

ABSTRACT

KNOWLEDGE AND OPINIONS OF RESPONSE TO INTERVENTION: A SURVEY OF PROFESSIONALS

The identification process for a Learning Disabled student has been controversial since the adoption of the severe discrepancy model. Response to Intervention (RTI) has risen as an alternative to the IQ-Achievement discrepancy model due to its research base, successful implementation in general education, the effectiveness of reading interventions, and changes to IDEA (2004). To ease the shift from one model to another, the knowledge and beliefs of school psychologists, regular and special education teachers, and administrators (N= 217) were assessed by survey. Results indicate that the knowledge of both the ability-achievement discrepancy model, $F(3, 213) = 38.18, p < .05$, and the RTI model, $F(3, 212) = 33.82, p < .05$, varied by discipline. Those surveyed indicated some knowledge of the two models but were unaware of the negative aspects of the severe discrepancy model or the benefits for students under RTI.

Lisa June Winter
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