

PREVENTATIVE MEASURES

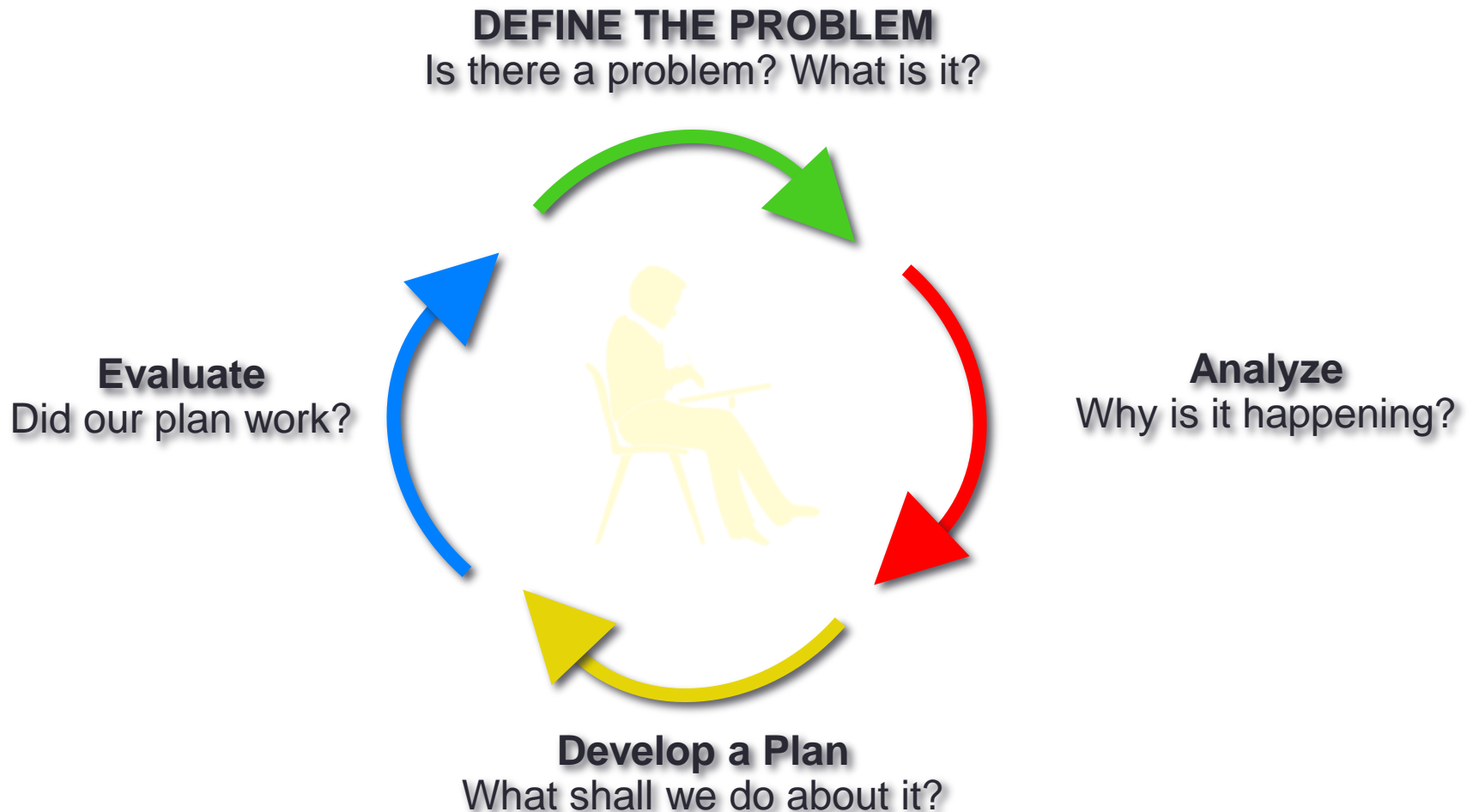
SPE 509

Week 3

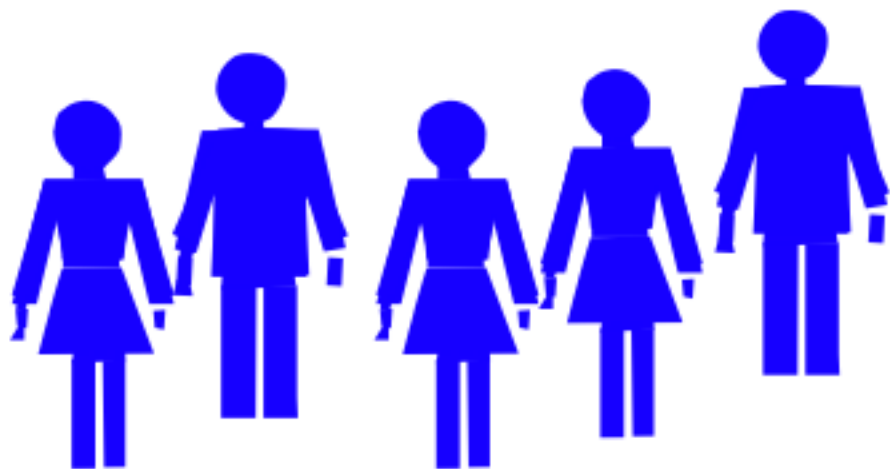
Reflect

1. What do you know about the students you're currently working with?
2. What information about these students have you tried to seek after? How?
3. How has this information helped you as a paraprofessional or teacher in planning for and implementing appropriate instruction for these students?
