

**10. I see many different opportunities to learn about RtI and the SLD rule. How do I determine which are high quality?**

***Answer:***

It is important to be a savvy consumer when determining what information to use in establishing an RtI system of support and/or choosing resources to meet the requirements of the SLD rule. Individuals need to be knowledgeable about the 2004 Reauthorization of the IDEA law, the Wisconsin SLD Rule, and DPI's vision for RtI and their seven guiding principles in order to make informed decisions. Regardless of the source, it is always important to check the veracity of the information being presented and to consider what factors might be influencing the information provided, such as financial gain, philosophical beliefs, expertise of the presenter/organization, professional development or product sales, as well as the research behind the information being presented.

***Evidence:***

Successful implementation of this framework in Wisconsin is based upon the following seven principles:

- RtI is for ALL children and ALL educators.
- RtI must support and provide value to effective practices.
- Success for RtI lies within the classroom through collaboration.
- RtI applies to both academics and behavior.
- RtI supports and provides value to the use of multiple assessments to inform instructional practices.
- RtI is something you do and not necessarily something you buy.
- RtI emerges from and supports research and evidence based practice.

<http://rti.dpi.wi.gov/>

***Wisconsin Response to Intervention: A Guiding Document***

<http://rti.dpi.wi.gov/files/rti/pdf/rti-guiding-doc.pdf>

***Individuals with Disabilities Education Improvement Act of 2004***

<http://idea.ed.gov/download/statute.html>

***Wisconsin's Specific Learning Disabilities (SLD) Rule: A Technical Guide for Determining the Eligibility of Students with Specific Learning Disabilities, Updated December 2013,***

*Wisconsin Department of Public Instruction*

<http://sped.dpi.wi.gov/files/sped/pdf/sld-guide.pdf>