

Introducing
Policy 2419: *Regulations*
for the Education of
Students with
Exceptionalities

Policy 2419-Chapter 4 Identifying Students with SLD and Response to Intervention

- Presented by...
- Linda Palenchar
 - Coordinator
- Office of Special Programs, Extended and Early Learning



Identifying Students with Specific Learning Disabilities

Introducing....
***Policy 2419: Regulations for
the Education of Students
with Exceptionalities***

- <http://wvde.state.wv.us/intro241>

***Office of Special Programs,
Extended and Early
Learning***

- **http://wvde.state.wv.us/ose
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Training Components

- Presentation
- Supplementary materials
- ✓ Participant notes
- ✓ Policy 2419 (final document or bill analysis version)
- Participant questions and WVDE responses
- Training Calendar
- Policy 2419 Training Synopsis



Identifying Students with Specific Learning Disabilities

Module Contents

- **Definition of Specific Learning Disability**
- **Options for Determining SLD**
- **Eligibility Committee Members**
- **Determining SLD**
- **Observation Requirement**
- **Written Report Requirements**
- **Parent Notice**

Definition of SLD p. 32

- **Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, manifested in an imperfect ability to:**
 - ✓ **Listen, think, read, write, spell, or to do mathematical calculations**

Definition of SLD p. 32

- **Includes conditions such as:**
 - ✓ **Perceptual disabilities**
 - ✓ **Brain injury**
 - ✓ **Minimal brain dysfunction**
 - ✓ **Dyslexia**
 - ✓ **Developmental aphasia**

Definition of SLD p. 32

- Does not include learning problems due to:
 - ✓ Visual, hearing, or motor disabilities
 - ✓ Mental impairment
 - ✓ Emotional/behavior disorders
 - ✓ Environmental, cultural or economic disadvantage

Definition of SLD p. 33

- **Determinant factor must not be due to:**
 - ✓ **Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension)**
 - ✓ **Lack of appropriate mathematics instruction**
 - ✓ **Limited English proficiency**

RTI Implementation Timelines

- ✓ **Elementary School – July 1, 2009**
- ✓ **Middle School – July 1, 2010**
- ✓ **High School – July 1, 2011**

Response to Intervention Defined p. 34



RTI is the practice of

- ⑩ Providing high-quality instruction/intervention matched to student needs and
- ⑩ Using *learning rate* over time and *level of performance* to
- ⑩ Make important educational decisions. (NASDSE, 2005)

