

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

The How of RTI for SLD

Eligibility: Doing the Right Thing the Right Way

David Putnam, Ph.D.

Shelby?

Tammy?

COSA, Seaside

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Oregon Response to Intervention

Targets

- What are the Essential Components of and RTI Evaluation?
- What are the benefits?
- What is the **purpose** of a *comprehensive evaluation*?
- SPED Referral: **When** does it occur and what's the process?
- What are the **key questions** we need to answer in a *comprehensive evaluation* for SLD?
 - Does the student have *significantly low skills*?
 - Does the student make *slow progress* despite intensive interventions?
 - Does the student have an *instructional need*?
 - Are the struggles primarily due to one of the *exclusionary factors*?

Purposes of a Comprehensive Evaluation

- Provide any **additional information** needed to determine whether the child has a **disability**.
- Determine **if the child needs** specially designed instruction.
- Generate information that can be used in the **design of the instructional program**.

Purposes of a Comprehensive Evaluation

- Lead to **effective programs** and **improved outcomes**

“Its all about the students”

Special Education Evaluation Process

- Referral
- Evaluation planning meeting
- Conduct comprehensive evaluation
- Eligibility meeting
- IEP meeting

ASSESSMENT

INSTRUCTION

**DATA-BASED
DECISION
MAKING**

**Formal Diagnostic
*As needed***

**SPED
referral?**

**Progress Monitoring
*Weekly-Monthly***

**Tier 3
Individualized
Intervention**

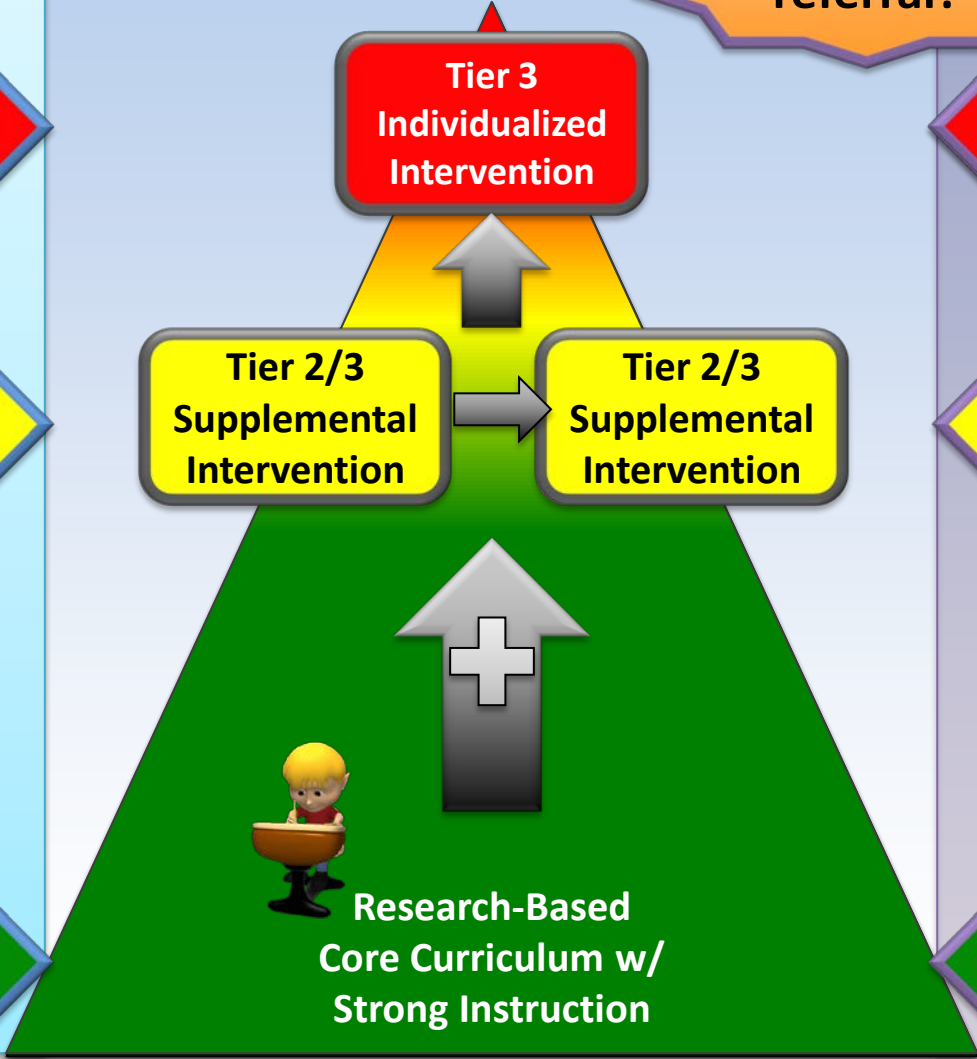
**Individual Problem
Solving Team
*6-8 weeks***

