

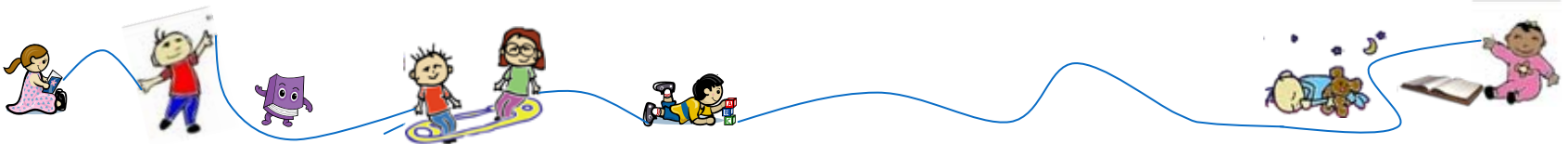
The Promise and Challenge of RTI in Early Childhood

Patricia Snyder

University of Florida

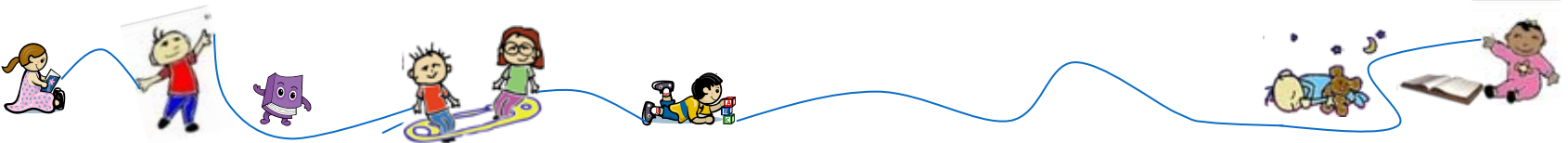
Jeanne Wilcox

Arizona State University, Tempe



In the spirit of Rtl...

- We are the “non-responders”
- To the keynote....NOT!

