

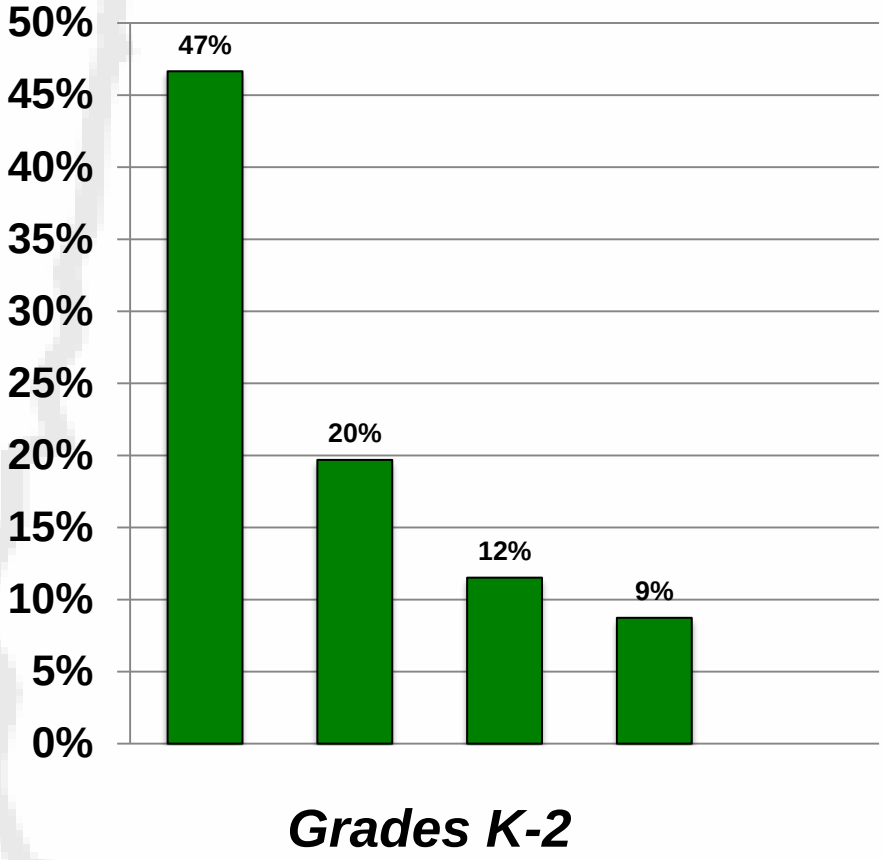


23 out of 28 (82%) *of active ORTIi districts decreased the percentage of 1st – 3rd graders identified as high risk for reading difficulties on universal screening measures*

Fall 2015-Spring 2016

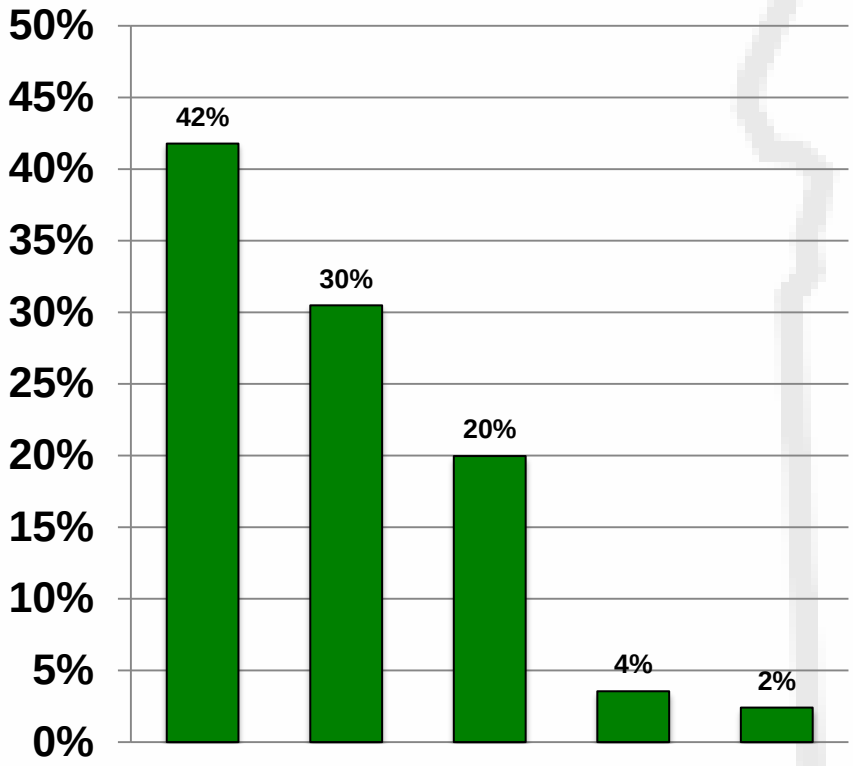
Change in Percentage of Students at Low Risk: Math Cadre (*by District*)