**Tier 2/3
Supplemental
Intervention**

**Tier 2/3
Supplemental
Intervention**

**Intervention Review
Team
*6-8 weeks***

**Universal Screening
*3 times/year***

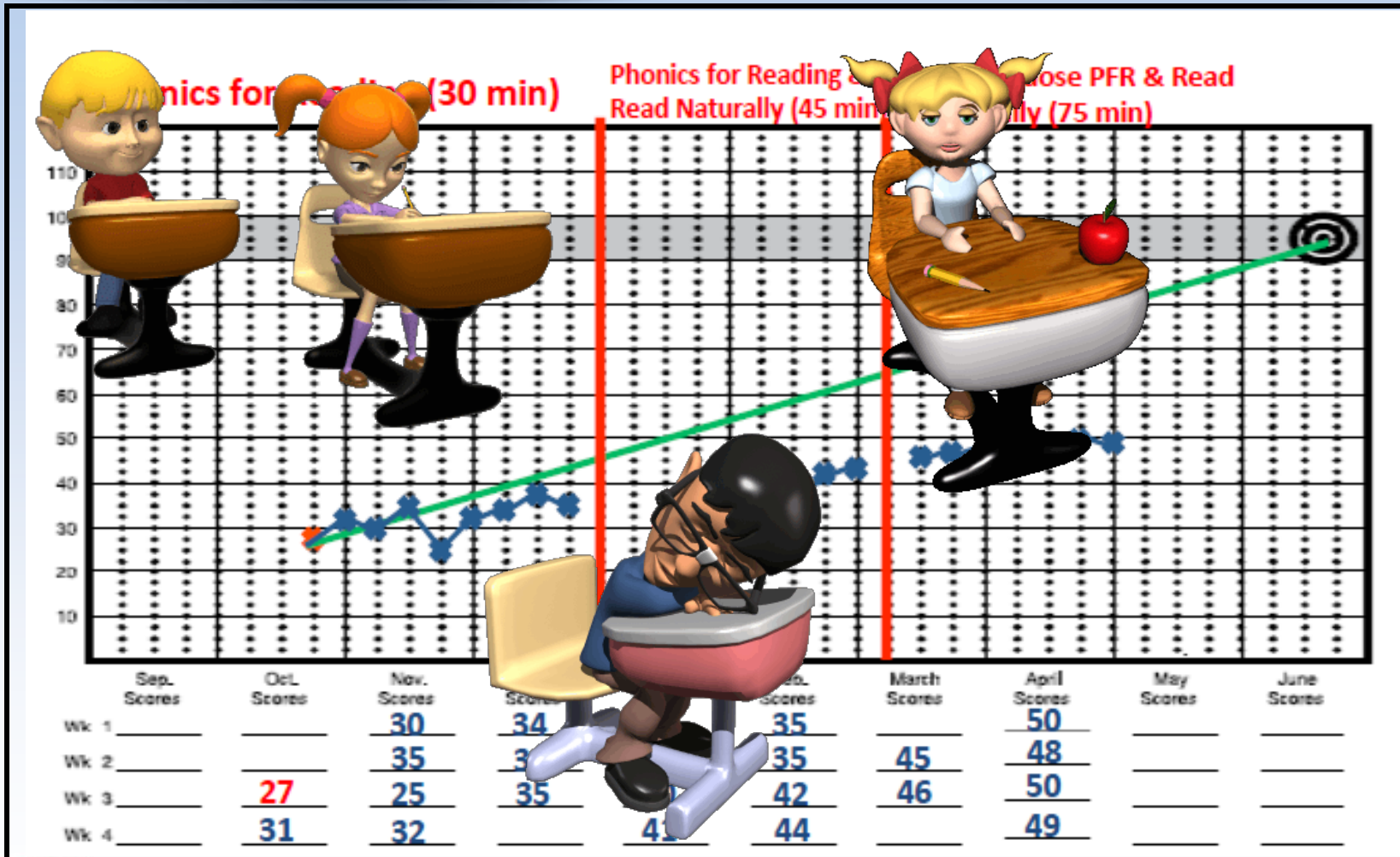


**Research-Based
Core Curriculum w/
Strong Instruction**

**Schoolwide
Screening reviewed
*3 times/year***

Referral:

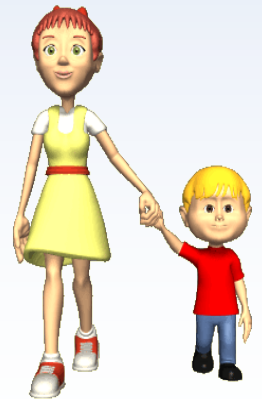
Is there suspicion of a disability?



Parent Referrals

Parents have a right to make a referral at any time

- The team must ***consider*** the referral
 - ***Cannot*** refuse the referral due to RTI (OSEP, 2011)
 - ***Can*** refuse the evaluation if there is good evidence (i.e., data) indicating the student can be successful with general education supports
 - Must provide written notice to parents if the request to evaluate is refused



What happens after a referral is made?

Relevant information is collected/consolidated along with a SPED referral form:

- Intervention data, developmental history, problem solving form(s), progress monitoring data, diagnostic data (ICEL), language info

An *Evaluation Planning Meeting* is conducted to determine if a student needs to have a comprehensive evaluation.

Evaluation Planning Meeting

- Do you need to conduct a Special Education evaluation?
- What additional information you need as a team? (Permission to Evaluate Form)
 - Get caregiver consent **60 school day timeline begins**
- Provide caregiver with:
 - *Parents Rights brochure*
 - *Parent RTI brochure*

Comprehensive Evaluation

A comprehensive evaluation is *always* required to determine if a student qualifies for Special Education service, regardless of your model of identification.

Neither RTI nor PSW in isolation is sufficient for a comprehensive evaluation.

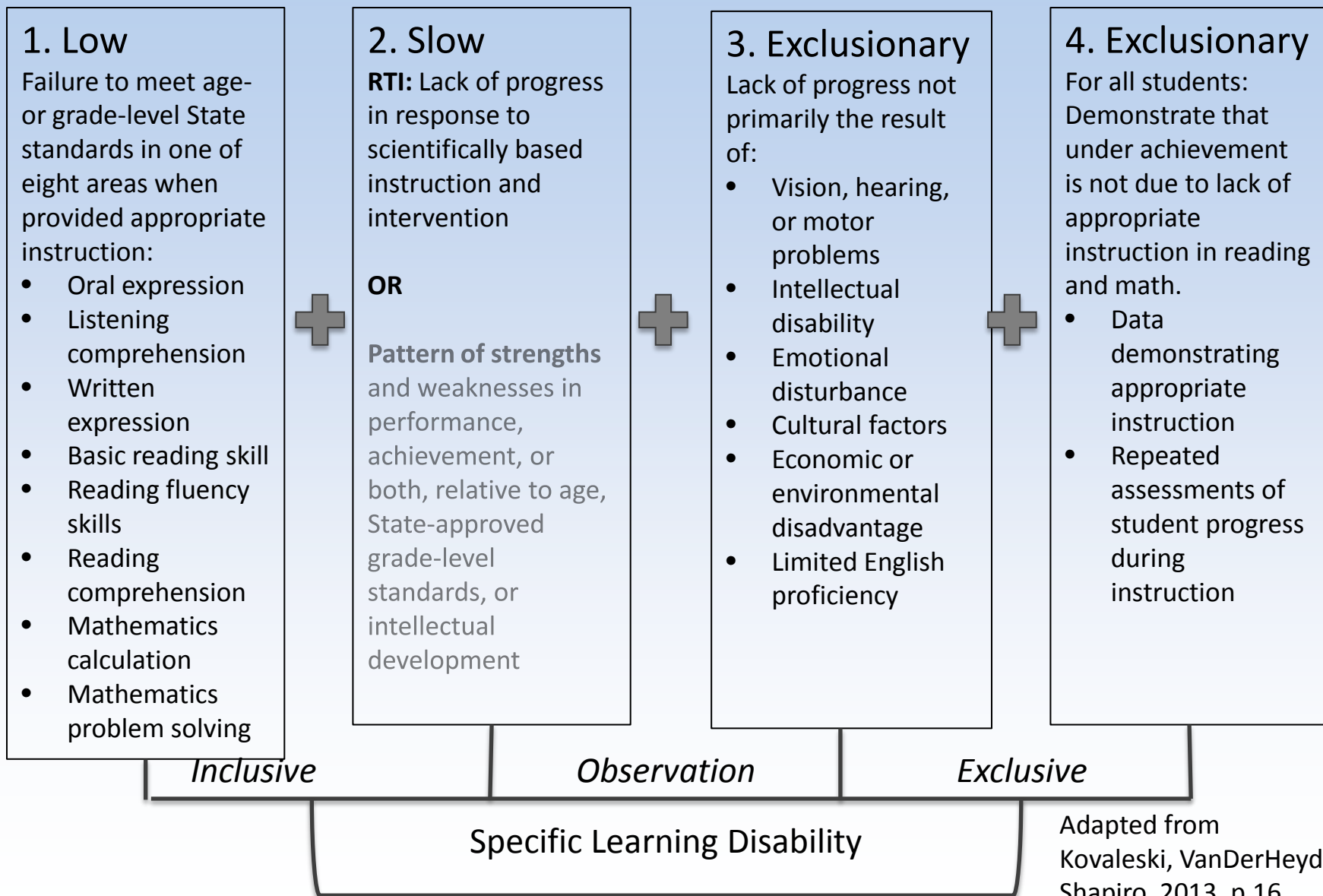
Comprehensive Evaluation

(10) "Evaluation" means procedures used to determine whether the child has a **disability**, and the nature and extent of the **special education and related services** that the child **needs**.

Oregon Administrative Rules, **581-105-2000**

www.oregonrti.org

Four Primary IDEA Criteria for Evaluating Learning Disabilities



Four Primary Criteria for Evaluating Learning Disabilities

1.

