



REGIONAL EDUCATIONAL LABORATORY at EDC

Resources on Response to Intervention

This document compiles resources from the Institute of Education Science's Regional Educational Laboratories (REL-NEI), from other U.S. Department of Education-funded projects, and from responses to questions that have been posed to the REL-NEI reference desk by educators and policy makers in our region. Resources within range from rigorous random control trial studies to policy and informational briefs, and a list of organizations included as additional information. The resources here provide examples of the depth and breadth of the information available on Response to Intervention (RtI). If after reading this document, you have additional questions, please submit them to the REL-NEI reference desk through the Regional Educational Laboratories' free [Ask-A-Rel](http://ies.ed.gov/ncee/edlabs/askarel/index.asp?REL=northeast) service. (<http://ies.ed.gov/ncee/edlabs/askarel/index.asp?REL=northeast>)

RESEARCH REPORTS – U.S. Dept. of Education's Institute of Education Sciences

What Works Clearinghouse (WWC) Practice Guides

Descriptions are taken from the WWC Practice Guides listing.

(<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>)

- **Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools: A Practice Guide**

April 2009

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf

Prepared by: Russell Gersten (Instructional Research Group); Sylvia Beckmann (University of Georgia); Benjamin Clarke (Instructional Research Group); Anne Foegen (Iowa State University); Laurel Marsh (Howard County Public School System); Jon R. Star (Harvard University); and Bradley Witzel (Winthrop University)

Description: Taking early action may be key to helping students struggling with mathematics. The eight recommendations in this guide are designed to help teachers, principals, and administrators use Response to Intervention for the early detection, prevention, and support of students struggling with mathematics.

Major partners: Education Development Center
55 Chapel Street
Newton, MA 02458-1060
617-969-7100

Learning Innovations at WestEd
200 Unicorn Park Drive
Woburn, MA 01801
781-481-1100

American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007
202-403-5000

relnei.org

(Research Reports continued)

- **Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades: A Practice Guide**

February 2009

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Prepared by: Russell Gersten (Instructional Research Group); Donald Compton (Vanderbilt University); Carol M. Connor (Florida State University); Joseph Dimino (Instructional Research Group); Lana Santoro (Instructional Research Group); Sylvia Linan-Thompson (University of Texas – Austin); and W. David Tilly (Heartland Area Education Agency)

Description: This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to implement RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

Regional Educational Laboratories (RELs) Reports

Descriptions drawn from the individual REL project listings.

Published: (<http://ies.ed.gov/ncee/edlabs/projects/>);

In Process: (<http://ies.ed.gov/ncee/edlabs/relwork/index.asp>)

- **Features of State Response to Intervention Initiatives in Northeast and Island Region States** (REL-Northeast & Islands)

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=212>

November 2009

Prepared by: Candice Bocala, Daniel Mello, Kristin Reedy, and Natalie Lacireno-Paquet (WestEd).

Description: The report documents the results of a search of state education agency web sites in the nine Northeast and Islands Region jurisdictions for publicly available information related to RTI (response to intervention). It finds that seven jurisdictions have developed state documents on RTI that address core features of RTI identified by the National Research Center on Learning Disabilities: high quality classroom instruction, research-based instruction, classroom performance, universal screening, continuous progress monitoring, research-based interventions, progress monitoring during interventions, and fidelity measures. ... Documents are also categorized by theme: whether the state education agency required RTI as a component of the special education eligibility process, whether the state education agency used or encouraged a three-tiered RTI model, whether a self-assessment or local plan was required before implementing RTI at the local level, and whether the state education agency supported or funded RTI pilot sites. The seven jurisdictions used or promoted RTI as an approach to supporting struggling students in general education or for determining eligibility for special education at the local level. The most commonly found document types were nonregulatory guidance (six states), followed by regulations (four states).

