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**Using Response to Intervention (RTI) As A Model For Identification And Service Delivery  
System In Inclusion Class For Students With Mild Intellectual And Developmental Disability**

A Research Proposal

by

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## **Introduction**

Response to intervention continues to be one of the most useful models for improving the identification of special education students and for providing different assistance for struggling students in the United States. This model's capability can be explored to provide identification system and an inclusivity mechanism for learners with mild intellectual developmental disability. According to Organization for Autism Research (2004), children with mild intellectual developmental disability may not learn what the appropriate behavior is for different situations as easily and quickly as their typical developing peers. This makes it necessary to develop a model that will make the process of learning beneficial and enjoyable to them rather than a punishment and a means to expose their strength and weaknesses that will help them to learn as a typical student in inclusion classroom.

## **Keywords**

Response to intervention, students with disabilities, inclusion, mainstreaming, regular and special education students, intellectual and developmental disability, mild intellectual and developmental disability. CHC theory.

## **Statement of the problem**

According to Zander (2005), the majority of children with autism have a learning disability (intellectual and developmental disability), few have average intelligence. Many also have epilepsy, visual and hearing impairment. The medical situation thus affects a learners' learning ability and the importance of educating all children equally in inclusive education . These cases present a challenge to education researchers as these children must be incorporated in class learning without making them feel left out. How to incorporate special education students with (mild intellectual and developmental



disability) in normal learning conditions presents a research problem in this case. Moreover, the research intends to unravel the need to give special or useful support to the disabled students to enable them be successful in inclusion classroom.

### **Hypothesis**

Integrating research in intellectual developmental disability, inclusion, and Response to Intervention framework will result in a successful inclusive classroom for student with mild intellectual developmental disability.

Response to Intervention (RTI) can be used as a service delivery model to support students with mild intellectual developmental disability( IDD) in inclusive education.

### **Research questions**

The research will aim to explore the feasibility for integrating inclusive education and response to intervention model for students with mild intellectual developmental disability.

The research questions:

Does response to intervention (RTI) can be used as a service delivery model to support students with mild IDD in inclusive education?

Does RTI lead to improve the outcomes of students with mild intellectual and developmental disability?

Can response to intervention model identifying students with mild intellectual and developmental disability?

The RTI has been advanced to give special needs education, decision-making and service delivery to the students with learning difficulties and improved their performance. The research will make a difference as it will support the students with mild intellectual developmental disability in their education setting in inclusion classroom. RTI would be useful services that help them to get equal education with other students. The current study focuses on using available information



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regarding best practices in special education, and the Response to Intervention model to develop the framework and materials needed to implement this model in an educational setting.

### **Why this research is exciting**

Response to intervention is one of the hottest topics in the education recently. The concept of Response to Intervention (RTI) is changing the landscape for assessment professionals and opening new avenues for teachers to help guide students on the path to success every step of the way.

Response to intervention shift the philosophy of teaching student, shifting what do we think that help the students to solve their problem and how to think. It is not only for students who have disabilities and at risk students. It will assist the entire student in the classroom. For children with intellectual developmental disability, developmental delays, specific learning disabilities, or other special needs, RTI can create better opportunities for early intervention, adapted curriculum, and inclusive education that also support their mainstream peers. RTI may help these students to support them in inclusion classroom with other students in public education.

### **Justification of the study**

Engaging in this research provides a means to solve educational problems that have seen many kids lose interest in learning due to mild intellectual developmental disability. This means that the outcomes of this research will see the numerous children have the chance to present their ability and contribute to the general education in a productive manner.

### **Research gap**

This study will develop a problem-solving Response to Intervention (RTI) as service delivery framework for intellectual and developmental disability. The fact that there is a shortage of research in a service delivery model for students with mild intellectual developmental disability to support them in inclusion education calls for more work to be done to arrest the volatile situation.

The research will add value to the subject through;



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Application of RTI has also been shown to improve learning outcomes for all students including students with special needs. Providing RTI as a service delivery model to the field will assist general education teachers, and specialists to get the entire students opportunity to learn equally.

### **Time factor**

The research will be conducted in a time frame of three years. This time will be ample for preparation, data collection, data analysis and presentation.

### **Related studies:**

Inclusion has been a significant challenge that often faces school systems across the world, Response to Intervention offers the promise of creating better opportunity for all students by providing differentiated instruction based on data from on-going assessment and an array of data of all students' grades. Most of the researchers discuss using RTI for supporting students with specific learning disability, Autism. RTI shows great outcomes for these pupils. Hughes and Dexter (2011) noted that RTI is an instructional framework, upon which schools can provide early and ongoing intervention for students with academic and behavioral challenges.

