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# RtI webinar Series

## SLD Identification in an RTI Framework - Part 1



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# Agenda

- Universal Screening

*Why is it a critical component of Rtl 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*

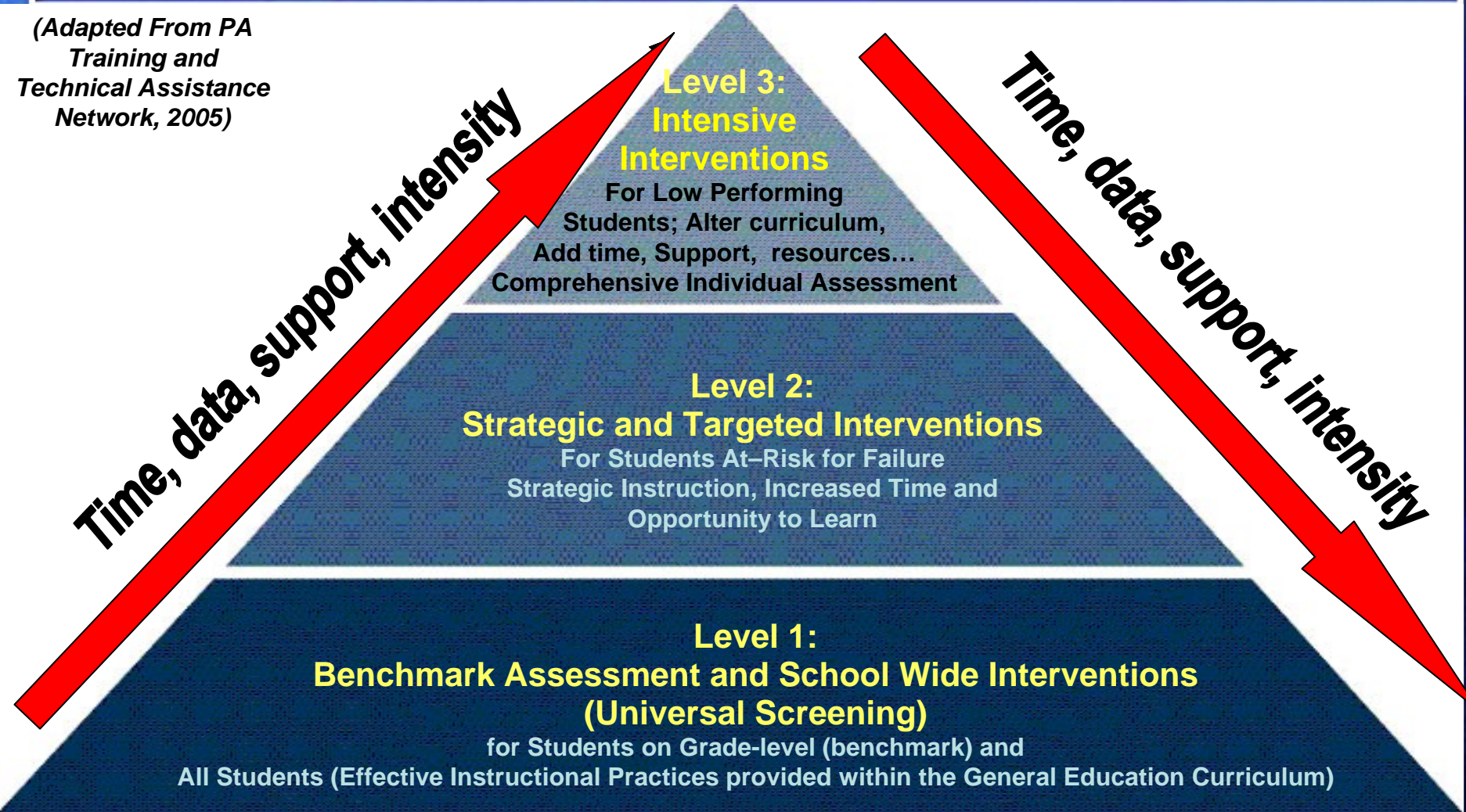
*Identifying students who may be at-risk for failure*