Failure to meet age-or grade-level State standards in one of the eight areas:

- Oral expression
- Listening comp.
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comp.
- Math calculations
- Math problem solving

+

2.

Either:

Discrepancy:

Pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade

OR

RTI:

Lack of progress in response to scientifically based instruction

+

3.

Rule out:

- Vision, hearing, or motor problems
- Intellectual disability
- Emotional disturbance
- Cultural and/or environmental issues
- Limited English proficiency

+

4.

Rule out lack of instruction by documenting:

- Appropriate instruction by qualified personnel
- Repeated assessments

Inclusionary

Observation

Exclusionary

Specific Learning Disability

Comprehensive SLD Eval: **Regardless** of Eval 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

Comprehensive SLD Eval: RTI Model

- e) ...documentation of:
 - A. The type, intensity, and duration of scientific, **research-based instructional intervention(s)**...
 - B. ...**rate of progress** during the instructional intervention(s);
 - C. A **comparison** of the student's rate of progress **to expected rates of progress**.
 - D. **Progress monitoring** on a schedule that:
 - i. Allows a **comparison** of the student's progress to... peers;
 - ii. Is **appropriate** to the student's **age** and **grade** placement;
 - iii. Is **appropriate** to the **content** monitored; and
 - iv. Allows for interpretation of the effectiveness of intervention.

Talk Time



- How does your district currently define “comprehensive evaluation” for SLD eligibility? What components are typically included?
- Does it provide comprehensive information that leads to effective instructional decision making?

RTI Dual Discrepancy:

When you teach them, do they learn?

Dynamic process that defines SDL as:

- Significant and intractable unexpected underachievement...
 - Low skills
 - Slow progress

...despite intensive, research based interventions with proven effectiveness
- Accurately identifies LD and need for SDI

(Bradley, et al., 2002; Case, Speece & Molloy, 2003; Fletcher et al., 2007; Fuchs, 2003; Fuchs & Fuchs, 1998; Gresham, 2002; The Presidents Commission on Excellence in Education, 2002)

Three key questions

~~Exclusionary Factors~~

Low Skills

Slow Progress

Instructional Need

SPED Entitlement Decision

Is the student *significantly* different from peers?

Does the student make *less than adequate* progress despite interventions?

Does the student need *pecially designed instruction*?



Guidelines for Comprehensive Evaluation

SLD Comprehensive Evaluation Implementation Checklist

When using a Response-to-Intervention (RTI) process for identifying students with Specific Learning Disabilities (SLD), all items in the left column must be checked for a student to be found eligible.

Date:	Student Name:	Evaluator Name:
Exclusionary Factors		
<p>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) or math; or (ii) Limited English proficiency [581-015-2170 (5)(g)]</p>		
<p>Appropriate instruction: Has student had ample opportunity to learn?</p>	<p>Data Sources: Review, Interview, Observe, Test</p>	
<input type="checkbox"/> Appropriate instruction provided in general education setting (core & intervention instruction) <input type="checkbox"/> Concerns pervasive (exist across settings or providers, etc.) <input type="checkbox"/> Consistent attendance during instruction <input type="checkbox"/> Primary cause is not limited English Proficiency <input type="checkbox"/> Primary cause is not visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage.	<input type="checkbox"/> Cumulative Records <input type="checkbox"/> Attendance Records <input type="checkbox"/> Report Cards <input type="checkbox"/> Parent/Teacher/Child/Provider Interview <input type="checkbox"/> Observation of general education instruction <input type="checkbox"/> Progress monitoring data from cohort students <input type="checkbox"/> Intervention documentation <input type="checkbox"/> Other:	
Low Skills		
<p>OAR Eligibility Requirement: The child does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas (basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving, written expression, oral expression, listening comprehension) when provided with learning experiences and instruction appropriate for the child's age or Oregon grade-level standards [581-015-2170 (3)(a)]</p>		
<p>Significantly Discrepant from Peers: Is the student's performance significantly below peers?</p>	<p>Data Sources: Review, Interview, Observe, Test</p>	
<input type="checkbox"/> OAKS is in the very low, low, or does not meet range <input type="checkbox"/> Screening assessments (CBMs) meet district standard for low <input type="checkbox"/> District-wide core program assessment results meet district standard for low (or not applicable) <input type="checkbox"/> Achievement results meet district standard for low (or not applicable) <input type="checkbox"/> Level of performance compared to peers in instructional group is discrepant <input type="checkbox"/> Assessment data converge	<input type="checkbox"/> Screening Assessments (CBMs) <input type="checkbox"/> District Wide Core Program Assessment Reports <input type="checkbox"/> OAKS results <input type="checkbox"/> Achievement test results (if needed) <input type="checkbox"/> Observation Summaries <input type="checkbox"/> Classroom Performance Data (core program assessments, CBMs, etc.) <input type="checkbox"/> Group Intervention Data (CBMs, Intervention Assessments etc.) <input type="checkbox"/> Other:	

Low Skills: Is the student *significantly* different from peers?

OAR Eligibility Requirement: *The child does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas (basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving, written expression, oral expression, listening comprehension) when provided with learning experiences and instruction appropriate for the child's age or Oregon grade-level standards [581-015-2170 (3)(a)]*

Significantly Discrepant from Peers: Is the student's performance significantly below peers?

Data Sources: Review, Interview, Observe, Test

- OAKS is in the *very low, low, or does not meet* range
- Screening assessments (CBMs) meet district standard for *low*
- District-wide core program assessment results meet district standard for *low* (or not applicable)
- Achievement results meet district standard for *low* (or not applicable)
- Level of performance compared to peers in instructional group is discrepant
- Assessment data converge

- Screening Assessments (CBMs)
- District Wide Core Program Assessment Reports
- OAKS results
- Achievement test results (if needed)
- Observation Summaries
- Classroom Performance Data (core program assessments, CBMs, etc.)
- Group Intervention Data (CBMs, Intervention Assessments etc.)
- Other:

How big of a discrepancy is *significant*?

Data Source	General Suggestions*
OAKS/ Smarter Balanced	
CBM's (screening assessments)	
Standardized (norm-referenced) Achievement Tests	
Core Program Assessments	

****These suggestions should be used as approximate guidelines and NOT as rigid cut scores***

Calculating Magnitude of Discrepancy

Absolute discrepancy:

Expected performance

—

Current performance

72 wcpm (Winter 2nd Grade)

—

32 wcpm

=

-40
wcpm

Discrepancy Ratio:

Larger Number

÷

Smaller Number

72 wcpm (Winter 2nd Grade)

÷

32 wcpm

=

2.25
times
discrepant

What if the data is mixed?

Consider divergent data source(s) and possible explanations

- *For Example:*

- Group administered vs. Individual administered?
- Timed vs. Untimed?
- Multiple chances vs. One-time assessment?
- Accommodations vs No Accommodations

Look for: Preponderance of Convergence

Team Time



- What assessments do you currently have that you can use to evaluate lows skills?
- Do you have district guidelines for what is *significantly* low?
 - If not, how will those be developed?

Evaluating Slow Progress

~~Exclusionary Factors~~

Low Skills

Slow Progress

Instructional Need

SPED Entitlement Decision

Is the student *significantly* different from peers?

Does the student make *less than adequate* progress despite interventions?

