A Comparison Between RtI Foundational Principles and Early Childhood Recommended Practices

Sarah Jackson, M.Ed.

sljackso@kent.edu

Sandra Hess Robbins, M.Ed.

srobbin4@kent.edu

Process for Identifying the Foundational Principles

• A review of 36 literature sources featuring response to intervention (RtI) models was completed

• Resources reviewed included literature published between 2001 and 2008 in addition to historical resources related to RtI from the field of school psychology, special education, education administration, speech language pathology, and early childhood

• Features and elements of RtI described in the literature were identified to determine commonality across the resources reviewed

• Seven principles were identified as the foundation of response to intervention models; principles selected were found to be presented in 75% or more of the literature reviewed

• The term principle was used to define the commonalities across the literature in order to represent what is believed to be a standard or expected feature within all comprehensive RtI models

• The foundational principle statements were written to transcend various disciplines' interpretations of RtI and to encompass what was identified through the literature review

Implications for the Field of Early Childhood

• Considering the current focus on RtI, there is a need for further guidance from the field to develop an appropriate interpretation of RtI as it relates to working with young children

• An interpretation of RtI in early childhood provides a new way for professionals to structure implementation of early childhood recommended practices

• Implementation of RtI models will redefine the roles and responsibilities of early childhood professionals from a variety of disciplines

• RtI promotes a strong focus on early intervention and prevention that can emphasize the importance of the early years and the practices we use to guide our work

Center for Excellence in Early Childhood Research and Training

KENT STATE
UNIVERSITY

RTI Foundational Principles	Early Childhood Recommended Practices
Multi-tiers are utilized to ensure appropriate support for each child	• Tiers incorporate different levels of instruction and support in terms of frequency and intensity • Professionals are aware of the level of support each child needs • A variety of instructional strategies and intervention supports are utilized • Intensity of services should match the needs of children • Program policies should ensure multiple instructional models and strategies • Professionals should identify the level of support a child needs in order to demonstrate a skill or concept
Instruction is implemented with high quality	• High quality instruction includes knowledgeable team members, the use of a variety of instructional approaches, ongoing assessment procedures, experiences that match the needs of children, and collaboration among professionals • A variety of instructional approaches should be utilized in order to support young children's growth and development
Core curriculum utilized has a research base	• Curriculum should be evidence based • Curriculum used with young children should be evaluated for effectiveness • Curriculum should encompass what is known about child development • Early childhood programs should have a curriculum that guides their assessment practices and development of learning experiences • Early childhood professionals should understand what features of a curriculum will best support their work with young children
Data collection system consisting of both formative and summative sources is employed to support data based decision making	• Children's progress should be monitored to determine effectiveness and impact of instruction/services provided • Multiple sources/measures should be used on an ongoing basis to understand children's current performance, interest, and needs as it relates to important outcomes • Practices should be monitored for impact, feasibility, and usefulness • Assessment and progress monitoring practices should yield useful information to support curricular decisions and identify needed supports to ensure continued progress
Interventions utilized have an evidence base	• Practices and support implemented are validated and useful across environments • Supports for learning are individualized to address children's needs
Procedures are identified for the selection and revision of instructional practices	• Instructional supports selected are based on child data and the learning context • Families and professionals work together to support planning, implementation and evaluation of instruction • Planning occurs prior to the implementation of the interventions and support to ensure appropriateness for children, family, and context in which they must be implemented • Decisions about needed support, services, and interventions should be made as a team decision • Professionals and families should work together to adjust services and supports to match the changing needs of children • A common feature of quality programs is the engagement in the reflective cycle to examine a match between opportunities provided to children and progress achieved • Data is used to guide the decisions about services and supports
Measures are used to monitor fidelity of implementation	• Instructional strategies and interventions are implemented in the way in which they were designed • Fidelity of implementation is examined to ensure accuracy and effectiveness

Early Childhood Resources Reviewed

The resources below were selected for review due to a strong focus on curriculum or significance within the National Association of the Education of Young Children and the Division for Early Childhood

• Bredekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs* (Revised Ed.). Washington D. C.: National Association for the Education of Young Children.

• Division for Early Childhood . (2007). *Promoting positive outcomes for children with disabilities; Recommendations for assessment, curriculum, and program evaluation.* Retrieved September 1, 2008, http://www.dec-sped.org/pdf/positionpapers/Prmtg_Pos_Outcomes_Companion_Paper.pdf\

• Espinosa, L. M. (November, 2002). *Preschool policy matters; High-quality preschool: Why we need it and what it looks like.* Retrieved October 8, 2007, http://nieer.org/resources/policybriefs/1.pdf

• NAEYC and NAECS/SDE (2003). Early childhood curriculum, assessment, and program evaluation ; building an effective, accountable system in programs for children birth through age 8. Retrieved January 27, 2004, http://www.naeyc.org/resources/position_statements/CAPEexpand.pdf

• National Research Council. (2001). *Eager to learn: Educating our preschoolers.* Washington DC: Author.

• Sandall, S., Hemmeter, M.L., Smith, B., & McLean, M. (2005). *DEC recommended practices in early intervention/early childhood special education* (2nd edi.. Longmont, CO: Sopris West.