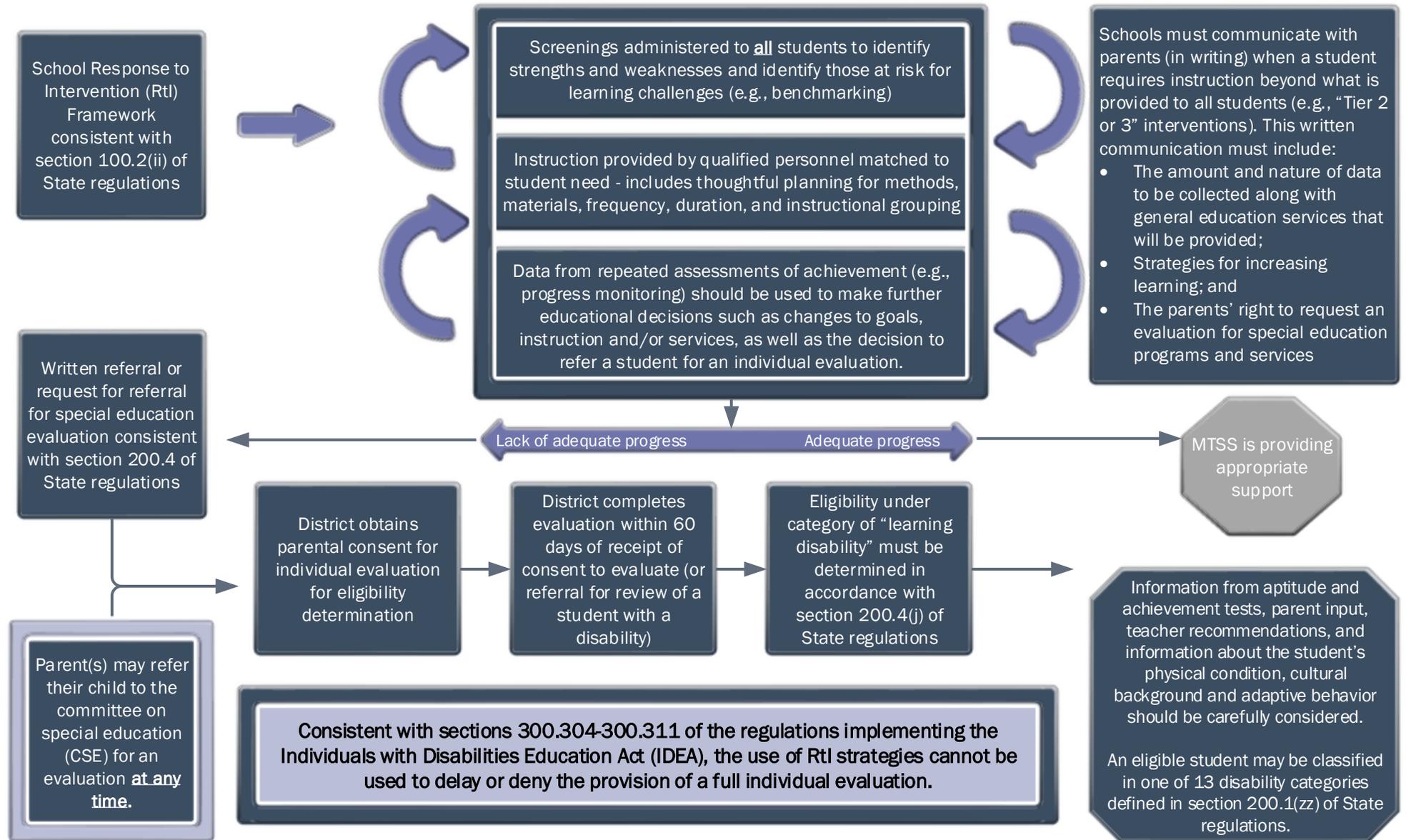


# IDENTIFICATION OF STUDENTS WITH LEARNING DISABILITIES

WITHIN A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)\*

\***Multi-Tiered System of Supports (MTSS)**, according to the Center on Response to Intervention at the American Institutes for Research (2013) is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3) represent a continuum of supports.



## Quality Indicators for School-Age Eligibility Determinations

- Eligibility as a student with a disability must be based on the results of an individual evaluation which is administered in the student's native language, not dependent on a single procedure, and administered by a multidisciplinary team.
- The individual evaluation provides instructionally relevant information to determine a student's eligibility or ineligibility for special education services.
- The committee on special education (CSE) participated in a meaningful discussion of the student's strengths and learning needs to determine eligibility for special education services.
- The CSE determined that the determining factor for classification was not due to a lack of appropriate instruction in reading and math or limited English proficiency.
- Parent participation and involvement in the CSE process is vital to the determination of eligibility and recommendation for special education services for a student with a disability

## Quality Indicators for Use of Response to Intervention (RtI) Data in a Learning Disability Determination

- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.
- Data based on the student's response to research-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.
- The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
- Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
- Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.
- Student information from the RtI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.
- Teacher(s) providing RtI interventions participate in the CSE meeting to determine a student's eligibility for special education.