- Case Study: Ellie

*Rtl video discussing what to do with Universal Screening data for Ellie.*

# Multi-Level Model - General

(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

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graph TD; A[Individual Differences in the Processes in the Learner's Mind or Brain] --> B[Curriculum and Instructional Materials]; A --> C[Teachers' Instruction (Pedagogy)];
```

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?

- Do your research before selecting Universal Screening Tools.

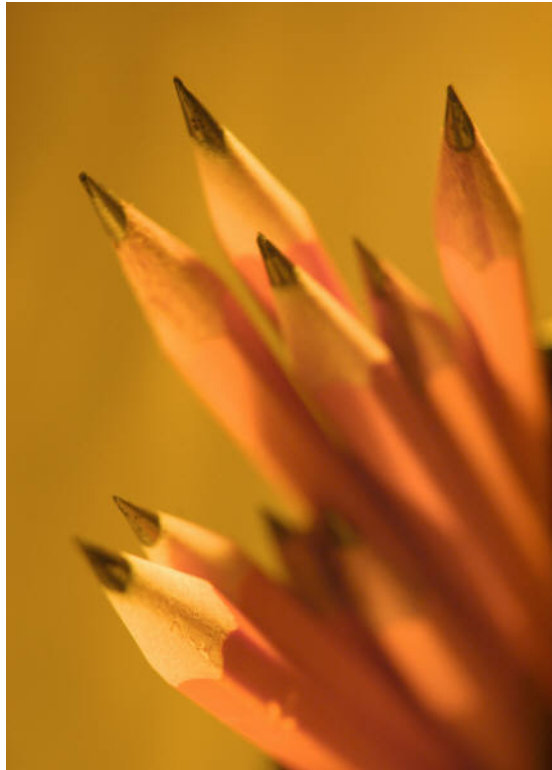
<http://www.rti4success.org/chart/screeningTools/screeningtoolschart.html>

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency	
							Administration	Administration & Scoring Time
AIMSweb	* Math - CBM	●	Moderate High	●	○	—	Group	2 Minutes
	R-CBM Oral Reading	●	Moderate High	●	●	—	Individual	2 Minutes
	* Test of Early Numeracy - Missing Number	●	Broad	●	●	—	Individual	2 Minutes
	* Test of Early Numeracy - Number Identification	●	Broad	●	○	—	Individual	2 Minutes
	* Test of Early Numeracy - Oral Counting	●	Broad	●	○	—	Individual	2 Minutes
	* Test of Early							

# 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

# Some suggested tools:

	<i>Reading Fluency</i>	<i>Co mprehension</i>	<i>Early Literacy</i>	<i>Math Co mp</i>	<i>Math Concepts</i>	<i>Written Language</i>	<i>Behavior</i>
<i>AIMS web</i>	X	X	X	X	X	X	X
<i>DRA -2 Diagnostic Reading Assessment</i>	X	X	X				
