

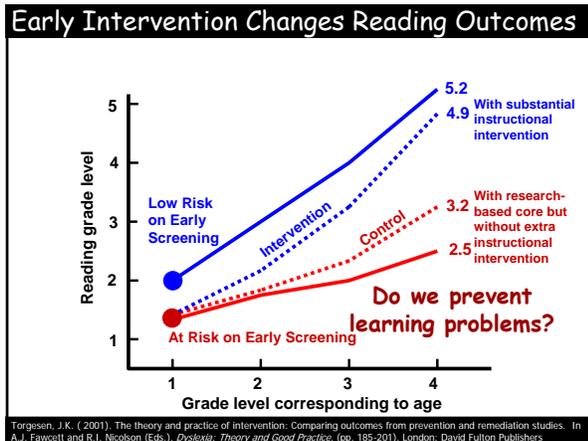


Stop Admiring the Problem:
Practical Considerations to Address Disproportionality

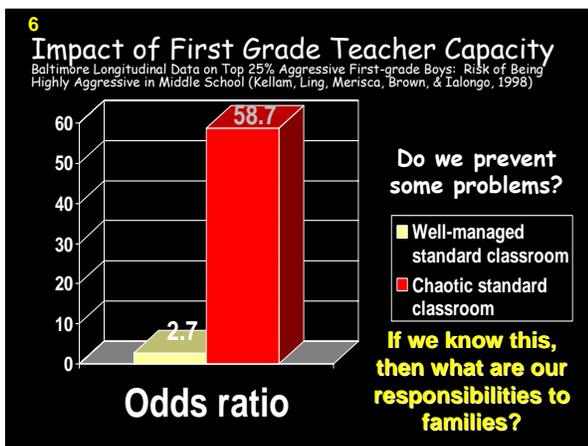
W. Alan Coulter, Ph.D.
 National Center for Special Education Accountability Monitoring
 acoulter@lsuhsc.edu

2 Stop Admiring the Problem:

Abstract:
 We Shift. The emphasis of this presentation is on **taking action to reduce disproportionality.**
Resolve to leave Green Bay and Do Something, Collect Data about it, and determine if it's working.

- 5 What is a Standard, Well-Managed Classroom ?**
1. Structured S-BR Curricula (academics & behavior)
 2. Consistent Rules & Consequences
 3. Feedback on Performance
 4. Smooth Transitions
 5. Etc. (make your list)
 6. 'We-ness' (Jeffrey Lewis)
- Evertson & Emmer, ASCD, etc.



Unequal Beginnings

	Words Heard	Affirmations	Prohibitions
Prof Families	2,153	32	5
Working Class Fam	1,251	12	7
Welfare Families	616	5	11

Hart & Rislev, 1995

What Taboos Do We Face

- The curricula can not be responsible
- The settings can not be responsible
- The adults can not be responsible

What does this leave us?

- **The child must have a disability**

7 Permissive Condition for EIS

- "...Develop and implement coordinated, early intervening services, ..., for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who have not been identified as needing special education or related services **but who need additional academic and behavioral support to succeed in a general education environment.**"

IDEA, '04

8 Mandatory Condition for EIS

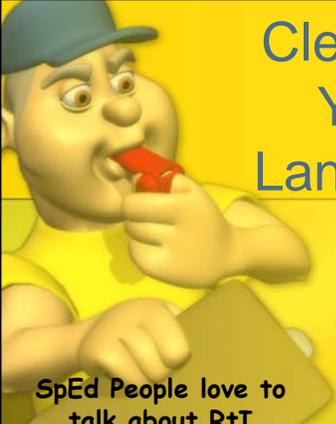
- In the case of a determination of **significant disproportionality** with respect to the identification of children as children with disabilities, or the placement in particular educational settings of such children, ... the state **shall require any LEA identified ... to reserve the maximum amount of funds ... to provide comprehensive coordinated early intervening services** to serve children in the LEA, particularly children in those groups that were significantly overidentified .

