

**NYC Task Force For Quality Inclusive Schooling**  
**“Creating an Inclusive Environment for All Students”**  
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Response to Intervention (RTI)

*Submitted by Aiysha Simon & Aliza Strauss*

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**Workshop Objectives:**

- To inform participants about RTI and its components
- To review IDEA requirements for serving student with Learning Disabilities
- To review learning disability determination

**Topical Outline:**

- What is RTI?
- Information about using RTI as a new approach to early intervention
- Using RTI to determine learning disability

- Federal and state regulations in learning disability determination
- Current system of learning disability determination
- Advantages of RTI

**Content of Session:**

Mr. Giugno presented about children with learning disabilities (LD) and Response to Intervention (RTI). The session began with a discussion of IDEA requirements, specifically those regarding assessing a child for a LD. Giugno informed participants about the "old" way of assessing a child using a "discrepancy model" in which the discrepancy between the child's IQ and class performance were examined. However, as Giugno reminded, IQ has been found to be an inaccurate measure of intelligence.

Also mentioned was the "use of process" in evaluation, as outlined by the IDEA, which Giugno stated is what RTI is. RTI is a service delivery model that, like IDEA requires, has three levels of support to a child, can be implemented school wide, combines assessment with instruction, assists in data based decision making, requires continuous monitoring and helps in determining the child's progress. This model requires that schools use 'hard data' about the child's progress, instead of simply asking team members for their opinions about the child's progress and status.

According to Giugno, determination of LD in the RTI model is done using the following steps.

- Evaluation
- Pre-referral strategies
- Data-based progress
- Student observation by a trained observer

- Written reports
- Group determination of disability

This delivery model has three tiers of support. Tier 1 includes providing evidence-based curriculum; Tier 2 involves instruction on a smaller group level and is congruent with what is going on in the classroom; Tier 3 involves intense individual or small group instruction.

The evidence-based curriculum is geared toward providing the necessary level of support for each student, be it through adjusting group size, length or frequency of support and/or skill level of the instructor. RTI provides a system wide monitoring of progress and as Giugno noted, is not a "wait to fail" model. Overall, RTI is a model for determining learning disability and once determined, can provide the needed support for a child with a learning disability.

**Relevance to Inclusion:**

This workshop was especially relevant to inclusion because RTI allows the student to be in a "regular education classroom" while providing the additional support necessary. In RTI, the student can receive small group instruction that is congruent to what is going on in the classroom. This leaves less of a gap between the student with a learning disability and other students in the class. This also helps in eliminating/lessening the stigma of being on a significantly different level than the other students. Additionally, the students are less apt to be labeled because they are in a "regular" class as opposed to being in a special education class.