RtI webinar Series
SLD Identification in an RTI Framework - Part 1

Amy Dilworth Gabel, Ph.D, NCSP
Misty Sprague, M.A., Ed.S
• Universal Screening
  Why is it a critical component of RtI and Specific Learning Disability qualification?
  What areas should you assess?
  What tools are available for each area?

• Utilizing your Universal Screening Data
  I have this data… now what?
  Taking stock of your core instruction
  Identifying students who may be at-risk for failure

• Case Study: Ellie
  RtI video discussing what to do with Universal Screening data for Ellie.
Strategic Interventions for Students at Risk of Academic Failure

Level 3: Intensive Interventions
For Low Performing Students; Alter curriculum, Add time, Support, resources...
Comprehensive Individual Assessment

Level 2: Strategic and Targeted Interventions
For Students At-Risk for Failure
Strategic Instruction, Increased Time and Opportunity to Learn

Level 1: Benchmark Assessment and School Wide Interventions (Universal Screening)
for Students on Grade-level (benchmark) and All Students (Effective Instructional Practices provided within the General Education Curriculum)

(Adapted From PA Training and Technical Assistance Network, 2005)
Why is a Tiered Model Important to SLD Identification?

Individual Differences in the Processes in the Learner’s Mind or Brain

Curriculum and Instructional Materials

Teachers’ Instruction (Pedagogy)
Universal Screening

- An interrelated process that is applied to every student
- A process by which instructional practices are evaluated and adjusted based on data
- A process to match the student’s needs with the strategies
- Not an indication of a need for special education services
What is Universal Screening?

- Assessing all students 3 times per year to define which students are at-risk for failure despite being provided with research based instruction in the general education classroom.

- The assessments are typically comprised of measures of basic skills that serve as indicators of outcomes for overall achievement in each area.
## Where to find Universal Screening Tools?

<table>
<thead>
<tr>
<th>TOOLS</th>
<th>AREA</th>
<th>Classification Accuracy</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated Reliability, Validity, and Classification Data for Diverse Populations</th>
<th>Administration</th>
<th>Administration &amp; Scoring Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSweb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Math - CBM</td>
<td></td>
<td></td>
<td>Moderate High</td>
<td></td>
<td></td>
<td></td>
<td>Group</td>
<td>2 Minutes</td>
</tr>
<tr>
<td>R-CBM Oral Reading</td>
<td></td>
<td></td>
<td>Moderate High</td>
<td></td>
<td></td>
<td></td>
<td>Individual</td>
<td>2 Minutes</td>
</tr>
<tr>
<td>* Test of Early Numeracy - Missing Number</td>
<td></td>
<td></td>
<td>Broad</td>
<td></td>
<td></td>
<td></td>
<td>Individual</td>
<td>2 Minutes</td>
</tr>
<tr>
<td>* Test of Early Numeracy - Number Identification</td>
<td></td>
<td></td>
<td>Broad</td>
<td></td>
<td></td>
<td></td>
<td>Individual</td>
<td>2 Minutes</td>
</tr>
<tr>
<td>* Test of Early Numeracy - Oral Counting</td>
<td></td>
<td></td>
<td>Broad</td>
<td></td>
<td></td>
<td></td>
<td>Individual</td>
<td>2 Minutes</td>
</tr>
</tbody>
</table>

* Do your research before selecting Universal Screening Tools.

Universal Screening Cautions:

- Be sure to use screening tools that are research validated to ensure that you are measuring what you want to measure.

- Also ensure that the measure may be repeated consistently over time.
  - Keeps the standard/"benchmark" the same.
What areas should you screen?

- Oral Reading Fluency????
- Comprehension
- Early Literacy
- Early Numeracy
- Math Computation
- Math Concepts
- Written Language
- Behavior
Why Should Schools Use Universal Screening for Behavior & Social Skills?

Integrated academic and behavior RtI models have been shown to produce larger gains in both outcomes than single models.

(Stewart et al., 2007)
<table>
<thead>
<tr>
<th></th>
<th>Reading Fluency</th>
<th>Comprehension</th>
<th>Early Literacy</th>
<th>Math Comp</th>
<th>Math Concepts</th>
<th>Written Language</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIMS web</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>DRA -2 Diagnostic Reading Assessment</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ERDA -2 Early Reading Diagnostic Assessment</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BASI Survey for in Basic Achievement Skills Inventory</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Utilizing your Universal Screening Data

I have this data…now WHAT!!

Creating Data Teams:

• Meet weekly or biweekly with teaching teams to discuss data.

• Share what team members are seeing among shared students

• Work together to brainstorm Tier 1 interventions.

• Involve specialist and administrators.

• common strengths?
• needs?
Utilizing your Universal Screening Data

Create Data Walls

• Color code your students based on assessment level and tape them to butcher paper.

• As students progress through the tiers, keep the color of the card the same, but move it to the next tier.

• This will help you visually represent growth in skill areas.
Utilizing your Universal Screening Data

- Evaluate the errors that students are making to drive your instruction

- For example, it is apparent that this student needs work with the sound of “u” and reversals with “p’s, b’s and d’s”
Utilizing your Universal Screening Data

- **EVALUATE** your **CORE** instruction:

  - If 1/3 or more of the students in your class are below the target, then that is not a Tier 2 concern.
    - Rather, you will want to evaluate your core instruction and adjust it to meet the needs of a broader range of students.
  