IDEA, '04

9 Focused Accountability & Early Intervening Services (EIS)

What **Keys** Do You Look For?

What is Going to Be **Your Model?**



Clean Up Your Language

EIS or RtI

SpEd People love to talk about RtI



3 Tiers ?
? 4 Tiers ?

How Many Tiers

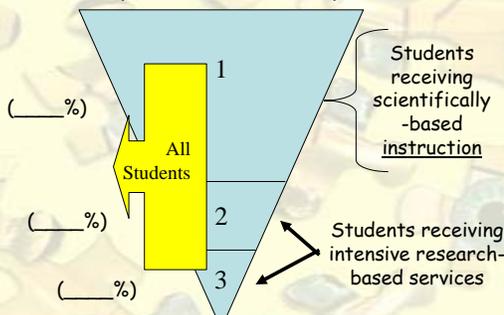
Have I Cried about Poor Results ?



So, Develop Your Own Model

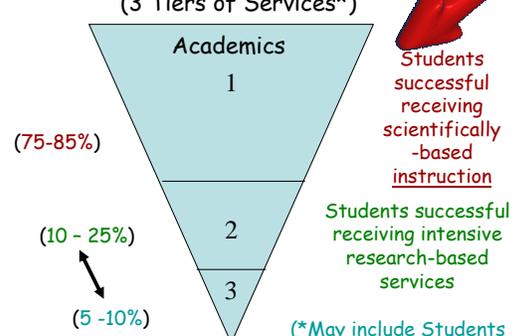
- Study the Concepts
- Clarify Your Own Principles
- Develop an Explicit Description
- But, Just Get Started, and
- Collect Data !

10 Early Intervening Services (EIS) & Response to Intervention (RtI) (3 Tiers of Services)



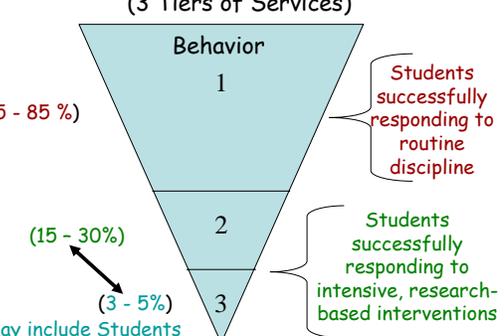
Note: No Program Titles are listed

10 Early Intervening Services (EIS) & Response to Intervention (RtI) Decisions (3 Tiers of Services*)



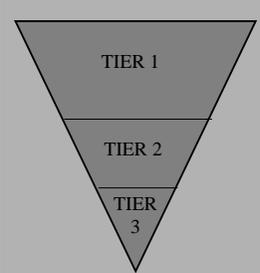
Note: No Program Titles are listed

11 Early Intervening Services (EIS) & Response to Intervention (RtI) Decisions (3 Tiers of Services)



Note: No Program Titles are listed

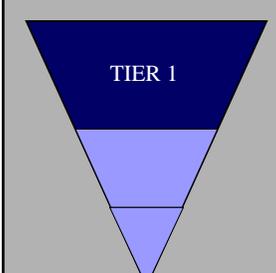
10 TIERED INTERVENTION (Sharon Vaughn)



- Layers of intervention responding to student needs
- Each tier provides more intense intervention
- Aimed at preventing reading difficulties

Thanks to Sharon Vaughn for this image

13 TIER 1: CORE CLASS INSTRUCTION



Tier I is comprised of three elements:

- Universal screening of all students
- ongoing professional development
- in-class support and mentoring (Rule of 3)

Thanks to Sharon Vaughn for this image

TIER 1: CORE CLASS INSTRUCTION
 14 Example Only ! (cont'd) Example Only !

