

## Response to Intervention (RtI) Resource Guide

January 2007

Many states are working to develop and implement models for response to intervention (RtI) and are in different stages of carrying out their initiatives. The following RtI resource information is offered to those policymakers, administrators, and other educators seeking relevant information in order to develop and implement a model that best suits the unique and individual needs of their educational organizations and states. It presents resources in the following areas:

- Articles, papers, and publications relating to RtI
- Informative RtI websites
- RtI efforts in various states

In order to present a more holistic overview of the topic, this guide includes resources that have divergent views about RtI practices and implementation strategies. The Great Lakes West Comprehensive Assistance Center does not endorse one view or perspective over another. The resources are provided for the benefit of educational professionals seeking useful information and research data on the topic. Such data include journal articles, policy papers, presentations, and Internet links to RtI-oriented websites. Citations are followed by brief summaries of either the cited article or the pertinent website. Readers are encouraged to seek out the cited original sources in order to obtain greater clarity and depth in the specific RtI area described.

For ease of access, an electronic version of this document with active hyperlinks is available through the Great Lakes West website at <http://www.learningpt.org/greatlakeswest/rti/>.

### Articles, Papers, and Publications Relating to RtI

Canter, A. (2006). Problem solving and RtI: New roles for school psychologists. *Communique*, 34(5). Retrieved January 9, 2007, from <http://www.nasponline.org/publications/cq/cq345rti.aspx>

This four-page article presents a systematic intervention model for assisting general education teachers in their efforts to prevent school failure. The model is based on four pillars: initial teacher planning, comprehensive teacher professional development, team collaboration, and a focus on small student groups.

Denton, C. A., & Vaughn, S. (2003). Bringing research-based practice in reading intervention to scale. *Learning Disabilities and Practice*, 18(3), 201–211.

The authors suggest that meaningful RtI reform related to reading instruction must come as a result of collaboration among educational practitioners, researchers, parents, policymakers, and other key stakeholders.

Garcia, S. B., & Ortiz, A. A. (2004). *Preventing disproportionate representation: Culturally and linguistically responsive prereferral interventions*. Denver, CO: National Center for Culturally Responsive Educational Systems. Retrieved January 9, 2007, from [http://www.nccrest.org/Briefs/Pre-referral\\_Brief.pdf?v\\_document\\_name=Pre-Referral%20Brief](http://www.nccrest.org/Briefs/Pre-referral_Brief.pdf?v_document_name=Pre-Referral%20Brief)

This publication is part of the Practitioner Brief series from the National Center for Culturally Responsive Educational Systems. It offers a focus on those students who may present unique challenges when implementing RtI. The authors highlight four key elements of culturally and linguistically responsive prereferral intervention for culturally and linguistically diverse students: (1) preventing school underachievement and failure, (2) early intervention for struggling learners, (3) diagnostic/prescriptive teaching, and (4) availability of general education problem-solving support systems.

Fuchs, L. S. (2003). Assessing intervention responsiveness: Conceptual and technical issues. *Learning Disabilities and Practice, 18*(3), 172–186.

The author introduces and discusses three specific assessment components for identifying and treating students with learning disabilities: (1) correctly timing the student response measurement to the designated intervention treatment, (2) employing the best criterion for assessing learning adequacy, and (3) accurately describing the nature of the disability. Alternative methods of identifying students with learning disabilities also are discussed.

Fuchs, L. S., Mock, D., Morgan, P. L., & Young, C. L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities and Practice, 18*(3), 157-171.

The authors describe and assess the merits of the two most popular RtI models currently in use: the “problem-solving” and the “standard-protocol” models. These two models are examined and contrasted by how they each identify and then treat students with learning disabilities in an educational setting.

Marston, D., Muyskens, P., Lau, M., & Canter, A. (2003). Problem-solving model for decision making with high-incidence disabilities: The Minneapolis experience. *Learning Disabilities and Practice, 18*(3), 187–200.

The problem-solving model (PSM) for RtI is currently used in the Minneapolis Public Schools system. This model guides decision making in most of the district’s intervention scenarios. The authors discuss the limitations and barriers to using the PSM research methodology in actual school settings. They also suggest ways to overcome these inherent problems in order to enhance treatment integrity.

