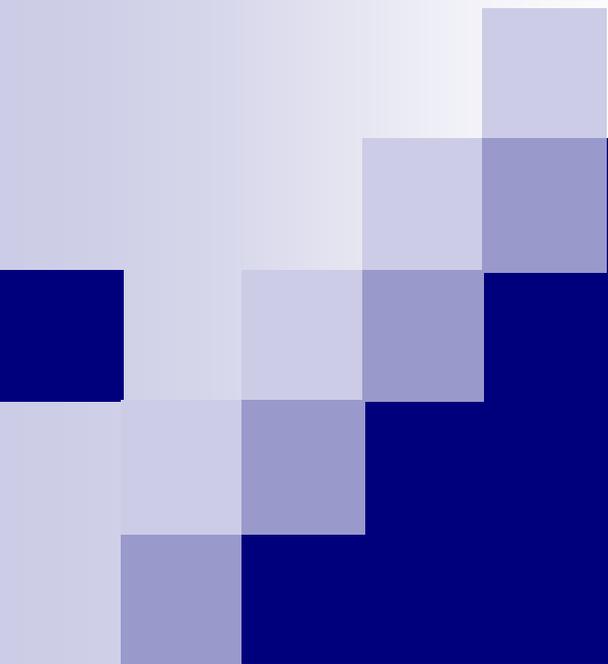


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Diagnosing the Learning Enabled: Response To Intervention Provisions of IDEA '04

California State Board of Education Seminar

W. David Tilly III, Ph.D.

Heartland Area Education Agency 11

July 6, 2005

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July 6, 2005

Objectives for This Section

■ To Discuss

1. Historical practice in Specific Learning Disabilities (SLD) identification and limitations thereof
2. What is Response to Intervention (RtI) and how does it improve on history?
3. What happens when RtI is implemented?

Objectives for This Section

■ To Discuss

1. What is the history of Specific Learning Disabilities (SLD) identification and what are limitations of current practice?
2. What is Response to Intervention (RtI) and how does it improve on history?
3. What happens when RtI is implemented?

According to IDEA '04, a Specific Learning Disability Is...

■ SPECIFIC LEARNING DISABILITY.—

- (A) IN GENERAL.—The term ‘specific learning disability’ means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

According to IDEA '97 Regulations

- **§ 300.541 Criteria for determining the existence of a specific learning disability.**
- (a) A team may determine that a child has a specific learning disability if—
 - (1) **The child does not achieve commensurate with his or her age and ability levels** in one or more of the areas listed in paragraph (a)(2) of this section, if provided with learning experiences appropriate for the child's age and ability levels; and
 - (2) The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
 - (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading comprehension.
 - (vi) Mathematics calculation.
 - (vii) Mathematics reasoning.

This Language Created Identification Practices That:

- Viewed the child as the problem
- Assumed that assessing the difference between ability (IQ score) and achievement (achievement test score) was the best way to assess SLD
- Assumed that matching treatments to child characteristics would produce positive results

We Lived with the Situation for 30 Years, Until...

- We experienced many problems in practice
 - General/Special education split
 - Widely varying identification rates
 - Lack of link between assessment and effective treatment
 - Increasing numbers of students with SLD
 - “Wait to fail” model
- Improved practices emerged
 - Scientifically based curricula and instruction
 - Multi-tier, prevention-oriented models
 - Progress monitoring and formative evaluation
 - Standard treatment protocol interventions

We Lived with the Situation for 30 Years, Until...

- Programmatic research and major policy reports offered a new direction
 - National Institute for Child Health and Development (NICHD) Studies
 - National Reading Panel (NRP; 2000)
 - National Research Council Panel on Minority Overrepresentation (Donovan & Cross, 2002)
 - National Summit on Learning Disabilities (Bradley, Danielson, & Hallahan, 2002)
 - President's Commission on Excellence in Special Education

To Summarize

- Use of historical IQ-Achievement approach to SLD identification
 - Is unreliable
 - Is not scientifically sound
 - Is expensive
 - Delays treatment to students beyond the time it can be most effective
 - Perhaps most importantly, many, many students with SLD are not attaining minimum proficiency in basic skills
- It is time for fundamental change
- Response to Intervention (RtI) is the fundamental change being proposed

Objectives for This Section

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What is Rtl?

- Response to Intervention (Rtl) is a term referring to the practice of providing high quality instruction matched to students needs and using data regarding student learning over time to make important educational decisions, including eligibility for special education services for students with specific learning disabilities (SLD).

How is Rtl Implemented?

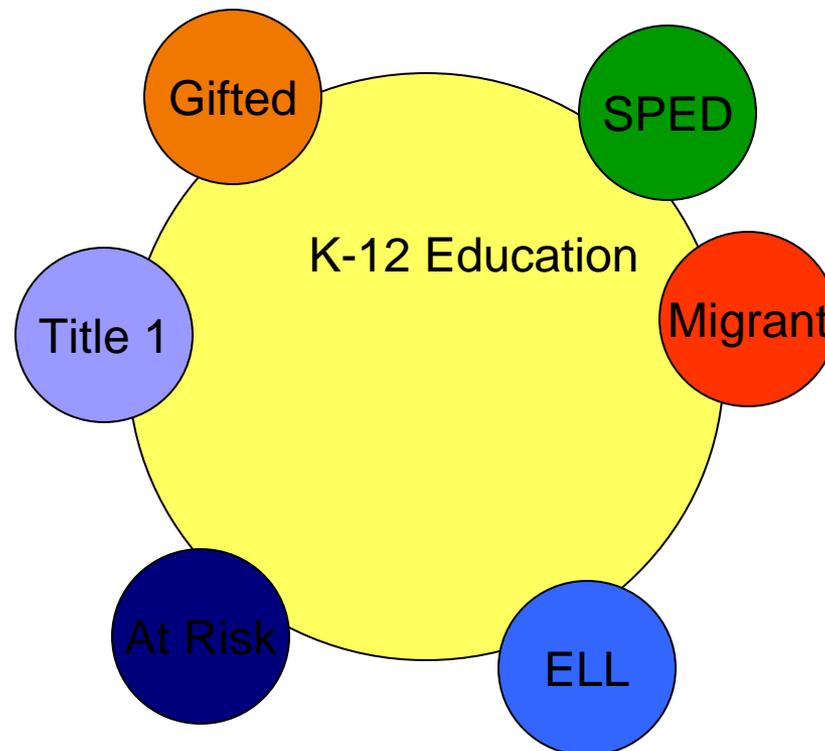
- 3 Big Ideas

1. Reengineer resource deployment
2. Use a problem solving method and data to drive educational decisions
3. Use scientific research-validated practices to the extent available

