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Abstract
The RTI approach in elementary schools nationally is increasing common (Barberley, Bande, Peaster, & Saunders, 2009). Similar knowledge regarding the status of RTI implementation in early childhood programs is limited. The purpose of this study was to update this knowledge by examining the reported implementation status of RTI in Early Childhood settings across US states and territories.

Introduction
The RTI approach in elementary schools nationally is increasing common (Barberley, Bande, Peaster, & Saunders, 2009). The purpose of this study was to update this knowledge by examining the reported implementation status of RTI in Early Childhood settings across US states and territories.

Research Questions
What is the extent that the RTI approach is being implemented nationally across 2009-2012?
What is the extent that the RTI approach is being implemented nationally in 2012 compared to previous years?
What are the challenges to RTI implementation identified in 2012?

Methods
Two populations of state early childhood leaders (a) IDEA-B (815) directors and state Pre-K directors in years 2009, 2010, 2011, and 2012 and (b) State Pre-K Directors and State Head Start Collaboration Office Directors (in years 2009, 2010, and 2011) were surveyed. A total of 819 leaders in each state and territory and their offices of 619 directors, preschool directors, and Head Start State Collaboration Office Directors responding to the initial email requests were interviewed.

Measurement and Procedures
The Response to Intervention (RTI) approach to assessment and service delivery is common in elementary schools nationally and its prevalence is increasing nationwide. Less common however, is an RTI approach to early childhood education and early interventions. This study reports findings from an annual national survey (2009-2012) of state RTI coordinators, preschool directors, and Head Start State Collaboration Office Directors regarding their state’s interest and implementation of preschool RTI.

Results
Results indicated that states were increasing their focus on RTI and moving in that direction based on trends in early literacy, early reading, and special education systems.

Discussion
This study was to assess progress implementing RTI in Early Childhood nationally. Results indicated that states were taking a more focused on RTI and moving in that direction based on trends in early literacy, early reading, and special education systems.

References
Barberley, P., Bande, Y., Peaster, J., & Saunders, J. (2009). The Response to Intervention (RTI) approach to assessment and service delivery is common in elementary schools nationally and its prevalence is increasing nationwide. Less common however, is an RTI approach to early childhood education and early interventions. This study reports findings from an annual national survey (2009-2012) of state RTI coordinators, preschool directors, and Head Start State Collaboration Office Directors regarding their state’s interest and implementation of preschool RTI.

Graph 1: Percentage Reporting

Graph 2: Response to Intervention (RTI) Approach

Graph 3: What are the Challenges to RTI Implementation identified in 2012?

Graph 4: Results What is the Reported Status of National Early Childhood RTI Implementation

Graph 5: Discussion The purpose of this investigation was to assess progress implementing RTI in Early Childhood nationally. Results indicated that states were taking a more focused on RTI and moving in that direction based on trends in early literacy, early reading, and special education systems.

Graph 6: References

Graph 7: Figure 1: What program types are currently implementing RTI Early Childhood Settings?

Graph 8: Figure 2: What are the Challenges to RTI Implementation identified in 2012?