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**This webinar, report and additional  
resources are available at:**

**[www.RTINetwork.org/Learn-RTI-in-Pre-Kindergarten](http://www.RTINetwork.org/Learn-RTI-in-Pre-Kindergarten)**

# National Center for Learning Disabilities (NCLD)

Works to ensure that the nation's 15 million children, adolescents and adults with learning disabilities have every opportunity to succeed in school, work and life. NCLD provides essential information to parents, professionals and individuals with learning disabilities, promotes research and programs to foster effective learning and advocates for policies to protect and strengthen educational rights and opportunities.

## RTI for Pre-K:

Early Intervening to provide the needed supports and services to set young children on a trajectory for success.



# Purposes for the Roadmap

1. Discuss the differences between RTI for school-aged children and Pre-K children
2. Identify the key features of Pre-K RTI
3. Describe current status of Pre-K applications of RTI
4. Provide guiding questions for decision makers

# Early Childhood Culture, Beliefs, and Practices

- ▶ Holistic Development of the Child
- ▶ Importance of early Intervention
- ▶ Importance of Naturalistic Settings
- ▶ Critical Contributions of Families and Parents
- ▶ Use of multi-dimensional Authentic Assessments



# Early Childhood Structures and Practices that Support RTI

- ▶ Focus on Quality
- ▶ Current use of Tiered Service Delivery Models
- ▶ Learning Standards that Guide Instruction
- ▶ Use of Embedded and Explicit Instruction
- ▶ The Emerging use of Progress monitoring and Data Driven Decision Making

# Major Components of RTI for Pre-K

- ▶ Tiered Framework
- ▶ Screening, Assessment, Progress Monitoring
- ▶ Evidence-Based Standard Protocols
- ▶ Collaborative Problem-Solving
- ▶ Parent and Family Engagement
- ▶ Fidelity of Implementation



# Tiered Framework for Supports and Services

- ▶ Tier I: Foundation of quality, universal screening, progress monitoring
- ▶ Tier II: More intensive response to children who need additional support to be successful (embedded & explicit), progress monitoring, use of standard protocols, collaborative problem-solving
- ▶ Tier III: Additional support that is more intense and individualized, assessments & progress monitoring, collaborative problem-solving



**Fidelity of Implementation: The degree to which a Practice is implemented as it was intended or designed.**

You can access the Fidelity of Implementation Program Level Rubric by visiting:

[www.RTINetwork.org/Learn/RTI-in-Pre-Kindergarten](http://www.RTINetwork.org/Learn/RTI-in-Pre-Kindergarten)

# Getting Started with Planning!

- ▶ Ensure Administrative Support
- ▶ Establish Team
- ▶ Plan for Commitment
- ▶ Involve Families

# Getting Started (Continued)

- ▶ Identify Learning and Behavior Expectations
- ▶ Develop Instructional Strategies
- ▶ Develop Process
- ▶ Plan for Professional Development
- ▶ Collect Data for Decision Making

# Final Thoughts

- ▶ Use Guiding Questions to help think through where you are so that you can plan where you want to go!
- ▶ Join the network of others working with Pre-K RTI  
[www.crtiec.org](http://www.crtiec.org)
- ▶ Use the RTI Action Network to for current and emerging information [www.RTINetwork.org](http://www.RTINetwork.org)
- ▶ Share your progress with others!