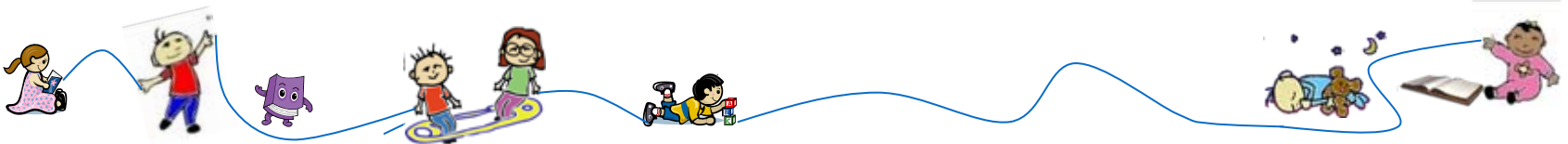


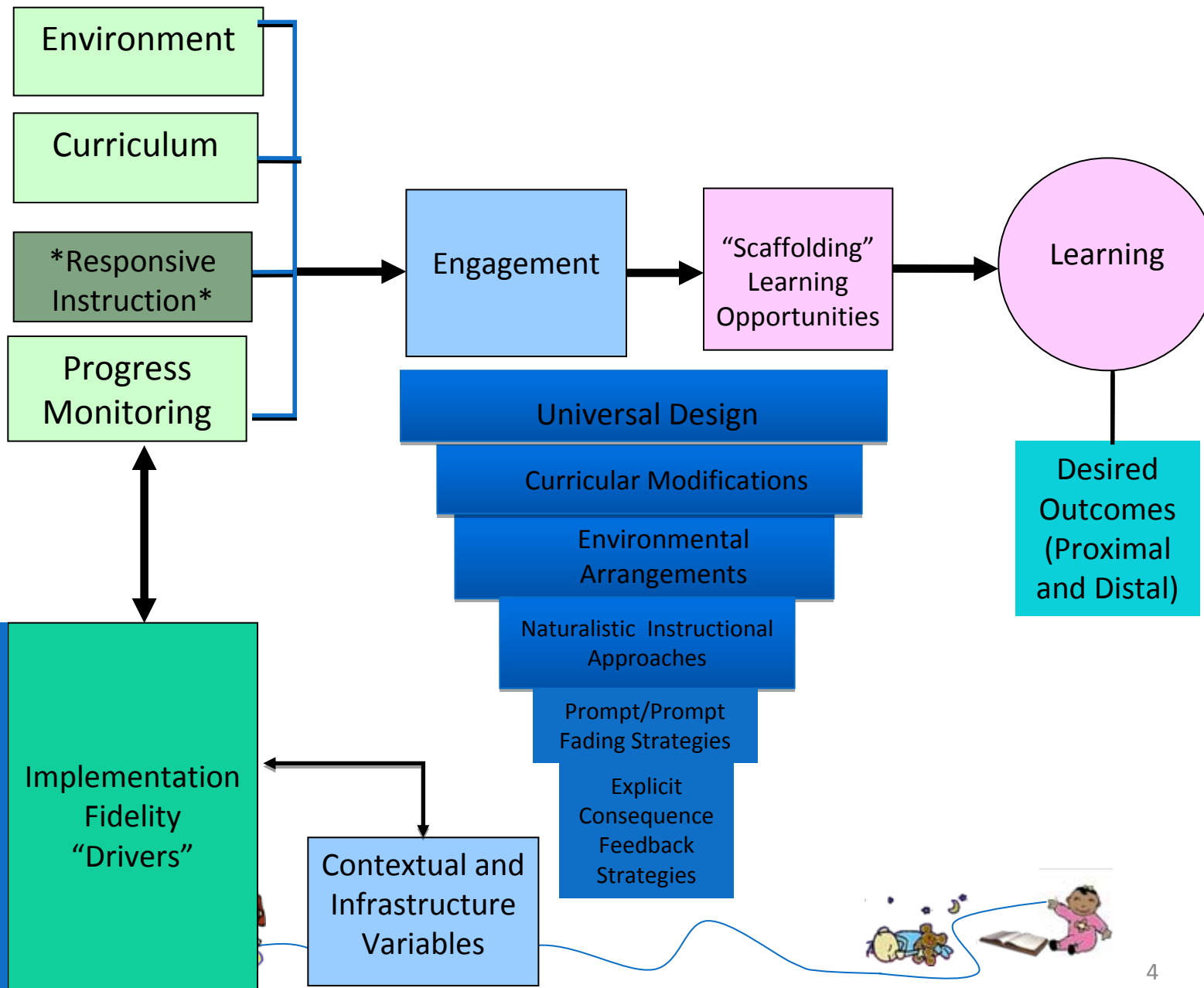
So....

- We would like to summarize some promises and challenges

and

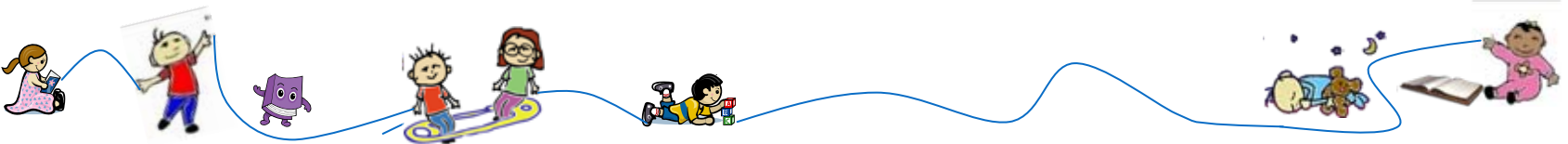
- Would like YOU to “respond”





Some promises ...

- Data is no longer a “dirty” four-letter word
- Light is shining again on the importance of responsive, intentional, and systematic [differentiated] support and instruction
- Focus on who we teach [all children], what we teach, where we teach, and how we teach
- Focus on prevention and intervention
- “Quality” rating systems in early childhood
- Cross-sector EC initiatives