<i>ERDA -2 Early Reading Diagnostit Assessment</i>	X	X	X				
<i>BASI Survey for m Basic Achievement Skills Inventory</i>				X	X	X	

# 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
  - common strengths?
  - needs?
- Work together to brainstorm Tier 1 interventions.
- Involve specialist and administrators.



# Utilizing your Universal Screening Data

I have this data...now WHAT!!



## 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

I have this data...now WHAT!!

AIMSweb® Letter Sound Fluency - Progress Monitor Assessment #12

Given To: \_\_\_\_\_ Given By: \_\_\_\_\_ Date: \_\_\_\_\_

j <sup>Y</sup> ~~u~~ m c <sup>P</sup> ~~f~~ <sup>D</sup> ~~b~~ o z k r / 10 (10)

r v h <sup>Y</sup> ~~u~~ <sup>I</sup> ~~e~~ b i l n y / 10 (20)

~~c p n h m i s z o k~~ / 10 (30)

p f <sup>D</sup> ~~b~~ r n j l i a <sup>S/C</sup> <sup>J</sup> ~~y~~ / 10 (40)

r d f z h k <sup>I</sup> l o v u / 10 (50)

Student read 37 sounds with 7 errors.

CLS=30

- 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.

# 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.*

# 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



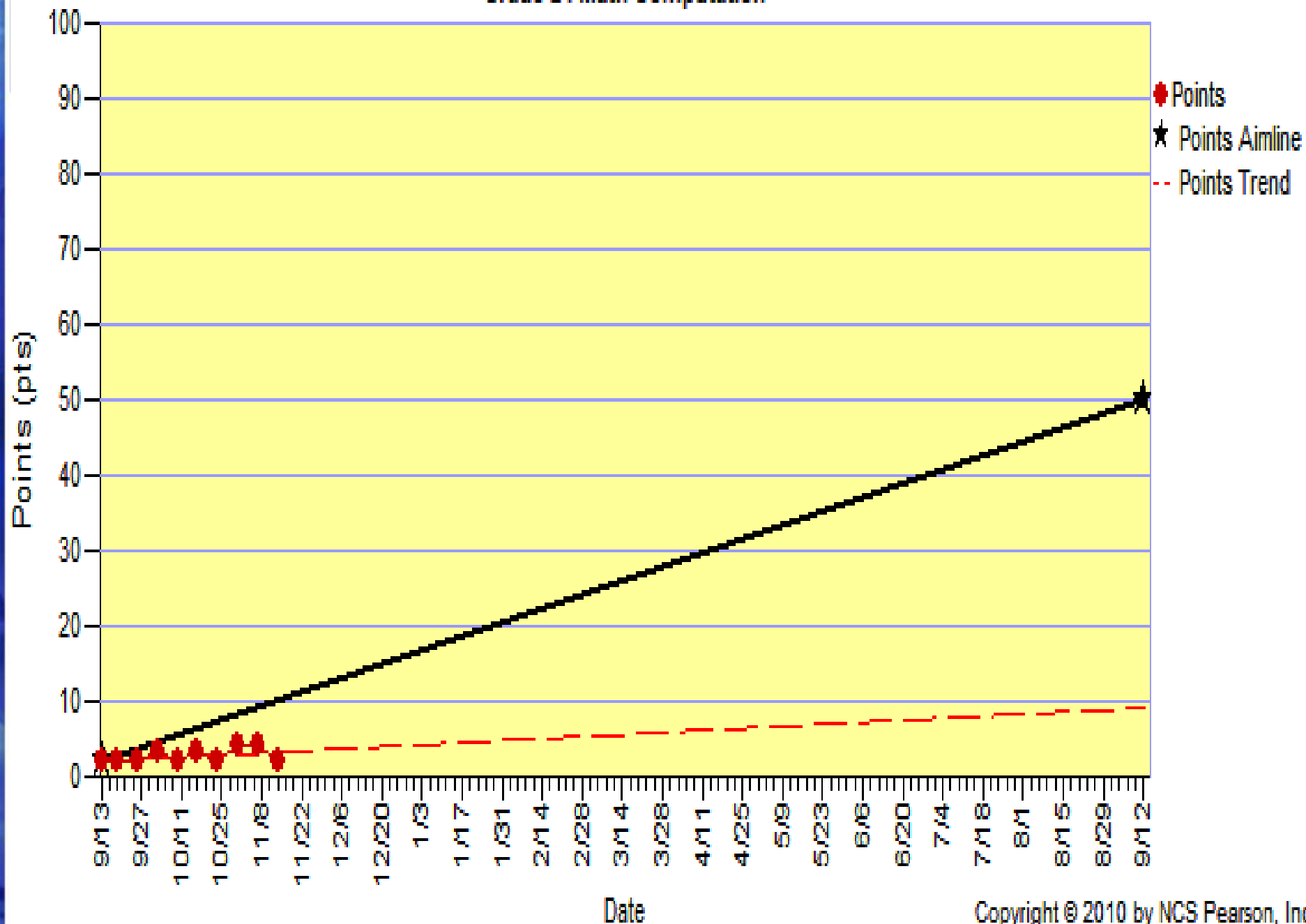
# Video

**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**

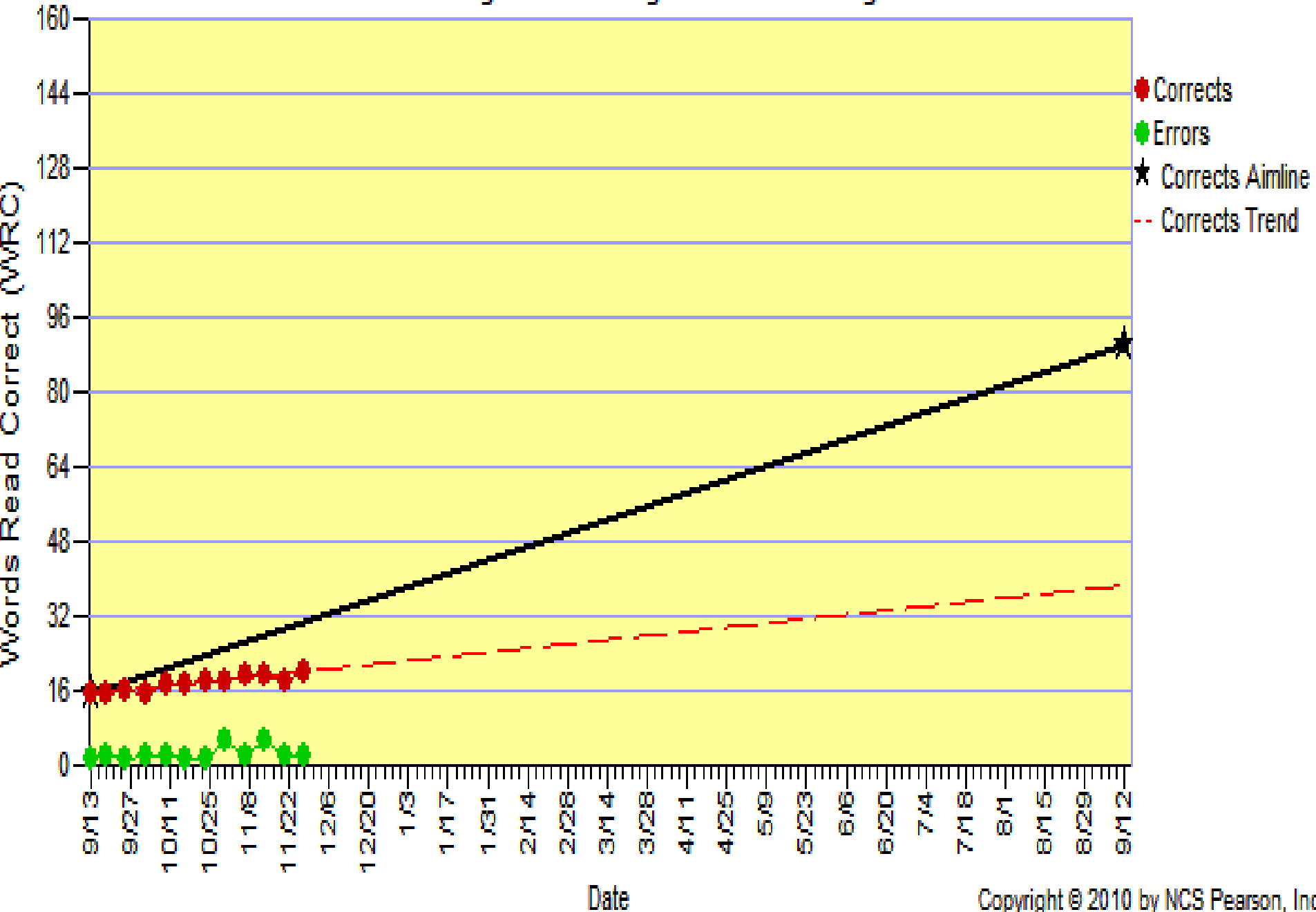
Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
<b>Well Above Average &gt;= 85.1</b>					
Angel, Avery	68.0			Above Average	Reading: Continue Current Program
