Identification of Students at Risk for Attention Deficit Disorder with Hyperactivity Using the Response to Intervention Model (RTI)

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Abstract

The use of Response to Intervention Model (RTI) has been described in the literature as an important tool for early identification of students at risk of learning problems. However, such studies are rare in the Brazilian population. This study aimed to use the response to intervention model (RTI) as an early identification procedure for Attention Deficit Disorder (ADD) students from 1st grade level of elementary school in Brazilian population. A total of 118 students participated of this study, aged between 6:0 and 6:11 (years:months), from 1st grade level, of both genders.

The study was divided into three phases. In the first phase, all students were tested individually with Visual Attention Test software (TAVIS) composed of three tasks: selective attention, alternating attention and sustained attention. Because it was an initial study, all students were submitted to the Remediation Program with Attention and Working Memory (RAWM) in phase 2. The program consists of attention skills and phonological working memory skills (7 individual sessions, 40 minutes each). In phase 3, the students were submitted to the TAVIS. As results, from 118 students, 106 students concluded all 3 phases, which 34 students (32%) met the risk criteria for ADD after being submitted to the program. Of these, 34 students, 15 students (46.7%) responded to the intervention, while 19 students (59.3%) not responded. These students who not responded to the intervention program were sent to multidisciplinary care for monitoring and subsequent confirmation of the diagnosis of ADD.

The findings of this study able us to conclude that RTI model can be used as an early identification tool for student at risk of attention in the early years literacy deficit.