



Early Intervening Services and Response to Intervention

The Individuals with Disabilities Education act (IDEA 2004) and the No Child Left Behind act (NCLB) taken together reflect an alignment of federal education policy. The goal is an effective prevention and intervention strategy that ensures all children receive appropriate instruction and the learning disabled are properly identified.

Early Intervention Services

IDEA 2004 allows districts to set aside up to 15% of IDEA funds for Early Intervening Services (EIS). When over identification of learning disabilities based on race or ethnicity is found, districts are required to set aside 15%. Significantly, EIS activities can be supplemented with funds from NCLB.

The purpose of EIS is to reduce the over identification and labeling of children as learning disabled by more effectively addressing their learning and behavioral problems. To do this, EIS provides funds in support of the general K-12 population's educational goals with an emphasis on scientifically based K-3 reading and math instruction.

Response to Intervention

EIS encourages the use of Response to Intervention (RTI) in place of IQ-achievement discrepancy to identify students with learning disabilities. RTI is based on over 3 decades of work in progress monitoring using Curriculum Based Measurement (CBM) or the standardized measurement of basic skills.

Specifically, RTI incorporates screening of all students, more frequent progress monitoring for students identified as at-risk, a tiered intervention strategy designed to differentiate scientifically based instruction, and fidelity of implementation.

RTI helps schools intervene in the general education population to prevent struggling learners from falling behind. The idea is to identify students as soon as possible that are not achieving adequately for their age and ensure that underachievement is not due to lack of appropriate instruction.

With RTI, a student with academic delays is provided research-validated interventions. The student's academic progress is monitored to see if those interventions are sufficient to help the student to catch up with his or her peers.

When a student does not improve significantly, the failure to respond to intervention is viewed as evidence of an underlying learning disability and a comprehensive evaluation is called for. RTI does not replace comprehensive evaluations, rather, it provides data to be considered as part of those evaluations.



istation Reading Curriculum and Response to Intervention

istation Reading Curriculum's research validated benchmark and continuous progress monitoring, differentiated scientifically based reading instruction, teacher-directed lessons and fidelity of implementation reports provide a solid foundation for an effective RTI program. The following is a suggested framework for using Istation Reading Curriculum as the foundation of a three tier RTI model.

Tier 1, the primary prevention level

Screen all students using istation's Indicators of Progress (ISIP™) as indicated on the school assessment calendar. Revalidate students identified as at-risk or some-risk using ISIP™ on demand assessments. Place students that continue to be identified as at-risk or some risk in Istation Reading Curriculum for a minimum of 90 minutes a week. Istation Reading Curriculum will use ISIP™ data to individualize scientifically based reading instruction for each student.

Monitor students as they use istation Reading Curriculum to ensure they remain focused and understand instructions. Provide teacher-directed lessons in small groups as recommended on the Priority Report. Use ISIP™ on demand assessments as needed to develop an understanding of student weaknesses and modify instructional plans.

After 10 weeks, confirm risk status by administering another validated reading assessment to students identified as at-risk or some risk by ISIP. Move students confirmed as being at-risk or some risk to tier 2. Teachers and the teacher support group may choose to move some students directly to Tier 3.

Tier 2, the secondary prevention level

Increase student usage of istation Reading Curriculum to 5 times a week for a minimum of 30 minutes per session for up to 16 weeks. Provide teacher-directed lessons in small group instruction as recommended on the Priority Report. Provide additional interventions to students that continue to be identified as at risk or some risk. Pay attention to specific instructional strategies found to benefit particular students.

When a student does not show growth in response to multiple individualized and small-group interventions for an extended period to which most students respond, move them to tier 3.

Tier 3, the pre-referral level

Continue tier 2 interventions and begin a comprehensive evaluation. Use ISIP™ data and the Priority Report's audit trail to help categorize learning disability, behavior disability or mental retardation. Confirm final status using other instruments as appropriate.

When an evaluation confirms a disability, the student has special learning needs. These students typically receive an individualized learning program over seen by Special Education.