

RECOGNITION & RESPONSE: RTI for Preschool

Because more and more school districts are implementing the RTI process, growing support for providing RTI procedures in the area of Early Childhood is emerging.

Response to Intervention (RTI) in the area of Early Childhood, is referred to as **Recognition & Response (R&R)**. Although they are related, the two systems have differences:

RECOGNITION: Includes Universal Screening and Progress Monitoring

Universal Screening of early childhood children is done within the first 2 months of school and on a set schedule after that (fall, winter spring).

- Tier 1 – Do most children (70-80%) meet screening criteria?
- Tier 2 – Some children (15-25%) may need targeted intervention, along with progress monitoring.
- Tier 3 – A few children (5%) will need individualized interventions and get more frequent progress monitoring.

*Children with identified disabilities are not required to go through the RTI process. The RTI process should not delay children with suspected disabilities.

Universal Screening and **Progress Monitoring** are for instructional planning, not for diagnostic evaluation. The tools for screening and monitoring should be designed to be used repeatedly and should be quick and easy to administer. Tools should be correlated to long-term educational goals and should not be tied to a particular curriculum. Tools should provide information on both **level** and **rate** of growth.

Examples of screening and progress monitoring measures in Early Childhood were discussed: **Individual Growth & Development Indicators (IGDIs); Get IT! Got IT! Go!;** and activities that involve letter naming, picture naming, alliteration and rhyming.

- The R&R system also includes steps for collaborative problem-solving:
- Involves teachers, parents & specialists
- Establishes desired outcomes
- Interprets assessment results
- Implements interventions
- Evaluates and adjusts

RESPONSE:

In RTI, the term “Response” refers to the change in the **student** as a result of the intervention.

In R&R, “Response” includes changes in the child’s **learning** and changes made by **teachers and parents**.

Parent Involvement:

In RTI, parent information and involvement is emphasized.

In R&R, the idea of parents as first teachers is important.

Tiered Intervening:

In RTI, the tier models contain levels of assistance.

In R&R, the tier levels are flexible and link assessment with the child's progress:

Response within Tier 1: Teach core curriculum to all students

Response within Tier 2: Implement teacher-directed small group interventions and embed interventions within daily activities by building on strengths and weaknesses.

Response within Tier 3: Present intensive and individualized interventions and continue use of embedded interventions.

Focus Areas for Intervention:

In RTI, the main areas for intervention are academics and behavior.

In R&R, the focus includes language, literacy, math, social and emotional, self-management and perceptual motor.

Ways to Recognize Needs of Students:

In RTI, assessment strategies and progress monitoring are used.

In R&R, assessment and progress monitoring are used with an **emphasis on observation of the child in natural settings** and the use of developmentally appropriate approaches.

Resources for further information on RTI and R&R:

Recognition and Response: www.recognitionandresponse.org

Get it! Got it! Go!: <http://ggg.umn.edu/>

RTI Action Network: www.rtinetwork.org

www.ideapartnership.org

*The above information is a review of the LaSalle County Institute workshop on "Recognition and Response" presented by Marlene Christ, from Star Net Region 6.