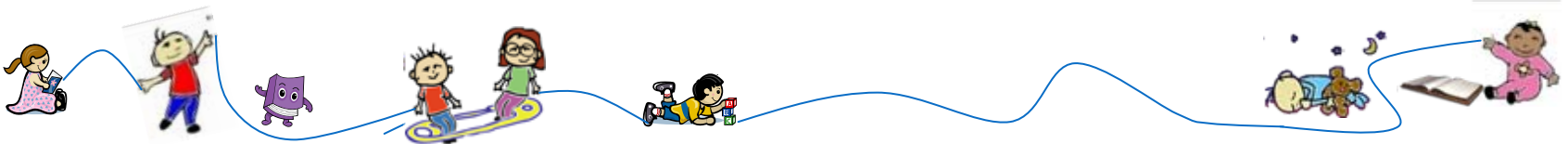
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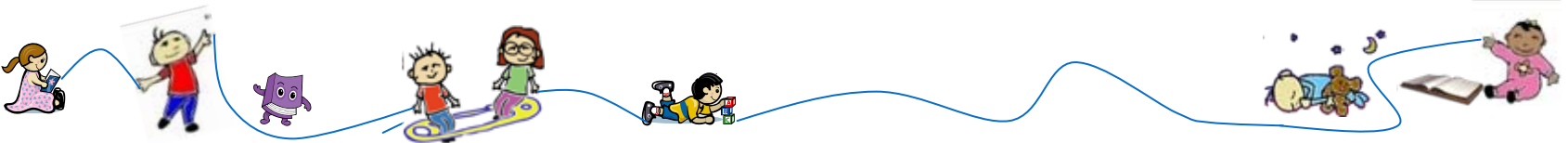
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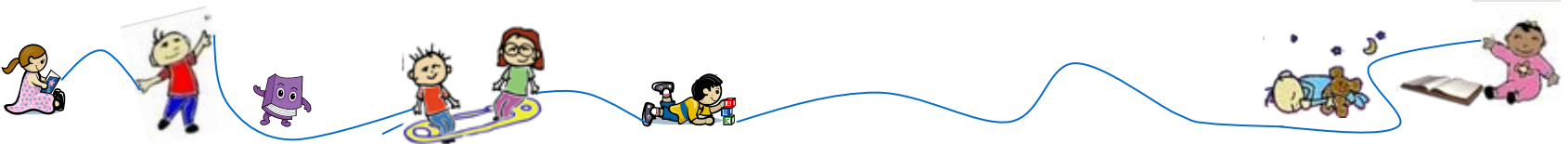


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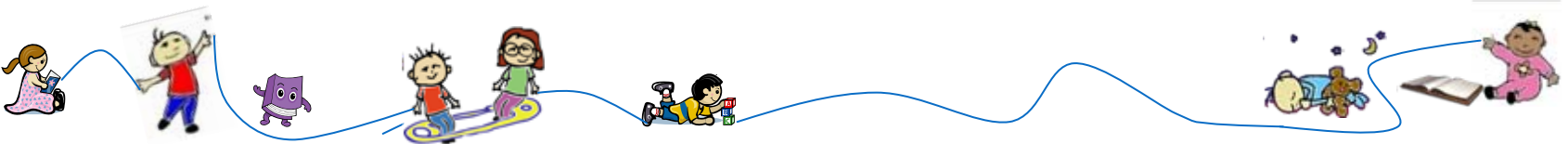
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But, “the devil is in the details...”

- Needs for benchmarks for informed decision making
- Defining “quality” core instruction
- Reaching consensus on “desired results” or “desired outcomes”
- Technically adequate measures that support instruction and decision making
- Decision rules about support and instructional intensity
- Risk models are appealing, but remember it is about risk, resilience, and protective factors
- Making it “doable” in real-world contexts
- Challenges inherent within and across early childhood sectors (“universal” is sometimes challenging in the “un-system”)



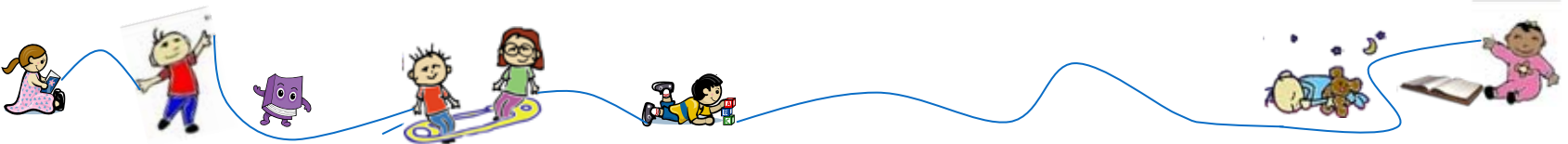
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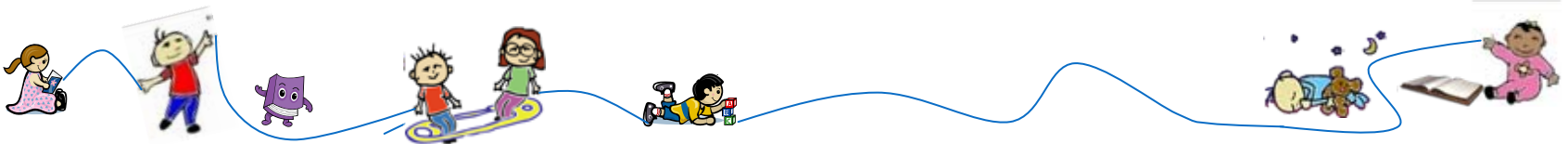
Some Additional Considerations...