4 out of 4 (100%) *of ORTIi Math districts increased the percentage of K – 2nd graders identified as proficient in math on universal screening measures*



Grades K-2

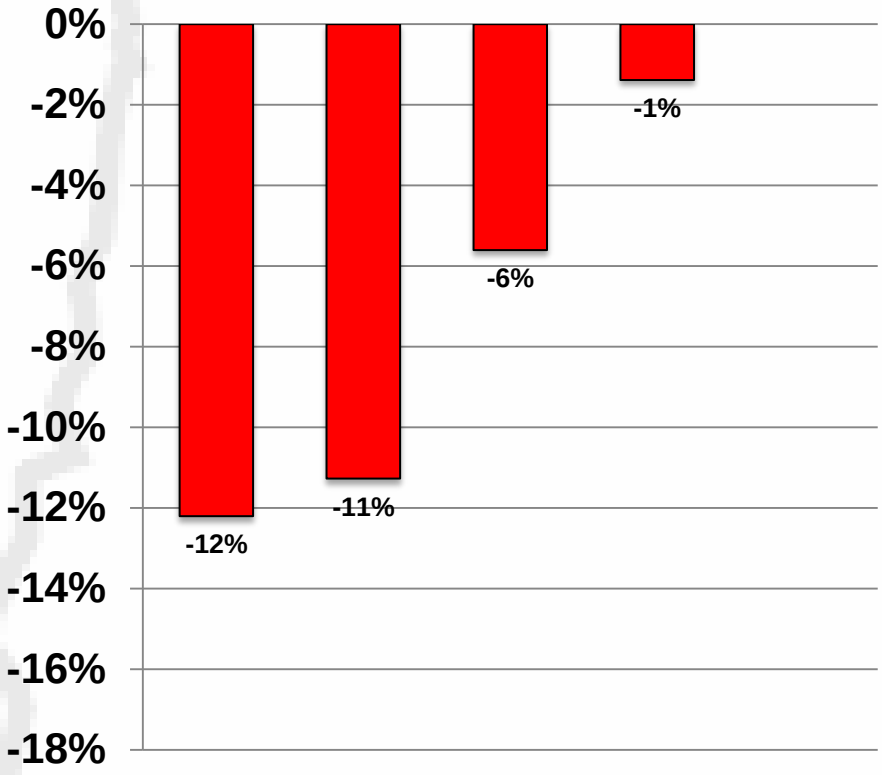
5 out of 5 (100%) *of ORTIi Math districts increased the percentage of 3rd – 5th graders identified as proficient in math on universal screening measures*



Grades 3-5

Change in Percentage of Students at High Risk: Math Cadre (*by District*)

4 out of 4 (75%) *of ORTIi Math districts decrease the percentage of K – 2nd graders identified as high risk for math difficulties on universal screening measures*