<b>Target = 60.0</b>					
<b>Above Average &gt;= 60.1</b>					
Wenthie, Jaylynn	47.0			Average	Reading: Continue Current Program
Berg, Chelsea	46.0			Average	Reading: Continue Current Program
Dugas, Victoria	44.0			Average	Reading: Continue Current Program
Thompson, Amanda	40.0			Average	Reading: Continue Current Program
Christianson, Ben	37.0			Average	Reading: Continue Current Program
Evingson, Sarah	35.0			Average	Reading: Continue Current Program
<b>Average &gt;= 32.1</b>					
Boland, Austin	30.0			Below Average	Reading: Further Assess and Consider More Intensive Instruction
Sorenson, Daniel	29.0			Below Average	Reading: Further Assess and Consider More Intensive Instruction
<b>Below Average &gt;= 16.1</b>					
Sapp, Eric	16.0			Well Below Average	Reading: Begin Immediate Problem Solving
Smith, Ellie	15.0			Well Below Average	Reading: Begin Immediate Problem Solving

Ellie Smith (Grade 2)  
Grade 2 : Math Computation



# Ellie Smith (Grade 2)

## Grade 2 : Reading - Standard Progress Monitor Passages



# RtI Webinar Series Schedule:

## **SLD Identification in an RTI Framework - Part 2**

Wednesday, November 10, 2010

4:00 Eastern Time

Presenters: Dr. Amy Dilworth Gabel and Misty Sprague

## **SLD Identification in an RTI Framework - Part 3**

Monday, December 13, 2010

4:00 Eastern Time

Presenters: Dr. Amy Dilworth Gabel and Misty Sprague

# Questions?



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