Focus	For all students
Program	Scientific-based reading instruction and curriculum
Grouping	Multiple grouping formats to meet student needs
Time	90 minutes per day or more
Assessment	Benchmark assessment at beginning, middle, and end of the academic year
Interventionist	General education teacher
Setting	General education classroom

Thanks to Sharon Vaughn for this image
 acoulter@lsuhsc.edu 2006

TIER 1: CORE CLASS INSTRUCTION
 15 Do Your Own ! (cont'd) Do Your Own !

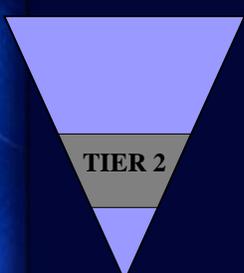
Focus	For all students
Program	Specify the scientific-based reading (or other content) instruction and curriculum
Grouping	Describe formats to meet student needs
Time	??? minutes per day or more
Assessment	Describe assessment & Frequency during the academic year
Interventionist	General education teacher
Setting	General education classroom

Thanks to Sharon Vaughn for this image
 acoulter@lsuhsc.edu 2006

- So, Ask Yourselfes
- What Results is our System Producing for Children & their Families?
 - Is Tier 1 inefficient/ ineffective?
 - What Do we need to Support Better System Performance ?
- acoulter@lsuhsc.edu 2006

- 16 What You Must Have @ Tier 1
1. Effective (SBR) Curricula
 2. Trained Teachers
 3. Ongoing Professional Development
 4. Universal Screening/Progress Monitoring
 5. Trained Leadership
 6. Accountability for Implementation Integrity
- acoulter@lsuhsc.edu 2006

17 **TIER 2: SMALL GROUP INTERVENTION**



- Tier 2 is small-group intervention in addition to the time allotted for core reading instruction.
- Tier 2 includes programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I.

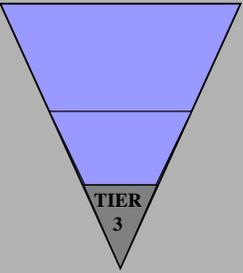
Thanks to Sharon Vaughn for this image
 acoulter@lsuhsc.edu 2006

TIER 2: SMALL GROUP INTERVENTION (cont'd)
 18 Example Only ! Example Only !

Focus	For students identified with marked reading difficulties, and who have not responded to Tier I efforts
Program	Specialized, scientifically based reading program(s) emphasizing the five critical elements of beginning reading
Grouping	Homogeneous small group instruction (1:5)
Time	25-30 minutes per day in small group in addition to 90 minutes of core reading instruction
Assessment	Weekly progress monitoring on target skills to ensure adequate progress and learning
Interventionist	"Research-provided" interventionist
Setting	Appropriate setting outside the classroom designated by the school

Thanks to Sharon Vaughn for this image
 acoulter@lsuhsc.edu 2006

19 **TIER 3: INTENSIVE INTERVENTION**



- Tier 3 is specifically designed and customized small-group academic/behavioral instruction that is extended beyond the time allocated for Tier 1 and Tier 2.

Thanks to Sharon Vaughn for this image

20 **TIER 3: INTENSIVE INTERVENTION (cont'd)** Example Only!

Focus	For students with marked difficulties in reading or reading disabilities and who have not responded adequately to Tier I and Tier II efforts
Program	Individualized and responsive intervention emphasizing the critical elements of reading for students with reading difficulties/disabilities
Grouping	Homogeneous small group instruction (1:3)
Time	50 minutes per day in small group in addition to 90 minutes of core reading instruction.
Assessment	Weekly progress monitoring on target skills to ensure adequate progress and learning
Interventionist	'Research-provided' interventionist
Setting	Appropriate setting outside the classroom designated by the school

Thanks to Sharon Vaughn for this image
acoulter@lsuhsc.edu 2006

21 **HOW DO TIER 2 AND TIER 3 DIFFER?**

	Tier 2 instruction	Tier 3 instruction
Daily instruction	30 minutes per day (+ Tier 1)	50 minutes per day (+ Tier 1)
Duration	10 - 12 weeks (1 or 2 rounds)	10 - 12 weeks (possibly several rounds)
Group size	1: 5	1:3
Ongoing progress monitoring	Weekly	Weekly

Make Your Own Chart! Thanks to Sharon Vaughn for this image
acoulter@lsuhsc.edu 2006

22 **TIER 2 & 3: SMALL GROUP INTERVENTIONS (cont'd)** Do Your Own!