4. What barriers have you run into trying to obtain information about children? What solutions can you think of?

Problem Solving Method



Avg Classroom Academic
Performance Level



Discrepancy 1: **Educational Need**
(Current
Performance Level)

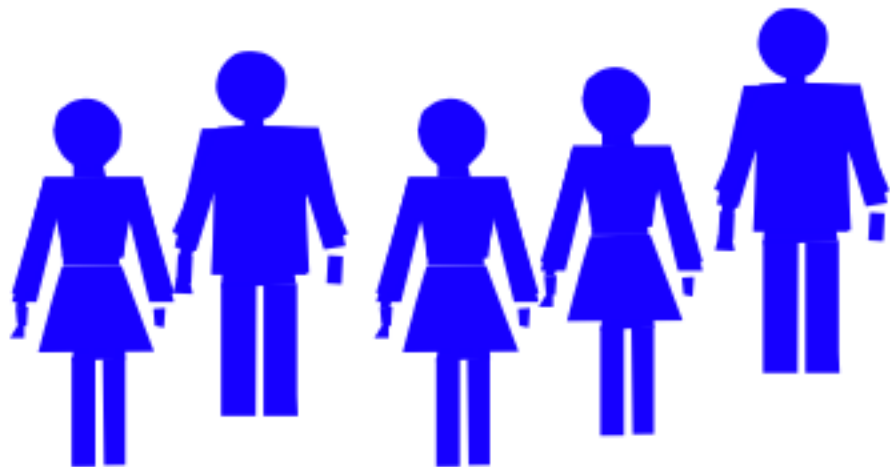
Target
Student



Discrepancy 2:
Educational Benefit
(Adequate
Progress)