3-Tier Model

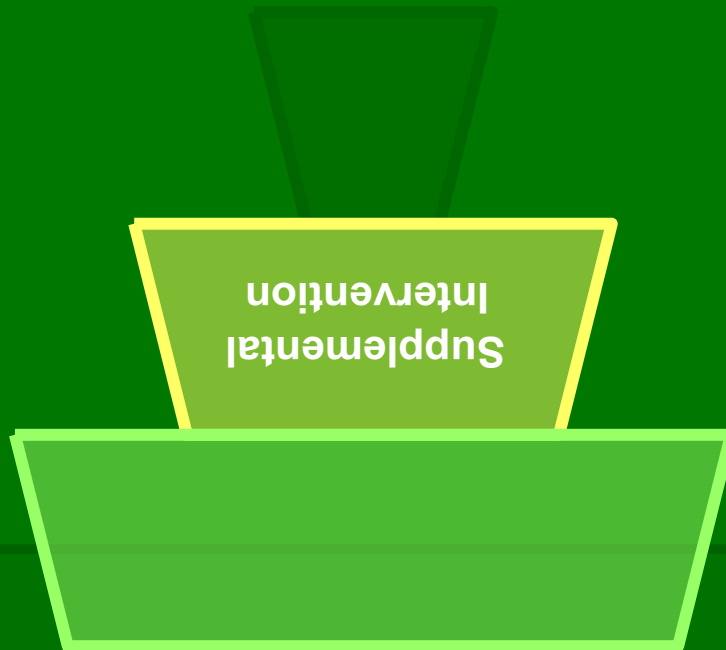


Tier I p. 34



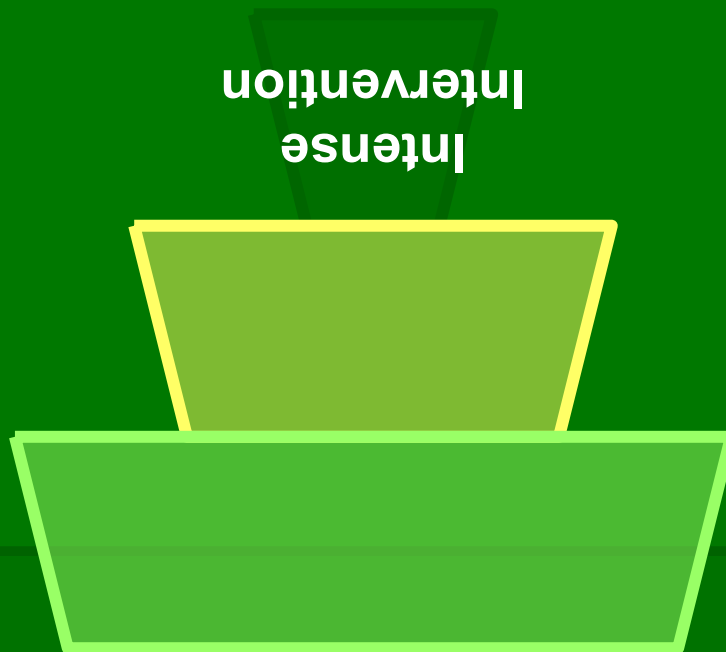
- **Universal screening of all students**
- **Core program instruction in 5 essential components of reading**
- **90 minutes uninterrupted reading block**
- **Scientific research-based instruction**
- **Differentiated instruction**
- **Whole group, small group, literacy stations**

Tier II p. 34



- Progress monitoring of at-risk students
- Small group instruction in addition to core reading instruction
- Same ability groups of 3-5 students
- Programs, strategies, and procedures designed to supplement, enhance and support Tier 1
- Scientific research-based interventions

Tier III p. 35



- Intensive, strategic, supplemental instruction
- Small group **intervention** beyond the core reading program
- Same-ability groups of three students or fewer
- Typically 45-60 min/day

Role of the Interventionist

p. 35

An *interventionist* is an educator who is knowledgeable of scientific research-based strategies and intervention.

IEP implementation is a priority for special educators but unused portions of a caseload may be dedicated to the RTI process.

RTI Eligibility Standards

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- **Standard 1: Level of Learning**