Grades K-2

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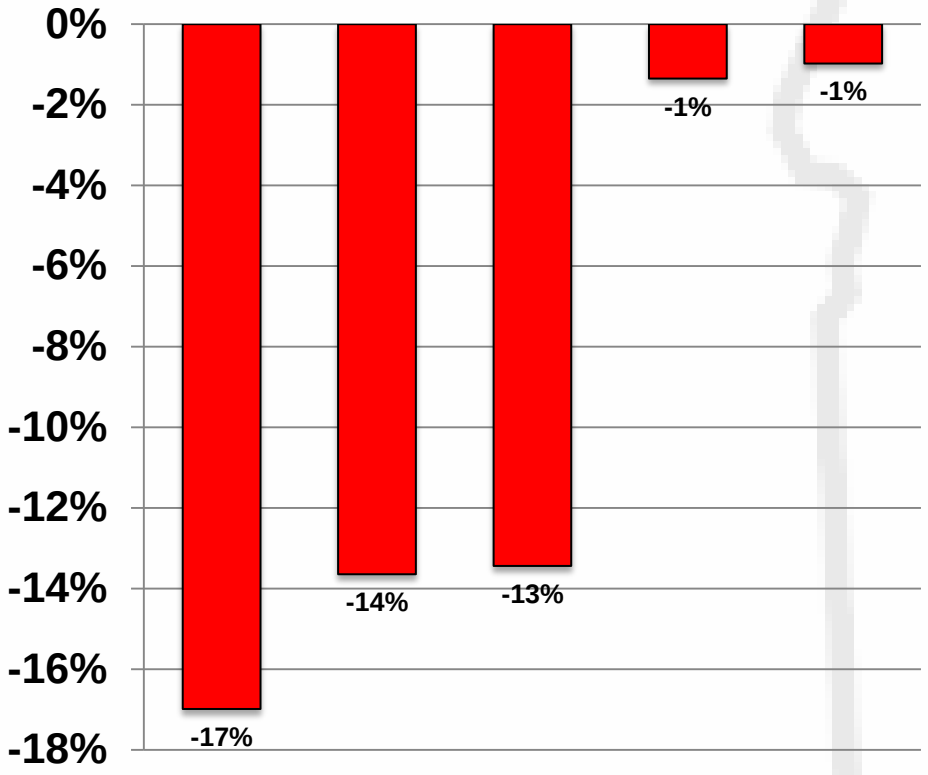
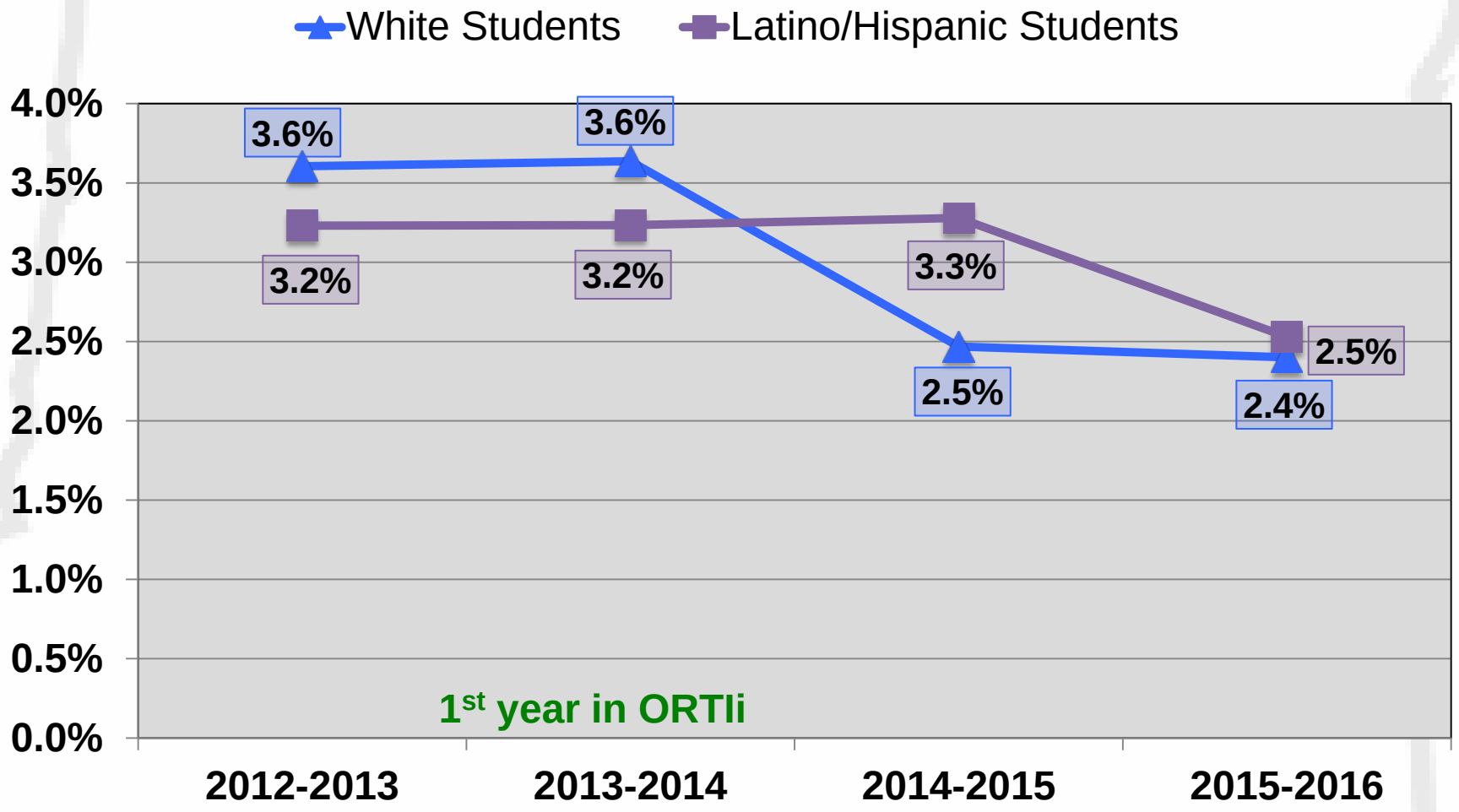


