



What is Response to Intervention (RtI)?

- RTI is a systematic problem-solving process designed to
 - allow for earlier identification of students' difficulties
 - provide students with a level of instructional intensity matched to their demonstrated response to intervention
 - provide a data-based method for evaluating the effectiveness of instructional approaches and changing/improving them
- RTI is intended to reduce the need for special education by improving and providing services early
- RTI services are individualized and based on evidence-based strategies.
- RtI services assume a high quality of “general” intervention, and add resources and services as needed



The Promise - Key Elements

- ❖ Instruction that is more individualized, more responsive to children's needs, and that can be implemented without long delays
- ❖ Assessment that helps determine when something more is needed, and how it's working
 - Children not meeting developmental goals
 - Support for intervention allocation decisions
 - Short-term response to intervention
- ❖ A coordinated system of care and education that finds children, and brings services to them at appropriate speed



Rtl can build on existing strengths in Early Childhood

- ❖ Early Intervention/Early education based on a prevention model
- ❖ “Individualization” is not a foreign concept in Early Education



Essential Components of RtI

1. Use of multiple tiers of intervention
2. Reliance on evidence-based practices in all tiers
3. Use of monitoring to determine if students are making progress
4. Problem-solving approach to determine most appropriate level of intervention for individual students



Essential Component 1: Multi-tier Model

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive

CIRCA
5%

CIRCA
15%

CIRCA
80%

CIRCA
5%

CIRCA
15%

CIRCA
80%

Students

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive



CHALLENGE #1: SCARCITY OF EVIDENCE-BASED PRACTICES IN TIER 1



Issues related to Tier 1:

- ❖ Challenge of upgrading the skills of ECE staff who are low paid and have limited training
- ❖ Lack of evidence-based professional development to support quality implementation of Tier 1
- ❖ High turnover in staff means continuing need for training



**CHALLENGE #2:
LIMITED METHODS OF IDENTIFYING
CHILDREN AND MONITORING
PROGRESS OF CHILDREN NEEDING
MORE INTENSIFIED INSTRUCTION**

Issues related to identifying children and monitoring progress

- ❖ Tools for monitoring key indicators of progress are relatively limited.
- ❖ Guidance is needed about what to monitor, how often to inform intervention decision-making.
- ❖ Unclear who would do progress monitoring in any of the tiers.
- ❖ Instructional staff most likely to be available to do the monitoring are relatively unskilled.



CHALLENGE #3: IMPLEMENTING A MULTI-DISCIPLINARY PROBLEM-SOLVING APPROACH IN PRE-KINDERGARTEN PROGRAMS



Issues Related to Implementing a Problem-Solving Model

- ❖ Most community-based pre-kindergarten programs have limited communication/coordination with special education and other related services necessary to carry out screening, assessment, intervention and monitoring



Issues Related to Implementing a Problem-Solving Model

- ❖ Model relies on information gathered and shared across settings.
 - How will early education and special education staff work together to make problem-solving model work efficiently?



Issues Related to Implementing a Problem-Solving Model

- ❖ Takes time for model to play out
- ❖ For an individual child, how long will it take to carry out problem-solving model, implement intervention strategy, and monitor progress to find appropriate tier of intervention?
 - Will referrals to special education take longer using this type of model?



CHALLENGE #4: IMPLEMENTING TIER 2 AND TIER 3 INTERVENTIONS



Issues Related to Implementation of Tier 2 & Tier 3 Intervention

- ❖ Very limited evidence base for Tier 2 and 3 Interventions
- ❖ Value of intentional and systematic instruction in early education is not shared by all.
- ❖ While everyone wants all children to be successful in kindergarten, we don't all agree on the path to getting there.



Final Challenge

- ❖ What will motivate ECE programs to do the progress monitoring and professional development necessary to carry out the assessment and intervention activities?