

LD – DYSLEXIA - RTI: UNDERSTANDING AND TREATING LEARNING DISABILITIES

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Reading in the Rockies
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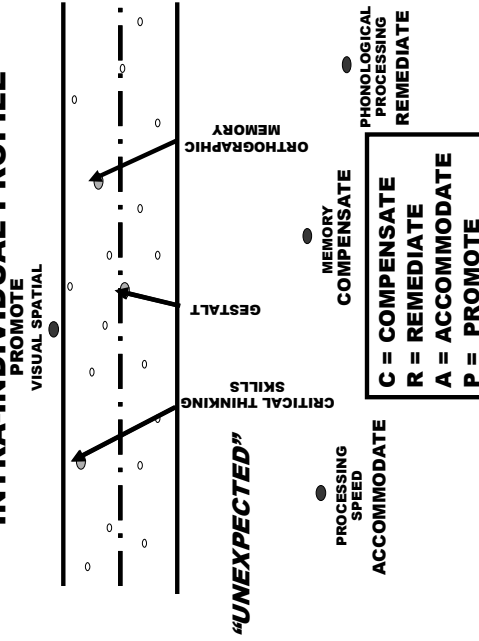
A LEARNING DISABILITY IS:

**“A WEAKNESS IN A SEA OF
STRENGTHS.”**

Sally Shaywitz M.D.

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INTRA-INDIVIDUAL PROFILE

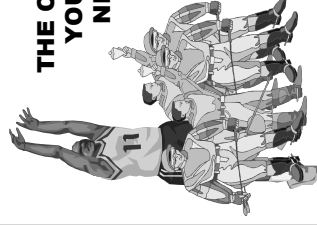


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**THE LABEL “DISABILITY” IS NOT
DETERMINED BY THE “DEFICIT
ITSELF, BUT ITS
SOCIAL CONSEQUENCES.”**

VIGOTSKY, 1993, PARAPHRASE

**THE CULTURE AND THE TIME IN WHICH
YOU LIVE DETERMINE THE SKILLS
NEEDED TO PROVIDE FOR SELF,
FAMILY, AND COMMUNITY.**

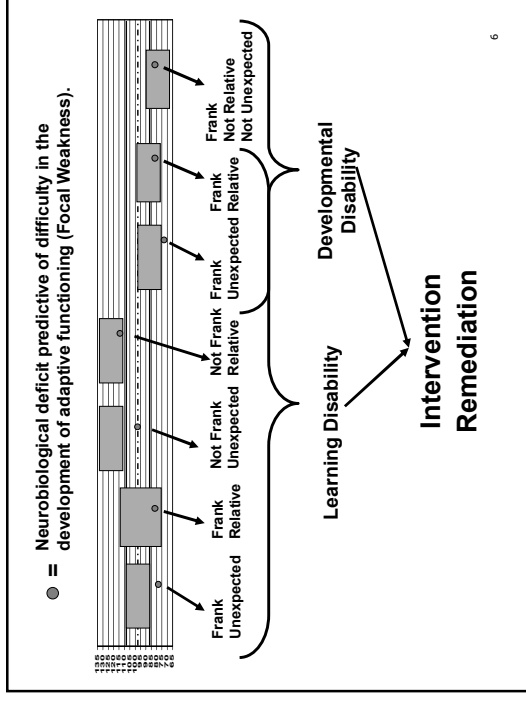


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ADAPTIVE FUNCTIONING

The physical, mental, and social ability necessary to carry out the activities demanded by the culture in which one lives.

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WHAT A LEARNING DISABILITY IS:

- ❖ THE TERM LEARNING DISABILITY REFERS TO A CLASS OF SPECIFIC DISORDERS.
- ❖ THEY ARE DUE TO NEUROBIOLOGICAL DEFICITS INTRINSIC TO THE INDIVIDUAL.
- ❖ THEY ARE DEFICIENT RELATIVE TO TO OTHER NEUROBIOLOGICAL SKILLS AND ABILITY.
- ❖ SUCH DISORDERS RESULT IN PERFORMANCE DEFICITS IN SPITE OF QUALITY INSTRUCTION.
- ❖ SUCH DISORDERS PREDICT DIFFICULTY IN THE DEVELOPMENT OF ADAPTIVE FUNCTIONS THAT HAVE ACADEMIC, VOCATIONAL, AND/OR SOCIAL AND EMOTIONAL CONSEQUENCE IN THE CULTURE IN WHICH THE INDIVIDUAL IS EXPECTED TO PERFORM.

