

RTI Goes to Pre-K

An Early Intervening System Called Recognition & Response

Defining Features of RTI

- An effective core curriculum
 - Standardized prevention interventions that have been validated through research
 - Integrated assessment system that includes universal screening and progress monitoring
- Note: Some RTI models also include a problem-solving process to support data-based decision-making

Conceptual Framework for R&R System

- Intervention hierarchy
- Screening, assessment, and progress monitoring
- Research-based curriculum, instruction, and interventions
- Collaborative problem-solving process for decision-making

Thoughts on Universal Screening

- Comprehensive (includes all developmental domains and academic content areas)
- Designed to be administered multiple times each year
- Easy to administer, score, and interpret
- Sensitive to individual differences
- Provides information on both level and rate of growth
- Related to long-term educational goals and not tied to a particular curriculum

Principals for Developing the Response Manual

- Merged the best aspects of general education and special education
- Combined the standard treatment protocol and problem-solving process from RTI
- Content is based on the best predictors of language and literacy skills in pre-k
- Curricula and instructional approaches for pre-k are validated through research
- Methods for scaffolding learning are based on empirical evidence
- A balance of explicit and embedded approaches
- Guidelines for implementation provided



Resources

Download the FPG Child synthesis paper at: <http://www.fpg.unc.edu/~randr/>

Visit the R&R official website at: Recognition and Response: Pathways to Success for Young Children (<http://www.recognitionandresponse.org/>)

To learn more about RTI see the following:

National Center for Learning Disabilities (<http://www.nclد.org/content/view/1002/389/>)

To learn more about other multi-tier models in early childhood see: School Psychology Review (special issue) <http://www.nasponline.org/publications/spr/index.aspx?vol=35&issue=4>

To learn more about early childhood program standards related to assessment & curriculum go to: National Association for the Education of Young Children (2005) – Accreditation Criteria for Curriculum (<http://www.naeyc.org/academy/standards/standard4/>)

For more information on general outcome measures, see: Get It, Got It, Go! website (IGDIs): <http://www.education.umn.edu/CEED/projects/ggg/default.html>

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