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Title (12):
A Comparison Between RtI Foundational Principles and Early Childhood Recommended Practices

Abstract (50):
In order for the successful application of Response to Intervention (RtI) in early childhood, professionals must first understand how RtI aligns with existing recommendations for working with young children. This poster will present a comparison between RtI foundational principles and recommended practices in early childhood and implications for future recommendations.

Key Words (2-3):
Response to Intervention

Session description (750):
Response to intervention (RtI) is a topic that has taken center stage throughout the field of education. It is difficult pick up an educational journal, read a newsletter, or attend a professional conference where the topic of RtI is not only present, but also a prevalent focus. RtI first emerged focused on challenges and issues faced by K-12 programs; however, discussions regarding RtI have recently turned to the field of early childhood. Specifically, early childhood practitioners, researchers, and policy makers are considering how the application of a tiered model, such as RtI, can more effectively support the development and learning of young children (e.g., Bagnato, 2006; Fuchs, Buysse, & Coleman, 2007; Pretti-Frontczak, Jackson, McKeen, & Bricker, 2008). Initial attempts are underway to conceptualize and interpret RtI within the context of early childhood. For example, (a) the Recognition and Response model (Coleman, Buysse, & Neitzel, 2006) which defines one possible application of RtI in early childhood, (b) discussions around the integration of tiered models in early childhood (e.g., VanDerHeyden, & Snyder, 2006), and (c) the gathering of leaders in early childhood special education to discuss the topic with key stakeholders (e.g., Buysse, Coleman, Neitzel, Carta, Pretti-Frontczak, Snyder, & McConnell, 2007) have all contributed to the recent emphasis and need for better understanding of RtI in early childhood.

For the application and implementation of RtI principles within the field of early childhood to be effective, it is critical that professionals first understand how the principles converge or diverge with current recommended practices for working with young children, particularly those being served in
blended or community-based programs. In fact, many contend that the principles of RtI are not new to the field of early childhood, but have been a part of our beliefs and practices that guides our work with young child (e.g., Coleman, Buysse, & Neitzel, 2006; Jackson, Harjusola-Webb, Pretti-Frontczak, & Mulato, in review). The National Association of Young Children (NAEYC) and the Division of Early Childhood (DEC) have both provided professionals with guidance for (a) creating effective early learning experiences with a focus on quality instruction and intervention, (b) ongoing assessment and progress monitoring, and (c) supporting early identification and prevention of challenges within learning and development. Thus, one might argue that the foundational principles of RtI directly parallel or converge with the goals and recommended early childhood practices.

The proposed poster will feature an overview of an analysis conducted on RtI literature between the years 1997-2008 that lead to the identification of eight foundational principles. While existing RtI models may have different purposes and procedures for implementation, an analysis of RtI literature reveals several underlying elements that transcend interpretations and form a foundational understanding of the application of RtI. Foundational principles of RtI include (a) multi-tiered, (b) high-quality instruction, (c) research based core curriculum, (d) data-collection system, (e) data based decision making, (f) evidence based interventions, (g) process for selecting and revising instruction, and (h) fidelity measures. A comparison between the eight foundational principles of RtI and how the principles align with recommended early childhood practices will be presented. Recommended practices used in the comparison have been summarized from guiding resources throughout the field of early childhood (e.g. Bredekamp & Copple, 1997; DEC, 2007; Espinosa, 2002; NAEYC-NAECS/SDE, 2003; National Research Council, 2001; Sandall, Hemmeter, Smith, & McLean, 2005). The poster will conclude with a presentation of the implications of the comparison for future early childhood recommended practices and the application of RtI in early childhood.

References


**Session Type:** Student Poster

**Strand:**

**Age Group:** 0-8

**Target Audience:**