Grades 3-5

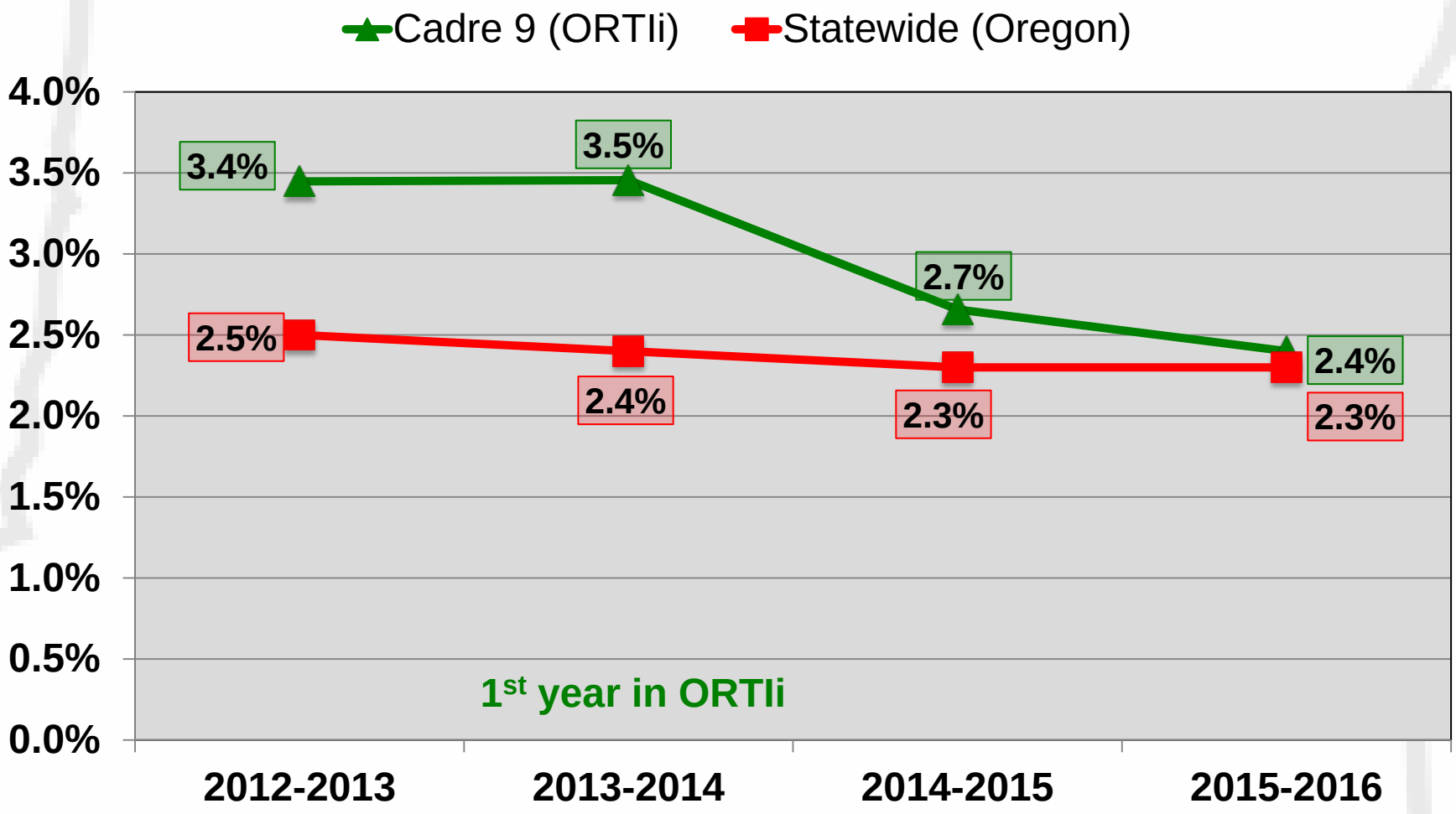
Cadre 9: SLD Identification Rates (K-5)