One Perspective on History

- Our education system has grown up through a process of “Disjointed Incrementalism” (Reynolds, 1988)

The current
Education
System’s
Programmatic
Evolution



Unintended Effects

- Conflicting programs
- Conflicting funding streams
- Redundancy
- Lack of coordination across programs
- Nonsensical rules about program availability for students
- Extreme complexity in administration and implementation of the programs



NCLB Shift

- NCLB has required that we organize and focus our efforts around one primary result

Student Achievement

Big Idea #1: Reengineer Resource Deployment

Rtl Resource Deployment

Three Tier Model of School Supports

Academic Systems

Behavioral Systems

Tier 3: Intensive, Individual Interventions

Individual Students
Assessment-based
High Intensity
Of longer duration

Tier 3: Intensive, Individual Interventions

Individual Students
Assessment-based
Intense, durable procedures

Tier 2: Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Tier 2: Targeted Group Interventions

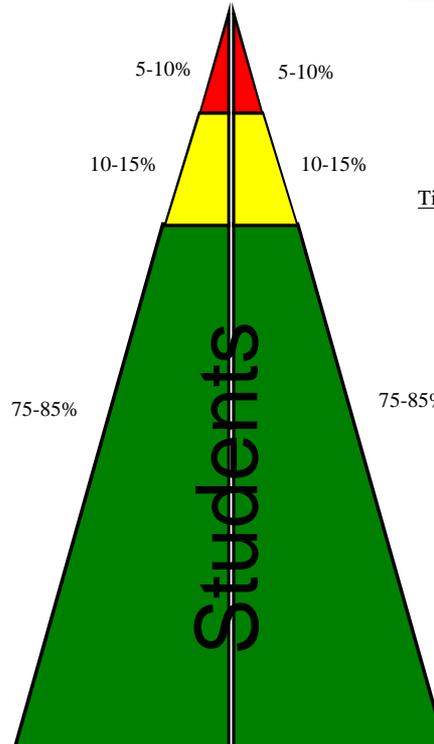
Some students (at-risk)
High efficiency
Rapid response

Tier 1: Core Instructional Interventions

All students
Preventive, proactive

Tier 1: Core Instructional Interventions

All settings, all students
Preventive, proactive



New Assumption: All students will become proficient.

Big Idea #2: Use a Problem Solving Method

Problem Solving Process

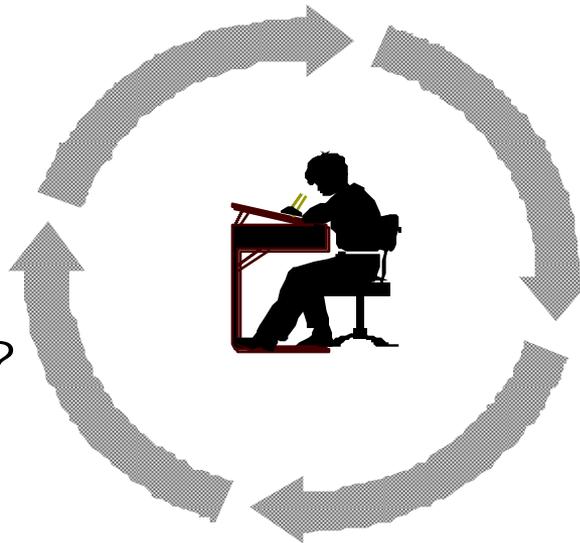
- Define the Problem

(Screening and Diagnostic Assessments)

What is the problem and why is it happening?

- Develop a Plan
(Goal Setting and Planning)

What are we going to do?



- Evaluate

(Progress Monitoring Assessment)

Did our plan work?

- Implement Plan

(Treatment Integrity)

Carry out the intervention

Big Idea #3: Use Research-Validated Practices

Use Scientifically-Research Validated Practices

- Core Curriculum
- Supplemental Instruction
- Intensive Need

- Key is matching intensity of need with type and intensity of resources

How Does RtI Improve on History?