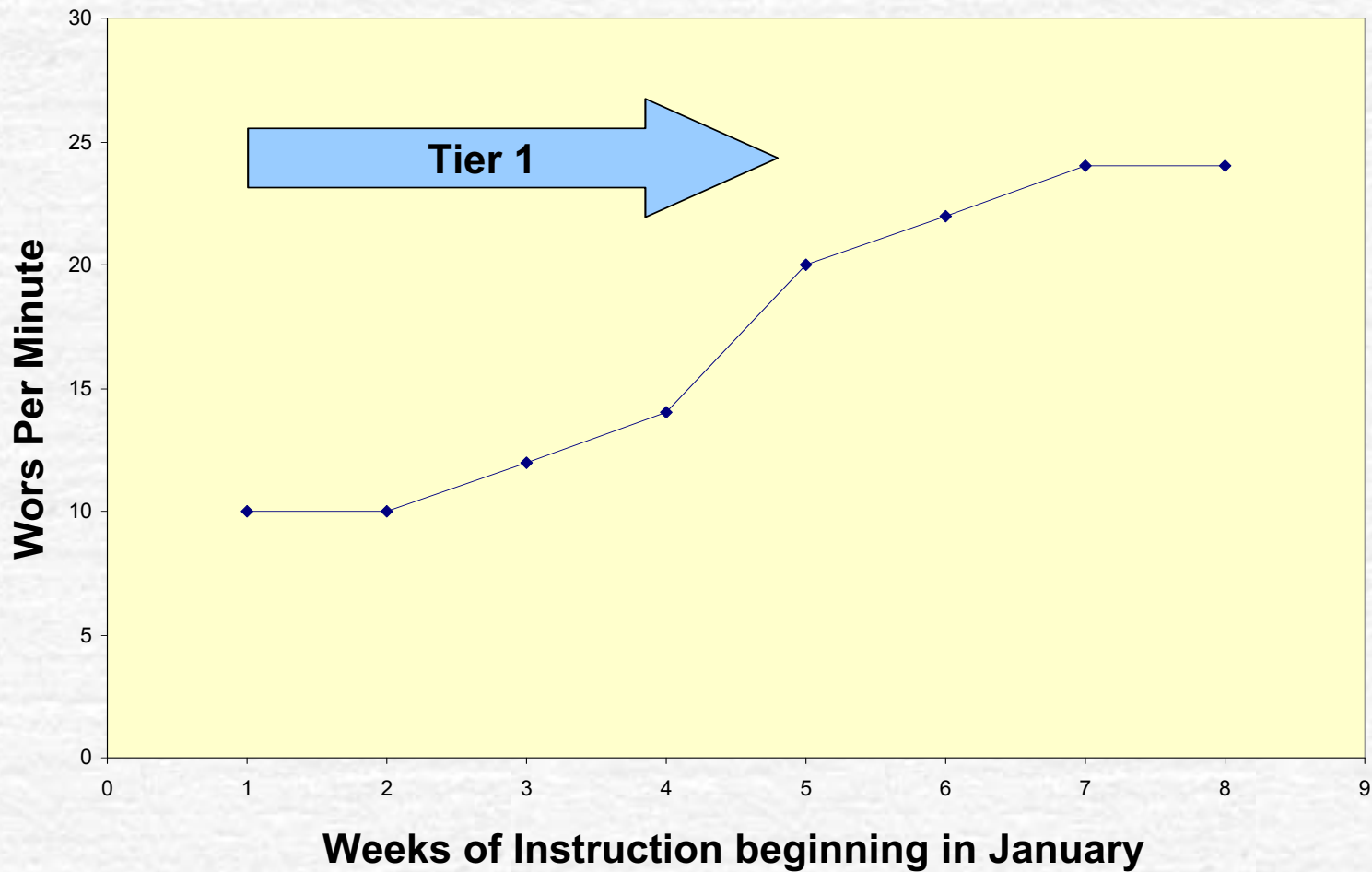
- ✓ Comparison of student's level of academic performance to same-grade peers
- ✓ Grade level learning experiences, including interventions, based on CSOs

RTI Eligibility Standards p. 37

- **Standard 2: Rate of Learning**
 - ✓ Sufficient progress to meet grade level standards
 - ✓ Ongoing progress monitoring
 - ✓ Standard is met if a reasonable rate of progress cannot be projected when provided intervention

