

individual manifestation of learning disabilities in Chinese students are still a mystery. While the theoretical framework needed to tackle these issues is still “under construction,” using RTI as an identification tool may lead teachers, researchers, and policymakers to a wrong conclusion: that there are no differences between students with learning disabilities and low achievers and that students with learning disabilities need assistance only in academic areas. In addition, evidence-based instruction and highly qualified teachers will surely go hand in hand in a successful RTI model. In short, more evidence-based research and teacher preparation need to be conducted before the implications of the RTI identification model in Taiwan can be safely predicted. Otherwise, even with good intentions, the RTI model in Taiwan may be as ineffective as the current (discrepancy) model of identification.

This article first reviews the fundamentals of RTI, then goes on to evaluate various effects of the implementation of the model, and finally discusses potential challenges in RTI implementation. It is hoped that this article can help educators in Taiwan take advantage of the experiences of the United States in order to rethink the Taiwanese model of identification and remediation for students with learning disabilities.

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