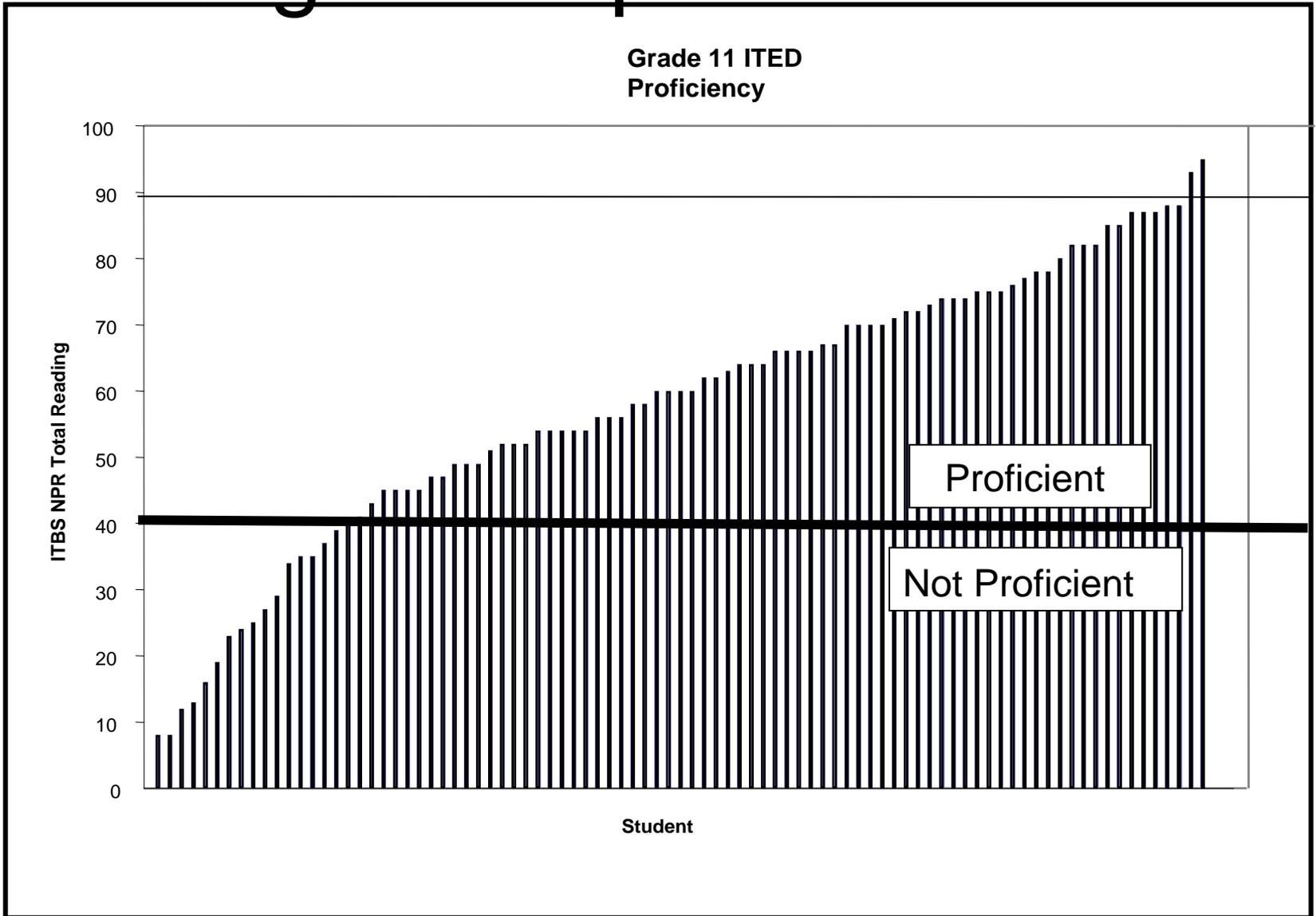
- Resource allocation in direct relation to measured student achievement needs
- Direct match of strategies to student skill deficits
- Research-Based programs and services
- Instructional decisions based on ongoing data collection



Summary

- Move from diagnosing the learning disabled to the learning enabled

For Large Groups



For Small Groups: For Less Than Proficient Kids, Figure Out What They Need

Critical Components of Reading

ITBS ID Number	Last Name	First Name	_03_04 ITBS Vocab NPR	_03_04 ITBS Rdg Comp NPR	Reading Fluency Measure	Accuracy	Second Comp. Measure
10040	Hellman	Ryan	Proficient	Less than Proficient	Proficient	Proficient	Less than Proficient
10040	Kuntz	Christopher	Proficient	Less than Proficient	Proficient	Proficient	Less than Proficient
10043	Riley	Laura	Proficient	Less than Proficient			
10053	Todd	Joella	Extreme Need	Less than Proficient	Less than Proficient	Less than Proficient	Proficient
10054	Smalley	Abe	Less than Proficient	Less than Proficient	Less than Proficient	Proficient	Proficient
10063	Michaels	Hilliary	Extreme Need	Less than Proficient	Proficient	Proficient	Proficient
10095	Harrison	Sara	Proficient	Less than Proficient	Less than Proficient	Less than Proficient	Less than Proficient
10096	Slinger	Azariah	Proficient	Less than Proficient	Less than Proficient	Less than Proficient	Proficient
10152	Fusco	Ernesto	Less than Proficient	Extreme Need	Less than Proficient	Less than Proficient	Proficient
10152	Knapp	Beth	Extreme Need	Less than Proficient	Less than Proficient	Less than Proficient	Proficient
10158	Wundt	Mit chell	Proficient	Less than Proficient	Less than Proficient	Proficient	Proficient
10178	Minott	Anthony (A.J.)	Extreme Need	Less than Proficient	Less than Proficient	Proficient	Proficient
10185	Rolex	Nicholas	Less than Proficient	Extreme Need	Less than Proficient	Less than Proficient	Less than Proficient
10185	Kline	Paula	Proficient	Less than Proficient	Less than Proficient	Less than Proficient	Less than Proficient

Additional Diagnostic Assessments

For Small Groups: Kids with Different Needs

ITBS ID Number	Last Name
2008006	Andrew Allison
3000484	Ryan Hellman
2008010	Christopher Kuntz
2008011	Laura Riley
2008017	Michael Virginia
2008021	Megan Ibarra
3000473	Ian Garcia
2008038	Joella Todd
2008041	Abe Smalley
3000467	Melody Warren
2008066	Ashley McGriff
2008069	Daneal Seaman
2008079	Michelle Boring
3000466	Hilliary Michaels
2008236	Joshua Kirkendoff
2008087	Breck Holmgren
2008231	Sara Harrison
2008226	Azariah Slinger
2008221	Nathan DeCruz
2008100	Andrew(Drew) Fox
2008217	Josh Elfman
2008106	Kelsey Medina
2008107	Ernesto Fusco
2008115	Beth Knapp
2008216	Mit chell Wundt
2008118	Michelle Naito
2008123	Sarah Henry
2008197	Chris Ronewitz
2008127	Anthony (A.J.) Minott
2008135	Brittany Donald
2008142	Elizabeth Skipper
2008149	Ryan Fernandez
2008173	Nicholas Rolex
2008176	Paula Kline
2008188	Derek Peter
2008183	David Warren

Count of Need Profile	Total
Vocabulary Comprehension Fluency	36
Comprehension	5
Vocabulary Comprehension	13
Comprehension Fluency	3
Vocabulary	1

ITBS ID Number	Last Name
2008125	Kara Nolan

ITBS ID Number	Last Name
2008224	Courtney Rennerber
2008007	Ashley Lloyd
2008200	Austin Little
2008199	Jaime Hertz
2008117	Nathan McGee

ITBS ID Number	Last Name
3000774	Ashlee Renz
3000673	Adam Torres
3000093	Amisadai Runner
2008191	Michael Runza
2008190	Merica Eduardo
2008187	Sam Raymond
2008025	Roy Jacob
2008179	Jeff Lightweig
2008103	Kirk Arnolds
2008053	Tommy DeLeon
2008096	Diana Torres
2008085	Just in Danilson
2008081	Danielle Narroman

ITBS ID Number	Last Name
2008198	Anna Rogers
2008097	Joshua Dine
2008093	Megan Manweis

Require differentiated Instruction!!!!