When considering education and special education service delivery via a Response to Intervention (RTI) model provides an attractive perspective about how students with (ASD) might be identified and served in public school settings (Rachel,Hammond, Jonathan, Campbell, and Lisa, 2013 ). This research will continue to investigate the outcome of using the response to intervention students with disabilities, more specifically for identifying and serving students with mild intellectual and developmental disability in inclusive education.



**The research will be conducted as follows**

The study will embrace the methods used in conducting experimental studies because it seeks to determine effects of intervention on the program. a representative sample of the population will be selected randomly from inclusion classroom both including students with mild IDD and it will involve two distinct groups namely treatment group and a control group. the two groups will play a critical role in improving the accuracy of the expected results in that one group will receive intervention while the other will not with both groups having a sufficient number of participants to represent the entire population. However, a general rule of thumb which often requires a minimum of thirty participants will be used to increase the accuracy of the expected results. moreover, analysis of the data will be done by use of statistical software called SPSS. Flow charts will also be used to explain the results from data analysis.

**The research will utilize other existing theories as follows**

The study will use the response to intervention model to support the students in their education setting, The RTI framework is based on the idea that provision of group lessons in different school yields results academically. Socially as well as emotionally. At the initial tier, grouping of students is done based on the information gathered by the instructor in a least restrictive environment. The groups are often made depending on the learning styles of students, their weaknesses as well as interests and strengths to ensure proper matching of the group members. Moreover, peer pairing is often embraced to aid students in developing their self-reliance and behavioral supports skills. The practice of grouping students based on deficit/need/ability while setting the initial tier has been proved to be less effective because it adversely impacts the student's self-esteem; brings uncertainty and discomfort to parents as they constantly get concerned about the stigma inflicted on their children; as



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well as allowing the students to vary their interests and learning style thus leading to a lack of diversity and creativity within the lesson and the group. Hence, the teacher and the parents often play a crucial role in setting the initial tier. Moreover, the instructor will give attention to the inclusive class at the initial tier to ensure that the elements are mastered. A special education instructor will be required to aid in proposing adaptation thus helping in fulfilling the objective of universal design for learning UDL which entails learning the same concepts through different methods (Kirk, Gallagher, Coleman, & Anastasiow, 2011).

The RTI framework further requires that smaller and more intensive grouping be embraced in the second tier. This is meant to produce a “pullout service” within a typical school day. Moreover, the second tier requires instructions that factor in the deficits to each child while appealing to the child's intelligence, learning style and interests as well as social needs based on their strengths and weaknesses. Further, the teams expand at this stage to include the reading specialist, possibly the school psychologist, speech-language pathologist and occupational therapist. Tier 2 may include individual lessons for small-group instruction in making right choices, conducted by expert staff. These choices will require removing children for a time for this individual instruction. If some students fail to respond for curriculum modifications and intervention, then the psychologist should assess the ability of each student to explore the strength as well as weaknesses based on CHC theory.

The RTI Model often intersects with the commonly used standard special education model, as well as the individualized educational program (IEP) used for implementation at the third tier. At the third tier, Students are usually given intensive interactive learning sessions where they often “fill in gaps,” like individual speech therapy in every week. They also attend lean classes with special teacher-student ratio thus increasing the one-on-one interaction between the teacher and the students. At Tier 3, some of the students may not be able to master the standard curriculum and may have to be



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given individualized instruction in a special education setting for at least a part of the day or even in a separate setting (Kirk, Gallagher, Coleman, & Anastasiow, 2011)

### **Stages of the study**

The study stages are; proposal writing and approval, data collection, data analysis, report writing, presentation. More emphasis will be laid on the methodology to ensure that the results are clear and scientific.

For each year of my PhD study I intend to do the following;

First year- data collection for the first chapter of my study and investigation of the tow group in my study.

Second year- have a complete draft mode of my first write-up and start data collection for chapter two.

Third year- have my second write-up published and have monitored my study groups besides to the experimental group. I will also collect relevant data, analyze it and then write a report on the findings.

### **Expected challenges**

one of the challenges expected in the research is the Shortage of corresponding research in using RTI for IDD. However, i will handle the challenge by using research studies in IDD and other disabilities with identical impacts.





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