(Research Reports continued)

- **Models of Response to Intervention in the Northwest Region States** (REL-Northwest)
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=180>
September 2009
Prepared by Jennifer Stepanek and Kit Peixotto (Northwest Regional Educational Laboratory).
Description: This report provides information on the response to intervention (RTI) models supported by state education agencies in the Northwest Region and identifies states' RTI-related resources, policies, and activities. The information will help the Northwest Regional Comprehensive Center focus its technical assistance for RTI and identify areas for cross-state collaboration, while enabling states to learn from each other's experience.
- **The Status of State-level Response to Intervention Policies and Procedures in the West Region States and Five Other States** (REL–West)
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=175>
August 2009
Prepared by: Jennifer J. Harr-Robins, Larisa S. Shambaugh, and Tom Parrish (AIR)
Description: Response to intervention (RTI) can be both a system for providing early interventions to struggling students and a special education diagnostic tool for evaluating and identifying students with specific learning disabilities. Contributing to the very limited literature on state-level approaches, this report describes how nine states define and support RTI at the state level, based on data collected between June and August 2008.
- **State Policies and Procedures and Selected Local Implementation Practices in Response to Intervention in the Six Southeast Region States** (REL-Southeast)
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=166>
September 2008
Prepared by: Richard Sawyer, Dana Holland, and Amy Detgen (Academy for Educational Development)
Description: This report describes how six state education agencies and three local education agencies in the Southeast Region are adopting and implementing Response to Intervention – an education approach designed to provide effective, evidence-based interventions for struggling learners.
- **State Policy Analysis on the Development and Implementation on the Response-to-Intervention Model in the Mid-Atlantic Region** (REL–Mid-Atlantic)
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=106>
In process
Principal Investigator: Kim Kellie
Abstract: ... While the use of RTI was highly encouraged both in IDEA 2004 and NCLB, the absence of the "universal" RTI model and the vast diversity of student population and educational context make the implementation of RTI in actual practice extremely challenging. REL-MA will produce a descriptive analysis of relevant state policy in the Mid-Atlantic region based on web searches and in-depth interviews; implementation challenges and effective strategies for teachers, practitioners, and administrators will also be discussed.

(Research Reports continued)

- **Analysis of Interventions that can be Used in a Response to Intervention Context: A Literature Review** (REL-Mid-Atlantic)

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=107>

In process

Principal Investigator: John Hitchcock

Abstract: Since the reauthorization of IDEA 2004, SEAs and LEAs are faced with questions about implementing RTI models in practice and interventions to use in a RTI context. This requires an understanding of evidence-base for effective practices and interventions that can be used in a context of tiered instructional strategies. Based on literature review of effective practices shown in rigorous research, REL-MA will present a compendium of interventions that can be used in a RTI context.

- **Determining Eligibility for Specific Learning Disabilities (SL) via Response to Intervention (Rtl) Models** (REL-Southeast)

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=132>

In process

Principal Investigator: Stephen Luke

Abstract: IDEA 2004 endorsed Response to Intervention (Rtl) and similar tiered intervention approaches as a strategy to provide high quality instruction matched to student need and determine in the process whether a student has a specific learning disability. To inform states' current formulation of Rtl-related policies, guidelines, and programmatic supports to LEAs, it is important to understand the various models, components, and implementation challenges associated with Rtl. REL Southeast will describe the existing literature on Rtl implementation, and produce a descriptive analysis of current state Rtl approaches and implementation case examples in the region. REL Southeast is collaborating with REL Mid-Atlantic in this investigation, which will as a result provide insight into Rtl issues across the two regions.

Regional Educational Laboratories (RELs) Webinar Archive

(Listing of all REL-NEI webinar archives: <http://www.relnei.org/events.webinararchives.php>)

- **Webinar: Response-to-Intervention Policies in 16 States** (REL-NEI & REL-West)

Description drawn from: <http://www.relnei.org/events.webinararchives.RTIpolicies.php>

January 28, 2010

Presenters: Kristin Reedy (WestEd); Carole Urbano (EDC); Natalie Lacireno-Paquet (WestEd); Candice Bocala (WestEd); Jennifer Harr-Robins (AIR); and Richard Reid (Consultant to the VT Department of Education)

Description: ...In this webinar, researchers at REL Northeast and Islands and REL West discussed two Issues & Answers Reports that reviewed state education agency (SEA) policies and supports for RTI in 16 states ... A Vermont-based education consultant discussed the implications of the reports' findings for practical implementation of RTI in schools and classrooms.

