

Screening Tool

for Well-Described Responsiveness-to-Intervention Models and Comparison Models

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Winter 2007

DESCRIPTIVE INFORMATION

1. Contact Information

Name of School, District, or Agency: _____

Name of Contact: _____

Title/Position: _____

Mailing Address: _____

Phone: _____ Fax: _____

E-mail: _____

2. When (year) was the current SLD identification model initiated? _____

3. When (year) was the current SLD identification model fully implemented?

4. Do all schools within the district use the same SLD identification model?

____ Yes ____ No

5. Do all grade levels within the school use the same SLD identification model?

____ Yes ____ No

6. Who is responsible for administering this model?

7. How many students in the school are considered as having a learning disability? _____

8. What is the total number of students at this site? _____

NRCLD is a joint project of researchers at Vanderbilt University and the University of Kansas. This document was produced under U.S. Department of Education Grant No. H324U010004. Renee Bradley served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred.



U.S. Office of Special Education Programs

Screening Information

Answer the statements below about each school practice or characteristic by circling the appropriate letter.

- a. Does this practice or characteristic accurately reflect the school? Circle: (Y)es/(N)ot Yet/(U)nknown
- b. For practices marked “(Y)es,” does written documentation of the practice exist? Circle: (Y)es/(N)ot Yet/(U)nknown

GENERAL EDUCATION PRACTICES

	ACCURACY	DOCUMENTATION
1. Students receive high-quality instruction in their general education setting.	Y N U	Y N U
2. General education instruction is research-based.	Y N U	Y N U
3. General education instructors and staff assume an active role in students’ assessment in that curriculum.	Y N U	Y N U
4. The school routinely evaluates the fidelity of instruction in general education settings.	Y N U	Y N U

STUDENT ASSESSMENT PRACTICES

	ACCURACY	DOCUMENTATION
5. The school has universal screening of academic skills.	Y N U	Y N U
6. The school has universal screening of behavior.	Y N U	Y N U
7. The school uses continuous progress monitoring of student performance.	Y N U	Y N U
8. The school has information about its reading score distributions.	Y N U	Y N U

INTERVENTION MODEL PRACTICES

	ACCURACY	DOCUMENTATION
9. School staff implement research-based interventions to address students’ academic or behavioral difficulties.	Y N U	Y N U
10. Classroom interventions are clearly described.	Y N U	Y N U
11. School staff use progress monitoring data to determine interventions’ effectiveness and to make any modifications.	Y N U	Y N U
12. The school incorporates the concept of multiple tiers of increasingly intense student-focused interventions.	Y N U	Y N U
13. Students’ interventions are individualized in a problem-solving approach.	Y N U	Y N U

14. Students' interventions are standardized (e.g., standard treatment protocol approach).	Y N U	Y N U
15. Interventions include a differentiated curriculum.	Y N U	Y N U
16. Staff other than the classroom teacher deliver interventions.	Y N U	Y N U
17. Interventions vary in group size, qualifications of instructor, duration, frequency, and time.	Y N U	Y N U
18. The school routinely evaluates the fidelity of intervention implementation in general education settings.	Y N U	Y N U

SLD DETERMINATION PRACTICES

ACCURACY

DOCUMENTATION

19. Disability determination includes RTI outcome information.	Y N U	Y N U
20. SLD determination is based on a multifaceted assessment of multiple SLD characteristics.	Y N U	Y N U
21. Placement decisions vary by students' severity level.	Y N U	Y N U
22. School staff keeps track of the number of students who go beyond Tier 1, complete the SLD determination process, and are (a) judged as having a learning disability or (b) judged not to have a learning disability.	Y N U	Y N U

STUDENT OUTCOME DATA

ACCURACY

DOCUMENTATION

23. Achievement outcomes of students identified in an SLD determination model are available.	Y N U	Y N U
24. SLD identification decisions meet the state's identification model requirements.	Y N U	Y N U

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Mellard, D.F., & McKnight, M.A. (2007). Screening tool for well-described responsiveness-to-intervention models and comparison models. [Brochure]. Lawrence, KS: National Research Center on Learning Disabilities.
