

**Self Studies for Implementation of Multi-Tiered, Coordinated Early Intervening Services
Response to Intervention**

**Part D: RTI Entitlement Decisions Regarding
Specific Learning Disabilities (SLD)**

**Mark R. Shinn, Ph.D.
I-ASPIRE Northern Region Project Director**

**Pamela Radford, Ph.D., Madi Phillips, Ph.D., Barb Curl, Ph.D.
Janice Miller, Ed.D., Christine Martin, M.S., Mary Miller, M.S, Christine Malecki, Ph.D.,
Regional Coordinators**

**Lyndsay Jenkins, Vinita Menon, Jim Goodwin, and P.J. Perry
Regional Coaches**

**Self Study Tool Part D
RTI Entitlement Decision Regarding SLD**

	Tools	Training	Support
Components			
District RTI Implementation (No later than the 2010-2011 school year)	District Special Education Manual	Standard Problem Solving Process Training Date	Coach Observations & Feedback
District Transition Plan (No later than Jan 1, 2009)	ISBE state plan document	Components of State Plan Training	
Decide if RTI Alone or "In Addition" to Discrepancy			
Identify Key Assessment Tools to Measure Discrepancy and Rate of Improvement	Self Study B		
Achievement Discrepancy (Educational Need)	Self Study B	Problem Identification and Using Benchmark Data to Assess Discrepancy	
Response (Progress) to Intervention (Educational Benefit)	Self Study B	Goal Setting and Progress Monitoring	
Appropriateness of Instruction in Reading and Math	Self Study C	Scientifically Based Interventions; Using the Instructional Planning Form (IPF)	
Fidelity of Implementation in Reading and Math	Self Study C		
Identify Assessment Tools and Practices to be Abandoned in Routine Use			
"Broad Band" Achievement Tests			
Cognitive Ability Tests			
"Processing Tests"			
Establish Criteria			
Severity of Discrepancy		Problem Identification and Using Benchmark Data to Assess Discrepancy	
Lack of Response (Adequate Progress)		Goal Setting and Progress Monitoring	
When Response to Intervention Process Should Be Expedited			
Determine RTI Approach: Standard Problem-Solving Process or Standard Treatment Protocol			

Identify Specific Components, Processes, and Timelines for RTI Approach			
Identify Processes for Addressing Exclusionary Criteria			
Lack of Appropriate Instruction in Reading and Math	IPF and Observation	Scientifically Based Interventions; Using the Instructional Planning Form (IPF)	
Hearing, Vision, or Motor Disability	Records Review, Screening as Appropriate		
Mental Retardation	Records Review, Interview, Screening as Appropriate		
Emotional Disturbance	Records Review, Interview, Screening as Appropriate		
Cultural Factors	Records Review, Interview		
Environmental or Economic Disadvantage	Records Review, Interview		
Limited English Proficiency	Records Review, Interview, Screening as Appropriate		
Establish Processes for Procedural Compliance			
General Education Progress Monitoring Data Provided to Parents		Problem Identification and Using Benchmark Data to Assess Discrepancy	
High Quality Multi-tiered Interventions Provided or Educational Need So Severe an Expedited Decision Making Process is Required		Scientifically Based Interventions; Using the Instructional Planning Form (IPF)	
Instruction Provided at Each Tier Was "Scientific, Research-Based	Instructional Planning Form (IPF)	Scientifically Based Interventions; Using the Instructional Planning Form (IPF)	
Interventions were Implemented with Fidelity	Observations Based on IPF	Scientifically Based Interventions; Using the Instructional Planning Form (IPF)	
Instruction was Provided By Qualified Personnel			
*Multiple Data Sources Were Used	RIOT	Overview of Problem Solving and RTI	
Observation in Learning Environment (including the regular classroom setting	Observations Based on IPF	Observing Fidelity Using IPF	

Parent Involvement			
Parents Involved in Child's Multi-Tiered Intervention			
Continuous Progress Monitoring Data Provided to Parents		Goal Setting and Progress Monitoring	
Parental Consent for Evaluation Sought in Timely Manner if Child Has Not Made Adequate Progress After an Appropriate Period of Time			

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