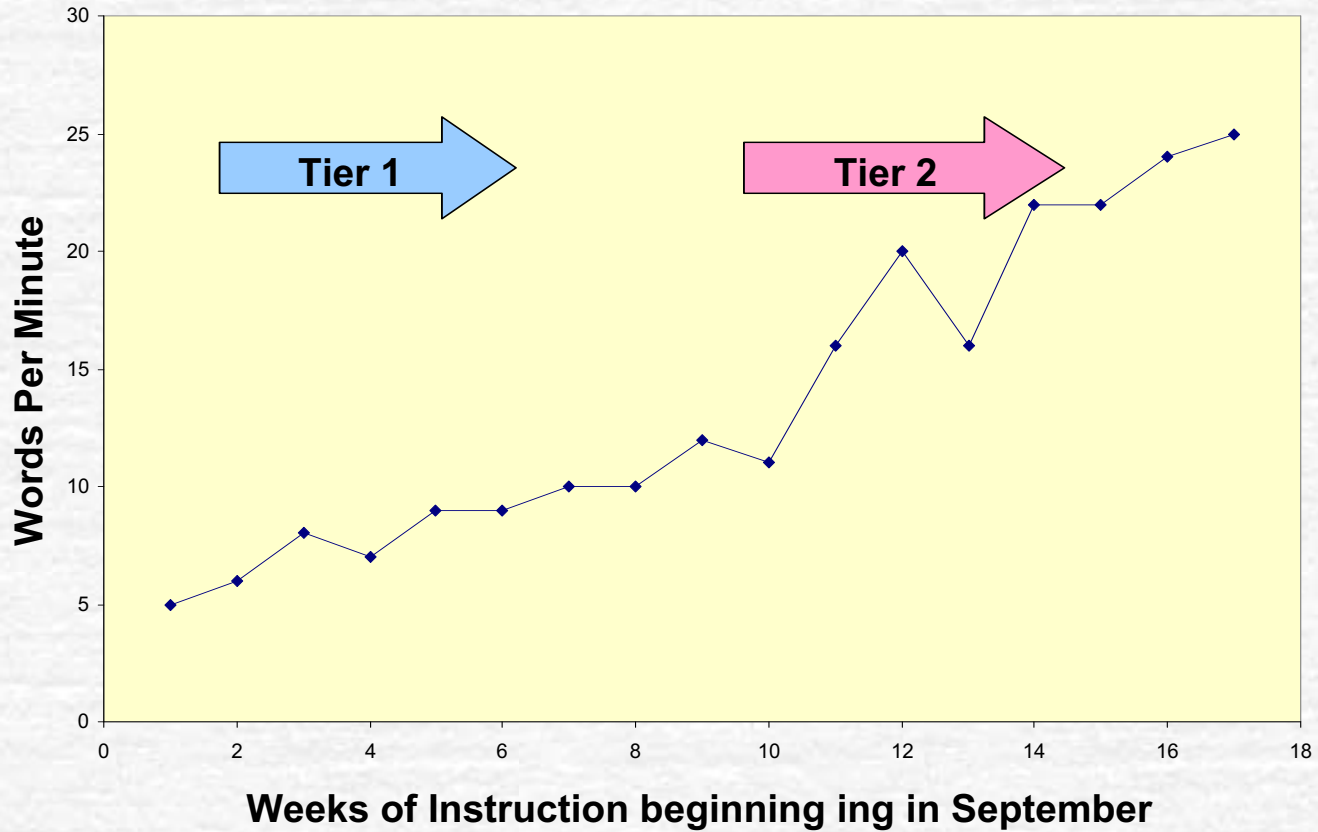
1st Grade ORF = 40

Student Profile: Jordan Grade 1 - Middle of Year



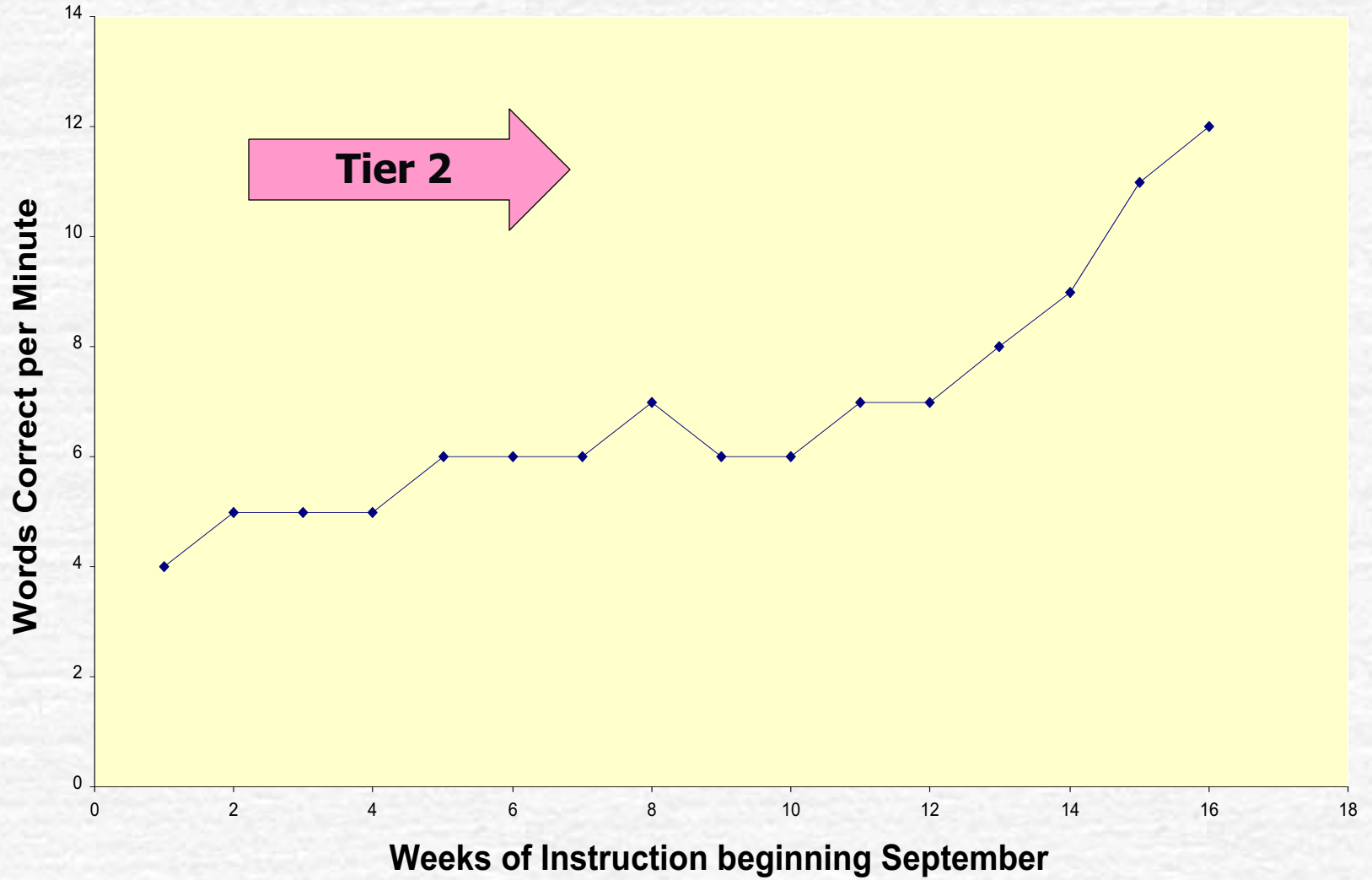
2nd Grade ORF = 90

Student Profile: Niki Grade 2



2nd Grade ORF = 90

Student Profile: Jerry



RTI Eligibility Standards p. 37

- **Standard 3: Exclusion Factors**
 - ✓ **Visual, hearing, or motor disability**
 - ✓ **Mental impairment**
 - ✓ **Behavior/emotional disorder**
 - ✓ **Cultural factors**
 - ✓ **Environmental or economic disadvantage**
 - ✓ **Limited English proficiency**

Validating Underachievement

p. 38

- **Data demonstrate provision of appropriate general education instruction and intervention**
- **Data-based documentation of repeated assessments of achievement at reasonable intervals (i.e., progress monitoring)**

Parent Consent

- **Whenever a student is referred for evaluation**
- **If, before referral for evaluation, student has not made adequate progress...**
 - ✓ **After appropriate period of time**
 - ✓ **When provided appropriate instruction by qualified personnel**

Observation Requirement

p. 38



- **Student is observed in his/her learning environment**
- **Document student's academic performance and behavior in areas of difficulty**

Observation Requirement

p. 38

Group must decide to:

- Use information from observation done before child was referred for evaluation

or

- Have at least one group member conduct observation after student is referred and parent consent obtained

Observation Requirement

p. 38

- For a student less than school age or out of school:
 - ✓ Group member must observe student in environment appropriate for a child that age