National Association of State Directors of Special Education. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: Author.

This 64-page book provides policy and implementation options relating to RtI. It also discusses the law and policy predating IDEA 2004 to provide a historical background and then focuses on an array of implementation issues. The book is available from NASDSE for \$15 for a single copy. (Discounts are offered for multiple copies). Order form is available online at <http://www.nasdse.org/documents/RtI%20Order%20Form.pdf>.

National Association of State Directors of Special Education (NASDSE). (2006). *Myths about response to intervention (RtI) implementation*. Alexandria, VA: Author. Retrieved January 9, 2007, from <http://www.nasdse.org/documents/Myths%20about%20RtI.pdf>

This short paper addresses 11 commonly held misconceptions about the implementation of RtI and briefly explains the misunderstandings.

*New roles in response to intervention: Creating success for schools and children* (2006). Bethesda, MD: National Association of School Psychologists. Retrieved January 9, 2007, from <http://www.nasponline.org/advocacy/New%20Roles%20in%20RTI.pdf>

This 52-page collection of position papers on RtI represents the collaborative work of the contributing organizations listed below. As such, their combined thoughts do not necessarily yield a consensus for how to best define or approach the issue of RtI. Instead, they provide readers with an appreciation of the depth and breadth of the ongoing field research and reveal the challenges of instituting an RtI program.

Contributing Organizations: American Speech-Language-Hearing Association (ASHA), Council of Administrators of Special Education (CASE), Council for Exceptional Children (CEC), Council for Learning Disabilities (CLD), Division for Learning Disabilities (DLD), International Dyslexia Association (IDA), International Reading Association (IRA), Learning Disabilities Association of America (LDA), National Association of State Directors of Special Education (NASDSE), National Association of School Psychologists (NASP), National Center for Learning Disabilities (NCLD), National Education Association (NEA), School Social Work Association of America (SSWAA)

Speece, D. L., Case, L. P., & Molloy, D. E. (2003). Responsiveness to general education instruction as the first gate to learning disabilities identification. *Learning Disabilities and Practice*, 18(3), 147–186.

The authors reviewed three research papers to assess the validity of students with learning disabilities as they respond to general education reading instruction. One finding was that children who participated in specially designed general education reading interventions had better outcomes than did similar students who did not participate.

Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities and Practice*, 18(3), 137–146.

The authors provide an overview to a response-to-instruction approach and indicate how learning disabilities are identified within the context of a school setting. They discuss the need for validated interventions and assessment methods that best suit the identified student.

## **Informative RtI Websites**

### **Focus on Response to Intervention: RTI Resource Library**

(developed by the International Reading Association)

[http://www.reading.org/resources/issues/focus\\_rti\\_library.html](http://www.reading.org/resources/issues/focus_rti_library.html)

This website is a resource library that provides a wide array of RtI-related journal articles, relevant Internet links, policy papers, and presentations.

### **National Center on Culturally Responsive Educational Systems (NCCRESt)**

<http://www.nccrest.org>

NCCRESt offers its position paper on *Cultural Considerations and Challenges in Response-to-Intervention Models* at

[http://www.nccrest.org/PDFs/rti.pdf?v\\_document\\_name=Culturally%20Responsive%20RtI](http://www.nccrest.org/PDFs/rti.pdf?v_document_name=Culturally%20Responsive%20RtI).

It also offers website visitors an opportunity to post papers and presentations as well as to download information regarding RtI. This portion of the site is available at

[http://www.nccrest.org/clearing\\_house/downloads.html](http://www.nccrest.org/clearing_house/downloads.html)

### **Regional Resource and Federal Center (RRFC) Network**

[http://www.rrfcnwork.org/component/option,com\\_frontpage/Itemid,1/](http://www.rrfcnwork.org/component/option,com_frontpage/Itemid,1/)

The six regional resource centers (RRCs) for special education and the Federal Resource Center (FRC) have a common and extensive database from which to obtain information regarding RtI and many other topics. A search for information at this website or any of the RRC websites will draw from a combined and common FRC resource bank. Under the topical area RtI, one will find information about statewide initiatives. California and Florida are among the states highlighted.

