




CENTER FOR
RESPONSE TO INTERVENTION IN EARLY CHILDHOOD



*Response to
Intervention in
Early Childhood ~
A Research-to-Practice
Roundtable*



Presented at DEC, Albuquerque NM 10/16/09



Our Panel Today

- ❖ Scott McConnell, University of Minnesota
- ❖ Charles Greenwood, University of Kansas
- ❖ Judith Carta, University of Kansas
- ❖ Howard Goldstein, Ohio State University
- ❖ Ruth Kaminski, Dynamic Measurement Group




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CRTIEC
A
Research Initiative
to Promote
Early Literacy and
Language



www.crtiec.org



Our Goal

To develop and validate *interventions* and *progress monitoring* tools so that pre-kindergarten programs can find and intervene earlier with young children showing the earliest signs of reading difficulties.



What Will CRTIEC Do?

- ❖ Develop and validate Tier 2 and Tier 3 interventions in early literacy/language.
- ❖ Develop and validate progress monitoring measures in early literacy.
- ❖ Disseminate findings to practitioners, policymakers, and researchers.
- ❖ Provide national leadership on Rtl for young children through the development of a national network.

Timeline

- ❖ Year 1: Development of new measures; Development of new T2 and T3 interventions
- ❖ Years 1 & 2: Descriptive study of quality of Tier 1
- ❖ Years 2 & 3: Validation of measures; single-subject design studies of interventions and systematic replications
- ❖ Years 4 & 5: Large scale evaluation/efficacy studies



Today's Roundtable

- ❖ “Intro/Info Blast” – 5x3 introductions and summary of key ideas and issues in EC Rtl
- ❖ Brief Review of Myths and Responses
- ❖ General Discussion and Q&A



Intro/Info Blast

Three minutes each...

- ❖ Charles Greenwood – *The Intent and Design of Rtl in Early Childhood*
- ❖ Howard Goldstein – *Tier 2 Interventions for Preschool Children*
- ❖ Ruth Kaminski – *Tier 3 Interventions for Preschool Children*
- ❖ Scott McConnell – *Assessment Activities in EC Rtl*
- ❖ Judith Carta – *Putting it all together in Real-World Classrooms*



Myths and Responses: *Intent and Design of Rtl*

- ❖ *Myth 1: RTI replaces early childhood special education and its procedural safeguards, and if a district has implemented Rtl, it means that students cannot be referred for special education evaluation.*
- ❖ *Myth 2: RTI necessarily delays referral, eligibility, or the onset of special education services*



Myths and Responses: *Intervention services*

- ❖ *Myth 3: Rtl consists of 3 tiers of increasingly individualized instruction with children with disabilities being in Tier 3.*
- ❖ *Myth 4: Evidence-based curricula and instructional practices are available to support the implementation of Rtl approaches in early education.*



Myths and Responses: Assessment Approaches

- ❖ *MYTH 5: RTI lacks the tools to identify and address potential early learning problems.*
- ❖ *Myth 6: Once children are identified as needing instruction at a specific tier, they will not change tiers over the course of the academic year.*



Myths and Responses: Putting it all together in the real world

- ❖ *Myth 7: While Rtl might be an appropriate model of providing a greater level of instructional support to school-aged children, most Rtl models for pre-kindergarten children focusing on early literacy are based on developmentally inappropriate expectations for young children.*
- ❖ *Myth 8: Rtl reinforces the practice of “ability grouping” which may be detrimental to young children’s self-esteem.*



Other Issues for the Round Table

- ❖ What about Tier 1 services?
- ❖ What about universal screening and services?
- ❖ What are the key outcomes?
- ❖ What about special education eligibility, determination, and services?