Augmenting RTI

Using a Pattern of Strengths and Weaknesses in the Comprehensive Evaluation

3/28/14, WSASP Lecture Series
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PBIS Coordinator
School Counselors & School Psychologists
Vancouver Public Schools

WAC 172A-03055

…the group may also consider whether the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state grade level standards, or intellectual development, ...

Utilizing PSW in addition to RTI

WSASP Position Statement & Guiding Papers
• Underachievement
  • (Steve, last month)
• Responsiveness Concepts
  • (Susan, opening session)
• PSW
  • Definitely in draft stage in Vancouver
Key Evaluative Concepts

1. Unexpected underachievement
   (addressing “Exclusionary Factors” & “r/o clauses”)

2. Dual discrepant student performance

3. Spared cognitive abilities are WNL

4. Pattern reveals consistency rather than discrepancy

5. Composite IQ is not necessary

WAC 392-172A-3040

- A child must not be determined to be a child with a disability
- If:
  - Lack of appropriate instruction in reading, including the essential components of reading instruction
  - Lack of appropriate instruction in math
VPS RTI Framework

- Reflects a lot of effort from a lot of people across a variety of school teams.

- Originated from a Title & Sp Ed collaboration
  - RTI/PBIS at the inception (about six yrs)
  - Integrated Triangle – RtI A & RtI B
  - Do receive Basic Ed Support, SSLE (year 4)
  - LAP is a stickler for rules.

- Multiple revisions
  - Probably in a permanent DRAFT version

RTI in VPS

Three Year Implementation Data
2009/10, 2010/11, 2011/12

DIBELS-Cohort One, RTI vs. non RTI
2011/2012, End of Year Testing

Cohort One (3 years, consistent implementation)
- 10.5 % increase in scores from beginning of year

District (Cohort One factored out)
- 6.83 % increase in scores from beginning of year
2012 End of Year Testing Results Summarized

Combined Grade Level RTI % improvement over non-RTI

- MSP Reading 1.31%
- MSP Math 2.72%
- DIBELS 3.67%

Title Schools: Spring 2012
RTI vs. Non-RTI with Similar Demographics

<table>
<thead>
<tr>
<th>Test</th>
<th>Non-RTI</th>
<th>RTI</th>
<th>RTI Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSP Reading</td>
<td>52.31%</td>
<td>58.43%</td>
<td>6.12%</td>
</tr>
<tr>
<td>MSP Math</td>
<td>49.88%</td>
<td>53.97%</td>
<td>4.09%</td>
</tr>
<tr>
<td>DIBELS</td>
<td>57.40%</td>
<td>60.27%</td>
<td>2.87%</td>
</tr>
</tbody>
</table>

Demographics considered free/reduced lunch levels, ELL, Special education, and size of school using 3 control schools and 3 RTI schools

Spring Benchmarking, 2012 Title Schools with Similar Demographics
Transformative Concepts

- Underachievement is unexpected
- RTI as essential to rule-out clauses

Rule-out clauses

- Visual, hearing, motor disability
- Intellectual disability
- Emotional or behavioral disability
- Cultural factors
- Environmental or economic disadvantage
- Limited English Proficiency
- Lack of appropriate instruction

Discussion

- How does RTI address rule-out clauses in SLD?
- To which rule-out clauses may RTI apply?
- Are there some that RTI does not address?
Rule-out clauses
- Visual, hearing, motor disability
- Intellectual disability
- Emotional or behavioral disability
- Cultural factors
- Environmental or economic disadvantage
- Limited English Proficiency
- Lack of appropriate instruction

WAC 392-172A-3040
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Team RTI
- Shift in thinking
- PBIS is about changing adult behavior
- RTI really is as well
  - Abandon refer-test-place
  - Change the instruction v fix the kid
  - Adult adapts to the student’s need
  - Instructional responsibility is the teacher’s
  - (don’t blame the kid)
- And PSW will be too
  - Change from meeting eligibility criteria to
  - “Diagnostics Matter”
  - Treatment approach to instruction & intervention
  - Logical extension of RTI
Sticking Points in VPS

- Implementation of Core
  - Triangles, Rectangles,
  - Pyramid RtI
- Responsiveness
  - Tier II
  - Tier III
    - Action Teams &
    - Student Support Plans

Questions?

- Unexpected underachievement

Key Evaluative Concepts

1. Unexpected underachievement
   (addressing “Exclusionary Factors” & “r/o clauses”)
2. Dual discrepant student performance
Dual Discrepant

- Discrepant from Peers
  - How are most of the students in the class doing?
  - How is the student we are worried about doing relative to his/her peers?
- Discrepant Individually
  - What is the student’s rate of learning when provided a targeted intervention?