ORGANIZATIONS

The following organizations appear on responses on RtI issues produced by the REL-NEI reference desk. We have not done an evaluation of these organizations or the resources themselves, but offer this list for your information only. Descriptions in quotes are drawn directly from the organizations' websites.

- **Center for RTI in Early Childhood**

(<http://www.crtiec.org/>)

About CRTIEC; What is CRTIEC?: “Mission: To conduct research and provide resources that support application of RTI in Early Childhood Education; Purposes: provide information about progress monitoring for RTI; Provide information about evidence-based interventions and practices; Provide information about programs implementing RTI components in Early Childhood Education.” The Center is a development center funded by the National Center for Special Education Research within the Institute of Education Sciences.

- **Center on Instruction: Special Education Strand**

(<http://www.centeroninstruction.org>)

About Us: “The Center on Instruction supports the regional Comprehensive Centers as they serve state education leaders in the work of helping schools and districts meet the goals of No Child Left Behind—to close the achievement gap and improve teaching and learning for all students.” *Special Education:* “The Center on Instruction offers materials and resources to build educators’ knowledge on instruction for students with disabilities, including guidance on the application of scientifically based research and, specifically, Response to Intervention.” The Center on Instruction is one of five content centers funded by the U.S. Department of Education.

- **National Association of State Directors of Special Education, Inc.**

(<http://www.nasdse.org>)

About NASDSE: “...the National Association of State Directors of Special Education has been providing leadership to improve educational services and outcomes for students with disabilities throughout the United States, the federal territories and the Freely Associated States of Palau, Micronesia and the Marshall Islands. Aligning policies and practices to improve educational outcomes for students with disabilities is critical to ensure their full participation in their education and transition to post-school education, employment and independent living.” A NASDSE project focused on RtI can be found at the following link:

<http://www.nasdse.org/Projects/ResponsetoInterventionRtIProject/tabid/411/Default.aspx>

(Organizations continued)

- **National Center on Response to Intervention**

(<http://www.rti4success.org/>)

About Us: "...The Center's mission is to provide technical assistance to states and districts and building the capacity of states to assist districts in implementing proven models for RTI/EIS" The work of the center is organized into four services areas: "**Knowledge production** activities that include a rigorous technical review to determine which tools, practices, and implementation strategies are deemed scientifically valid and appropriate for TA&D; **Expert trainings** and follow-up activities (both face-to-face and at a distance) to drive **implementation supports** for RTI/EIS on a broad scale; **Information dissemination** activities that will involve forming partnerships and reaching out to target stakeholders via ongoing communication, including web-based telecommunication; and A rigorous **Center evaluation**, with formative assessments to help improve the delivery of our services in states and districts across the country."

The Center is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP).

- **National Center on Student Progress Monitoring**

(<http://www.studentprogress.org/>)

About Us: "The Center's mission is to provide technical assistance to states and districts and disseminate information about progress monitoring practices proven to work in different academic content areas (Gr. K-5)." The Center has a topic area focused on RTI that can be found through the following link: <http://www.studentprogress.org/weblibrary.asp#rti>.

Note: The Center's contract with the U.S. Department of Education, Office of Special Education Programs (OSEP) has ended, but the website will continue to be maintained for an unspecified amount of time.

- **National Research Center on Learning Disabilities**

(<http://www.nrclid.org/>)

Home: "NRCLD's goal is to help educators, policymakers, and parents understand the complexity and importance of making sound decisions regarding whether a child has a specific learning disability. Our research in this area--including studies of the role of and best practices associated with responsiveness to intervention--is the foundation underlying all of the materials available on this site." The NRCLD is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP).

- **The Research Institute on Progress Monitoring**

(<http://www.progressmonitoring.org/index.html>)

Home: "The Office of Special Education Programs (OSEP) has funded the Research Institute on Progress Monitoring to develop a system of progress monitoring to evaluate effects of individualized instruction on access to and progress within the general education curriculum."