Focus	For students identified with _____ and who have not responded to Tier I efforts
Program	Specialized, scientifically based _____ program(s) emphasizing the _____
Grouping	
Time	_____ minutes per day in small group in addition to _____ minutes of _____ (No Supplanting!)
Assessment	progress monitoring on target skills (how often) to ensure adequate progress and learning
Interventionist	Who Can Help?
Setting	Can These Interventions Occur in the Same Settings as Tier 1?

Thanks to Sharon Vaughn for this image
acoulter@lsuhsc.edu 2006

23 **What You Must Have @ Tier 2/3**

1. Effective (SBR) Interventions (2)
2. Trained Teachers/ Interventionists
3. Ongoing Professional Development
4. Student Progress Monitoring
5. Trained Leadership
6. Decision-Making Process
7. Accountability for Implementation Integrity

acoulter@lsuhsc.edu 2006

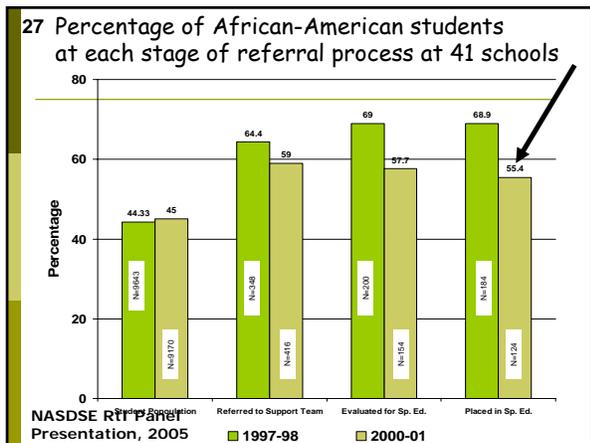
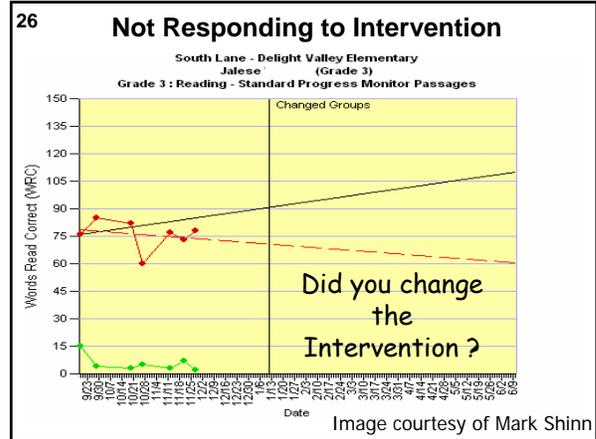
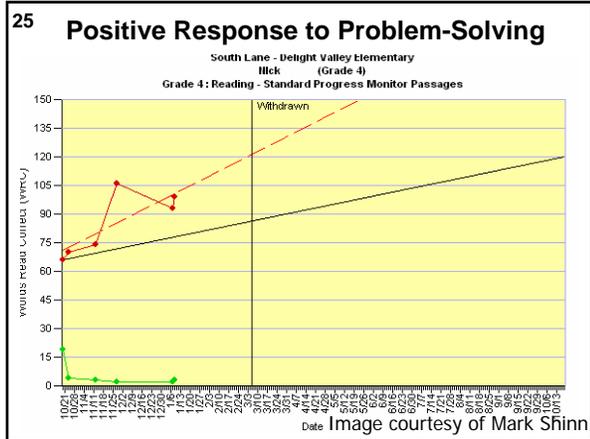
24 **Assessing Progress** (Grimes & Tilly, 2003)