- Eliminate poor instructional quality as the explanation for learning difficulty (Posney, 2009)
- We need technology to improve instruction and data-based decision making, not more frameworks that talk about “tiered” support or instruction



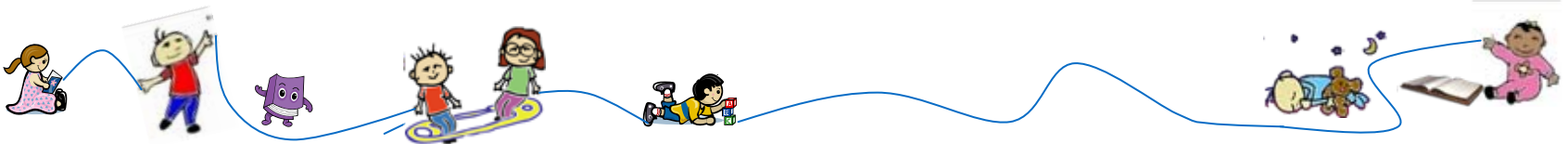
Some Caveats and Lessons Learned

- We have “non-responders” in EC RtI, but it is not the children
- In EC RtI, it is the adults and learning environment who must be “responsive”
 - Responsive to children and to data



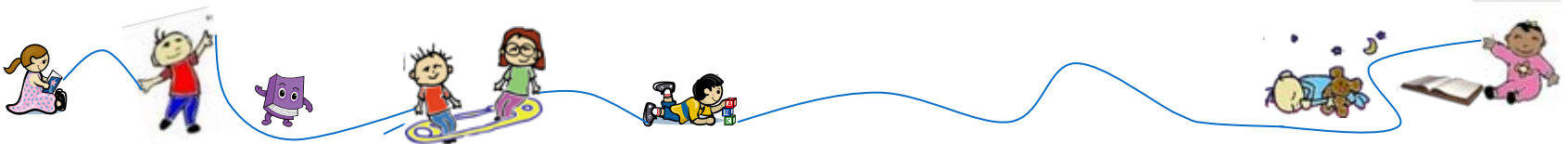
A Simple (?) Premise...

- Ensuring children have sufficient learning opportunities when they need them and ensuring learning opportunities involve intentional and systematic instructional procedures implemented with fidelity and with sufficient intensity to support or accelerate learning



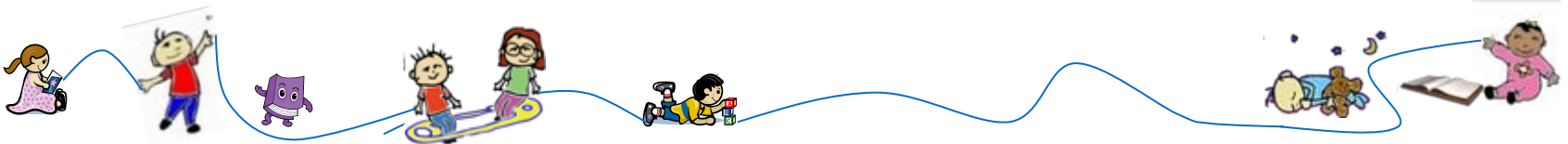
Another Simple (?) Premise

- Ensuring children with learning challenges access and participate in everyday activities and routines and receive sufficient and efficient targeted support or instruction when and where they need it



Discussion

- Discuss questions at your tables (pick one or two)
- 30-min for discussion
- 3-minute summary from each of 10 tables (random selection)



Questions?

1. Is RtI new, or is it an emperor with new clothes? What are the new clothes the emperor is wearing? 3 Tables
2. What is quality “core” instruction? 2 Tables
3. How will we use data to make informed decisions? (How will we let the “data speak”?) 2 Tables
4. As we think about risk, what resilience and protective factors should we consider? 1 Table
5. If we have quality instruction that is differentiated and responsive to ongoing progress measures – do we need RTI? 1 Table
6. What factors do we need to consider to make this “do-able” in practice settings? 5 Tables
7. What level of integrity/fidelity is needed to achieve desired results? 2 Tables

