



Response to Intervention (RtI) Early Intervening Services (EIS)

Missouri Department of Elementary &
Secondary Education

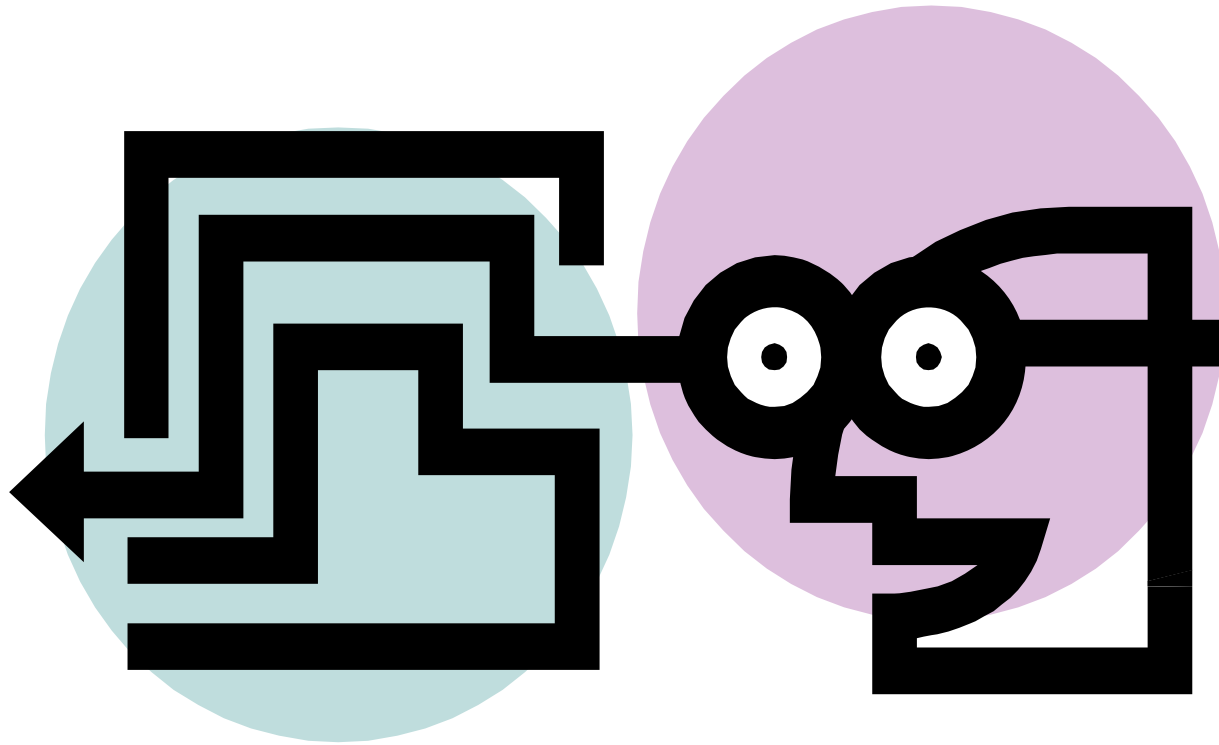
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Response to Intervention (RtI)

- Broad view vs. Narrow View



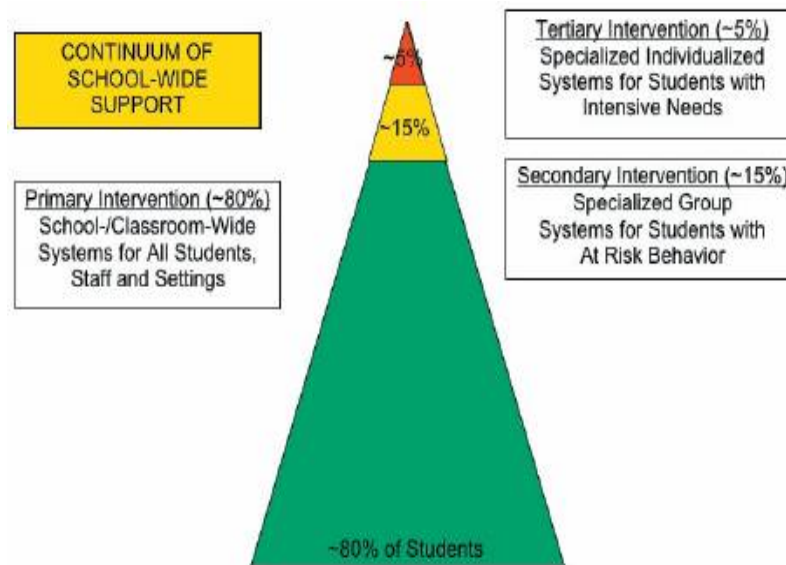


Response to Intervention (RtI)

- Broad view looks at RtI as a general education process to provide appropriate instruction to all children with regular progress monitoring. Goal is to provide for the needs of most children in the general education classroom and reduce referrals to special education.