Does the student need *specially designed instruction*?



Slow Progress: Does the student make **inadequate progress** despite intervention?

OAR Eligibility Requirement: *The student does not make sufficient progress to meet age or Oregon grade-level standards based on the student's response to scientific, research-based intervention [581-015-2170 (3)(b)]*

Slow Progress Despite Interventions: Is the student making slower than expected progress when appropriate instruction is provided?

Data Sources: Review, Interview, Observe, Test

Slow Progress...

Rate of progress during intervention is significantly less than expected

...Despite Research-Based Interventions

- Tier 2/Tier 3 instruction meets requirements of time & intensity
- Tier 2/Tier 3 instruction matched to student needs
- Tier 2/Tier 3 instruction provided as designed (fidelity)
- Resources required to support sufficient growth differ from general education

- Cumulative Records
- Report Cards
- Progress Graph
- Intervention Plan
- Intervention Fidelity Data
- Problem Analysis/Diagnostic Data
- Instructional Program Data
- Parent/Teacher/Child/Provider Interview
- Interview Interventionist
- Observation during intervention
- Other:



How much progress is **enough**?

- How much growth should we expect?
 - National growth norms
 - What does typical growth look like, on average?

National Growth Rates: Reading

Grade	Average ORF Growth (WCPM)*	Ambitious ORF Growth (WCPM)*	Average Maze Growth (WCR)**
1	2	3	0.4
2	1.5	2	0.4
3	1	1.5	0.4
4	0.85	1.1	0.4
5	0.5	0.8	0.4
6	0.3	0.65	0.4

*Fuchs et al (1993), **Fuchs & Fuchs (2004)

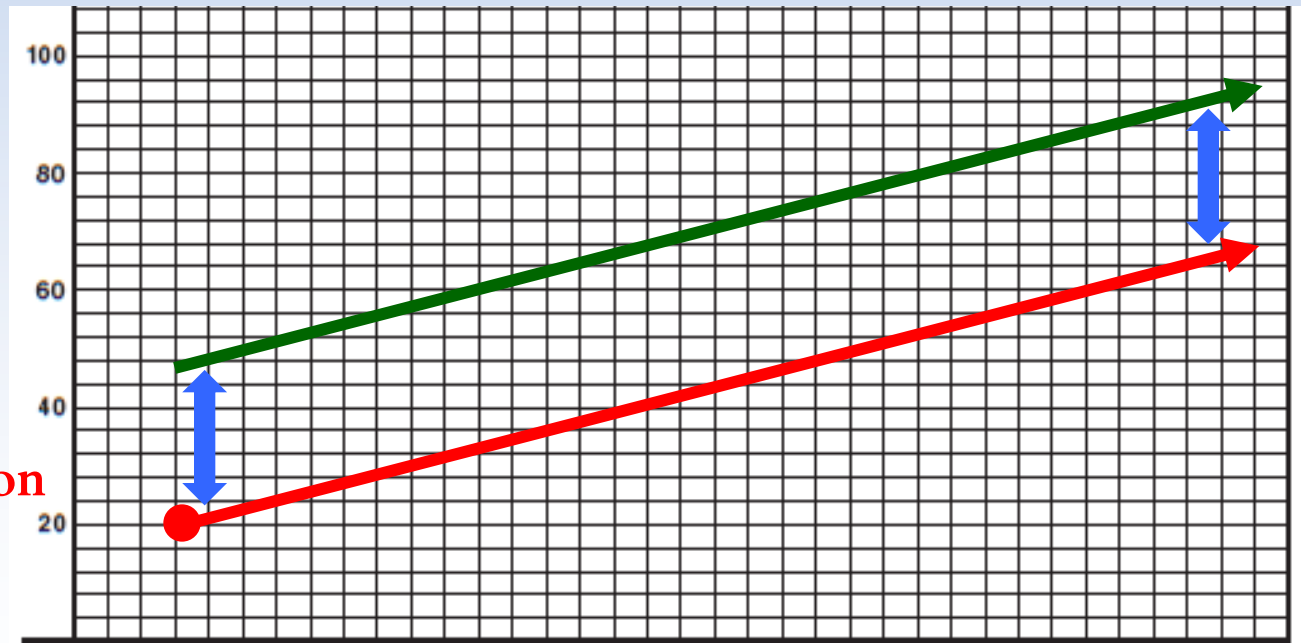
Comparison to Similar students

- How does a student's growth compare to students with similar educational difficulties?
 - DIBELS Pathways to Progress
 - AIMSWEB

How much progress is **enough**?

- How much growth should we expect?
 - National growth norms
 - What does typical growth look like on average?
 - Local growth norms
 - What does typical growth look like in your district, school, classroom, or intervention group?

How much progress is enough?



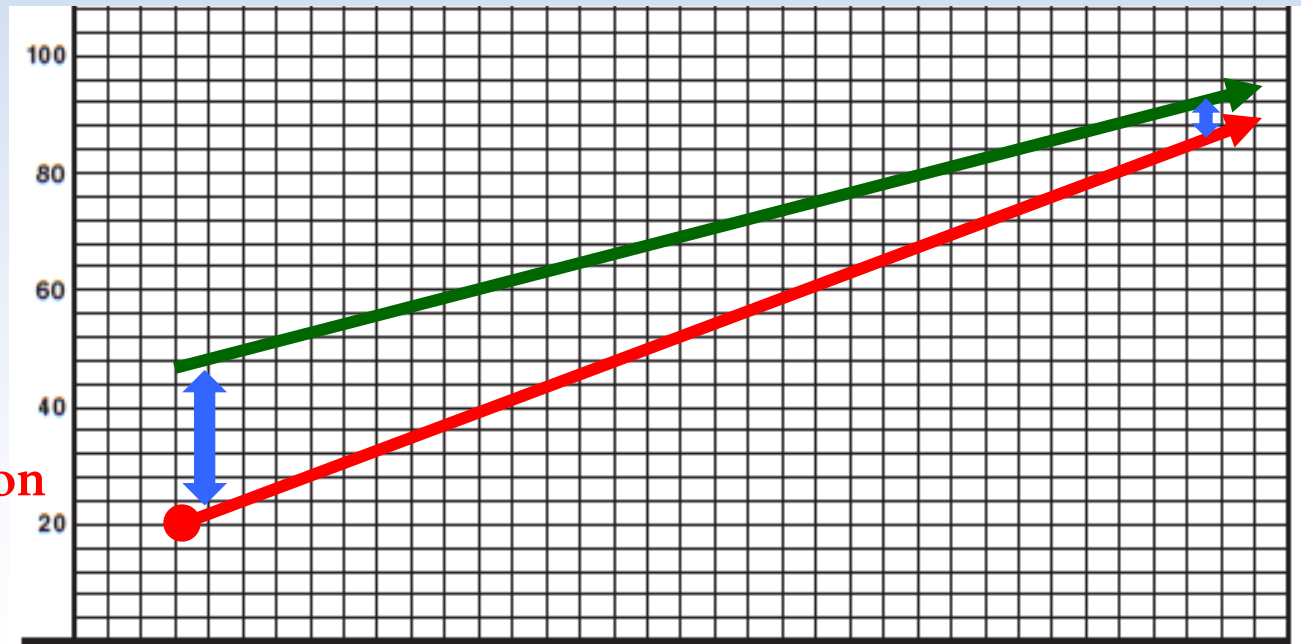
Typical growth rate:
1.4 wcpm per week

Student in intervention
making “typical”
growth

How much progress is **enough**?