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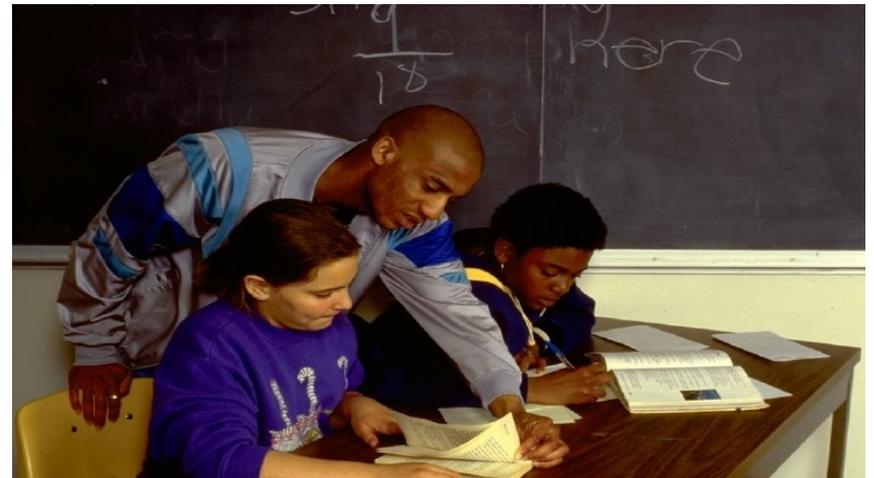
Response to Intervention in Practice



Heartland Early Literacy Project (HELP)

Background

- Heartland serves about 24% of students in Iowa
- Started with 36 school buildings
- Now have 99 buildings
- Initial focus was K-1 early literacy instruction

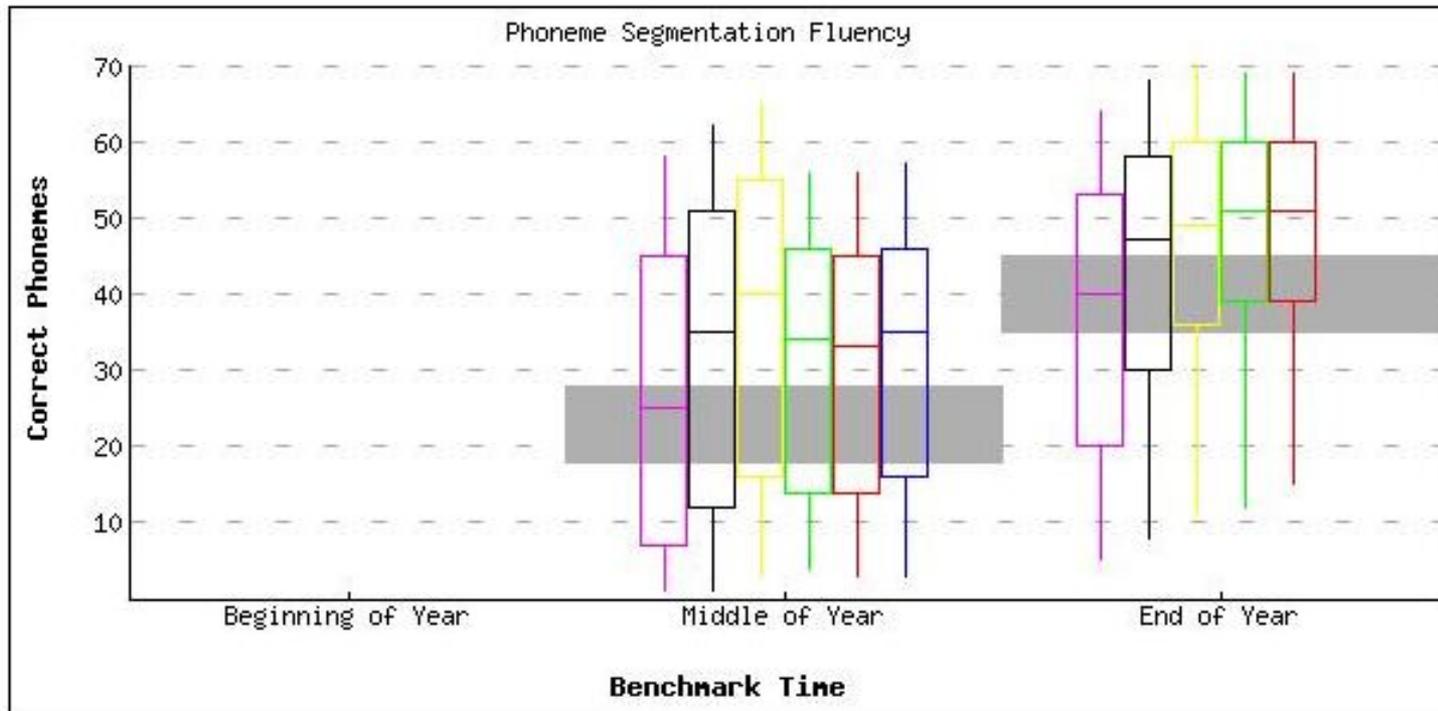
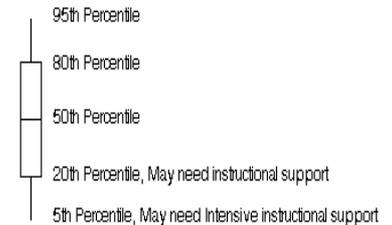


How are we doing?