**Dual-Discrepancy: RTI Model of
Learning Disability** (Fuchs 2003)

Avg Classroom Academic
Performance Level



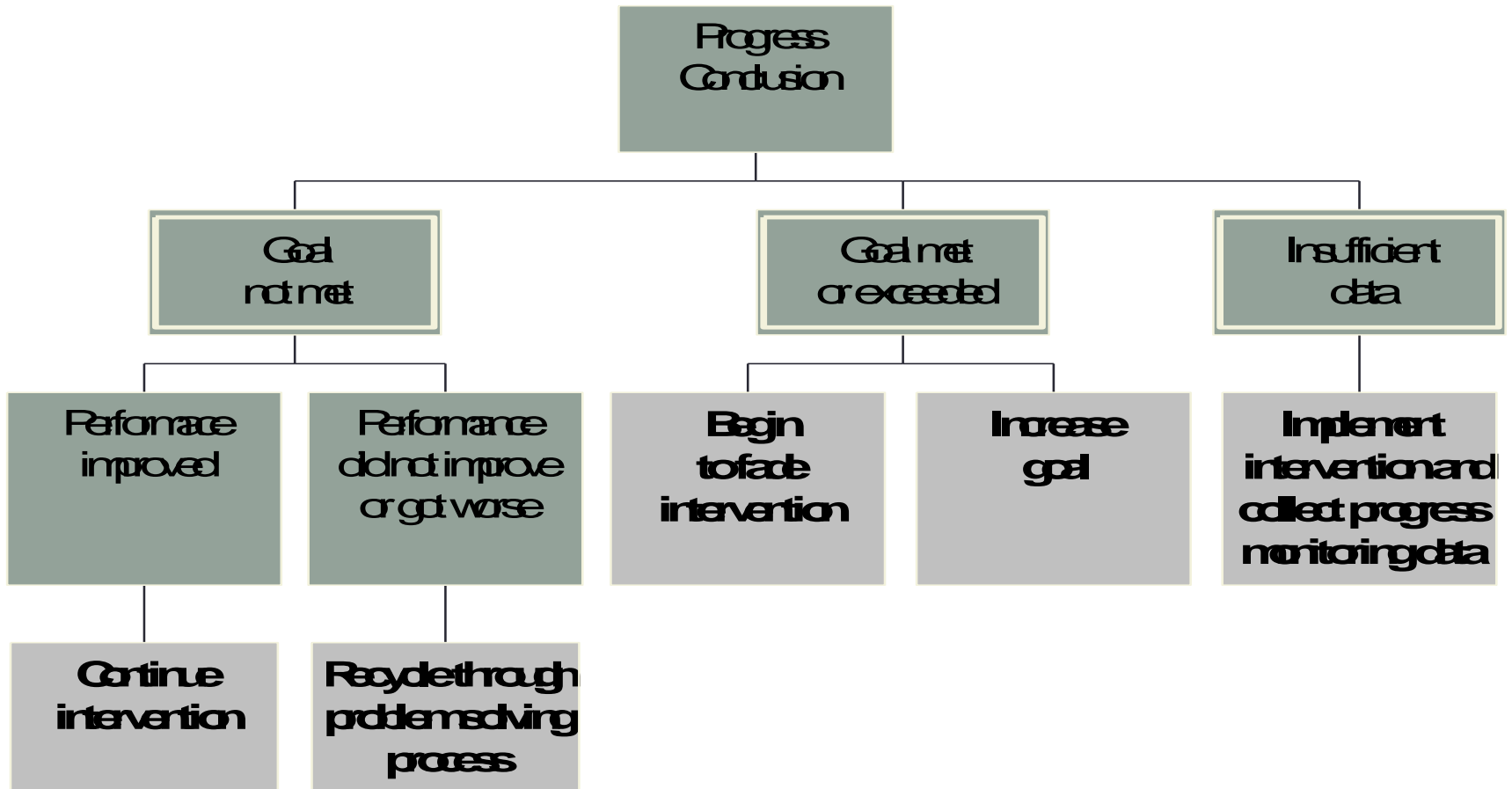
Discrepancy 1: **Educational Need**
(Current
Performance Level)

