

**Response to Intervention (RTI) Checklist for**

**Specific Learning Disability (SLD) Identification**

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| --- | --- | --- | --- |
| Date: |       | School: |       |
| Student name: |       | ID#: |        |
| Grade: |       | Date of birth: |            |

Tier 1 Considerations (classroom)

**[ ]**  Effectiveness of the core curriculum has been evaluated through universal screening data.

**[ ]**  The student was identified through the universal screening process for tier 2 interventions.

Tier 2 Considerations (grade level)-Data Teams

1. Interventions meet the following criteria:

[ ]  Focused on the area of concern and targeted to the student’s needs.

[ ]  Research or evidence-based.

[ ]  At least half of the students receiving the intervention are making progress.

1. Data collection and review:

[ ]  The intervention plan was implemented with fidelity and monitored with the *tier 2 intervention documentation worksheet*.

[ ]  Student progress was monitored with curriculum based measures (CBMs) / curriculum based assessments (CBAs) in the area of concern at least bi-weekly.

[ ]  After at least six (6) weeks and at least six (6) data points, progress was reviewed to determine the need to continue tier 2 interventions or to move to tier 3.

[ ]  If moving to tier 3, the problem-solving team, including the school psychologist, reviewed the student’s progress data to determine that tier 3 is warranted.

Tier 3 Considerations General Education Intervention (GEI)

1. Notice of response to intervention (RTI) and invitation to general education intervention (GEI) was provided to the parents.
2. Interventions meet the following criteria:

[ ]  Focused on the area of concern and targeted to the student’s needs.

[ ]  Scientifically based research.

[ ]  At least half of the students who have received the intervention made progress.

[ ]  Intensive services provided individually or in a small group.

[ ]  Increased intervention time.

1. Data collection and review:

[ ]  The intervention plan was implemented with fidelity and monitored with the GEI *intervention implementation fidelity checklist.*

[ ]  Student progress was monitored with CBM’s in the area of concern at least weekly.

[ ]  After at least six (6) weeks and at least (6) data points, the problem-solving team, including the school psychologist, reviewed the data and determined:

* 1. to continue tier 3 interventions;
	2. to alter tier 3 interventions; or
	3. to refer the student for educational evaluation while continuing interventions

Specific Learning Disability (SLD) Referral Considerations

**[ ]**  Data indicates that academic skills are severely discrepant from peers or state grade level standards or interventions are too intensive to continue with general education resources.

**[ ]**  Despite intensive interventions, the rate of improvement indicates that the student will continue to be discrepant from expectations in a year’s time.

**[ ]**  Progress monitoring and other data suggest that the student may have a specific learning disability (SLD) rather than another disability.