(Organizations continued)

- **RTI Action Network**

[\(http://www.rtinetwork.org/\)](http://www.rtinetwork.org/)

About Us: “The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. Our goal is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students – including those with learning disabilities – are identified early and receive the necessary supports to be successful. The RTI Action Network is a program of the National Center for Learning Disabilities, funded by the Cisco Foundation and in partnership with the nation’s leading education associations and top RTI experts.”

REL-NEI REFERENCE DESK RESPONSE RESOURCES

The following references and general resources are additional resources drawn from responses on Rtl produced by the REL-NEI reference desk. The response were created following an established REL-NEI Reference Desk research protocol, in which researchers conducted a search for research reports as well as descriptive and policy-oriented briefs and articles in this area. The search sources included federally funded organizations, additional research institutions, several educational research databases, and a general Internet search using Google and other search engines. We have not done an evaluation of the resources themselves, but offer this list for your information only.

Note: To provide organization to the resources, they are categorized by questions that they could inform and in order by date.

1. Are there models of Response to Intervention at the secondary level?

- **Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention.** *Duffy, H.; 2007; National High School Center; 14 pages.*

Source: Northwest Regional Comprehensive Center (NRCC)

(http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf)

“This brief first defines the RTI model, drawing from various examples established in K–8 settings (Fuchs & Fuchs, 2005; Fuchs et al., 2003). The brief then explores implications of applying RTI to the high school level and provides resources appropriate for this application. In particular, this brief points to the promise that RTI constructs hold for monitoring instruction and learning for all students at the high school level and specifically for monitoring the success of targeted interventions focused on transitions and dropout prevention.” (p.3)

This brief was presented in 2007 during an interactive webinar sponsored by NWRCC for educators in the Northwest Region. Additional resources that were presented can be found at: <http://nwrcc.educationnorthwest.org/event/432/resources>

- **The Secondary Literacy Instruction and Intervention Guide.** *McPeak, L., Trygg, L., Minadakis, A., and Diana, P.; 2007; Stupski Foundation Report; 76 pages.*

Source: General Internet search using Google

(http://www.rti4success.org/images/stories/topPicks/secondary_literacy_instruction_intervention_guide.pdf)

The model presented in this guide is based on the Content Literacy Continuum (CLC) developed by the University of Kansas Center for Research on Learning (CRL).

(<http://clc.kucrl.org/>)

“This model offers a comprehensive literacy system to address districts’ need for research-based, robust content literacy application. The nationally recognized solution set is very limited, and the CLC is one of very few nationally-recognized comprehensive secondary literacy models in the country. With over 25 years of research and proven classroom and

(Reference Desk Response Resources continued)

school-wide results, the work of the CRL is to determine and validate academic system-wide interventions and supports for adolescent readers, writers and learners. The focus is on ways to close the large “achievement gap” and reduce the escalating drop-out rate for struggling adolescent learners while providing powerful delivery and learning strategies for teachers and students in core academic subjects.

The model’s framework is centered on CLC’s five distinct levels that comprise a continuum of literacy instruction and differentiated services. These five levels closely correlate with the Three Tiered Intervention Model commonly used throughout the nation as well as with the nationally recognized Response to Intervention (RTI) tiers.” (p.1)

A chart describing the five levels (enhanced content instruction, embedded strategy instruction, intensive strategy instruction, intensive basic skill instruction, and therapeutic intervention) and their relationship to the three RTI tiers can be found on p.1.

CLC’s Continuum of literacy instruction can be found at: (http://clc.kucrl.org/wp-content/uploads/2008/10/clc_5levels.pdf)

- **How Rtl Works in Secondary Schools.** *Johnson, E.S., Smith, L., and Harris, M.L.; 2009; Corwin Press; 168 pages.*
Source: Center for Research on Learning
Full text is available for purchase from Corwin Press:
(<http://www.corwin.com/booksProdDesc.nav?prodId=Book233345>)
From the publisher: “Implementing Response to Intervention (RTI) in Grades 6–12 offers many unique challenges, but this comprehensive, research-based book provides secondary school administrators with the information, resources, and guidance necessary to use RTI for the benefit of struggling adolescent learners.
Drawing on the latest research, the authors identify the current best practices for key components of RTI and demonstrate how school teams can work together to implement an assessment- and data-driven decision-making process for educators.”

