

Taking a Snapshot of Early Childhood RTI Implementation

Maura W. Linas, Judith J. Carta, & Charles R. Greenwood
Center for Response to Intervention in Early Childhood (CRTIEC)
www.crtiec.org

The purpose of this investigation was to assess the implementation status of RTI in Early Childhood nationally. Results indicated that states are beginning to have discussions about RTI and are introducing RTI concepts in professional development. Programs most likely to be implementing RTI are early childhood special education and state-funded pre-k programs targeting language/early literacy and social/behavioral outcomes. The greatest challenges reported were untrained staff, limited resources, lack of knowledge, and lack of Tier 2 and 3 interventions. Most states report implementing evidence-based Tier 1. The vast majority of states report not yet having RTI models that can be shared with others. Clearly, early childhood RTI nationally is of interest but only just beginning to be considered.

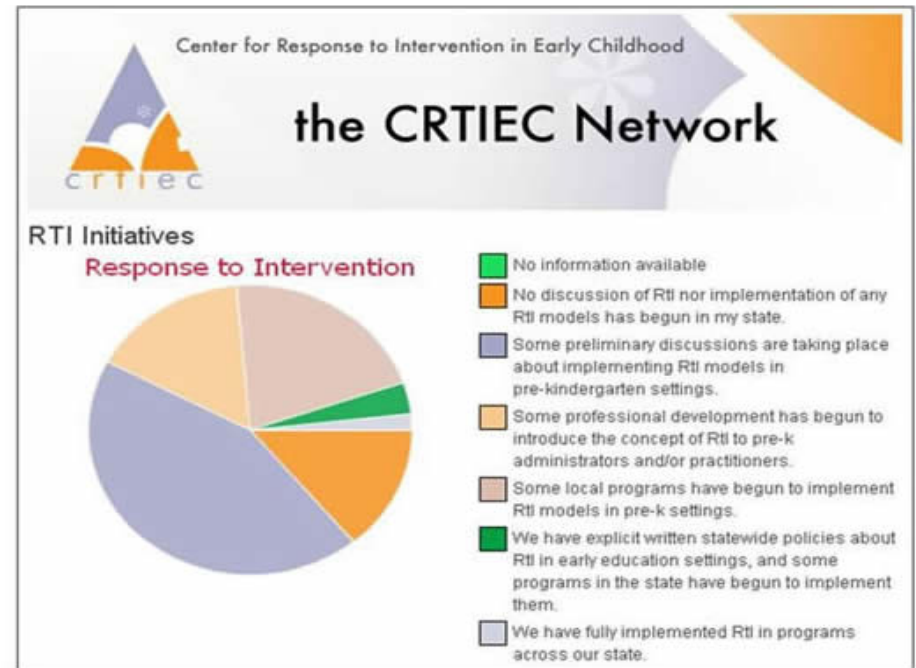
Measurement and Procedures

An 8-item survey was developed based on a brief review of the literature and discussions among colleagues to determine relevant questions. The first item was a multiple choice question where the choices were ordered ranging from *No Implementation* to *Full Implementation* in my state. The last survey question contained 9 statements reflecting challenges to RTI implementation. Each was evaluated on a 4-level Likert scale ranging from *Little/No Challenge* to *Significant Challenge*. Separating these two extremes were *Some Challenge* and *Moderate Challenge* values.

If a respondent indicated that No RTI activities were going on in the state, the respondent was directed to the last question regarding challenges, skipping the intervening items because these details tapped only aspects of implementation when reported happening in the state. A driving concept behind the survey was collection of information that might inform research, practice, and policy; by determining aspects of need that research and development could be profitably focused. The survey was developed and delivered to respondents using the Survey Monkey website (online at www.surveymonkey.com) and related tools. After developing, revising, and testing the survey, respondents were sent an introductory email explaining the purpose and value of this inquiry, as well as the human subjects protection procedures used to maintain confidentiality of the information.

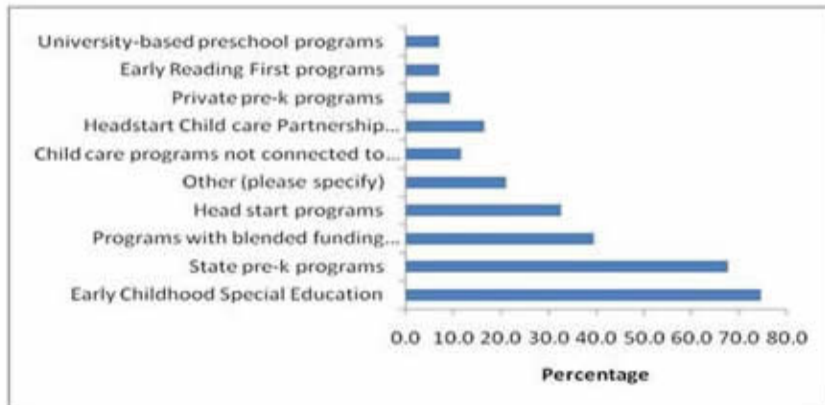
The actual survey was accessed by respondents through a link in the email that delivered the survey form ready for completing. Following this first email, 3 subsequent email reminders were sent to those not responding at approximately 2 week intervals. In all, data was received representing 44 entities (40 states and Washington, DC, 3 territories [i.e., Guam, Federated States of Micronesia, Republic of Palau], and other entities, i.e., the Bureau of Indian Affairs). Of these 44, 11 received input from both the state 619 coordinator and Pre-K leader. A MSEXCEL dataset containing the set respondents records including written comments was downloaded from the website and analyzed using basic descriptive statistics and graphical displays.

