

Sources about Response to Intervention

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Internet Sources

- National Research Center on Learning Disabilities has extensive resources on RTI. There slides from presentations at symposia, downloadable PDFs of articles, and other resources available. See <http://www.nrclid.org/research/rti.shtml>
- The Division for Learning Disabilities' Web site has a quick discussion by D. Fuchs as well as many materials on related topics (e.g., measurement of student progress). See <http://TeachingLD.org>
- The Learning Disabilities Summit site (hosted by American Institutes for Research) has executive summaries and videos of presentations about the issues surrounding RTI. It's an historical source for much of the discussion that led to the changes in the law and regulations. See <http://www.air.org/ldsummit/>
- The National Joint Committee on Learning Disabilities, which includes many member organizations, prepared documents to help with the drafting of regulations regarding identification of LD and RTI. Download its report from the Web sites of many of those organizations, including LDA's at <http://www.ldanatl.org/pdf/rti2005.pdf>
- The National Association of School Psychologists has issued suggestions for psychologists concerned with IDEA regulations at the state level. The organization is likely to have other materials, too. See NASP's advocacy center and other resources <http://www.nasponline.org/advocacy/>
<http://www.nasponline.org/publications/cq325instruction.html>

Print Sources

The Fall 2004 issue of *Learning Disability Quarterly* included a series of articles by leading experts on RTI. This is a list of the authors and titles:

- R. Bradley & L. Danielson: The Office of Special Education Program's LD Initiative: A context for Inquiry and Consensus
- D. Fuchs, D. D. Deshler, & D. J. Reschly: National Research Center on Learning Disabilities: Multimethod Studies of Identification and Classification Issues;
- D. J. Reschly & J. L. Hosp: State SLD Identification Policies and Practices;
- D. Fuchs, L. S. Ruchs, & D. L. Compton: Identifying Reading Disabilities by Responsiveness-to-Instruction: Specifying Measures and Criteria;

- D. F. Mellard, D. D. Deshler, & A. Barth: LD Identification: It's Not Simply a Matter of Building a Better Mousetrap;
- D. F. Mellard, S. E. Byrd, E. Johnson, J. M. Tollefson, & L. Boesche: Foundations and Research on Identifying Model Responsiveness-to-Intervention Sites.

Selected Abstracts

Kavale, K. A., Holdnack, J. A., & Mostert, M. P. (2005). Responsiveness to intervention and the identification of specific learning disability: A critique and alternative proposal. *Learning Disability Quarterly, 28*, 2-16.

Kavale and colleagues argue that many questions about *RTI* remain unanswered, and that changes in the proposed regulations are not warranted at this time (though the changes are coming now). They suggest that, although many fundamental issues related to *RTI* have not been resolved, it would be wiser to implement existing identification criteria (e.g., discrepancy and psychological processing deficits) in a structured psychometric framework. They provide suggestions about how to do so more systematically.

Danielson, L., Doolittle, J., & Bradley, R. (2005). Past accomplishments and future challenges. *Learning Disability Quarterly, 28*, 137-139.

Danielson and colleagues, who are top-level OSEP staff, discuss broad issues that continue to affect the education of children who have Learning Disabilities. In addition to considering development and implementation of scientifically defensible methods of identification and trustworthy interventions to ensure that students with LD, they also discuss school improvement and accountability work. They note that, although there are concerns regarding implementation of response to intervention at scale, the RTI process currently reflects the best thinking on how to make the connection between assessment and instruction for children with LD. They call for further study to ensure that children are identified appropriately.

Fletcher, J. M., Coulter, W. A., Reschley, D. J., & Vaughn, S. (2004). Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. *Annals of Dyslexia, 54*, 304-331.

Fletcher et al. recount their recommendations about abandoning the IQ-achievement discrepancy model for identification incorporating response to instruction (*RTI*) as one of the identification criteria. These changes are also recommended to states in the current reauthorization of the U.S. Individuals with Disabilities in Education Act (IDEA). They predict that states that follow these recommendations will identify and serve students who are different than those whom they serve under the current LD identification system. The authors include a list of questions and answers about these changes.