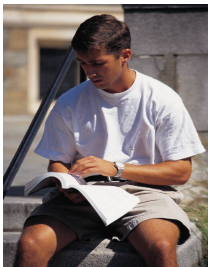


About LDW[®]

Learning Disabilities Worldwide (LDW[®]) works to enhance the lives of individuals with learning disabilities (LD), with a special emphasis on the underserved. Our purpose is to identify and support the unrecognized strengths and capabilities of persons with learning disabilities. We are an international professional organization dedicated to improving the educational, professional, and personal outcomes for individuals with LD and other related disorders. LDW[®] members include world-renowned experts and scholars, pre-service teachers, general education teachers, special education teachers, paraprofessionals, team coaches, consultants, administrators, medical and mental health providers, individuals with LD, and their parents and families.



LEARNING DISABILITIES WORLDWIDE

Enriching the lives of individuals with learning disabilities around the world.

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The RTI Series:

- #1: What Is Response to Intervention (RTI)?
- #2: How Does RTI Help Students with Learning or Other Disabilities
- #3: RTI: Implementation in a School District
- #4: RTI: Implementation in a School
- #5: RTI: Implementation in a Classroom
- #6: RTI: What Works, What Doesn't, and Why?
- #7: RTI: A Case Study

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How Does RTI Help Students with Learning or Other Disabilities



The RTI Series #2 :
How Does RTI Help With Learning or Other Disabilities?

How Does RTI Help Students with Learning or Other Disabilities?

The key to an effective Response To Intervention (RTI) program is building problem-solving teams that use data to inform instruction. Instruction is designed in the form of targeted interventions to ensure that at-risk students are benefiting from the intervention and making progress.

Effective RTI programs are designed to use data and research-based interventions (hand in hand, over time) to determine the success or lack of success in working to alleviate learning difficulties. This benefits all learners, from at-risk, to gifted, to students with disabilities. Using benchmarks of the progress of students receiving interventions ensures that progress is in fact being made and further ensures that if it isn't, decisions are made to change instruction to maximize success.

This type of a system is effective in ensuring that students are not put into programs that are not working for them for extended periods of time, but instead requires progress monitoring and ongoing determinations of the need for support and/or services. Most important, it requires targeted interventions with research-based programs and strategies, further ensuring success for all learners.

Problem-Solving Teams

Instructional Support Teams means “a group of school professionals including teachers who meet to problem solve the learning needs of students in school.” In an RTI model, teams can be used to make decisions at the Tier I, II, or III level. If these teams are designed well, with consistent procedures, they are integral in supporting the change process necessary for successful implementation of RTI.



At the Tier I level, the team focuses on school-wide or grade-wide goals (e.g., based on overall RCBM scores, 3rd grade will focus on fluency). At the Tier II and III level, the team focuses on instruction and a specific intervention that can support small group or individual learning. This can be a step in transforming a building staff to think diagnostically about how children learn.

Steps of Problem Solving

- 1) Define the problem. Describe the learning needs in objective, quantifiable, and measurable terms.
- 2) Analyze the problem. Review the information presented by the teacher to drill down to the specific skill gap or deficit that is impeding the learning.
- 3) Design and implement an intervention plan. Choose a research-based intervention that will target the learning needs of the student and record (1) who will implement it, (2) the frequency and duration of the intervention, and (3) the frequency of data collection.

Data Informs Instruction

There is a tremendous amount of data collected in schools, from test scores, to absences, to medical, to poverty level, learning styles, behavioral inventories, career interest inventories, and on and on. Used effectively, data can assist in informing next steps in terms of instruction for our students. Truly knowing a student is tantamount to the learner's success. The data requirement in RTI programs ensures that the right interventions are provided for the student, specific to areas of weaknesses as documented in the data.

Problem-solving teams (instructional support teams; child-study teams; RTI teams and/or Committees on Special Education) are trained to extrapolate information from the data collected by schools, and align the interventions with the strengths and needs of learners. It is only after repeated interventions are tried and success is not evident that considerations for classification for purposes of receiving special education services becomes the next step. Using data effectively and efficiently ensures that students get what they need—right away! No student is made to wait to fail before receiving services.