Dynamic Indicators of Basic Early Literacy Skills, University of Oregon Cross-Year Box Plot

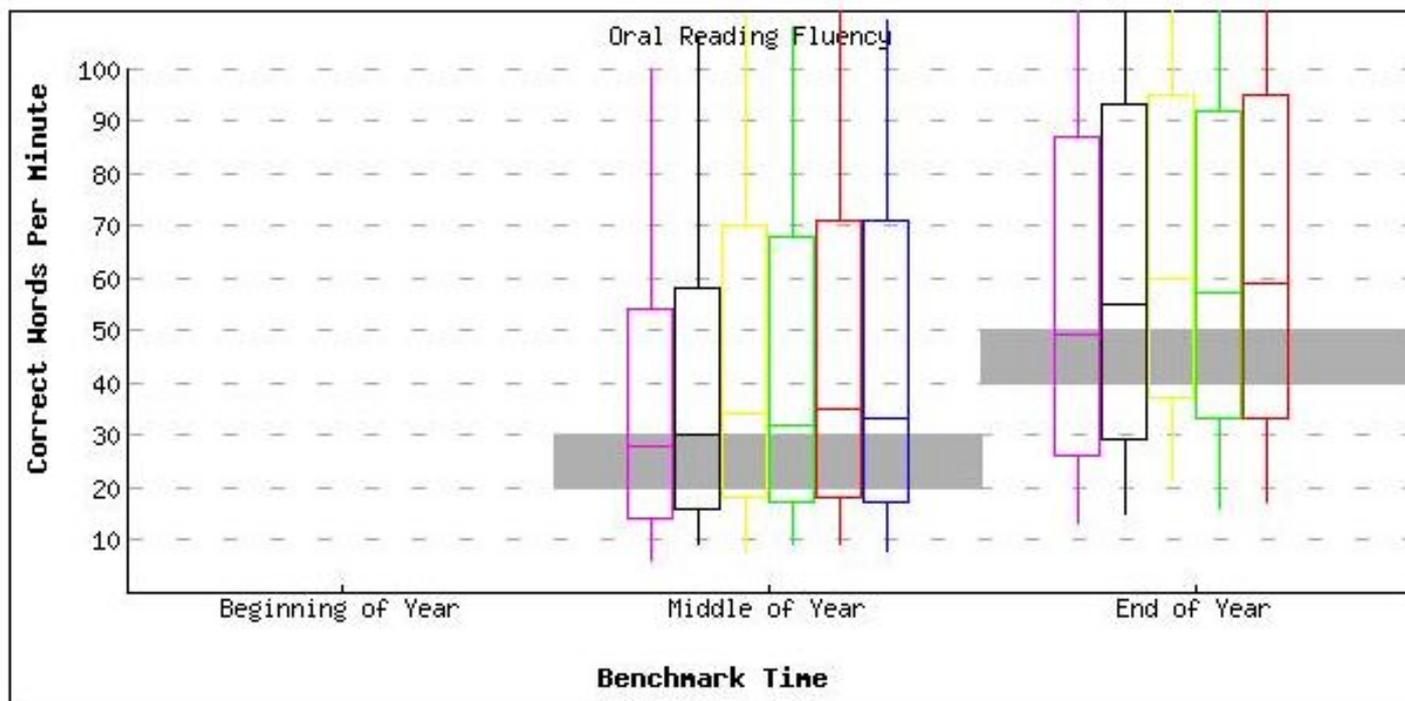
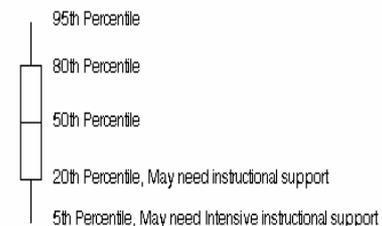
Project: **Heartland AEA 11** Scope: **Project-wide** Grade: **Kindergarten**
 Assessment: Academic Year: **2004-2005**



 Benchmark Goal: 35-45 correct sounds per minute at the end of Kindergarten or the beginning of First Grade.
 Students scoring 18 or more in the middle of Kindergarten are likely to achieve the benchmark goal with effective instruction.

Dynamic Indicators of Basic Early Literacy Skills, University of Oregon Cross-Year Box Plot

Project: **Heartland AEA 11** Scope: **Project-wide** Grade: **First**
Assessment: Academic Year: **2004-2005**



 Benchmark Goal: 40 correct words per minute at the end of First Grade.
Students scoring 20 or more in the middle of First Grade are likely to achieve the benchmark goal with effective instruction.

What Happened In the Larger System?

