

The Research Synthesis of Diagnosis and Identification Procedure of Students with LD in Reading

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Abstract. The purpose of this study is to propose the diagnosis and identification model through a synthesis in Korea journals from 2004 to June, 2013. In Korea, the arguments that RTI models also must be adopted as an intervention model for students with LD as well as a diagnose approach are getting attention. This study addressed the following research questions: (a) What are the features of identification procedure researches in Korea? (b) Could an empirically-validated RTI model and evaluation be used to prevent learning problems for identification purposes in reading area? Throughout results, some recommend that trained development should include both general knowledge and provision of master teachers to support to general education teachers using RTI procedures.