What was the Reported Status of National Early Childhood RTI Implementation?

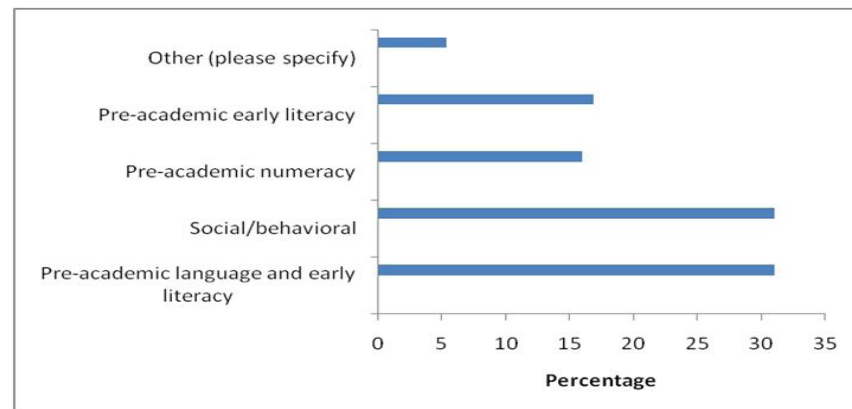


Taking a Snapshot of Early Childhood RTI Implementation

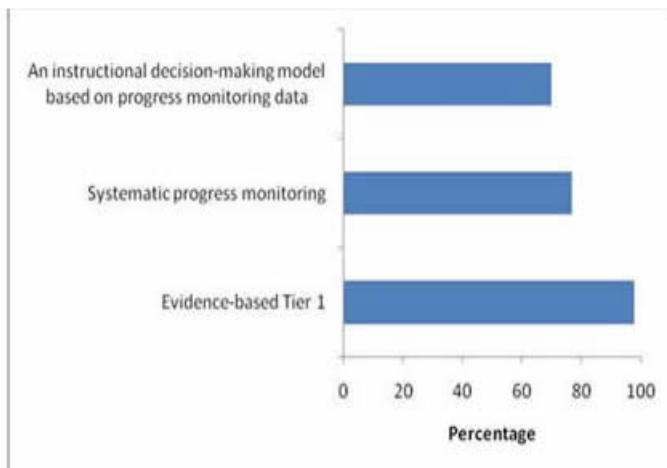
If Implemented, In What Early Child Program Types are Activities Underway?



If Implemented, In What Curriculum Areas/Topics are Activities Underway?



If implemented, what RTI components are being used?



What challenges were reported?

Challenge	Little/no Challenge	Some Challenge	Moderate Challenge	Significant Challenge	Ave Rating	Count
Insufficiently trained personnel in RtI components	0.0% (0)	14.3% (7)	24.5% (12)	61.2% (30)	3.47	49
Lack of resources for developing an infrastructure	2.0% (1)	24.5% (12)	20.4% (10)	53.1% (26)	3.24	49
Lack of knowledge of how build an RtI model	0.0% (0)	24.5% (12)	34.7% (17)	40.8% (20)	3.16	49
Lack of intervention strategies for Tier 2 or Tier 3	6.1% (3)	24.5% (12)	30.6% (15)	38.8% (19)	3.02	49
Lack of progress monitoring measures	6.1% (3)	26.5% (13)	30.6% (15)	36.7% (18)	2.98	49
Lack of evidence-based Tier 1 programs	10.2% (5)	38.8% (19)	26.5% (13)	24.5% (12)	2.65	49
Lack of administrative support and leadership	6.1% (3)	36.7% (18)	42.9% (21)	14.3% (7)	2.65	49
Collaboration between ECE and ECSE systems	16.3% (8)	30.6% (15)	28.6% (14)	24.5% (12)	2.61	49
Other	53.1% (26)	10.2% (5)	10.2% (5)	26.5% (13)	2.10	49

Reference

- Berkeley, S., Bender, W. N., Peaster, L. G., & Saunders, L. (2009). Implementation of response to intervention: A snapshot of progress. *Journal of Learning Disabilities, 42*(1), 85-95.
- Linan, M. W., Carta, J. J., & Greenwood, C. R. (2009, June). [Taking a snapshot of Early Childhood Response to Intervention \(RTI\) across the USA](#). Poster presented at the IES Research Conference, Washington, DC.