Evaluating Students Suspected of SLD

- OrRtI v NCRTI
- No SLD by default
- We are not good enough

Unexpected Underachievement

- Essentials of SLD Evaluation
  - This concept resonated with the psychs
- Existence of a healthy core
  - Tier I Meetings
  - Focus on instruction for all
  - Fidelity concepts
    - TPEP
    - Connect RTI & PBIS to 3D’s
- Targeted Intervention & Responsiveness
Questions?

- Dual Discrepancy

Expected Underachievement?

- Rectangles v triangles

Questions for Cara?

- Cara Heisler, VPS School Psychologist
1. Unexpected underachievement  
   (addressing “Exclusionary Factors” & “r/o clauses”)  
2. Dual discrepant student performance  
3. Spared or intact abilities

Communities of Practice in VPS

- Psych PLC
- Books Study  
  - Essentials of SLD (2011/12)  
  - Essentials of CHC (2012/13, 13/14)  
  - Case studies (currently)
- Emerging Partnerships  
  - SLP’s joining the psychs  
  - ELL joining the psychs
- Continuing challenges

Looking for Patterns
And
If used as part of …,
a discussion of the student’s pattern of strengths and weaknesses in performance, achievement or both, relative to age, state grade level standards, or intellectual development

PSW in Vancouver

- It’s been quite a journey
- Communities of Practices
  - Building upon RTI
  - CHC Theory
  - The Comprehensive MDT
    - Hypothesis development
- Key Concepts & Decision Rules
- Challenges and questions

Why CHC Theory?

- Last summer – WSASP Retreat
- Sort of a Position Statement invitational
  - Several different practitioners and university professors
  - Each broke up into three teams
  - Almost everyone on the PSW Committee brought their own copy of at least one of the CHC books
    - Endorsed CHC and recommend it as the base of the Washington PSW Model
Carrol-Horn-Cattell theories
CHC Theory

- Gf - Fluid Intelligence
- Gq - Quantitative Knowledge
- Gsm - Short-Term Memory
- Gv - Visual Processing
- Ga - Auditory Processing
- Gs - Long-Term Retrieval
- CDS - Correct Decision Speed
- Grw - Reading/Writing

Broad (Stratum II)
Narrow (Stratum I)


Spared Cognitive Abilities

- Two cognitive strengths?
  - Two broad cognitive abilities that are also at least average

- Three cognitive strengths?
  - Three broad cognitive abilities that are also at least average

- “g” value

Intact or Spared Abilities

- Determine if there are enough intact abilities (strengths) to support SLD identification
  - Recommended at least 3 areas of strength AND areas of weakness related to academic area of concern (2013)
  - This has been revised since August. Cohesiveness (2014)
    - Two cohesive broad abilities within the average range
    - Areas of weakness related to reason for referral
Cohesiveness?
An attempt at making sense of wonky scores:
- Standard scores are converted
- Overlapping rule
  - 87 & 94
  - 82 – 92 & 89 – 99
- Within a standard deviation
  - 79 & 91 are only 12 apart

Questions?
- Spared or intact cognitive abilities
- Cohesiveness

Key Evaluative Concepts
1. Unexpected underachievement
2. Dual discrepant student performance
3. Spared cognitive abilities are WNL
4. Pattern reveals consistency rather than discrepancy
Assessment for SLD typically includes

- Academic:
  - Reading and Writing (Grw)
  - Quantitative Knowledge (Gq)

- Cognitive:
  - Crystallized Intelligence (Gc)
  - Fluid Intelligence (Gf)
  - Visual Processing (Gv)
  - Auditory Processing (Ga)
  - Short Term Memory (Gsm)
  - Long Term Storage and Retrieval (Glr)
  - Processing Speed (Gs)

- Executive Functioning (EF)

Reading

Adapted from Shaywitz

Cognitive Abilities & Reading

Integrating CHC Theory with Shaywitz
Abilities related to referral

<table>
<thead>
<tr>
<th>Early Literacy</th>
<th>Third grade and up</th>
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<tr>
<td>Gc</td>
<td>Gf</td>
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<tr>
<td>Ghr</td>
<td>Gc</td>
</tr>
<tr>
<td>Gsm</td>
<td>Ghr</td>
</tr>
<tr>
<td>Ga</td>
<td>Gsm</td>
</tr>
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Flanagan & Alfonso
Ppt, 2011