Assumes that you are regularly measuring progress & have software to determine expected rate of progress



Suspected Disability

(Grimes & Tilly, 2003)



28 Pike's 6 Ps of Preparation

Proper
 Preparation and
 Practice
 Prevent
 Poor
 Performance

29 Impact of Training Components on Teacher Learning and Use

Training Component	Concept Understanding	Skill Attainment (Mechanical Use)	Application
Presentation of Theory	85%	15%	5-10%
Modeling by Trainer	85%	18%	5-10%
Practice & Low-Risk Feedback	85%	80%	10-15%
Coaching (on-site)	85%	90%	80-90%

30

RESPONSE TO Intervention: POLICY CONSIDERATIONS AND IMPLEMENTATION

Order at:
www.nasdse.org

Cost: \$15 with discounts for large orders

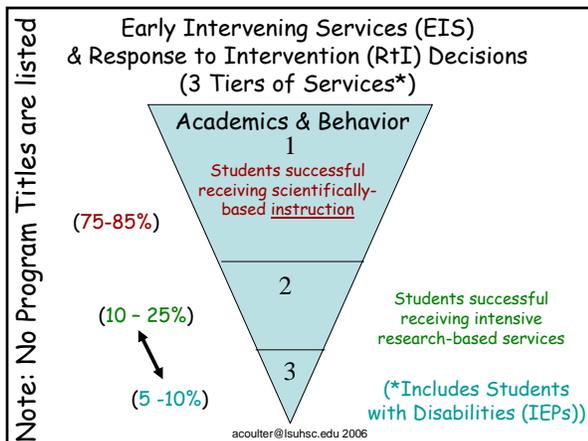
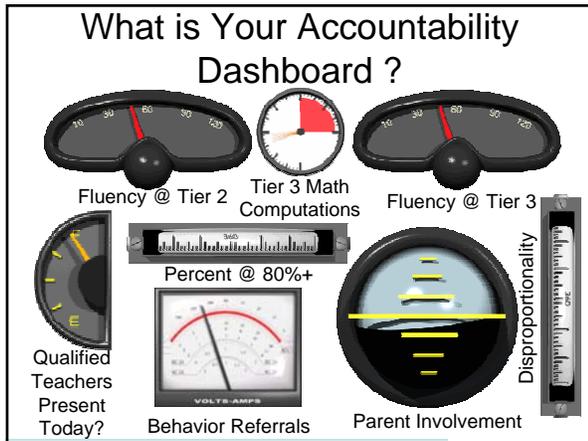
Let's Summarize

- It is Critical to Prevent Some Disabilities
- Current Law Supports S-B R Efforts at Prevention/ Intervention
- RtI requires Support for successful Implementation
- We have Accountability Tools to Determine Our Progress



Prevent Adult Failure (which leads to Disproportionate Identification of Children)

- ✓ Without Support for Tier 1, need for interventions will increase
- ✓ Without Implementation Integrity Management, interventions will fail
- ✓ Without Student Performance Data, Adults will Meet in Big Committees
- ✓ Without a Balanced Instructional Systems, Referrals will be Disproportionate and Inappropriate Identification will Increase



The Premise of I.D.E.A.

"only when every public school has the necessary resources and employs qualified and well-trained staff who understand and accept their roles and responsibilities, incorporates research-based practices, involves parents as equal partners, welcomes all children and their families and believes children with disabilities can be successful, can we as a nation have confidence that IDEA is being effectively implemented."

Consortium for Citizens with Disabilities, 2002. Introductory comment on Commission Report

33

Remember:
Fanatically
Focus on
Support for
Better Results
Thank You

acoulter@lsuhsc.edu

www.monitoringcenter.lsuhs.edu