

**Division for Learning  
Disabilities  
Invited Presentation  
Council for Exceptional  
Children**  
**April 2007**  
**Louisville, Kentucky**  
**USA**



[www.TeachingLD.org](http://www.TeachingLD.org)

**Rtl's Focus on Instruction is  
Appropriate, but we Must  
Sustain Special Education**

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# Kudos for O'Connor & Klingner

- The honor of presenting the DLD showcase presentation was clearly well-deserved.
- The presentation:
  - Connected to important related issues;
  - Integrated diverse sources of information; and

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## Kudos—II

- The presentation:
  - Made clear that there are students whom special educators must be prepared to serve.
  - As fidelity of implementation inevitably declines when it goes to scale
    - We can expect higher levels of failure (see % below 20th percentile in DI Follow Through sites).
    - We need to ensure that students can continue to have the protections of disability status.

Lloyd, 2007



Monday, April 23, 2007

# Instruction

- O'Connor and Klingner made clear the importance of instruction.
- Instruction must be *complete*:
  - Instruction must be predicated on strong research evidence.
  - We have found no magic keys; our students will not be enabled by a single accomplishment:
    - Perceptual-motor training was only modestly relevant;
    - PA is not enough, phonics is not enough, fluency is not enough....



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# Instruction—II

- Instruction must be *complete*:
  - Instruction must be systematic and explicit.
  - Extra time for instruction (double doses) may be needed.
  - It must address related problems such as language differences and behavior problems.



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# Identification

- Given that Rtl will not eliminate disabilities, we need to reflect on how we interpret Rtl.
- Persistent Non-Responding  $\neq$  LD.
- Responding does not mean a student doesn't have disabilities.
- LD refers to those children who, for whatever reason, need the very best instruction we can muster (Haring & Bateman, 1975).

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