Comparison of White and Hispanic/Latino Students



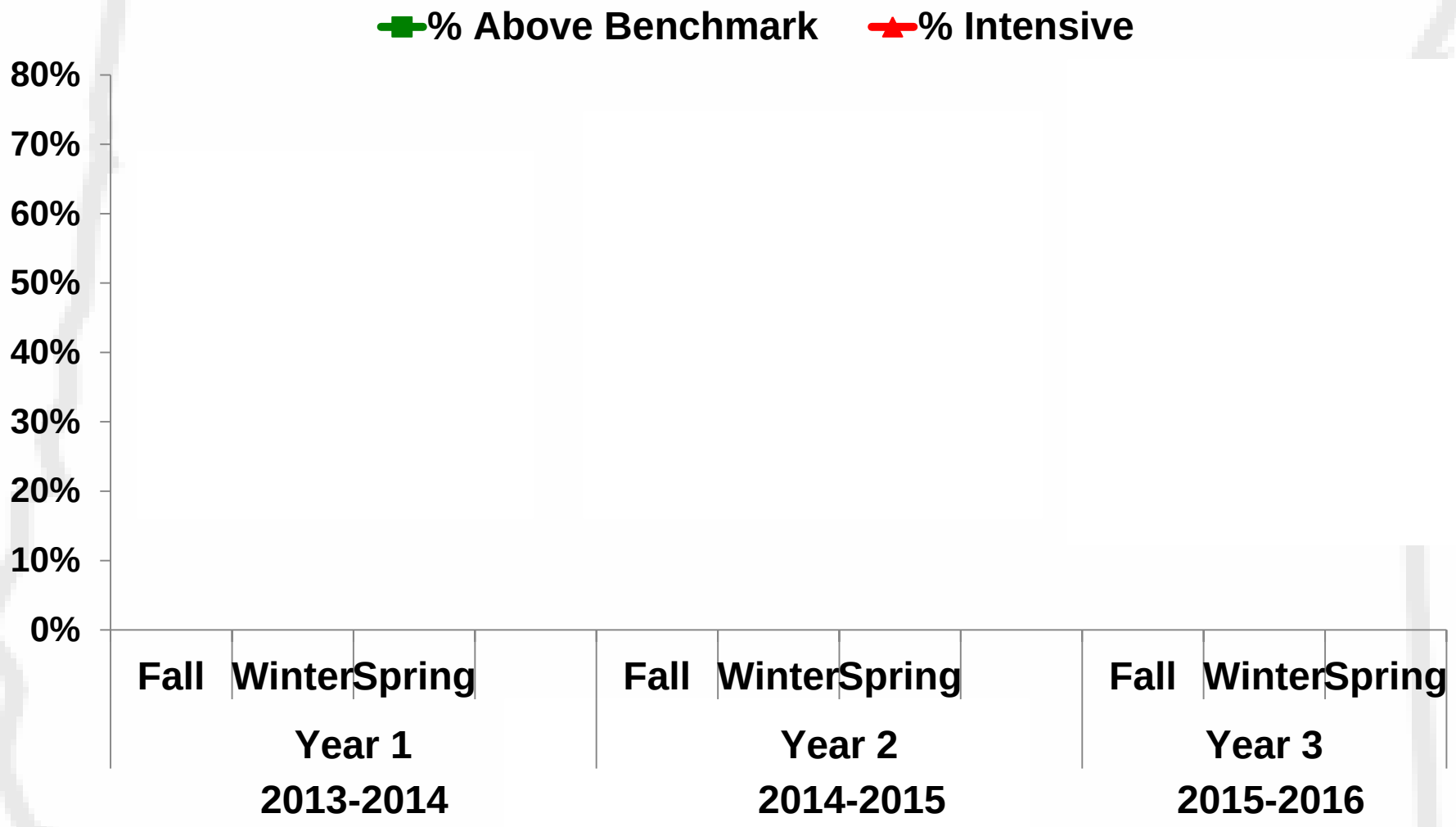
% of students (K-5) Identified as Specifically Learning Disabled

Cadre 9 (including Cadre 9.2):
SLD Identification Rates (K-5)