Target
Student

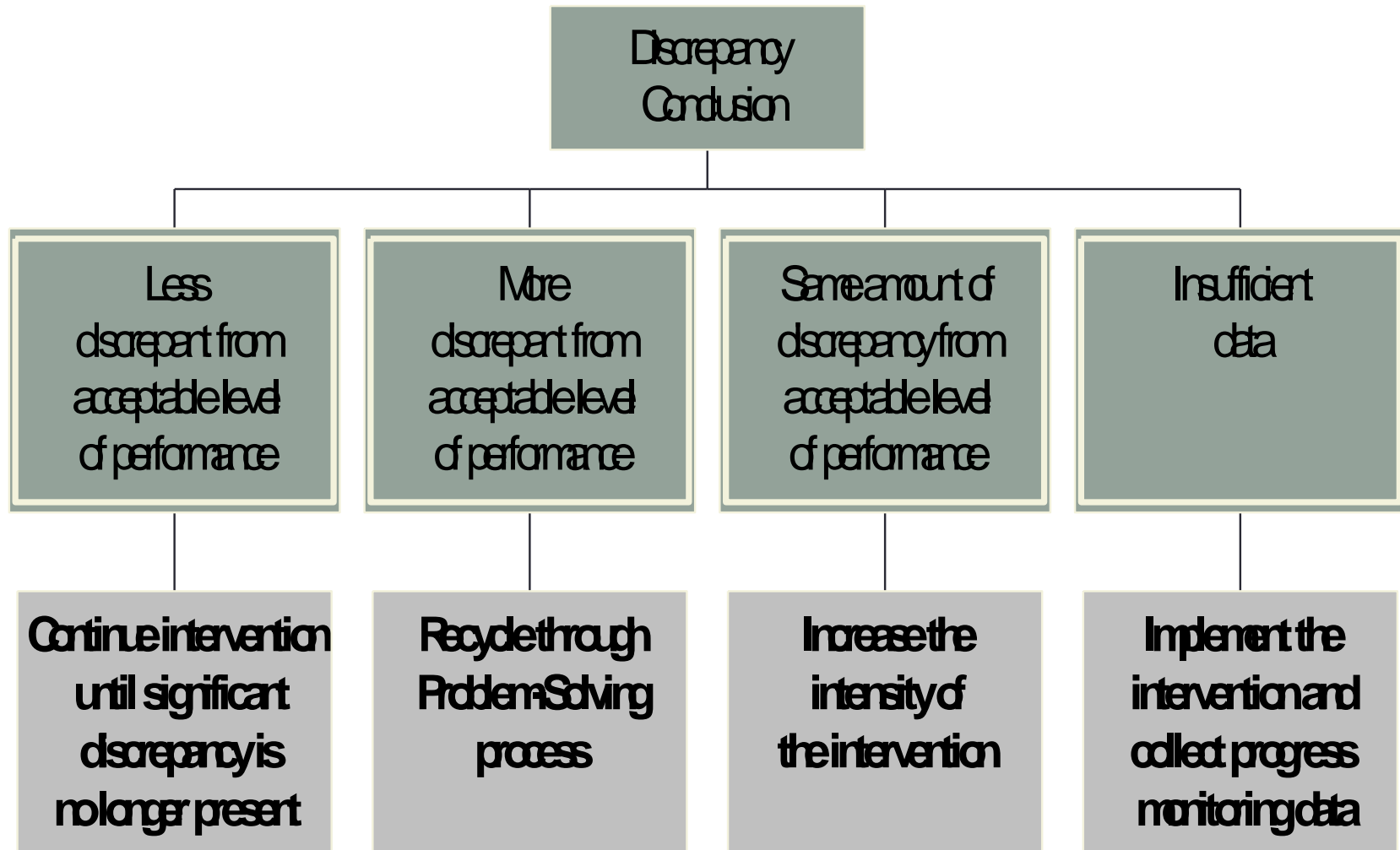


Discrepancy 2:
Educational Benefit
(LACK OF
Adequate Progress)

Is the student making progress (Benefit) toward the goal?



Is the student decreasing the discrepancy between him/her and the general education peers?



RTI PROCESS¹

Does the district have specific proof² that:

1. the instruction provided at each tier was “scientific, research-based intervention”³?
2. its RTI process consisted of multiple tiers, with defined decision points (e.g., duration of the tier and deviation from “state-approved grade-level standards”⁴?
3. its eligibility team considered continuous progress monitoring, specifically defined as “[d]ata-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents”⁵?
4. the eligibility team also considered data that demonstrate that “prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel”⁶

EVALUATION PROCESS

Does the district have specific proof that:

5. it promptly requested parental consent and met the applicable timeframes⁷ for evaluation upon either referral or when “a child has not made adequate progress after an appropriate period of time when provided instruction [via the RTI process]”⁸
- 6A. the child’s lack of sufficient progress is “not primarily the result of – (i) A visual, hearing, or motor disability; (ii) Mental retardation; (iii) Emotional disturbance; (iv) Cultural factors; (v) Environmental or economic disadvantage; or (vi) Limited English proficiency”⁹
- 6B. “the determinant factor” was not “[l]ack of appropriate instruction in reading, including the essential components of reading instruction (including the essential components defined in [the NCLB])” or “[l]ack of appropriate instruction in math”¹⁰
7. the evaluation included at least one observation “in the child’s learning environment (including the regular classroom setting)¹¹ to document the child’s academic performance and behavior in the areas of difficulty” conducted either prior to or—only by a team member—after the referral?¹²

Think & Share

- What are key benefits of formative assessments?
- What questions do formative assessments answer?
- What are some ideas you have for creating formative assessments this year? Or, what are some formative assessments you have developed?

Purposes of Assessment

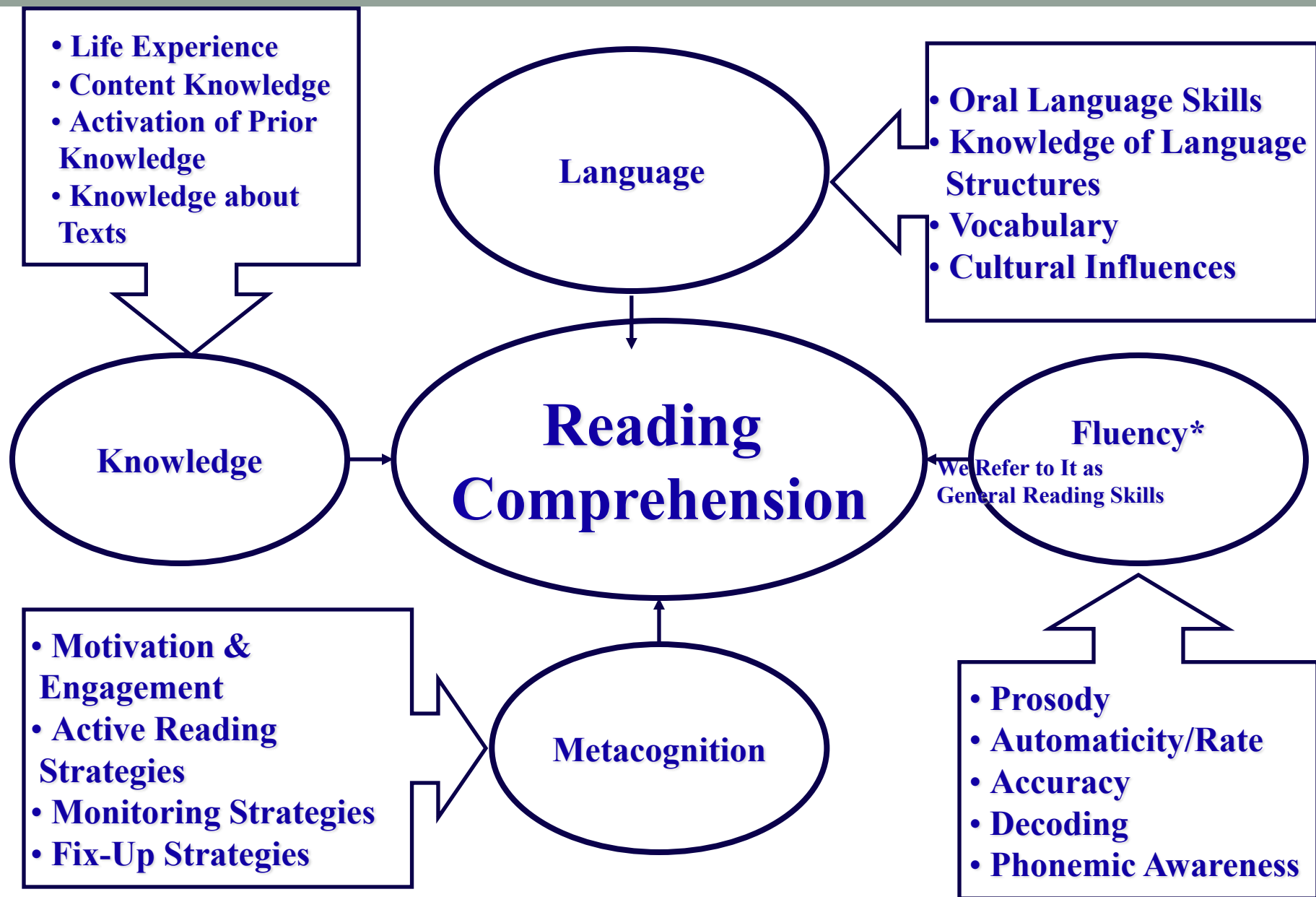
- Who has problems? (Problem Identification)
- Why is the problem is occurring? (Problem Analysis)
- Is our instruction working to fix the problem?
(Plan Development & Implementation)
- How well are we doing overall? (Plan Evaluation)

