

Assessment to Intervention within an
RTI Framework

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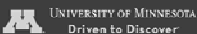


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RTI


The systematic use of assessment data to most efficiently allocate resources in order to enhance learning for all students.

Burns & VanDerHeyden, 2006



Accountability

- Reauthorization of the Elementary and Secondary Education Act
- RTI was born in special education, but it was conceived in NCLB



RTI and NCLB

- 300.309 – Diagnosing LD
- (i) The child fails to achieve a rate of learning to make sufficient progress to meet **State-approved results** in one or more of the areas identified in paragraph (a)(1) of this section when assessed with a response to scientific, research-based intervention process;



Special Education

- President's Commission on Excellence in Special Education
- Reduce paperwork and increase flexibility
- Identify and intervene early
 - Service first and assessment later
- "Those that get counted, count."
- Use special education staff more effectively



Interventions for Children with LD


Reading comprehension	1.13
Direct instruction	.84
Psycholinguistic training	.39
Modality instruction	.15
Diet	.12
Perceptual training	.08

Kavale & Forness, 2000




Special Education Meta-Analysis

- $d = -.12$
- What is special education???



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Individualized instruction , at no cost to the parents or guardians, to meet the unique needs of a child with a disability.




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Table Demographic information

group	Sex	Pre	Post*	IQ	ADD?	Medication
1/D	M	13	55	103	Yes	Adderal
2/D	M	02	59	95	Yes	Ritalin
3/D	M	02	38	110	No	Ritalin
4/D	F	03	55	105	Yes	Ritalin
5/D	F	02	50	110	Yes	Ritalin
6/D	M	18	60	101	No	—
7/D	M	01	38	98	Yes	Ritalin
8/D	M	01	45	102	No	—
9/NI	M	38	39	99	No	—
10/NI	F	50	48	107	No	—
11/NI	M	85	83	122	No	—
12/NI	M	82	85	101	No	—
13/NI	M	60	60	113	No	—
14/NI	M	52	50	95	No	—
15/NI	M	49	53	99	Yes	Ritalin
16/NI	M	75	74	121	No	—

* Follow-up testing was performed using alternate forms.

Simos et al., 2001



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Group Results

- Experimental group increased 44.75 points (SD = 7.22)
- Correlation between growth and IQ
- $r = -.29$



Keys to Success

St. Paul Pioneer Press June 4th 2006

- Reading Above All Else
 - Emphasize reading and writing especially K-2
- Beyond the Classroom
 - After school programs and social services
- Continuous Assessment/Small-Group Instruction
 - Formal and informal assessments to provide an appropriate level of challenge
- Effective Staff
 - Strong leadership and cohesive staff with co-planning
- Structured, Disciplined Environment



R (or R or R) – t – I (or I)

- Response or responsiveness or resistance
- T = to
- Instruction or intervention
 - Standard protocol or problem solving



Multi-Tiered Academic Interventions (Burns, Jimerson, & Deno, 2007)

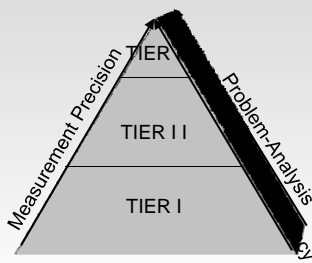
Tier I: Universal screening and progress monitoring with quality core curriculum: All students,

Tier II: Standardized interventions with small groups in general education: 15% to 20% of students at any time

Tier III: Individualized interventions with in-depth problem analysis in general education : 5% of students at any time



RTI and Problem-Solving



Problem Solving


- Tier I – Identify discrepancy between expectation and performance for **class or individual**
- Tier II – Identify discrepancy for individual. Identify **category of problem**. Assign small group solution.
- Tier III – Identify discrepancy for individual. Identify **causal variable**. Implement individual intervention.



Today and Tomorrow

1. Today
 1. Morning - Problem solving as the basis
 2. Afternoon – Tier 1

2. Tomorrow
 1. Morning – Tier 2
 2. Afternoon – Tier 3







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