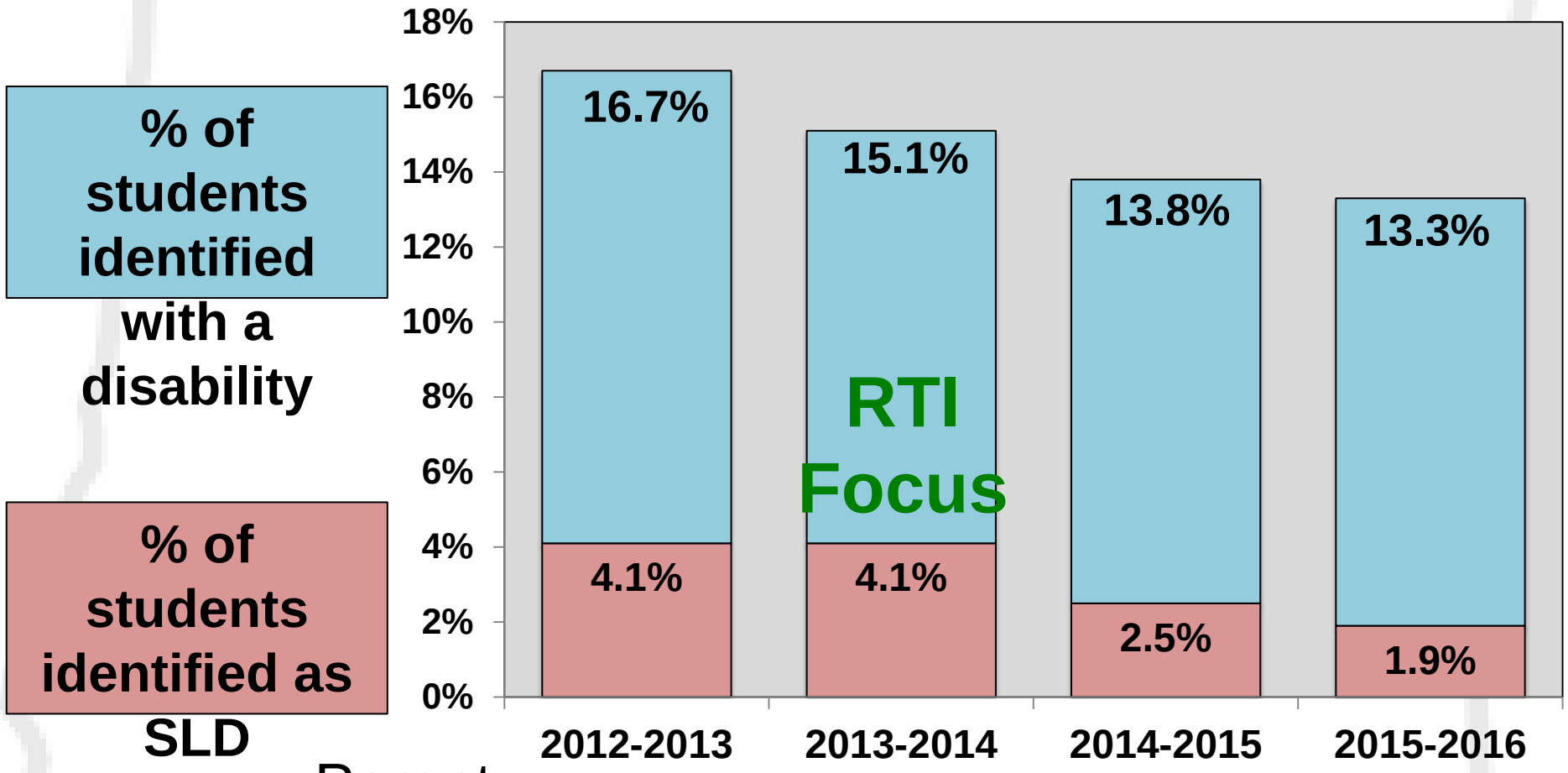


% of students (K-5) Identified as Specifically Learning Disabled

Sample School District



Sample School District: SPED Identification



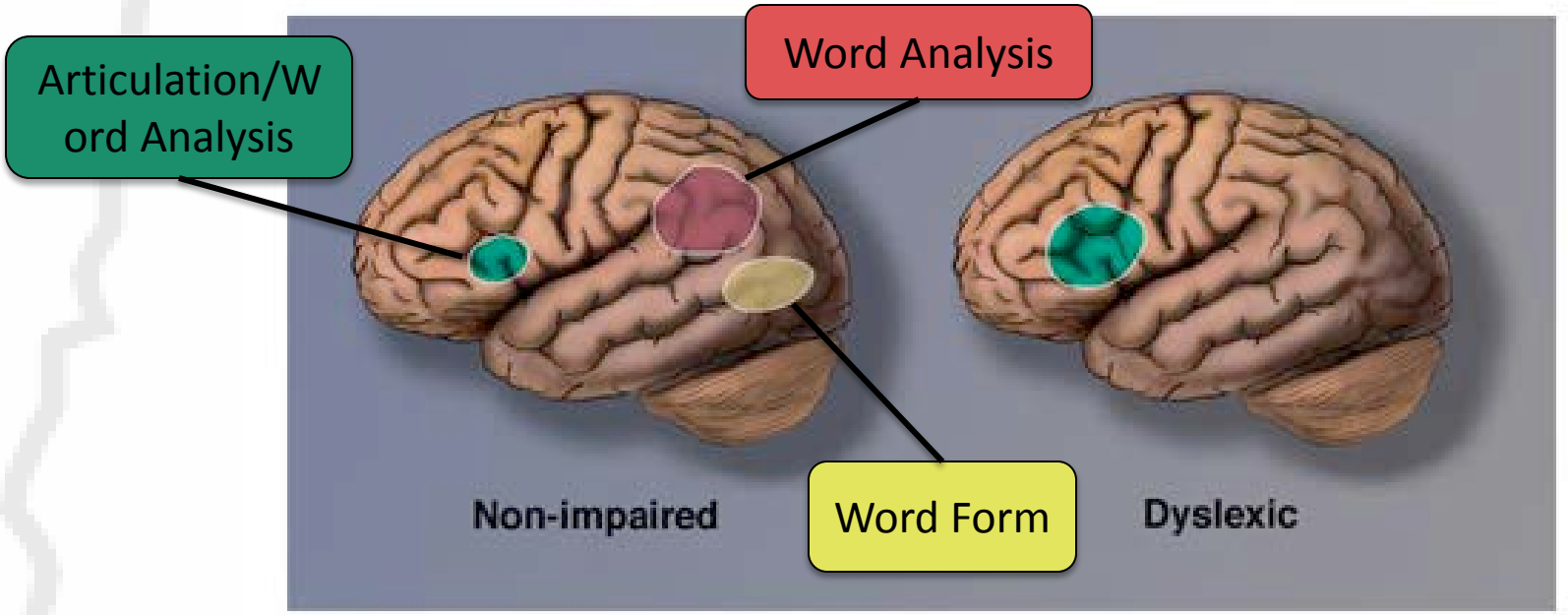
Parent Satisfaction with SPED:

34%

90%

SLD: Static or Dynamic?

- Children who struggle with reading have both *functional* and *structural* differences in their brains as compared to non-impaired students.



SLD: Static or Dynamic?

The good news…

"…an intensive evidence-based (phonologic) reading intervention brings about ***significant*** and ***durable*** changes in brain organization, so that brain activation patterns resemble those of typical readers" (Shaywitz et al, 2004)

The bad news…

- One point in time cognitive evaluation is insufficient
- We sometimes rush to evaluation and eligibility instead of providing the intensive evidence based practices (EBPs) needed - "Instructional casualties"

Special Education Placement is not enough!

- Average effect size of traditional special education *identification and placement* practices = **+0.12** (Kavale, 2007)

- What does this mean?
  - SPED *identification and placement* typically provides little educational benefit to students.
  - *Its what we **DO*** in special education that can make a difference.

Cognitive Processing: Can 200 Studies be Wrong?

"Over 200 studies synthesized in seven meta-analyses found a ***negligible to small effect for cognitive assessments and interventions on reading and mathematics improvement***.

Examining cognitive processing data does not improve intervention effectiveness, ***and doing so could distract attention from more effective interventions."***

Burns, NASP Communiqué, 2016.

RTI Road to SPED Placement

1. Minimizes “Instructional Casualties”
2. Focuses on “Instructional Need”
3. Provides information for meaningful, data-based IEPs
4. SPED services articulated with a broad system of supports and providers

If we know that:

- IDEA, the OARS, and the courts support the use of RTI, *and*
- RTI done well can benefit all students, especially struggling learners, *and*
- Intensive, targeted interventions can significantly change a student's academic and neurological functioning, *and*
- Merely placing students in SPED may not improve their chances for success, *then*
- *Do we not have a moral imperative to implement RTI fully and aggressively?*

Questions?

Answers?

Testimonials?

For more information:

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Visit our website at www.oregonrti.org

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