Screening

Diagnostic

Progress Monitoring

Outcome/Accountability



*modified slightly from presentations by Joe Torgesen,
Ph.D. Co-Director, Florida Center for Reading Research;
www.fcrr.org

Intensive Interventions

Sopris West Language!

SRA REACH

Wilson Reading System

WrapAround

Individualized Behavior Intervention Plan

Time Allotted for Tier 2 & 3:

At least 2 periods daily for universal program and interventions

Targeted Interventions

REWARDS; REWARDS Plus

KU Learning Strategies

Behavior Education Program (BEP)

Check In/Check Out & Check & Connect

Assessment Tools for All Tiers:

Common Assessments

Curriculum-Based

Measurement (CBM)

Office Discipline

Referrals (ODRs)

Suspensions/Expulsions

Attendance Rates

Functional Behavior

Assessment (FBA)

Universal Interventions

KU Strategic Instruction Model (SIM)

Curriculum with a "Big Ideas" focus

Explicit Syllabi

School-wide Behavior Support (PBS)

Sprick's Effective Classroom Management

Sprick's Start on Time!

Organization and study skills

*Students
monitored at
least weekly*

*5% of
Students*

*Students
monitored at
least monthly*

*15% of
Students*

*Students
monitored at least
3-4x a year*

*80% of
Students
Successful*

Food for thought?

- “...eligibility for special education under RTI is determined by ‘how well or how poorly a student responds to an evidence-based intervention that is implemented with integrity’” (Gresham 2007, 10).



- Shinn and Shinn (2001) compare curriculum-based assessment, often a hallmark of RTI, to 'key health indicators in medicine, allowing teachers to make vital decisions about the academic health of students with learning disabilities' (107). Like all medical- or deficit-based approaches, when a child does not respond to an intervention, the problem is assumed to be intrinsic to the child. Thus, RTI is, in the end, a tool for determining eligibility for special education and ultimately for labeling the child, not the educational context, as deficient.

- Once a child falls under this clinical gaze, intervention efforts are typically directed at the individual student, rather than at the instructional practices
- In practice, after the first tier, however, the ‘intervention’ prescribed most often in descriptions of RTI involves removing students from the general education classroom for ‘specialized’ or ‘intensive’ instruction, rather than requiring the classroom teacher to implement differentiated instruction, universal design for learning or other inclusive practices.

- RTI has been championed by many of the 'traditionalists' in the field of special education (Brantlinger 1997). Often referred to as the new continuum of special education services, RTI, in aligning with the current emphasis on accountability and high-stake testing, appears largely inconsistent with more progressive movements in education, such as constructivism, qualitative research methods, full inclusion and whole language.

- As Schatschneider, Wagner, and Crawford (2008) suggest, there is reason to be skeptical that RTI models will address the problem of ‘wait to fail’. They suggest that the ‘wait-to-fail’ criticism would apply equally to RTI, which:
 - (a) are most likely not to be implemented before first grade;
 - (b) take a substantial amount of time to measure a child’s response to tier one effective classroom instruction; and (c)
 - require failure in the form of failing to respond to instruction and intervention before identification of a reading disability (Schatschneider, Wagner, and Crawford 2008, 313–4).

Videos on groups

- http://buildingrti.utexas.org/CAP/Centers/Alternate_groupings.swf
- http://buildingrti.utexas.org/CAP/Centers/Teachers_Experiences.swf