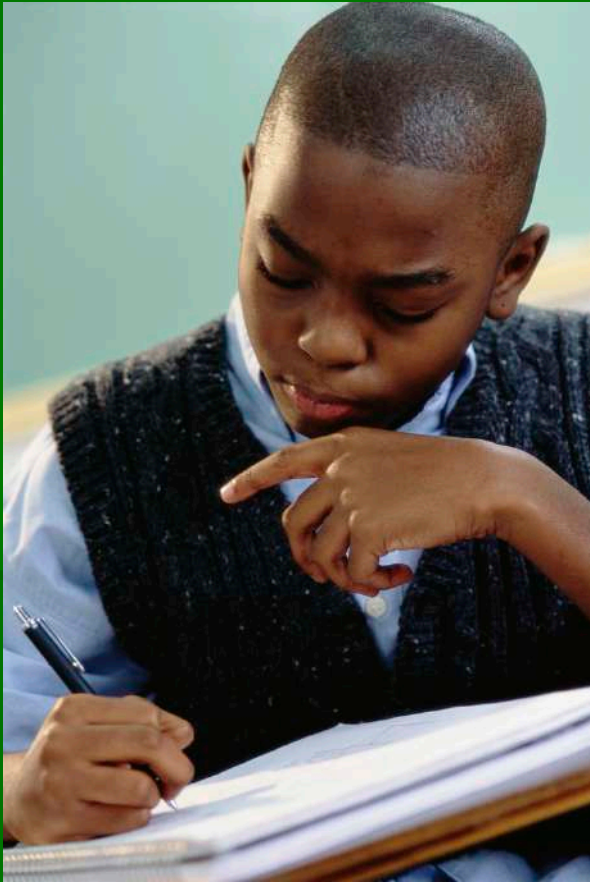
Evaluation Components

p. 38

- **Assessment must focus on areas related to the area of difficulty to assist with program planning and instruction**
- **Sample assessments for reading problems:**
 - ⑩ Phonological processes
 - ⑩ Verbal memory
 - ⑩ Attention
 - ⑩ Processing speed
 - ⑩ Orthographical processes
 - ⑩ Rapid automatic naming



Evaluation Components



The evaluation battery must ultimately be designed to inform and assist with instructional planning.

Written Report Requirements

p. 39

- 1. Basis for making the determination**
- 2. Whether the student has a specific learning disability**

Written Report Requirements

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**3. Relevant
observed
behavior**

**4. Educationally
relevant medical
findings**



and

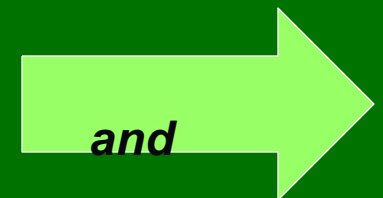
Written Report Requirements

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**5. Whether student
does not achieve
adequately:**

**a) For student's
age, or**

**To meet State-
approved
standards**

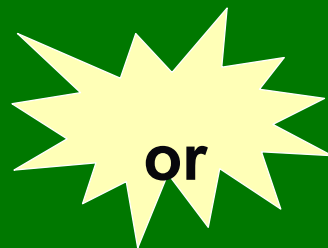


Written Report Requirements

p. 39-40

and

b. Student does not make sufficient progress to meet age or State grade-level standards



c. Student exhibits pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State grade-level standards or intellectual development

and

Written Report Requirements

p. 40

6. What the group has determined relevant to effects on achievement of:

- ✓ Visual, hearing, or motor disability
- ✓ Mental impairment
- ✓ Emotional/behavior disorder
- ✓ Cultural factors
- ✓ Environmental or economic disadvantage
- ✓ Limited English proficiency



and

Written Report Requirements

p. 40

7. If student has participated in the RTI process,

- **Instructional strategies used and student-centered data collected; and**
- **Documentation that the student's parents were notified about 3 things...**

Parent Notice Requirements

p. 40

- ⑩ State's policies regarding amount and nature of student performance data that would be collected and general education services provided
- ⑩ Strategies for increasing child's rate of learning
- ⑩ Parent right to request and evaluation



Dissenting Opinions p. 40

Each group member must certify in writing whether the report reflects the member's conclusion.



If report does not, member must submit separate written statement of views.



**Labeling a child is
never a benign
action.**

West Virginia Department of
Education

For more information contact:

Linda Palenchar

Coordinator

**Office of Special Programs,
Extended & Early Learning**

(304) 558-2696

lpalench@access.k12.wv.us

Closing

- **Questions**
- **Responses to questions submitted will be posted within three business days on the Introducing...Policy 2419 and the OSP websites**
- **Evaluation**