

SRBI and LD Eligibility

Pyramid of Intervention

Scientific Research-Based Intervention and Guidelines for Determining a Learning Disability

Many of you have already heard about state and federal mandates for Scientific Research Based Intervention (SRBI), which are designed to improve the quality of instruction for all students in the core subject areas of reading, writing, and math. Some of our Northwestern students are already participating in targeted programs of supplemental instruction that meet the standards of SRBI, and are reaping the benefits of those programs in the form of higher test scores, a stronger base of knowledge, and improved academic skills. We want to emphasize that we are fully committed to implementing SRBI in our district. The RTI Team has been actively involved in developing specific process and procedures to support struggling students over the past several years. This focused work has resulted in some very specific academic as well as behavioral gains for students involved in the intervention process.

The State Department of Education has recently released the newly revised Guidelines for Identifying Children with Learning Disabilities. These guidelines mandate the use of scientific research-based interventions (SRBI) for all students who demonstrate difficulty in academic and/or behavioral areas. This intervention data must then be considered when making an eligibility determination for a student suspected of having a learning disability. Although districts in the state have been granted the ability to request an extension in the use of SRBI as an eligibility determination component, we feel confident that our focused work over the past several years in SRBI allows us to move forward and accept the implementation of the new guidelines as intended. Therefore, the department will no longer utilize a discrepancy formula (the difference between a student's intellectual potential and actual academic achievement levels) in making an LD determination. As a district, we are committed to making sure that the district's program for SRBI, which includes implementation of strong curriculum in reading, math, and writing, professional development for teachers, a system of assessment of progress in each tier of intervention, and a system for communication of results with parents, is of high quality and effectively supports students, teachers and parents.

If your child requires supplemental targeted instruction in the SRBI model, you will receive specific notification of that from your school guidance counselors. His or her progress in this supplemental instruction will be tracked so that you can receive periodic updates concerning your child's progress. If you believe that your child is receiving or may require such instruction, please contact your child's guidance counselor for additional information regarding your school's SRBI process.

If you would like to obtain more information about the policies of the State of Connecticut for student performance, strategies for increasing student rate of learning, and parental rights to request an evaluation of a child suspected of having a learning disability, we invite you to visit the following websites, which provide additional information:

Information concerning a parent's right to request an evaluation of a child suspected of having a learning disability can be found in the Procedural Safeguards in Special Education, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#publications>.

The SRBI Framework that describes the state's perspective on SRBI can be found at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2604&Q=321716>, and the executive summary of this document can be found at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#publications>.

Connecticut's framework for the Response to Intervention (RTI) model for identification of children with specific learning disabilities can be found under the heading of Resources for Parents and Families on the SDE website (<http://www.sde.ct.gov/>) under the heading Publications/Resources-Best Practices, entitled A Family Guide: Connecticut's Framework to RTI.

The newly released Guidelines for Identifying Children with Learning Disabilities can be viewed and downloaded at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#publications>.

Curriculum standards and CMT/CAPT grade-level goals for students can be found at http://www.sde.ct.gov/sde/lib/sde/pdf/Curriculum/Curriculum_Development_Guide_2009.pdf, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866>, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=322136>, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320850m>, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=321834>.