USA Snapshot: The Prevalence of Response to Intervention in Preschool Classrooms
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Abstract
The Response to Intervention (RTI) approach to assessment and service delivery is common in elementary school settings nationally and its prevalence is increasing nationally. Less common however is an RTI approach to early childhood education and early intervention. This ongoing study examines the extent to which the field's reporting of implementation of RTI practices in early childhood programs. This study reports findings from an annual national survey (2009-2011) of state 619 collaboration office directors, preschool directors and Head Start Collaboration Office Directors regarding states' interest and implementation of preschool RTI.

Introduction
The RTI approach in elementary school settings nationally is increasing common (Berlinerdeau, Bender, Peaster & Saunders, 2009). Similar knowledge regarding the status of RTI implementation in early childhood programs (e.g., 619, Head Start) is less common (Greenwood, Bradfield, Kaminski, Linas, Carta, & Nylander, 2011). The purpose of this investigation is to update this knowledge by examining the reported implementation status of RTI in Early Childhood settings across US states and territories.

Research Questions
1. What is the extent that state-level early childhood administrators and Head Start Center Collaboration Office Directors report the RTI approach being implemented on a national basis in 2009, 2010, and 2011?
2. What changes in implementation are being reported?
3. In what program types is RTI currently implemented?
4. What are the challenges in implementing RTI in early childhood settings as perceived by early childhood professionals?

Sample
Two populations of state early childhood leaders (a) IDEA Part-B [619] directors, and state Pre-K directors (in years 2009, 2010, and 2011) and (b) State Head Start Collaboration Office Directors (years 2010-2011) were surveyed. A listing of these leaders in each state and territory and their contact information was obtained from the NECTAC website (online at http://www.nectac.org/contact/619coord.asp) and the Head Start website (online at http://www.hhs.gov/ohs/402a/hsprg/trans/2005/071505.htm). The number of IDEA Part-B [619] directors and state Pre-K directors reporting was 57 (2009), 51 (2010), and 53, (2011). The number of State Head Start Collaboration Office Directors responding was 27 in 2010 and 41 in 2011.

Measurement and Procedures
Two highly similar surveys were used for each set of program directors tailored to their programs mission with some items written specifically for each set of directors. A response rate of 48% was calculated based on the initial distribution of surveys and the subsequent email that requested participation and included the survey link. All responses were coded into an EXCEL dataset containing the set respondents' records including written comments was downloaded from the website and analyzed using basic descriptive statistics and graphical display. The percentage of all respondents combined contributing surveys were 35%, 34%, and 4% for years 2009, 2010, and 2011, respectively. Due to reporting inconstancies, the graphical display below represents Head Start data from only states where RTI status was reported in both 2010 and 2011.

Methods
What was the multiple choice question regarding the status of RTI planning and implementation where choices were ordered ranging from "No Implementation" to "Full Implementation" in my state? If a respondent indicated any type of RTI implementation, questions followed asking in which early childhood settings implementation occurred. The fields was taking place, in what areas of curriculum was it focused, which RTI components were included, and which curriculum, progress monitoring tools, instructional decision-making models were being used. If a respondent indicated that RTI activities were occurring, the respondent was directed to a question near the end of the survey regarding where RTI was implemented in early childhood settings and the RTI process.

Survey questions (all years) contained 9 statements reflecting challenges to RTI implementation. Each was evaluated on a 5-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree". The RTI survey was administered annually and the initial email that requested participation was a reminder to complete the survey. The survey was administered via the SurveyMonkey site (online at http://www.surveymonkey.com). The survey was administered to 174 states in 2009; the 174 states in 2010; the 174 states in 2011; the 174 states in 2012. The number of IDEA Part-B [619] directors reporting implementation of RTI was 63 (2009), 67 (2010), 59 (2011), and 65 (2012). The number of state 619 directors reporting implementation of RTI was 411 (2009), 434 (2010), 413 (2011), and 324 (2012). The number of state 619 directors reporting implementation of RTI was 411 (2009), 434 (2010), 413 (2011), and 324 (2012). The Head Start survey was developed by the RTI Center at the University of Kansas, The Ohio State University, University of Minnesota, and the Dynamic Measurement Group.

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

Discussion
The purpose of this investigation was to assess progress implementing RTI in Early Childhood nationally. Results indicated that states were increasing their focus on RTI and moving in that direction based on trends in further discussion and implementation at a program level. Progress most advanced in early childhood programs were identified and the most common focus were those targeting language/early literacy and social/behavior outcomes. The greatest challenge reported were staff time and expertise. The unacceptably high percentage of states report not having RTI models that can be shared with others. These data suggest that at least these selected early childhood programs, RTI and Multi-Tiered Systems of Support are of increasing interest nationally, yet still not only reaching to realize more than minimal implementation nationally.