

**naeyc**<sup>®</sup>  
National Association for the Education of Young Children

**DEC**

**NHSA**  
NATIONAL HEAD START ASSOCIATION

**Joint Paper**

**Frameworks for Response to Intervention in Early Childhood Education: Description and Implications**

4<sup>th</sup> Annual Rtl Summit September 20, 2012

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**Meet the Writing Team**

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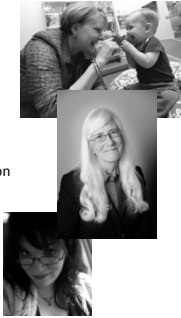
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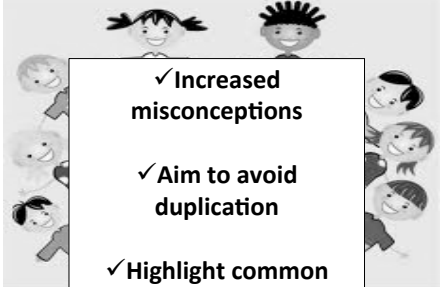
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### Rationale for the Paper



- ✓ Increased misconceptions
- ✓ Aim to avoid duplication
- ✓ Highlight common features

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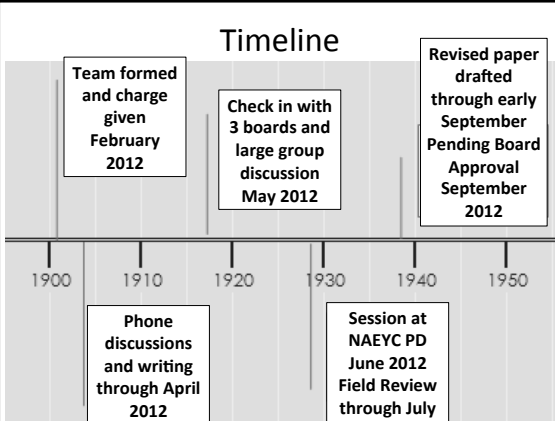
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### Timeline



|      |  |  |   |   |      |
|------|--|--|---|---|------|
| 1900 | 1910   | 1920   | 1930  | 1940  | 1950 |
|      | Team formed and charge given February 2012       | Check in with 3 boards and large group discussion May 2012 |   | Revised paper drafted through early September Pending Board Approval September 2012 |      |
|      | Phone discussions and writing through April 2012 |  | Session at NAEYC PD June 2012 Field Review through July |   |      |

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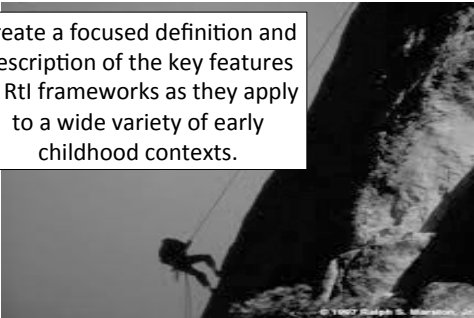
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### Challenge to the Writing Team



Create a focused definition and description of the key features of Rtl frameworks as they apply to a wide variety of early childhood contexts.

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## What We Struggled With....

- Terms
- Finding commonality
- Blending
- Lack of research



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## Where We Landed



.....in ECE, RtI frameworks are a means for implementing a *hierarchy* of support that is *differentiated* through a *data-based decision-making process*

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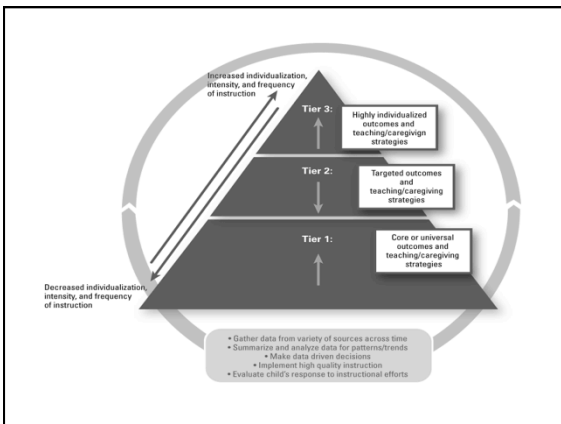
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**Common Features**

- *multi-tiered systems of teaching and caregiving practices*
- *high-quality curriculum*
- *ongoing assessment and continuous progress monitoring*
- *collaborative problem-solving process*

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**Misconception #1**

- *RTI requires that children go through a multi-tiered system of supports prior to being referred to special education, thereby delaying and often restricting referral to special services*
  
- **Take away:** *Children are not required to undergo and fail an Rtl process prior to referral or evaluation for special education services.*

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**Misconception #2**

- *Rtl focuses only on academic skills*
  
- **Take away:** *Within EC Rtl frameworks, matched instructional support can be appropriately applied to outcomes from across any curricular area (e.g., Mathematics, Literacy, and Science) and/or developmental domain (e.g., Language, Social-Emotional, and Motor) and not exclusively academic outcomes.*

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### Misconception #3

- *RtI promotes teaching practices that are inappropriate for young children*

- **Take away:** Implementation of RtI to young children should not be a push down from principles applied to K-12 without consideration to the uniqueness of early development and learning.

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### Misconception #4

- *RtI promotes the use of ability grouping, particularly in center-based programs*

- **Take away:** While small group sessions may be appropriate at times, these groupings will typically occur for only a very small part of the day, or a particular activity, and forced participation is not necessary.

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### Misconception #5

- *The top tier of RtI is special education*

- **Take away:** Appropriate use of RtI in EC provides tiers of support that consist of additional, adjusted, or more intensive instruction to meet the needs of the children being served but is not defined by any connection to special education services.

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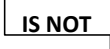
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## What the paper is and is not



An objective resource on features of RtI frameworks  
Designed to promote broad understanding of the features of RtI frameworks as they apply to EC  
An opportunity to openly address misconceptions and challenges regarding the application of RtI to EC



A position on whether or not RtI frameworks should be implemented.  
A guide or how to manual  
An endorsement of one approach to RtI over another  
A literature review of the evidence base for RtI approaches  
A historical summary of the evolution of RtI models

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## Where are we headed?



[http://www.crtiec.org/Resources/progress\\_monitoring.shtml](http://www.crtiec.org/Resources/progress_monitoring.shtml)

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