2. What are examples of general and behavior screening tools that may be used for RTI?

- **Universal Screening for Reading Problems: Why and How Should We Do This?**
Jenkins, J. R. and Johnson, E.; 2008; RTI Action Network.
Source: General Internet search using Google
(<http://www.rtinetwork.org/Essential/Assessment/Universal/ar/ReadingProblems>)
From the website: “A central component of all RTI models is early screening of all students to identify those at risk for academic difficulties...Screening approaches should satisfy three criteria (Jenkins, 2003). First is classification accuracy—a good screen accurately classifies students as at risk or not at risk for reading failure. Second is efficiency—because screening is universal, the procedure must not be too costly, time-consuming, and cumbersome to implement. Good screens can be administered, scored, and interpreted quickly and accurately. Third is consequential validity—overall, the net effect for students must be positive (Messick, 1989). This means students identified as at risk for failure must receive timely and effective intervention, and no students or groups should be shortchanged.”

(Reference Desk Response Resources continued)

The paper also lists some key ideas in choosing a procedure for universal screening:

- Multiple Measures Are More Accurate Than a Single Measure
 - Screening Measures Should Address Both Print and Comprehension Skill
 - Once Is Not Enough
 - Screening Cut-Points Will Vary
 - How Should We Screen?
-
- **Response to Intervention and Positive Behavior Support.** *Sailor, W., Doolittle, J, Bradley, R., and Danielson, L.; December 2008; Issues in Clinical Child Psychology: Handbook of Positive Behavior Support; Springer; p.729-753.*
Source: General Internet search using Google
Full text available for purchase from Springer:
(<http://www.springerlink.com/content/h0n51k1123044331/>)
This paper describes some current definitions of RTI and examines the emerging model of RTI with particular attention to its linkages with Positive Behavior Support (PBS) research. On page 738, “On the behavioral side, teacher referral is generally the first step in the screening process, although some schools are using other measures to ensure adequate screening. Common screening tools include the School Social Behavior Scale (SSBS; Merrell, 1993), the Social Skills Rating System (Gresham & Elliott, 1990), and the Revised Behavior Problem Checklist (Quay & Peterson, 1987). The SSBS is a behavior-rating instrument for teachers and other school personnel and is used to evaluate the social and antisocial behavior of children in Grades K through 12. The Revised Behavior Problem Checklist is another teacher-rating scale that has been widely used with school-aged children. In addition to these tools, Systematic Screening for Behavior Disorders (SSBD; Walker et al., 1990) provides a psychometrically sound assessment for possible emotional and behavioral problems.”

 - **Universal Screening Within a Response-to-Intervention Model.** *Hughes, C. and Dexter, D.; RTI Action Network Resource.*
Source: General Internet search using Google
(<http://www.rtinetwork.org/Learn-About-RTI/Research-Support-for-RTI/Universal-Screening-Within-a-Response-to-Intervention-Model>)
This is a general resource examining the components of Universal Screening. From the introduction, “The purpose of this article is to discuss the component of universal screening within a Response-to-Intervention (RTI) model. The goal of this article is to assist the reader in making informed decisions about the nature of universal screening measures. To that end, the article is divided into the following sections:
 1. What is universal screening?
 2. What are the elements of effective universal screening measures?
 3. What are some common universal screening measures?
 4. What types of performance are measured?
 5. What universal screening measures were used in the RTI models in our research review for the RTI Action Network?
 6. How is at risk status defined?
 7. When does Tier 2 begin?
 8. Conclusions and directions for future research”

(Reference Desk Response Resources continued)

- **Progress Monitoring Within a Multi-Level Prevention System.** *Fuchs, L., Vanderbilt University.*

Source: General Internet search using Google → RTI Action Network

(<http://www.rtinetwork.org/Essential/Assessment/Progress/ar/MultilevelPrevention>)

From the introduction: “In this article, we provide a quick overview of progress monitoring and describe how progress monitoring is used within a multi-level prevention system...With progress monitoring, teachers collect student performance data on a frequent basis: usually every week, but at least every month. The teacher graphs each student’s scores against days on the calendar and draws a line of best fit through the scores. This trend line, which represents weekly rate of improvement, is the rate at which the student is making progress toward achieving competence in the grade-level curriculum.”