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This approach does not preclude the possibility that “learning disabilities” reflect a “variation of normal” and does preclude conditions in which adaptive functioning is limited across most academic, vocational, or social domains by a cognitive developmental disability.

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**WHAT A LEARNING
DISABILITY ISN'T:**

**APTITUDE - ACHIEVEMENT
DISCREPANCY**

**"A SEVERE DISCREPANCY BETWEEN
ACHIEVEMENT AND INTELLECTUAL
ABILITY ..."**

**MATHER – "REQUIRES A STUDENT TO CROSS A
THRESHOLD OF FAILURE."**

**FLETCHER – "THE ONLY THING THAT THIS
FORMULA PREVENTS IS PREVENTION."**

**HEHIR – "A WAIT AND FAIL MODEL, IT'S
IMMORAL."**

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**"For twenty-five years, we have used the IQ-achievement
discrepancy model, a wait-to-fail model that is known to be:**

- 1. Ineffective,**
- 2. Inefficient,**
- 3. Irrational,**
- 4. Immoral, and**
- 5. Indefensible.**

- consensus in the field is that it must go."

Dr. Douglas Carnine

**"it is antithetical to early intervention" and "more times
than not, it reflects poor teaching."**

Dr. Douglas Fuchs

**"IQ-Achievement Discrepancy is not a valid means for
identifying individuals with LD."**

Dr. Robert H. Pasternack

**"What we can safely conclude from past research and practice is
that neither the presence nor absence of an ability-achievement
discrepancy is a reliable or valid indicator of LD."**

Dr. Nancy Mather

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**FINISHED FILES ARE THE
RE-SULT OF YEARS OF
SCIENTIF-IC STUDY
COMBINED WITH THE
EXPERIENCE OF YEARS.**

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**THE READING GAPS OF THE
DEAF AS COMPARED TO THE
BLIND SEEM ALMOST A
CONTRADICTION.**

*** * ***

**THE BLIND ARE THE BETTER
READERS. THIS HAPPENS
BECAUSE READING IS CLOSER
TO HEARING THAN TO SEEING.**

(Jeanne S. Chall)

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WHAT A GOOD READER CAN DO!

igh wheant tew tha stor tew bigh
sum soop, kauphie, and ay pigh.

Archaeoastronautologist

A person who studies ancient very small
outer space plant life.

/ist/ a person

/ology/ the study of

/archaeo/ ancient

/micro/ very small

/astro/ outer space

/botany/ plant life

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DEFINITION OF DYSLLEXIA

(THE RESEARCH COMMITTEE OF THE INTERNATIONAL DYSLLEXIA
ASSOCIATION AND NICHD 2002)

**DYSLLEXIA IS A SPECIFIC LEARNING DISABILITY THAT IS
NEUROBIOLOGICAL IN ORIGIN. IT IS CHARACTERIZED BY
DIFFICULTIES WITH ACCURATE AND/OR FLUENT WORD
RECOGNITION AND BY POOR SPELLING AND DECODING
ABILITIES. THESE DIFFICULTIES TYPICALLY RESULT FROM**

**A DEFICIT IN THE PHONOLOGICAL COMPONENT OF
LANGUAGE THAT IS OFTEN UNEXPECTED IN RELATION TO
OTHER COGNITIVE ABILITIES AND THE PROVISION OF
EFFECTIVE CLASSROOM INSTRUCTION. SECONDARY
CONSEQUENCES MAY INCLUDE PROBLEMS IN READING
COMPREHENSION AND REDUCED READING EXPERIENCE
THAT CAN IMPEDE GROWTH OF VOCABULARY AND
BACKGROUND KNOWLEDGE.**

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STAGE 5 READER

**“When Stage 5 is reached, one has
learned to read certain books and
articles in the degree of detail and
completeness that one needs for one’s
purpose, starting at the end, the
middle, or the beginning.**

**A reader at Stage 5 knows what not to
read, as well as what to read.”**

**JEANNE S. CHALL: *Stages of
Reading Development***

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Is average good enough?

**A child who reads at the 25th %ile
(average) in the Tenth Grade is
reading at the same level as a
child reading at the 75th %ile
(average) in the Fifth Grade!**

Marilyn Adams presentation 3-27-06

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WHY READING?