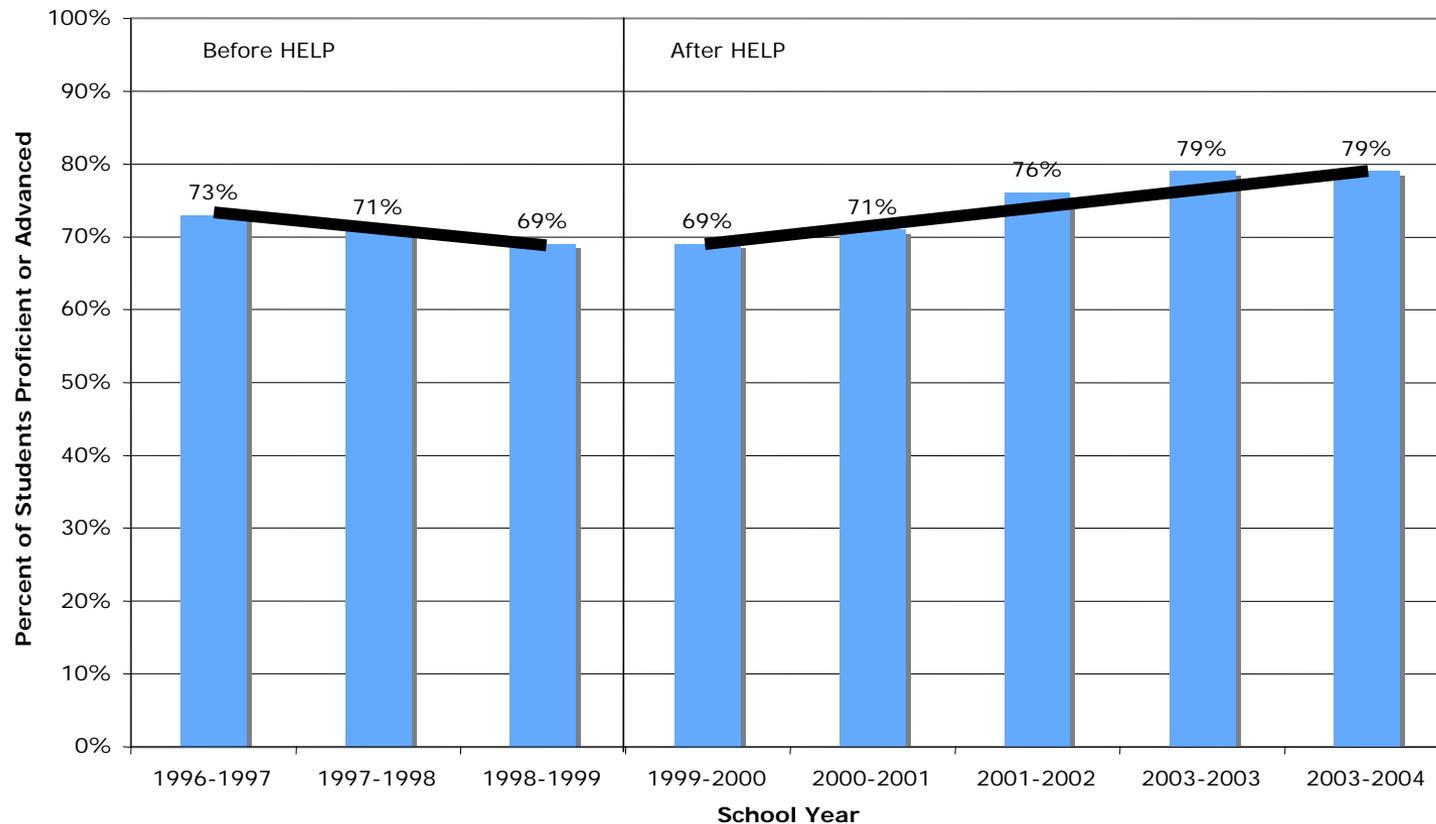


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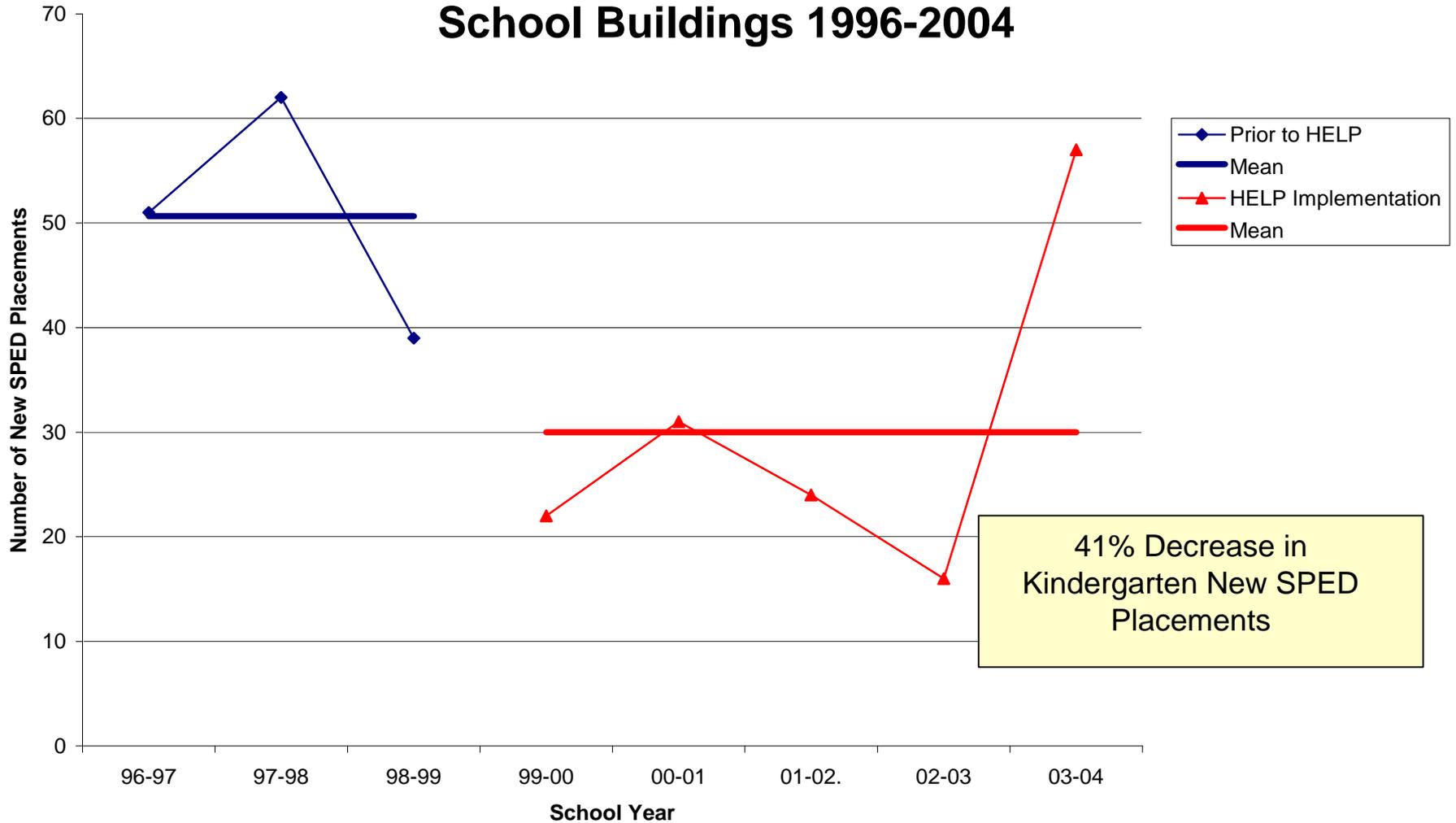


