The Abstract

The Response to Intervention (RTI) approach to assessment and service delivery is becoming common in elementary schools nationally and its prevalence is increasing rapidly. Less common, however, is its RTI in early childhood education and early intervention. This study examines the extent to which states have begun to implement practices related to RTI in early childhood programs. This study reports findings from national surveys in 2009 and 2010 regarding states’ interest in and implementation of preschool RTI.

Methods

The RTI approach in elementary schools nationally is increasing common (Berkeley, Bender, Pease, & Saunders, 2006). They reported that 15 states have adopted an RTI model with 9 implementing on a large scale. 17 states reported on evaluation and implementation in early childhood (pre-K) settings (e.g., Pre-K, Head Start, etc.) is unknown. A valuable probability resource for educators and policymakers, the purpose of this investigation is to add to this knowledge by examining the implementation status of RTI in Early Childhood settings across US states and territories.

Results

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

Methods (Continued)

Following items regarding demographic information (name, state, role/position), the first item on all surveys was a multiple choice question where choices were collapsed from 12 to 10 options. The second item asked if the respondent indicated any type of RTI implementation. Questions followed asking in which early childhood settings implementation was taking place. In what areas of curriculum it was focused, which RTI components were included, and which components program monitoring tools, instructional decision making models were being used. All respondents indicated that RTI activities were occurring, the respondent was directed to a question near the end of the survey regarding challenges, stopping the intervening item.

Discussion

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 using RTI curricula and professional development. Programs more likely to be implementing RTI are early childhood special education schools who fund RTI in pre-K settings. The greatest challenges reported were untrained staff, lack of knowledge, lack of Tier 2 and Tier 3 interventions. The vast majority of states report not yet having RTI.

References

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 using RTI curricula and professional development. Programs more likely to be implementing RTI are early childhood special education schools who fund RTI in pre-K settings. The greatest challenges reported were untrained staff, limited resources, lack of knowledge, and lack of Tier 2 and 3 interventions. Most states reported having RTI models that can be shared with others. Clearly, early childhood RTI is of interest by just only beginning to be implemented.