“What is immediately apparent is how lexically impoverished is most speech, as compared to written language.”
Cunningham and Stanovich found that *comic books* have almost twice the amount of “rare words per 1000” than do “popular prime-time adult” television shows and three times that of “adult speech” between college graduates.

Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind, *American Educator*, 22, 8–15.

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WHAT WORKS?

STRUCTURED **SEQUENTIAL** **CUMULATIVE**
MULTISENSORY **DIRECT** **EXPLICIT**
INFORMED

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INFORMED X 3

1) METHOD

SCIENTIFIC RESEARCH-BASE, FIELD TESTED,
TRACK RECORD OF SUCCESS

2) INSTRUCTOR

SUFFICIENT TRAINING, EXPERIENCE, AND KNOWLEDGE TO
DELIVER THE CHOSEN PROGRAM OF INSTRUCTION AS
INTENDED BY THE AUTHOR; WITH FIDELITY TO DESIGN

3) ENVIRONMENT

THOSE ELEMENTS NECESSARY TO ENSURE A
REASONABLE RATE OF PROGRESS, SUCH AS
INTENSITY AND DURATION OF INSTRUCTION, AND THE
NEED TO INTEGRATE AND INFUSE REINFORCEMENT.¹⁹

FEAR IS OUR ENEMY!

WHAT WE DO FOR OURSELVES IS MORE
IMPORTANT THAN WHAT OTHERS DO FOR US.

SIT IN FRONT

MAKE EYE CONTACT

Take good notes!

ARRIVE TO CLASS EARLY

HIGHLIGHT

OUT
LINE

FOCUS ON CONCEPTS

COME TO CLASS PREPARED

MANAGE YOUR TIME

A CRISES OF CONFIDENCE – WHY?

“... our practice becomes ‘disinviting’ to parents.”

“... the very language of special education erects barriers between parents and professionals.”

Reid & Valle (2004) JLD 37(6)

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Parents are disempowered as a participants in their child’s education. Instead of facilitating, reinforcing, and monitoring their child’s progress they spend their energies monitoring the schools success.

THIS IS NOT A NEW THOUGHT!

- “Men often oppose a thing merely because they have had no agency in planning it”
 - Alexander Hamilton
- “Action is the antidote to despair.”
 - Joan Baez
- “He that would make his own liberty secure must guard even his enemy from oppression”
 - Thomas Paine

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APTITUDE/ACHIEVEMENT DISCREPANCY

SLICE OF TIME ASSESSMENT

TERMINAL RESPONSIBILITY

Focus is on where the student has arrived and not where the student is headed!

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RTI IN A NUTSHELL

- Screen ■ Probe
- Teach ■ Chart
- Intervene ■ Adjust

SEE RTI IN A NUTSHELL HANDOUT

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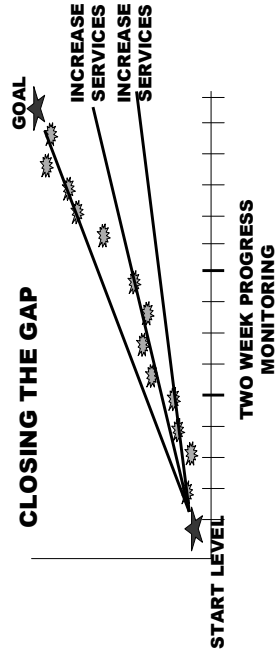
PROGRESS MONITORING

- ❖ **CURRICULUM-BASED MEASUREMENT** (Douglas and Lynn Fuchs, PRO ED)
- ❖ **TOSWRF** (Mather et al, PRO ED)
- ❖ **DIBELS** (Sopris West)
- ❖ **READ NATURALLY FLUENCY MONITOR**
- ❖ **TEXAS PRIMARY READING INVENTORY**
- ❖ **PAR** (Predictive Assessment of Reading)
- ❖ **PROGRAM SPECIFIC MASTERY ASSESSMENT** (e.g., WADE)

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PROGRESS

CLOSING THE GAP



The intensity and frequency of instruction should be adjusted based upon the progress monitoring.

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DEALING WITH DISCREPANCY

Regulations:

- §300.304 (b) In conducting the evaluation, the public agency must – ... (2) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability ...
- §300.307 Additional Procedures for Evaluating Children With Specific Learning Disabilities ... the criterion adopted by the State –
- (1) Must not require the use of severe discrepancy ...
 - (2) Must permit the use of a process based on the child's response to scientific, research-based intervention ...
 - (4) May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability ...