Response to Intervention

Figure 1. Continuum of Intervention Support for At-Risk Students



- Adapted from "What is School-Wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://www.pbis.org/schoolwide.htm>.



RtI Resources

- A link is available to RtI resources in the “Broad View” on the DESE Special Education website at

www.dese.mo.gov/divspeced/



Response to Intervention (RtI)

- Narrow view looks at RtI as a process for identification of Specific Learning
- IDEA Federal Regulations refer to RtI in the narrow view



New SLD Guidelines

- Two documents
 - State of Missouri Guidance for Identification of Specific Learning Disabilities (SLD)
 - State of Missouri RtI Guidelines: Appendix A
 - September, 2007
 - <http://dese.mo.gov/divspeced/RtIpg.html>



Definition of Specific Learning Disability (SLD)



- Definition is still essentially the same
- New guidelines from DESE clarifies this further and states that the information gathered must show **unexpected** problems in learning.



Unexpected Problems in Learning



- This means that a student with a SLD would not show evidence of a general learning deficit or of general underachievement in all areas
- Generally low cognitive ability is defined as between one and two standard deviations below the mean



Specific Learning Disabilities (SLD)



- IDEA 2004 statute and regulations require that the State:
 - Must not require the use of a discrepancy between intellectual ability and achievement when identifying a child with SLD (but may allow it, and we do), and
 - Must permit the use of a process based on the child's response to scientific, research-based intervention (RtI).
- LEAs must use the State criteria



District SLD Policies

- Must have written procedures regarding the process that will be used to determine a child eligible under the category of SLD



Examples of District Options for Eligibility Determination for SLD

- Use an RtI model for grades K-2 and a discrepancy model for grades 3-12
- Use a discrepancy model until all the components for use of an RtI model are in place in the district
- Use different models at different schools
- Use only an RtI model districtwide
- Use only a discrepancy model districtwide



Written Policy on Use of RtI

- If the district decides to use data from an RtI system as a method of SLD identification, it must develop and maintain specific written policy related to identification of students.
- The DESE has policy guidelines that the agency must follow, at a minimum



Policy Requirement #1

- Intervention Selection criteria
 - Intervention chosen must be research or evidence-based. Evidence must be present that the intervention was effective for the particular problem addressed and for the type of student. They must be instructional and not modifications/accommodations.
 - Check the Missouri SPP Instructional Support System for evidence-based practices
 - Insert web address



Policy Requirement #2

- Number of interventions that will be required prior to a decision regarding moving a child to another level of interventions or referring the child for a special education evaluation.
 - DESE guidelines require a minimum of two (2) interventions, but the district may specify more.



Policy Requirement #3

- Number of total intervention sessions that will be required prior to making a decision to refer for special education or prior to making an eligibility decision for SPED classification.
 - DESE requires a minimum of 24 intervention sessions over 2 interventions. The sessions should be frequent, pre-specified, structured, planned, and documented to show fidelity of implementation.



Policy Requirement #4

- Implementation fidelity.
 - How documentation will be maintained to show the interventions were carried out as planned by qualified personnel.



Policy Requirement #5

- Frequency and duration of progress monitoring.
 - The data must be collected and documented at least once a week and the duration must allow for no fewer than six data collection points for each intervention conducted.



Policy Requirement #6

- Criteria for determining a student's responsiveness to intervention.
 - This must include
 - a) the rate of progress, and
 - b) academic skill level



Policy Requirement # 7

- Decision rules used for a referral for a special education evaluation.
 - This would be for districts who use RtI as a whole school system.



Policy Requirement #8

- When parents are notified.
 - For a whole school RtI model, regulations require that districts notify the parents when the decision is made to move the student from general classroom interventions to more targeted interventions (Tier I to Tier II).
 - For “narrow view”
 - Procedural Safeguards must be provided within 5 days of the referral, and
 - Notice of Intent to Evaluate with Consent must be provided within 30 days of the referral.



Parental Notification when child is participating in an RtI “whole school” model

- Must include:
 - Amount and nature of student performance data to be collected
 - Strategies or interventions to be used
 - Parental right to request an evaluation at any time
 - Procedures parents must follow to request an evaluation
- Must be provided when child is moved from Tier I to Tier II Interventions



For SPED Only Interventions

For districts who are conducting interventions for use for SPED evaluation purposes only, the data collection/ interventions would be conducted within an existing evaluation time frame (60 days).