ITBS Results

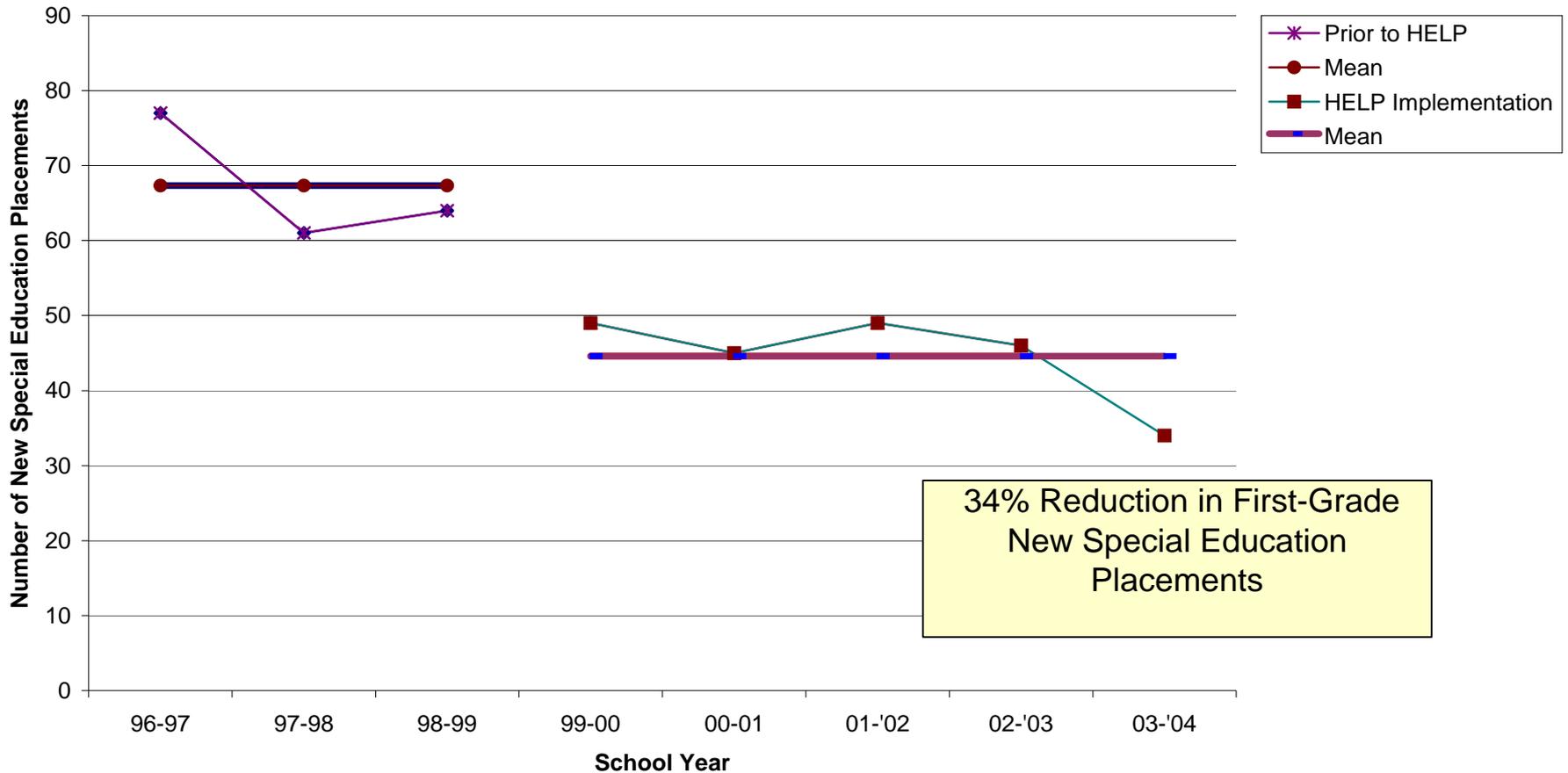
Heartland AEA 4th Graders Proficient or Advanced on ITBS Reading Comprehension Subtest



Effects of Heartland Early Literacy Project on New Special Education Placements: Kindergarten Across 36 School Buildings 1996-2004