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DEALING WITH TERMINAL RESPONSIBILITY

IDEA 2004

20 USC 1400 Part B §613(f)

Early Intervening Services:

Up to 15% of Part B funds can be used “to develop and implement coordinated, early intervening services ... (with particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education ...”

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In fact, the money may not materialize immediately because the benefits of early intervening services is measured in future savings and you can't stop curing when you first start preventing.

Therefore, the initial motivation has to be related to a new emphasis on and assigned responsibility for early intervention.

In other words, the elementary principal will be expected "to develop and implement coordinated, early intervening services"

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DEALING WITH SLICE OF TIME ASSESSMENTS

Assessments for the purpose of determining *early intervening services* and an RTI program are necessarily focused on gathering the information necessary to make prescriptive programmatic decisions.

Assessments are more focused on evaluating and responding to where the child is headed than where he has arrived.

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RTI AND PARENTS

- ❖ 300.311 (a) "For a child suspected of having a specific learning disability ... 300.311 (a), "if the child has participated in a process that assesses the child's response to scientific, research-based intervention –" 300.311 (a) (7) the district's files must contain "documentation that the child's parents were notified about:
 - (A) The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
 - (B) Strategies for increasing the child's rate of learning; and
 - (C) The parent's right to request an evaluation.," 300.311 (a) (7) (ii)

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RTI AND PARENTS

- ❖ The timelines triggered by a referral must be adhered to, "unless extended by mutual written agreement of the child's parents ..." (300.309 (d)).
- ❖ If RTI is implemented, parents are entitled to "Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction ..." (300.309 (b) (2)).
- ❖ The goal of RTI is to "make sufficient progress to meet State-approved grade-level standards." (300.309 (a) (2)). In other words, the goal is to close the gap not merely to stop the slide.

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PROCEDURAL PROTECTIONS

My *personal interpretation* of the law is that:

- A child should not enter Tier 2 interventions without parents being told that the child has been identified as “at risk,” advised as to the instructional strategies being used, and informed of the progress being experienced.
- Specific parental consent to interventions that don’t require eligibility for special education services is not required.
- If a referral for special education services is made it must be completed within the time limits required unless extended by mutual written agreement.
- The purpose of early parent involvement is to foster a relationship where the parent is engaged and empowered to be an “instructional partner.”
- It should be noted that initial interventions serve as a form of dynamic assessment that will help identify many of the false positives (children that are not truly “at risk”).

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WHAT PARENTS NEED TO KNOW

WHY IS THERE A NEED?

WHAT IS GOING TO BE DONE? Seeking confidence that the method and intensity of instruction is informed.

WHO IS GOING TO DELIVER THE INSTRUCTION? Seeking confidence that the instructor is properly trained to deliver the method of instruction chosen by the District with fidelity to design.

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SUCCESS IN LIFE: WHAT'S IMPORTANT?

What did you learn in High School?

- ✓ **SOCIAL SKILLS**
 - NONVERBAL COMMUNICATIONS
 - MAKING AND KEEPING FRIENDS
 - EMPATHY
 - PERSPECTIVE TAKING
- ✓ **METACOGNITIVE AND EXECUTIVE FUNCTION SKILLS**
 - SETTING GOALS
 - PLANNING
 - INITIATING
 - ORGANIZING
 - TIME MANAGEMENT

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WHAT MAKES A SUCCESSFUL PERSON?

- ✓ HAPPY
- ✓ SELF-CONFIDENT
- ✓ COOPERATIVE
- ✓ MOTIVATED
- ✓ ORGANIZED
- ✓ POPULAR
- ✓ CREATIVE
- ✓ RESOURCEFUL
- ✓ SELF-DIRECTED
- ✓ CARING
- ✓ GOOD SELF-IMAGE
- ✓ NOT AFRAID TO ACCEPT A CHALLENGE
- ✓ COMPETITIVE

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KEYS TO SUCCESS

- Initiative
- Persistence
- Resilience

PASSION

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**EDUCATION IS NOT THE
FILLING OF A PAIL, BUT THE
LIGHTING OF A FIRE.**

W. B. Yeats

**“I NEVER LET SCHOOL
INTERFERE WITH MY
EDUCATION.”**

MARK TWAIN

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THANK YOU

www.dickmanalliance.com

Learning outcomes

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