  - Differentiated instruction is strongly supported in research to address multiple learning styles and levels.
What Works Clearinghouse

Differentiated Instruction – A process that involves...

- Planning and providing alterations for the following:
  - curriculum,
  - instruction, and
  - assessment.

- Recognizing students’
  - varying background knowledge,
  - readiness,
  - language, and
  - preferences in learning and interests.

The intent of differentiating is to maximize each student's growth and individual success to assist in the learning process.
The Proof Is in the Numbers

We're excited to reaffirm our commitment to delivering truly effective and impactful instruction with our latest efficacy study and the results speak for themselves.

See the full results!
High Quality Classrooms

- Research-based effective teaching principles include:
  - active engagement of students,
  - high success rates,
  - increased content coverage,
  - direct instruction
  - scaffolded instruction,
  - instruction that addresses the critical forms of knowledge,
  - instruction in the organizing, storing, & retrieving of info,
  - strategic instruction,
  - explicit instruction, and instruction that teaches across subjects.
What do I do with the students who are “at-risk?”

- Check/collect additional “body of evidence” to ensure that student is genuinely at-risk in that skill area. For example:
  - Ensure that core instruction has:
    - been delivered with fidelity
    - a research based to address concerns
      - What Works Clearing House
  - Does the student have underlying attendance, home, language, or behavioral concerns that may be impacting academics.
- If everything checks out, you will most likely need to move to Tier 2 for additional supports
Case Study: ellie
http://www.viddler.com/explore/mistysprague1/videos/2/
## AIMSweb Training (SAMPLE DATA)
### Year: 2010-2011

**FILTER:**
**Reporting Method:** National Norms - Criterion Referenced

### Class Distribution by Scores and Level
#### Washington School District (SAMPLE DATA) - Adams Elementary School
Grade 2 - (Ms. Taft - Homeroom) Fall 2010-2011
Reading - Curriculum Based Measurement

<table>
<thead>
<tr>
<th>Name</th>
<th>Corrects</th>
<th>Errors</th>
<th>Accuracy</th>
<th>Potential Instructional Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Well Above Average &gt;= 85.1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angel, Avery</td>
<td>68.0</td>
<td></td>
<td>Above Average</td>
<td>Reading: Continue Current Program</td>
</tr>
<tr>
<td><strong>Target = 60.0</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Above Average &gt;= 60.1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wenttie, Jaylynn</td>
<td>47.0</td>
<td></td>
<td>Average</td>
<td>Reading: Continue Current Program</td>
</tr>
<tr>
<td>Berg, Chelsea</td>
<td>46.0</td>
<td></td>
<td>Average</td>
<td>Reading: Continue Current Program</td>
</tr>
<tr>
<td>Dugas, Victoria</td>
<td>44.0</td>
<td></td>
<td>Average</td>
<td>Reading: Continue Current Program</td>
</tr>
<tr>
<td>Thompson, Amanda</td>
<td>40.0</td>
<td></td>
<td>Average</td>
<td>Reading: Continue Current Program</td>
</tr>
<tr>
<td>Christianson, Ben</td>
<td>37.0</td>
<td></td>
<td>Average</td>
<td>Reading: Continue Current Program</td>
</tr>
<tr>
<td>Evanson, Sarah</td>
<td>35.0</td>
<td></td>
<td>Average</td>
<td>Reading: Continue Current Program</td>
</tr>
<tr>
<td><strong>Average &gt;= 32.1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boland, Austin</td>
<td>30.0</td>
<td></td>
<td>Below Average</td>
<td>Reading: Further Assess and Consider More Intensive Instruction</td>
</tr>
<tr>
<td>Sorenson, Daniel</td>
<td>29.0</td>
<td></td>
<td>Below Average</td>
<td>Reading: Further Assess and Consider More Intensive Instruction</td>
</tr>
<tr>
<td><strong>Below Average &gt;= 16.1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sapp, Eric</td>
<td>16.0</td>
<td></td>
<td>Well Below Average</td>
<td>Reading: Begin Immediate Problem Solving</td>
</tr>
<tr>
<td>Smith, Ellie</td>
<td>15.0</td>
<td></td>
<td>Well Below Average</td>
<td>Reading: Begin Immediate Problem Solving</td>
</tr>
</tbody>
</table>
The Average Range
RtI Webinar Series Schedule:

SLD Identification in an RTI Framework - Part 2
Tuesday March 15, 2011
1:30 PM – 3:00 PM EDT
Presenters: Amy Dilworth Gabel PhD and Misty Sprague
Register: https://cc.readytalk.com/r/dnpq8dd3kokl

SLD Identification in an RTI Framework - Part 3
Tuesday April 19, 2011
12:00 PM – 1:30 PM EDT
Presenters: Amy Dilworth Gabel PhD and Misty Sprague
Register: https://cc.readytalk.com/r/u2j3r4k_ob3mf
Questions?

Amy Dilworth Gabel, Ph.D
amy.gabel@pearson.com

or

Misty Sprague, M.A., Ed.S
misty.sprague@pearson.com