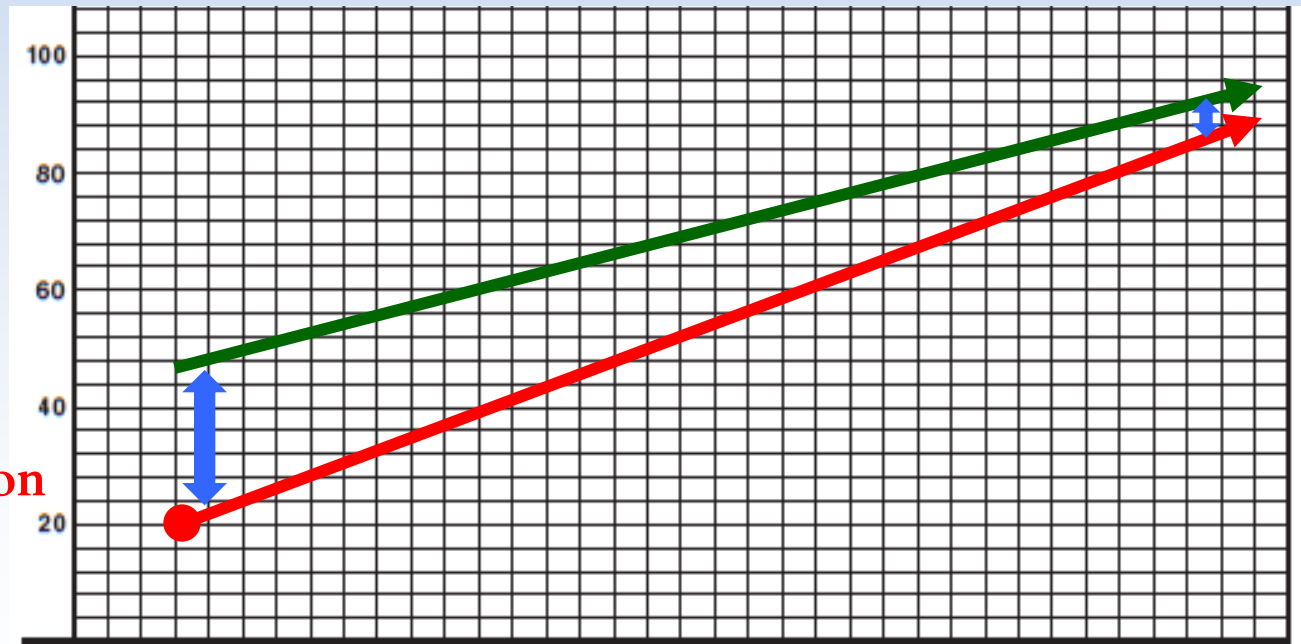
Students in interventions must make more progress than the typical student in order to close the gap.

Typical growth rate:
1.4 wcpm per week
Student in intervention
making ambitious
growth:
2 wcpm per week



How much progress is **enough**?

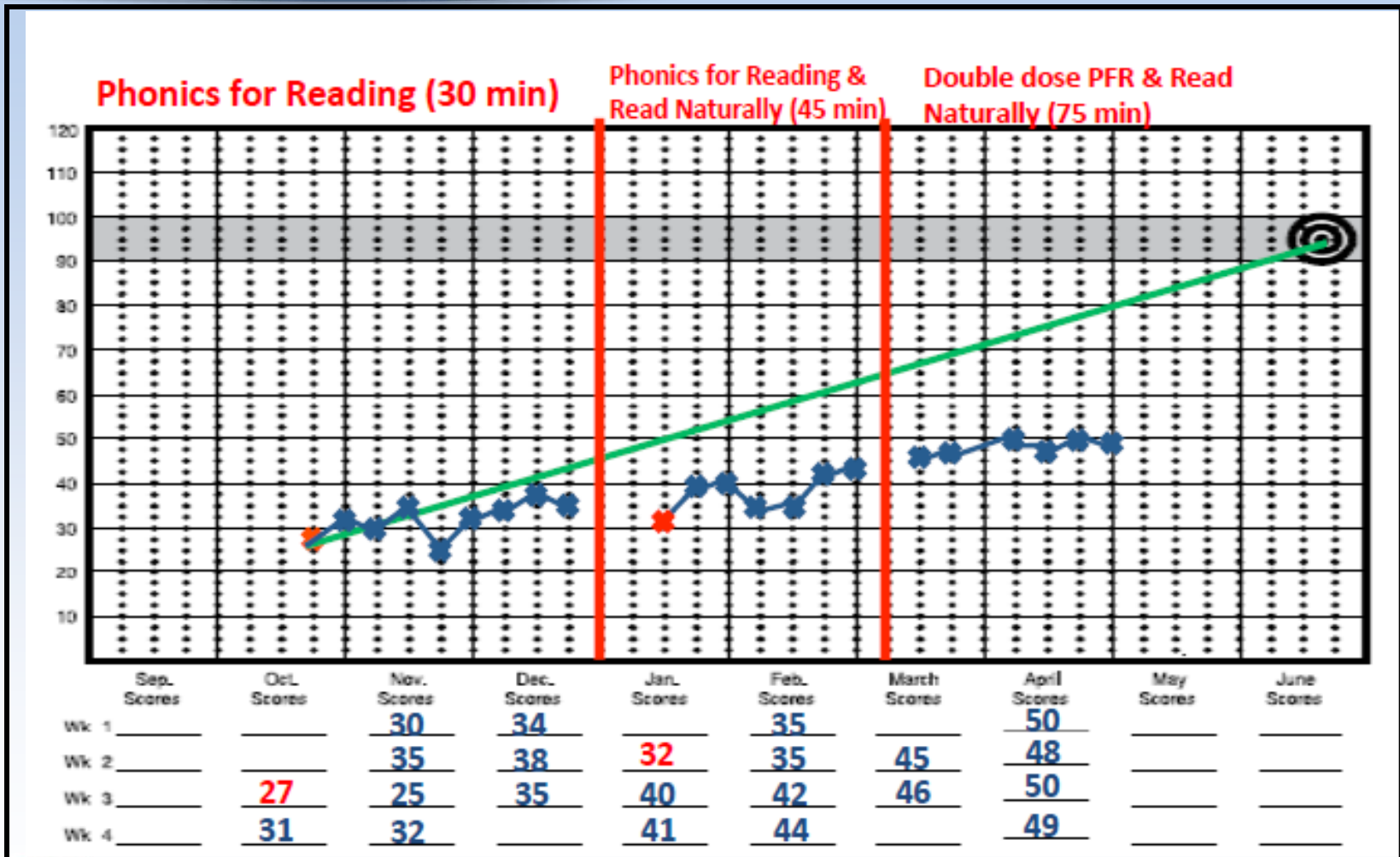
Students in interventions are receiving more instructional support than the typical student.



