



PROJECT SUMMARY

Ref No.: MRIC/RRIGS 21-01	Title: Using a Response to Intervention Logic to Meet the Needs of Learners with Speech and Motor Difficulties within an Inclusive Education Setting
Company: Roman Catholic Education Authority Rodrigues	
Project Leader	
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TECHNICAL ABSTRACT	
<p>Children with and without disabilities with difficulties in speech, language and motor functioning, on the island of Rodrigues, do not have regular or consistent access to services from professionals in these areas. In general, access to these services for the general population on the island of Rodrigues is rare to non-existent. The lack of access to such professionals is a problem faced by individuals in remote areas all over the world, in developed as well as developing countries. In this project, an approach called Response to Intervention (RtI) is being tested as a means to deliver these services to pupils in the RCA schools of Rodrigues. The approach will be set up with the help of foreign professionals, with the end goal of eventually decreasing reliance on foreign professionals to a maximum extent.</p>	
<p>As part of the study, elements that form part of the Response to Intervention model will be gradually added to an existing response to intervention approach in the RCA schools, in the areas of speech, language and motor functioning. Elements will be added gradually, for practical reasons such as facilitating implementation, as well as because such an approach is likely to facilitate experimental control in a naturalistic setting, and increase the internal validity of findings. After two years of implementation of the study, it is expected that there will be fully functioning RtI models in all 5 RCA schools of Rodrigues, and that findings will serve to inform other schools and educational settings that wish to replicate the project.</p>	
Key Words: Rodrigues, disabilities, speech, language, motor functioning, response to intervention model	