RtI and SPED Assessment

- At any time that the district suspects that the child might have a disability, the agency must promptly request parental consent and adhere to evaluation timelines, unless
- Timelines are extended by mutual written agreement of the child's parents and the group of qualified professionals



Office of Special Education Programs (OSEP) Comments on RtI

- RtI does not replace a comprehensive evaluation
- Cannot use a single procedure as the sole basis for making an eligibility determination
- Must use a variety of data-gathering methods
- Must use a variety of assessment tools and strategies



SLD Eligibility Using a Discrepancy Model

- Still requires a severe discrepancy of at least 1.5 standard deviations between ability and achievement
- Additional information must be collected to support the presence of a SLD in the academic areas considered.
- Identification of behavioral characteristics of basic psychological processing deficits no longer required



Professional Judgment

- Professional Judgment allowed with the use of the Discrepancy model
- There are now specific guidelines for the use of professional judgment available in the Guidance paper for Identification of Specific Learning Disabilities available on the DESE Special Education Compliance website



Use of Professional Judgment

- Student must exhibit a discrepancy that is very close to the required 1.5 SD criteria. The student's academic scores would not typically be commensurate with their measured ability level, nor would the discrepancy be small. If this is the case, it would suggest other reasons for the student's learning problem.



Use of Professional Judgment, Continued



- Other data collected must support the characteristics and presence of a learning disability. It must support the findings from the standardized assessments
- Student must exhibit academic strengths and obvious weaknesses, which are documented in the report

Use of Professional Judgment, Continued



- All information and data collected must be documented in the evaluation report.
- A statement that the team used professional judgment in making the decision is not sufficient evidence to support the decision. The data-based rationale must be clearly articulated in the report.



Specific Learning Disabilities (SLD)

- Required Observation (300.310)
- Documentation required for eligibility determination



Specific Learning Disabilities (SLD)

- Group Members (no change)
 - Federal Regulation 300.308



Identification of Specific Learning Disabilities (SLD)

- To ensure that underachievement is not due to lack of appropriate instruction in reading and math, the group must consider, as part of the evaluation...
 - Data to demonstrate appropriate instruction in regular education setting by qualified personnel
 - Data-based documentation of
 - repeated assessments of achievement
 - At reasonable intervals
 - Reflecting formal assessment of student progress during instruction
 - provided to child's parents



Specific Learning Disabilities (SLD)



- Exclusionary Factors (Previously required)
 - Visual, hearing or motor disability
 - Mental retardation/intellectual disability
 - Emotional disturbance
 - Cultural factors
 - Environmental or economic disadvantage
 - Limited English proficiency
 - Lack of appropriate instruction in reading
 - Lack of appropriate instruction in math



Early Intervening Services (EIS)



- New in IDEA 2004 (CFR 300.226)
- Up to 15% of Part B federal funds may be used
 - For students in K-12 (emphasis on K-3)
 - Need additional academic and behavioral support in general education environment
 - Not currently identified as special education



Early Intervening Services (EIS)




- Allowable activities
 - Professional Development for teachers and other school staff to enable them to
 - Deliver scientifically based instruction and interventions
 - Providing educational and behavioral evaluations, services, and supports (including scientifically-based literacy instruction)



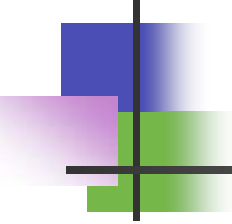
Early Intervening Services (EIS)



- Data Reporting Requirement
 - Number of children that the district provided early intervening services with the 15% funds
 - Number of children receiving EIS services who subsequently received special education and related services during the preceding two year period



Special Education PD webstreams



- The Division of Special Education has recently released a series of webstreaming videos
 - Add website
- One title in the series of eight is
 - Response to Intervention/Early Intervening Services



Special Education PD webstream titles



- Discipline for Children With Disabilities
- Special Education Data Collection and Reporting Overview
- Finance of Special Education
- The Special Education Process and Changes in IDEA
- The Special Education Complaint Process
- Administration of Special Education
- Postsecondary Transition
- Response to Intervention/Early Intervening Services



RESOURCES



- **LD Eligibility Document from the Compliance Standards and Indicators**

<http://dese.mo.gov/divspeced/Compliance/StandardsManual/index.html>

- **Missouri State Regulations implementing the IDEA**

- **OSEP Documents**

- **Topic Brief on Identification of Specific Learning Disabilities**

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C23%2C>

- **Topic Brief on Early Intervening Services**

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C8%2C>

- **Q & A on RtI/EIS**

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C8%2C>

- **The Federal regulations implementing the IDEA**



Suggested weblinks



- Missouri DESE website on RtI
 - <http://dese.mo.gov/divspeced/RtIpg.html>
- Office of Special Education Programs (OSEP) website on IDEA 2004
 - <http://idea.ed.gov/explore/home>
- National Center for Research on Learning Disabilities
 - <http://www.nclld.org/content/view/685>



RtI & EIS

- Good for all kids