Comprehensive MDT

<table>
<thead>
<tr>
<th>OT</th>
<th>Sp Ed Teacher</th>
<th>SLP</th>
<th>Psych</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Gf</td>
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<td></td>
<td></td>
<td>Gsm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ghr/Gs</td>
<td>Ghr/Gs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ga</td>
<td>Ga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gc</td>
<td>Gc</td>
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<tr>
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<td>Gsw</td>
<td>Gc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gq</td>
<td>Gc</td>
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<tr>
<td></td>
<td></td>
<td>Gv</td>
<td>Gv</td>
</tr>
</tbody>
</table>

Measuring Narrow Abilities

- Assessment must include 2 qualitatively different narrow abilities within each broad ability (min 2 subtests)
  - (Narrow ability tab in binder)

- Narrow abilities strongly related to reading, writing and math will vary according to age/grade
  - (Narrow ability tab in binder)
Narrow Abilities

Reading

Decision-rules

- Initial round of testing
  - Assess all broad/narrow abilities of concern with two qualitatively different measures,
  - determine if additional assessment is needed

- No Additional Assessment Required: If cohesive
  - two qualitatively different narrow abilities within the broad ability are convergent because the standard scores overlap
  - Scores with one standard deviation
  - Scores that overlap (confidence bands)

- Additional Assessment Indicated: If divergent
  - two qualitatively different narrow measures within the broad ability do not cohesively cluster

Questions?

- Pattern reveals consistency
Key Evaluative Concepts
1. Unexpected underachievement
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3. Spared cognitive abilities are WNL
4. Pattern reveals consistency rather than discrepancy
5. Full Scale Score is not necessary

De-emphasis on IQ
- Diagnostics Matter
- Hypothesis generation & testing
- Looking for patterns that make sense
- Cohesive broad abilities in the average range
- IQ still relevant for discrepancy model, obviously

Questions?
- De-emphasis of Full Scale Score
Indecisions

- Scores between 85 – 89
  - Nomenclature debate
- Essentials of Cross Battery Assessment
  - Steps in the book
  - Disks
- Challenges in practice
  - Disk limits testing
  - Averaging narrow abilities without disk

Reactions and Challenges

- I like that it is a cleaner way of identifying disability or difference
- What’s tricky is making sense when I write it up
- I think that not having our group in full agreement on a cut off for weakness is tricky
- It is more time consuming
- Scores for some areas (Glr, Gsm) can be very different with the same student depending on which tests are given

Proposing a Common Classification System

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Standard score</th>
<th>Description</th>
<th>Normative reference</th>
<th>Proficiency level</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 – 97</td>
<td>121 – 130</td>
<td>Superior</td>
<td>Strength</td>
<td>Advanced</td>
</tr>
<tr>
<td>86 – 91</td>
<td>116 – 120</td>
<td>Above Average</td>
<td>Strength</td>
<td>Advanced</td>
</tr>
<tr>
<td>76 – 84</td>
<td>111 – 115</td>
<td>High Average</td>
<td>WNL</td>
<td>General</td>
</tr>
<tr>
<td>70 – 75</td>
<td>92 – 110</td>
<td>Average</td>
<td>WNL</td>
<td>General</td>
</tr>
<tr>
<td>66 – 69</td>
<td>85 – 89</td>
<td>Low average</td>
<td>WNL</td>
<td>General</td>
</tr>
<tr>
<td>9 – 15</td>
<td>80 – 84</td>
<td>Below average</td>
<td>Weakness</td>
<td>Limited</td>
</tr>
<tr>
<td>&lt; 6</td>
<td>70 – 79</td>
<td>Low</td>
<td>Weakness</td>
<td>Limited</td>
</tr>
<tr>
<td>&lt; 2</td>
<td>&lt; 69</td>
<td>Very low</td>
<td>Weakness</td>
<td>Very limited</td>
</tr>
</tbody>
</table>

Adapted by Bill Link from Flanagan
WSU-Vancouver, Spe Ed 502
Next Challenges

- Still aligning CHC with evaluation/referral
- Still sorting through patterns
- Still addressing language based learning disabilities

Then, connecting CHC Theory to intervention

Intervention & Strategies

- MDT must ensure there is consistency between areas of weakness and intervention/strategy recommendations on evaluation report and IEP
- Address how areas of weakness will impact the academic areas and what interventions will support this area

IEP goals as Intervention

- MDT will need to select assessments related to referral concern
- MDT will need to examine assessment results to determine specific areas of weakness within reading, writing, or mathematics (drill down)
- MDT will need to recommend intervention strategies specific to the student’s profile
  - Different profiles suggest different interventions
- Example on how to do this for reading
  - *Activity-in Binder under Reading tab complete 4 subtypes of reading disorders sheet during webinar and be prepared to discuss in table groups
Questions?

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2. Dual discrepant student performance
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