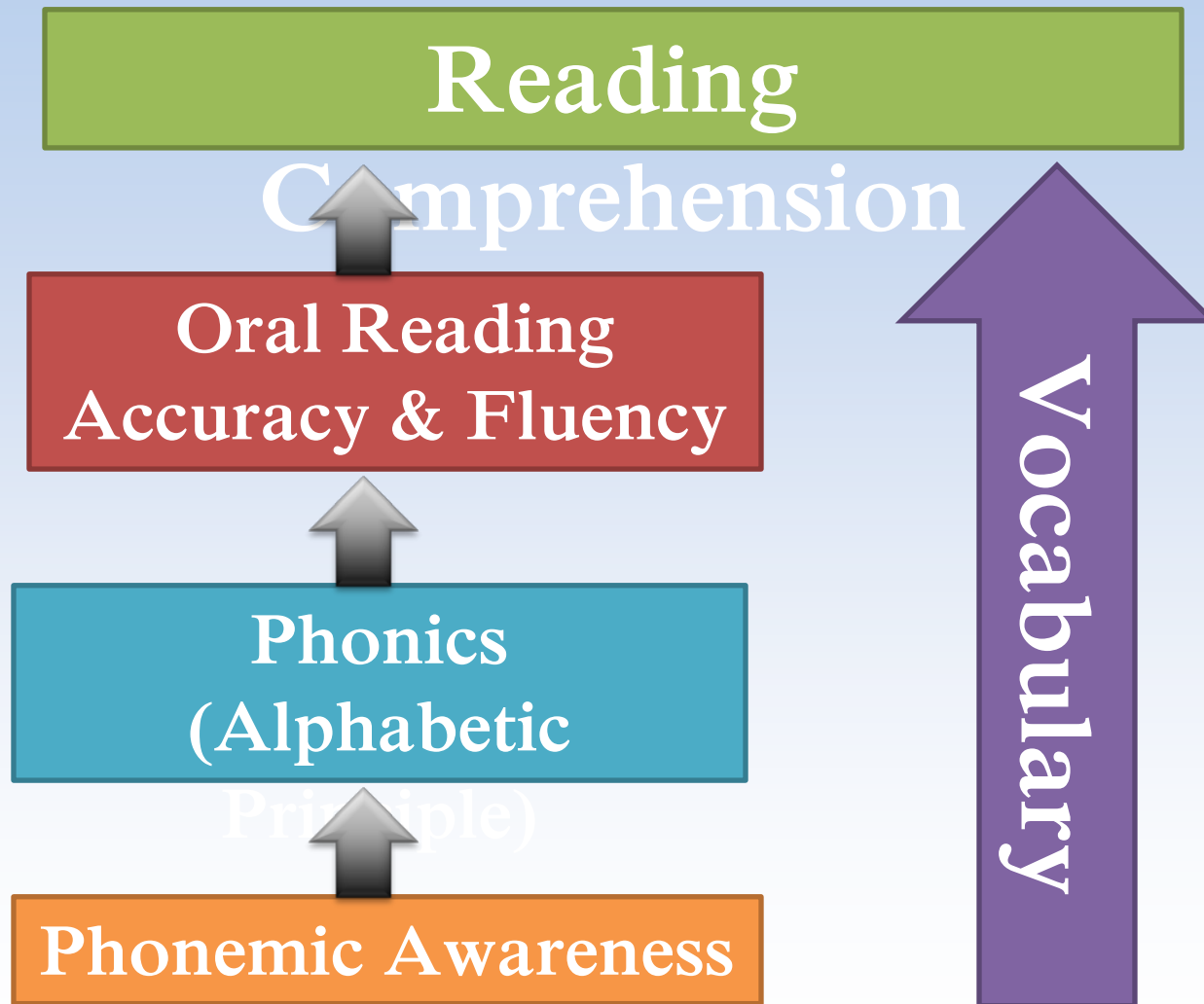
Typical growth rate:
1.4 wcpm per week

Student in intervention
making ambitious
growth:
2 wcpm per week

Progress Monitoring Data



Interventions Matched to Student Need



Intervention **Time & Intensity** Appropriate

- *In addition to* **90 minutes** of research-based **core** instruction
 - Minimum of 30-45 minutes of daily, supplemental/targeted interventions using:
 - Explicit, systematic, *research-based* curricular materials
 - *Research-based* instructional strategies

Intervention **Delivered with Fidelity**

- Were the interventions delivered as intended?
- Did we do what we said we would do?

Intervention **Delivered with Fidelity**

- Wickstrom et al studied 33 intervention cases.
- Teachers agreed to do an intervention and were then observed in class.
- 33/33 on a self report measure indicated that they had used the intervention as specified by the team.
- 0/33 Teachers had fidelity above 10%.

Team Time



- Does your district have guidelines for how “adequate progress” is defined?
- How can you determine that interventions are:
 - Appropriately matched?
 - The right time and intensity?
 - Delivered with fidelity?

Disability is not enough

The student must have an
instructional need
for specially designed instruction

- A diagnosis from a doctor, clinician, or even a member of the educational team (i.e., dyslexia, etc.) does not automatically qualify a student for special education services.

Evaluating Instructional Need

~~Exclusionary Factors~~

Low Skills

Slow Progress

Instructional Need

SPED Entitlement Decision

Is the student *significantly* different from peers?

Does the student make *less than adequate* progress despite interventions?

Does the student need *specially designed instruction*?



Does the student need **Specially Designed Instruction?**

Instructional Need

OAR Eligibility Requirement: *The child needs special education services as a result of the disability* [581-015-2170 (4)(b)]

Instructional Need: Does the student have instructional needs that require specially designed instruction: content, methodology, and/or delivery?

Data Sources: **Review, Interview, Observe, Test**

- Instructional** needs beyond core instruction are identified
 - More frequent repetition of concepts & skills, more explicit instruction, etc.
- Curriculum** content needs (concepts & skills) are identified as below grade level
- Environmental** needs are identified (or are not applicable)
 - Reduced teacher/staff ratio, different setting, etc.
- Learning** supports needed are identified (or are not applicable)
 - Individualized reinforcement system

- Review of curricula
- Problem Analysis/Diagnostic Data
- Teacher/Child/Parent/Provider Interview
- Observation in instructional setting
- Work samples
- Other:



What is Specially Designed Instruction?

- Federal Definition: *adapting the.....*
 - *Content*
 - *Methodology*
and/or
 - *Delivery of instruction*

What is Specially Designed Instruction?

Additional components:

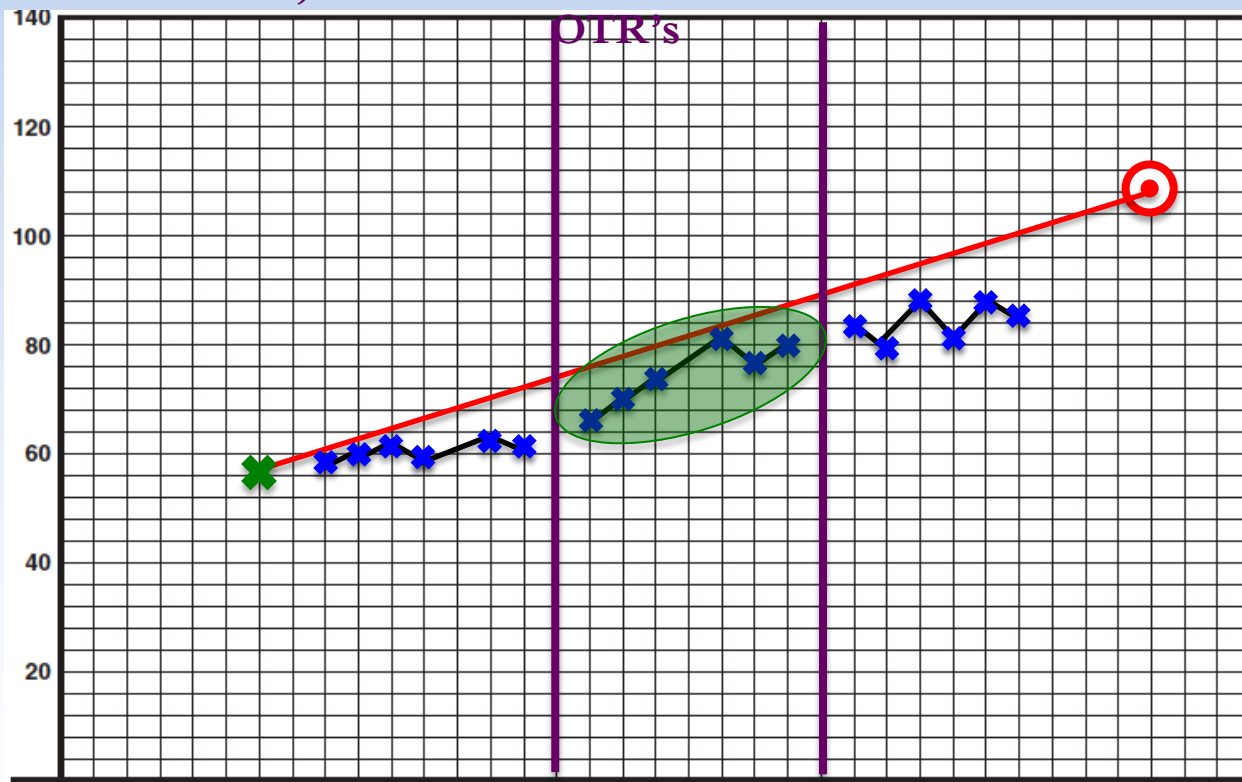
1. Needs to be truly *necessary* rather than merely beneficial
2. Designed or implemented by certified special education personnel
3. Not available regularly in general education

What conditions result in the most growth: ICE?

30 Minutes daily
Reading Mastery (8
students)

Reduce group
size to 4,
increase

Increase to 45
minutes daily, add
behavior plan



Content/Curriculum

- The *knowledge and skills* being taught to the student *are different* than those that are taught to *typically developing same aged peers*
 - Example
 - a student with an IEP may be working on increasing the number of words that he can spell correctly while typically developing peers are being taught to write short stories with complete paragraphs.

Content/Curricula Guidelines

- What are the specific skill needs?
 - Examine low skills
 - Compare to other students (how big is the discrepancy)?
- Are the skills needs beyond what can be taught regularly in general education?
 - What are your district resources?
 - Can you provide the support on-going?

Methodology/Instruction

- *Different instructional strategies and approaches* are being used to teach content to the student than are used *with typically developing, same-aged peers*.
 - Example
 - Using Reading Mastery to teach a student to read
 - Increased modeling, guided practice, corrective feedback, and independent practice/application

Methodology/Instruction Guidelines

- What *specific* instructional strategies resulted in the most growth?
 - Examine slow progress results
 - How does this instruction compare to what is typically taught at that grade level?

Methodology/Instruction

- Explicit modeling
- Guided practice
- Corrective feedback
- Independent practice
- Active engagement

Delivery/Environment

- The way in which *instruction is delivered* is different than what is provided to *typically developing peers*.
 - Examples
 - Needs to be taught in small group
 - Needs to have more frequent reinforcement

Delivery/Environment Guidelines

- What are the specific environmental needs that the student needs?
 - Frequent reinforcement
 - Visual cues for behavior
 - Smaller group size
- Are these needs beyond the scope of what general education can provide?
 - What are your district resources?
 - Can you provide the support on-going?

Instructional Need?

How do you distinguish if it is an instructional need (i.e. Beyond the scope of what general education can provide)?

How you determine instructional need?

- It comes down to the balance: How does the *weight* of the intervention compare to the *rate of progress*?



Learner

- What additional supports are needed to help the student be successful?
 - Family collaboration
 - Assistive technology
 - Community supports



Evaluating Exclusionary Factors

~~Exclusionary Factors~~

Low Skills

Slow Progress

Instructional Need

SPED Entitlement Decision

Is the student *significantly* different from peers?

Does the student make *less than adequate* progress despite interventions?

Does the student need *specially designed instruction*?



Exclusionary Factors: Has the student had ample opportunity to learn?

Exclusionary Factors

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) or math**; or (ii) **Limited English proficiency** [581-015-2170 (5)(g)]

Appropriate instruction: Has student had ample opportunity to learn?

Data Sources: **Review, Interview, Observe, Test**

- Appropriate instruction provided in general education setting (core & intervention instruction)
- Concerns pervasive (exist across settings or providers, etc.)
- Consistent attendance during instruction
- Primary cause is not limited English Proficiency
- Primary cause is not visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage.

- Cumulative Records
- Attendance Records
- Report Cards
- Parent/Teacher/Child/Provider Interview
- Observation of general education instruction
- Progress monitoring data from cohort students
- Intervention documentation
- Other:



Primary cause is not due to *Lack of Appropriate Instruction*

- Misconception
 - Need to be at 80% on universal screening assessments to indicate student has had appropriate instruction
- Fact
 - Cannot deny an evaluation solely based on the percentage of students at benchmark
 - What if the district is at 50% of students at benchmark?, 30%?
 - does not mean there are no students who need special education services)

What do we mean by **appropriate instruction**?

- (i) A lack of appropriate instruction in reading , including in the essential components of reading instruction