From ‘Purpose 2’: “Within a multilevel prevention system, a second purpose for progress monitoring occurs within secondary prevention, as tutoring is implemented. When a validated or research-based approach to reading intervention is conducted in small groups within secondary prevention, the assumption is that the vast majority of students should respond well. If a child’s response to a tutoring program, which has been shown to benefit most students, is inadequate, then the RTI process has eliminated instructional quality as a viable explanation for poor academic growth and, instead, provides evidence of a learning disability. The purpose of progress monitoring at secondary prevention is to determine whether a student’s learning in response to the validated small-group tutoring is adequate. Students who fare well (i.e., who respond) are returned to primary prevention, where progress monitoring continues to assess whether the student’s progress remains adequate once secondary prevention tutoring ends or whether the student instead requires another round of secondary prevention tutoring. To distinguish whether the intervention provided is meeting the child’s needs and helping accelerate his or her rate of learning sufficiently, cut-points based on the progress-monitoring system are required.”

3. What does research say about RTI and identification of special education students?

- **A Multi-Year Evaluation of the Effects of a Response to Intervention (RTI) Model on Identification of Children for Special Education.** *VanDerHeyden, A.M., Witt, J.C., and Gilbertson, D.; 2007; Journal of School Psychology, Vol. 45. No.2, p.225-256.*

Source: ERIC

Full text available for purchase from Science Direct:

(http://www.sciencedirect.com/science?_ob=PublicationURL&_tockey=%23TOC%235814%232007%23999549997%23643192%23FLA%23&_cdi=5814&_pubType=J&_auth=y&_acct=C000058919&_version=1&_urlVersion=0&_userid=2837075&md5=5534f585e3f538bd34ab029a34236bc7)

From the abstract: “The purpose of this study was to examine the effects of implementation of a systematic response to intervention (RTI) model on the identification and evaluation of children for special education. Using a multiple baseline design, a systematic model of assessment and intervention was introduced in consecutive years for all elementary schools (N=5) in the district. Effect of the RTI model on number of evaluations conducted, percentage of evaluated children who qualified for services, and proportion of identified

(Reference Desk Response Resources continued)

children by sex and ethnicity before and after implementation of the model was examined. Additionally, outcomes for children who did not have an adequate response to intervention versus those who were at-risk but responded successfully to short-term intervention were examined. A cost analysis of use of the model was provided. The degree to which data obtained were used by the decision-making team was also examined. The assessment and intervention procedures, decision rules, and schoolwide training methods are described in detail and practical implications are discussed.”

- **Response to Instruction as a Means of Identifying Students with Reading/Learning Disabilities.** Vaughn, S., Linan-Thompson, S., and Hickman, P.; 2003; *Exceptional Children*; Vol. 69, No. 4, p. 391-409.
Source: ERIC
(<http://pstager.com/pubs/EDSP5413article4PERSONALchoiceASSIGNMENT.pdf>)
From the abstract: “To examine a response to treatment model as a means for identifying students with reading/learning disabilities, 45 second-grade students at risk for reading problems were provided daily supplemental reading instruction and assessed after 10 weeks to determine if they met a prior criteria for exit. Students who met criteria no longer received supplemental instruction. Those who did not were regrouped and supplemental instruction was continued for another 10 weeks. After 20 weeks of supplemental instruction, students who still had not met criteria were provided another 10 weeks of supplemental instruction. Students who never met criteria were classified as no exit. Pretest scores on fluency, passage comprehension, and rapid naming were the significant predictors of students who did not meet exit criteria.”
- **Tiers of Intervention in Responsiveness to Intervention: Prevention Outcomes and Learning Disabilities Identification Patterns.** Marston, D.; 2005; *Journal of Learning Disabilities*, Vol. 38, No. 6, p. 539–544.
Source: ERIC
Full text available for purchase from Sage:
(<http://ldx.sagepub.com/cgi/content/abstract/38/6/539>)
From the abstract: “Response to Intervention (RTI) models have attracted great attention as an alternative to traditional methods used for identifying students with learning disabilities. A major feature of this approach is the implementation of academic interventions in general education and measuring the student's response to those interventions. A common question that needs to be addressed is the number of stages or tiers of intervention necessary in the Response to Intervention model. This article reviews three studies of RTI that investigate the RTI tiers. Sharon Vaughn and Rollanda O'Connor report on studies using the Standard Protocol approach to RTI. David Tilly reports on using the Problem Solving Model as an RTI model. This article summarizes the results of these three investigations.”