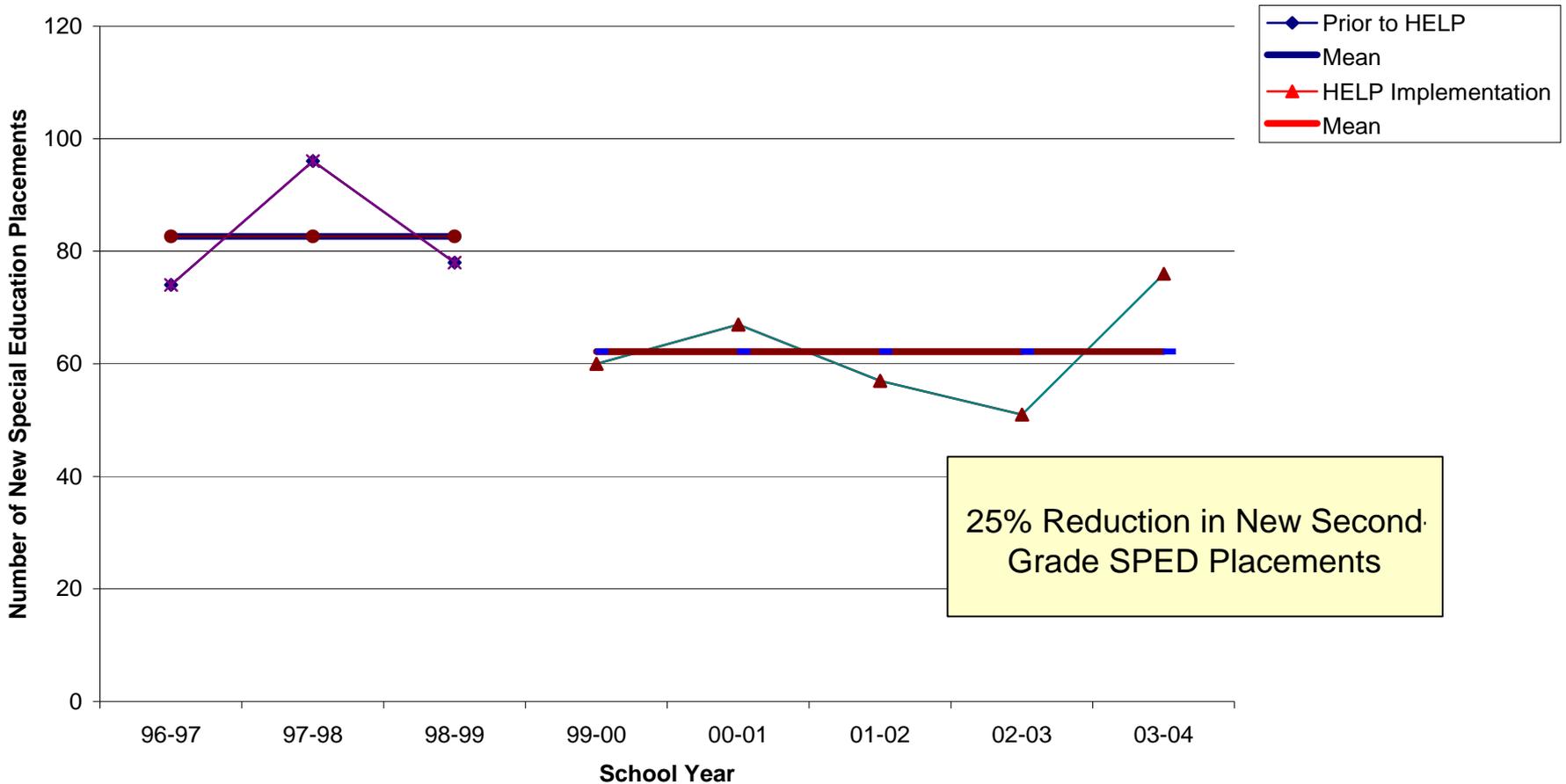


Effect of Heartland Early Literacy Project on New Special Education Placements: First Grade Across 36 Schools 1996-2004



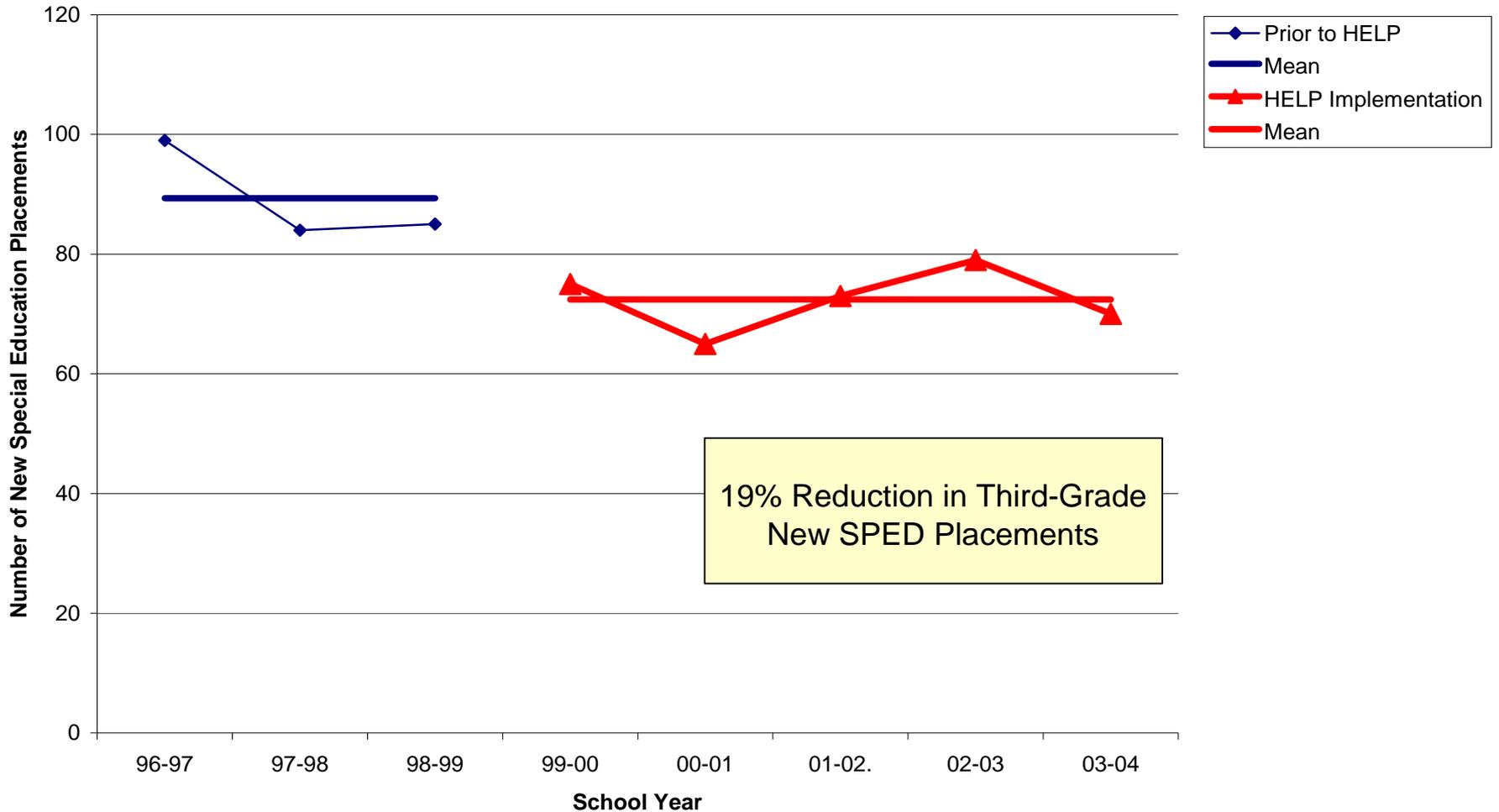
34% Reduction in First-Grade New Special Education Placements

Effect of Heartland Early Literacy Project on New Special Education Placements: Second Grade for 36 Schools 1996-2004



25% Reduction in New Second Grade SPED Placements

Effects of Heartland Early Literacy Project on New Special Education Placements: Third-Grade for 36 Schools 1996-2004



Punch Line

- We have an exciting opportunity before us
- We have many of the tools we need to move ahead
- We have support in the new IDEA '04 Law and proposed Regulations
- The benefits for our students can be tremendous
- The critical difference between places where change takes hold and flourishes and where it founders, is **LEADERSHIP**





A leader is a person you will follow to a place that you wouldn't go by yourself.

Joel Barker, 1992