### **Response-to-Intervention—The Promise and the Peril**

(developed by the Council on Exceptional Children)

<http://www.cec.sped.org/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=7600>

In this website, the initial information on RtI covers many important topics. It offers a number of papers, PowerPoint presentations, and other information on RtI from the Council on Exceptional Children as well as from other sources.

### **Responsiveness to Intervention and Learning Disabilities**

(posted at the National Center for Learning Disabilities [NCLD])

<http://www.nclld.org/index.php?option=content&task=view&id=497>

This June 2005 report, prepared by the National Joint Committee on Learning Disabilities, represents the contributions of 11 national and international organizations. It examines the concepts, potential benefits, practical issues, and unanswered questions associated with RtI and learning disabilities.

### **Responsiveness-to-Intervention Evaluation, Technical Assistance, and Dissemination Activities**

(developed by the National Research Center on Learning Disabilities [NRCLD])

<http://www.nrclld.org/research/rti.shtml>

This website offers the results of meetings, conferences, and papers, as well as a link to the model site research being carried out with the national network of Regional Resource Centers (RRCs) in this field.

### **RTI Resource Center**

(developed by Autoskill)

<http://www.autoskill.com/intervention/rti.php?gclid=CJyJq4r9nIkCFRF3SAodxTJ-MQ>

This resource center website, developed by AutoSkill, is a clearinghouse for useful RtI academic research sites, relevant RtI associations, RtI presentations/seminars, and recommended additional RtI resource links. It offers educational administrators, researchers, teachers, and other practitioners a productive departure point for gaining greater insight into RtI.

### **Special Education: Grades K–12**

(developed by the Center on Instruction)

<http://www.centeroninstruction.org/resources.cfm?category=specialEd>

Under its “Special Education” menu on the home page, the Center on Instruction offers a useful collection of materials, PowerPoint presentations, and papers from multiple sources on RtI.

### **RtI Efforts in Various States**

The following individual state efforts are offered (in alphabetical order) to provide new perspectives and approaches to those seeking to develop, implement, or improve a plan. They provide an array of approaches and manners in which RtI has been planned, developed, and implemented at the state level. A feature from one state’s work may serve as inspiration for another state’s design.

#### **Colorado**

- **Response to Intervention (RtI)**  
<http://www.cde.state.co.us/cdesped/RtI.asp>

## Minnesota

- **Guidelines for a Minnesota Model for Responsiveness to Intervention**  
<http://education.state.mn.us/mdeprod/groups/SpecialEd/documents/Announcement/009253.pdf>

## Nebraska

- **Response-to-Intervention Consortium**  
<http://rtinebraska.unl.edu/index.html>
- **Response to Intervention Video Conference**  
<http://www.nde.state.ne.us/ResponsetoInterventionVideoConference.htm>

## New Jersey

- **English Language Learners and Special Education** (PowerPoint)  
[www.state.nj.us/njded/bilingual/resources/ell.ppt](http://www.state.nj.us/njded/bilingual/resources/ell.ppt)

## New Mexico

- **Response to Intervention: A Systematic Process to Increase Learning Outcomes for All Students** (Guidance Document for New Mexico Schools)  
<http://www.ped.state.nm.us/div/acc.assess/assess/dl/misc/RtIManualFinalCombo2006%2012-06.pdf>

## North Carolina

- **Response to Intervention in North Carolina: Implementation of a Problem Solving Model** (PowerPoint)  
<http://www.ncpublicschools.org/docs/curriculum/dec.ppt>
- **Response to Intervention Training Materials**  
<http://www.ncpublicschools.org/ec/development/learning/intervention/rtimaterials>

## Oregon

- **Oregon's Response to Intervention Initiative**  
<http://www.ode.state.or.us/initiatives/idea/rti.aspx>

## Washington

- **Response to Intervention, Universal Screening, Progress Monitoring, and Model Programs, Policies and Procedures**  
<http://www.k12.wa.us/SpecialEd/RtI.aspx>

## Wisconsin

- **Response to Intervention**  
<http://dpi.wi.gov/sped/rti.html>