General Resources on RTI

- **Response to Intervention: Research for Practice.** *Griffiths, A.J., Parson, L.B., Burns, M.K., VanDerHeyden, A., and Tilly, W.D.; 2007; National Association of State Directors of Special Education, Inc; 232 pages.*
Source: Center on Instruction
(<http://www.centeroninstruction.org/files/RTI%20Research%20for%20Practice.pdf>)
“Response to Intervention” (Rtl) did not fully enter the public debate until Gresham’s 2001 presentation at the U.S. Department of Education Office of Special Education’s Learning Disabilities Summit, but relevant research has been conducted for over 30 years. ... This publication is a compilation of research regarding traditional LD diagnostic practices and Rtl. The authors sought to identify the most important 25 articles for each topic and to provide the specific references for them. In addition, the most seminal five articles for each topic are annotated to summarize findings in an easily accessible manner.” (p. 1)
- **Ethical and Legal Issues Associated with Using Response-to-Intervention to Assess Learning Disabilities.** *Burns, M., Jacob, S. and Wagner, A.; 2007; Journal of School Psychology, Vol. 46, No. 3, p. 263-279.*
Source: General Internet search using Google
Full text available for purchase from Science Direct:
([doi:10.1016/j.jsp.2007.06.001](https://doi.org/10.1016/j.jsp.2007.06.001))
From the abstract, “The Individuals with Disabilities Education Improvement Act of 2004 allows schools to use a child's response to research-based intervention (RTI) as a part of procedures to identify students with learning disabilities. This paper considers whether RTI-based assessment models meet ethical and legal standards for acceptable assessment practices. Based on a review of available research, it was concluded that RTI-based assessment practices, when carefully crafted and implemented, have the potential to be multifaceted, fair, valid, and useful. Threats to acceptable RTI-based assessment practices include: the lack of research-based interventions appropriate for diverse academic domains, ethnic groups, grades K-12, and students with limited English proficiency; uncertainty regarding how to determine when nonresponse to intervention warrants formal referral for evaluation of special education eligibility; difficulty translating scientifically sound RTI practices to the local school level; and inadequate staff training and poor treatment fidelity. Suggested directions for future research are included.”
- **Practical Applications of Response-to-Intervention Research.** *Griffiths, A.J., VanDerHeyden, A.M., Parson, L.B., and Burns, M.K.; 2006; Assessment for Effective Intervention, Vol. 32, No. 1, p.50-57.*
Source: General Internet search using Google
Full text available for purchase from Sage:
(<http://aei.sagepub.com/cqi/content/short/32/1/50>)
From the abstract: “Several approaches to response to intervention (RTI) described in the literature could be blended into an RTI model that would be effective in the schools. An effective RTI model should employ three fundamental variables: (a) systematic data collection to identify students in need, (b) effective implementation of interventions for adequate durations, and (c) review of student progress data to determine when and/or if

(General Resources on RTI continued)

more intensive services are warranted. Research regarding RTI elements such as intervention time, intervention duration, treatment efficacy, intervention group size, measurement of student progress, and decision analyses is reviewed. Recommendations for future research include further defining the element of intervention time with regard to frequency and duration, determining the effect of the individual delivering the intervention, and specifying a reliable decision-making rule for determining student responsiveness/nonresponsiveness to interventions.”

- **Resources for Response to Intervention: State Models.** *RTI Tools.*

Source: General Internet search using Google

[\(http://www.rtitools.com/Response_To_Intervention/State_Models/\)](http://www.rtitools.com/Response_To_Intervention/State_Models/)

This resource provides links to 15 existing state models on response to intervention. The site was designed to be a resource “for teachers, school psychologists, speech pathologists, school interventionists, parents in their efforts to implement response to intervention.”