

**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.