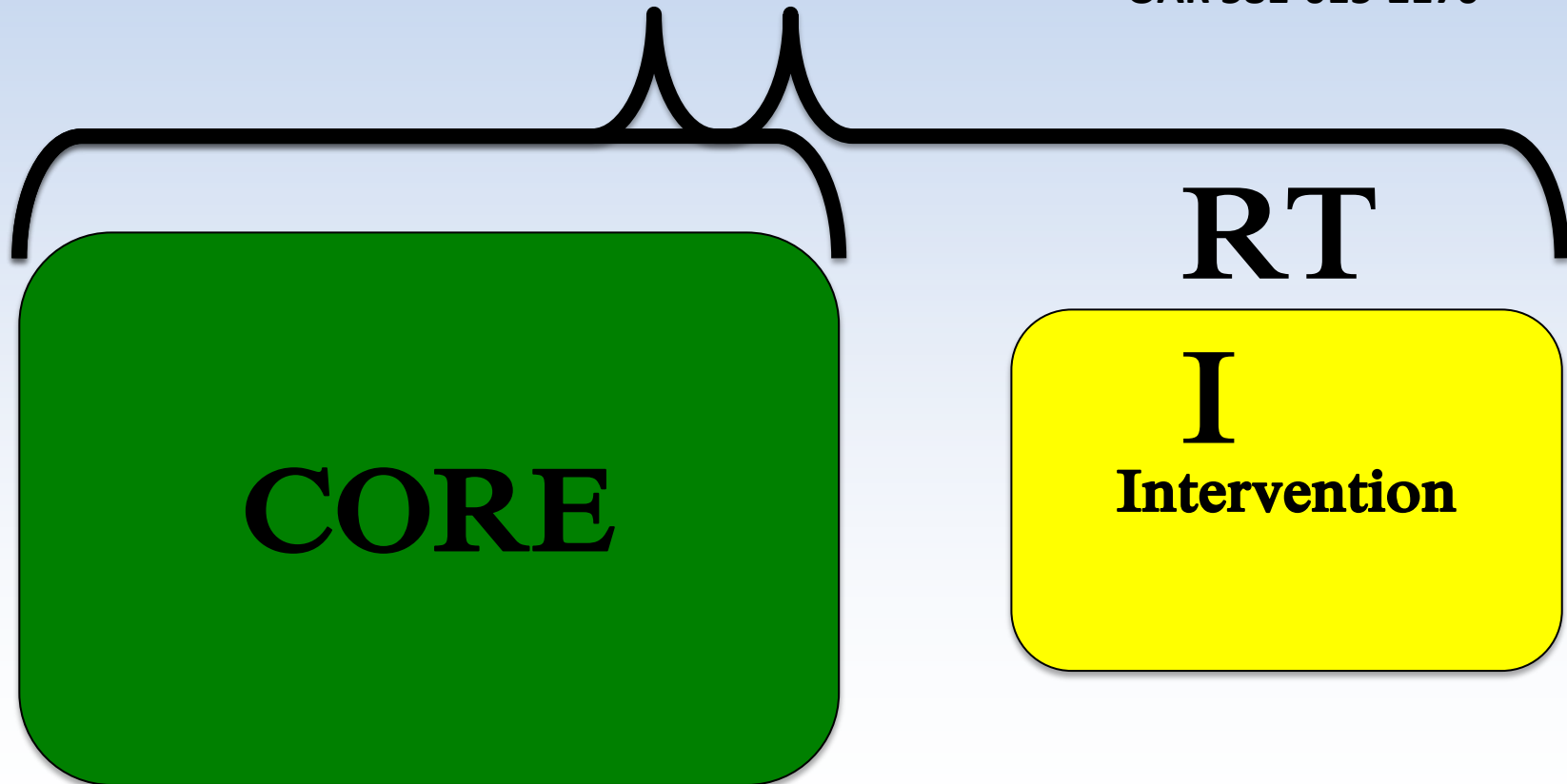
Explicit & systematic instruction in the Big 5.....

- Phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency
- Reading comprehension strategies

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



What evidence do we have of appropriate instruction: Core/Intervention?



Questions	Data Sources?
1. Was the student provided instruction in the Big 5?	
2. Was the instruction provided with a reasonable degree of fidelity?	
3. Is there evidence that other students are benefitting from the instruction?	



Primary cause is not due to *Limited English Proficiency*

- English language development
 - *Are they making progress?*
 - *Does the ELD match their academic level?*
- Acculturation
- Cohort groups
 - *How do their skills and growth compare to students with similar language, acculturation, etc.?*

Primary cause is not due to *other factors*

Factors

- Attendance
- Vision/hearing
- Motor impairment
- Emotional Disturbance
- Cultural Factors
- Environment or Economic Disadvantage

Data sources

- Health screenings
- Medical reports
- Developmental history
- Parent interviews

Is there any other possible reason why the student is struggling?



Three key questions

~~Exclusionary Factors~~

Low Skills

Slow Progress

Instructional Need

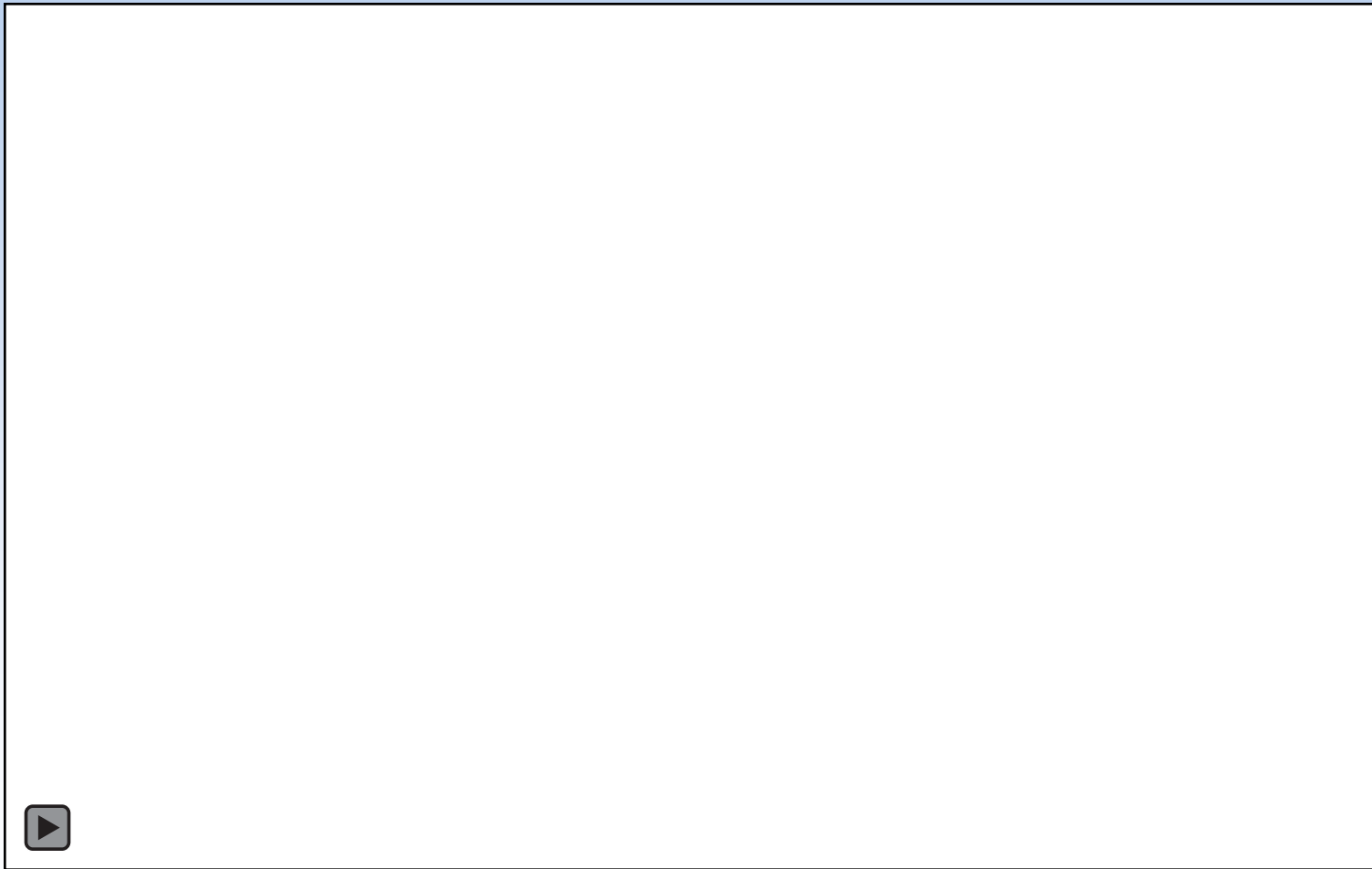
SPED Entitlement Decision

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Does the student need *pecially designed instruction*?





Questions?

- David Putnam, Director, Oregon Response to Intervention: dputnam@ttsd.k12.or.us
- Shelby DiFonzo, RTI Implementation Coach: sdifonzo@ontario.k12.or.us

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