RTI and SLD Eligibility Decision Making: An Introduction for Districts Considering Using an RTI Approach

2012 ODE/COSA Fall Conference for Special Education Administrators

The Process

Core
- Curric.
- Instruct
- Fidelity

Intervene
- Gp. Intrvn.
- Prog. Mon.
- Ind. Prob. Solving

SPED
- Referral
- Eval. Plan
- Eval. & Eligibility
Essential Requirements for LD Eligibility Regardless of Method

- Low Skills
- Appropriate core instruction
  - Has always been an exclusionary criteria
- Progress Monitoring
- Exclusionary Criteria
- Student has an SLD AND Educational Need that Requires Specially Designed Instruction

RTI Adds...

Low Skills
And
Slow Progress
And
Need for specially designed instruction
## Component | Action Items | In Practice | Policies & Procedures | Person(s) responsible
--- | --- | --- | --- | ---
### 1. Screening
- Research-based screener used with ALL students 3 times per year
- Fidelity checks used to ensure validity of data
- Screening data used to identify at-risk students

### 2. Core Instruction with Fidelity
- 90 minute core block (reading)
- Research-based core program
- Process for ensuring fidelity of core program implementation
- Explicit, effective instructional practices trained and used
- Process for ensuring effective instructional practices in classrooms

### 3. Interventions with Fidelity
- Interventions are research-based
- Implemented interventions are chosen from district protocol
- Interventions occur outside of 90 minute core instruction
- Interventionists have appropriate training
- Process for ensuring fidelity of intervention implementation

### 4. Progress Monitoring
- Research-based progress monitoring measures used
- Frequency of monitoring is appropriate (i.e. at least 2x monthly for students receiving intensive support and 1x monthly for students receiving strategic support)
- Progress monitoring data is graphed
- Staff member(s) identified who is/are responsible for organizing and storing the progress monitoring data

### 5. Teaming/Data-Based Decision Making: Group Interventions
- System for matching interventions to student need based on multiple data sources
- Grade level teams meet to review progress data regularly (e.g. every 4-8 weeks)
- Decision rules created AND followed around:
  - Followed
  - Created:

  - When to change interventions:
  - What qualifies as an “intervention change”:

  Intervention plan or tracking form used to document interventions and intervention changes for all students in interventions

### 7. Special Ed Referral and Evaluation Report
### 6. Teaming/Data-Based Decision Making: Individual Problem Solving
### 5. Teaming/Data-Based Decision Making: Group Interventions
### 4. Progress Monitoring
### 3. Interventions with Fidelity
### 2. Core Instruction with Fidelity
### 1. Screening
1. Universal Screening

• Research-based screener used with ALL students 3 times per year
• Fidelity checks used to ensure validity of data
• Screening data used to evaluate core effectiveness
• Screening data used to identify at-risk students
1. Screening

2. Core Instruction with Fidelity

- 90 minute core block (reading)
- Research-based core program
- Explicit, effective instructional practices trained and used
- Process for ensuring fidelity of core program implementation
- Process for ensuring effective instructional practices in classrooms
3. Interventions

- Interventions are research-based
- Implemented interventions are chosen from district protocol
- Interventions occur outside of 90 minute core instruction
- Interventionists have appropriate training
- Process for ensuring fidelity of intervention implementation
4. Progress Monitoring

- Research-based progress monitoring measures used
- Frequency of monitoring is appropriate (i.e. at least 2x monthly for students receiving intensive support and 1x monthly for students receiving strategic support)
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- Grade level teams meet to review progress data regularly (e.g. every 4-8 weeks)
- Decision Rules created AND followed around:
  - When to change interventions
  - What qualifies as an “intervention change”
- Intervention plan or tracking form used to document interventions and intervention changes for all students in interventions
1. Screening

2. Core Instruction with Fidelity

3. Interventions with Fidelity

4. Progress Monitoring

5. Teaming/Data-Based Decision Making: Group Interventions

6. Teaming/Data-Based Decision Making: Individual Problem Solving

• Individual problem-solving team meeting occurs after group interventions are unsuccessful (Number of unsuccessful group interventions prior to initiating problem-solving is based on district policies & procedures)
6. Teaming/Data-Based Decision Making: Individual Problem Solving

• Notice provided to parents regarding district’s RTI procedures and parent’s right to request an evaluation

• Oregon Department of Education Guidance:
  – Note: If using a response to intervention model, the parents must have been notified of the following prior to initiation: ODE and district policies regarding the amount and nature of student performance data to be collected and the general education services to be provided; strategies for increasing the child’s rate of learning; and the parent’s right to request an evaluation.

6. Teaming/Data-Based Decision Making: Individual Problem Solving

• Staff with pertinent information about target student attend the problem-solving meeting
  – Literacy Specialist
  – Classroom Teacher
  – School Psych and/or Counselor
  – Parents
  – Others as needed (ELL Teacher, Principal, Special Education Teacher, Speech Pathologist)
6. Teaming/Data-Based Decision Making: Individual Problem Solving

- The following information is brought to the problem-solving meeting:
  - Documentation of prior interventions with progress monitoring data
  - A file review
  - A developmental history
  - English Language Learner information (if appropriate)
  - Data comparing student to intervention cohort
  - Other relevant diagnostic data (if appropriate)

The Water...

Focus on “the water” -
- Instruction
- Curriculum
- Environment
6. Teaming/Data-Based Decision Making: Individual Problem Solving

- Documented problem definition, problem hypothesis, and intervention plan are developed at the individual problem-solving meeting.
- Individualized intervention plans are reviewed and further steps determined based on district policies & procedures.
  - Ensure fidelity of implementation
  - District decision rules guide "how much" response is enough, and when to refer for special education evaluation.
1. Screening

2. Core Instruction *with Fidelity*

3. Interventions *with Fidelity*

4. Progress Monitoring

5. Teaming/Data-Based Decision Making: Group Interventions

6. Teaming/Data-Based Decision Making: Individual Problem Solving

7. Special Ed Referral and Evaluation Report
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Three key questions

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

Low Skills  Slow Progress  Instructional Need

SPED Entitlement Decision

OrRTI Project - www.oregonrti.org - 503-431-4005
• All staff need to understand:

Determining whether or not a student has a disability is one of the most high stakes decision a school can make for a child.

1. Low Achievement

• Data indicating the student has significantly low skills as compared to research-based norms and benchmarks.

– Student’s level of performance is significantly below expected level of performance (on multiple measures)
  • CBM’s, OAKS percentile ranks, Other standardized test scores (WJ, WIAT, GRADE, etc) percentile ranks

...as compared to expected level
2. Limited Progress

- Data indicating the student has not made significant progress to close their achievement gap...
  - Is growth adequate?

  ...as compared to expected level

  - National growth rates
  - Cohort growth rates

3. Instructional Need

- Data indicating the student has an instructional need for special education services (included description of needed instructional supports)
  - How does the weight of the intervention compare to the rate of progress?
  - What is that instructional need?
• (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.

“Evaluation” ≠ Testing

Oregon Administrative Rules, 581-015-2000

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

Oregon Administrative Rules, 581-015-2170
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

Oregon Administrative Rules, 581-015-2170

Conclusion

“It takes a village to raise a child...”

...and to find a student eligible as Learning Disabled using a Response to Intervention model.