

Developing an Rtl Network in Early Childhood

NETWORK GOALS:

- To promote Rtl research and practice in early childhood
- To promote the knowledge and use of evidence-based interventions and progress monitoring in early literacy and language development
- To provide a forum for conversations and collaboration among researchers, practitioners, and policy makers concerning Rtl in early childhood

Join the Network to:

- Get most recent information about progress monitoring and interventions for tiered models in language and literacy in early education.
- Find out about programs currently implementing Rtl models in early childhood
- Get linked up to proposed studies on Rtl in early childhood.
- Obtain latest resources on Rtl in early childhood
- Become part of our annual Institute on Rtl in early childhood



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Center for Response to Intervention in Early Childhood (CRTIEC)



Advancing Response to Intervention in Early Childhood

<http://www.crtiec.org>

About CRTIEC

Our Mission: To reduce the number of children with reading problems in early elementary school by increasing early identification and intervention for prevention and remediation in early childhood education programs. .

Our Goal: To develop and validate interventions and progress monitoring tools that pre-kindergarten programs need to identify and monitor progress of young children showing the earliest signs of reading difficulties.

Why is this Important?

We know that children who read well in the early elementary grades will be more likely to be academically successful and thrive in later life. For too many children, identification of literacy and language delays is coming too late—resulting in life-long reading problems.

Pre-Kindergarten programs need evidence-based approaches for early identification and intervention of literacy and language problems that early education professionals can easily implement.

What Will CRTIEC Do?

- Carry out **Research on Interventions** for children not making progress in the general literacy and language curriculum in preschool.
- Carry out **Research on Progress Monitoring Measures** linked to literacy and language.
- **Disseminate Findings** to practitioners, policymakers and researchers.
- **Provide National Leadership** on implementation of RtI for young children in literacy and language.



What Will Be the Focus of Intervention Efforts?

Interventions will be developed and validated focusing of increasing children's opportunities for more practice on key skills known to be predictors of reading:

- phonological awareness and letter/sound correspondence
- oral language/vocabulary
- alphabet knowledge and print awareness
- comprehension

Who is CRTIEC?

- **Charles Greenwood & Judith Carta** (Co-Principal Investigators) at the Juniper Gardens Children's Project, University of Kansas; Kansas City, KS
- **Scott McConnell** at the Center for Early Education and Development, University of Minnesota; Minneapolis, MN
- **Howard Goldstein** at the Schoenbaum Family Center, The Ohio State University; Columbus, OH
- **Ruth Kaminski** of the Dynamic Measurement Group; Eugene, OR
- **Division of Early Childhood of the Council on Exceptional Children** who will collaborate in the planning and evaluation of an annual National Institute on RtI in Early Childhood

