RTI RESOURCE LIST

GENERAL RESOURCES

Essential Component: SCREENING

Essential Components of RTI - A Closer Look at Response to Intervention, National Center on Response to Intervention

This resource provides a definition of RTI, reviews essential RTI components, and responds to frequently asked questions.

The four essential components of RTI are—

• A school-wide, multi-level instructional and behavioral system for preventing school failure;
• Screening;
• Progress Monitoring; and
• Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

The information presented provides educators with guidance for RTI implementation that reflects research and evidence-based practices, and supports the implementation of a comprehensive RTI framework. We hope that this brief is useful to your RTI planning, and we encourage you to contact us (rticenter@air.org) with additional questions you may have regarding effective implementation of RTI.


Tiered Interventions in High Schools: Using Preliminary 'Lessons Learned' to Guide Ongoing Discussion, National Center on Response to Intervention

This document - representing the initial work of the High School Tiered Interventions Initiative (HSTII), a collaborative project of the National Center on Response to Intervention, the National High School Center, and the Center on Instruction - summarizes what HSTII has learned thus far about effective RTI implementation in high schools. It is divided into three main sections:

• “Response to Intervention” provides a brief description of the RTI framework and the essential components of RTI.
• “Applying the RTI Framework at the High School Level” illustrates how the essential components of RTI were implemented at eight visited schools.
• “High School Contextual Factors That Affect Tiered Intervention Implementation” highlights contextual factors unique to high schools and examines how these factors can affect school-level implementation of tiered interventions.

What is RTI? The Essential Components Webinar, National Center on Response to Intervention

In this webinar, Tessie Rose Bailey provides an overview of the essential components of RTI including screening, progress monitoring, a school-wide, multi-level prevention system, and data-based decision making.


VIDEOS AND WEBINARS

The Essential Components of RTI: Screening, National Center on Response to Intervention

In this webinar, Amy Peterson provides an overview of universal screening, why screening is important, and how to use screening data to make data based decisions.


RTI and Universal Screening: Establishing District Benchmarks, National Center on Response to Intervention

Watch the recording and view the presentation slides that were presented by Dave Heistad. In this webinar, universal screening measures, their use, and how to establish district benchmarks were described. Real-life examples and resources from schools using universal screening measures were also presented.


Screening for Reading Problems in an RTI Framework, RTI Action Network

In this webinar, Evelyn Johnson and Juli Pool summarized and discussed the challenges of screening for reading problems in an RTI framework. They also provided an overview of the screening processes that have been used to identify students at risk for reading problems and discussed screening measures that work well in identifying students from pre-K through grade 12 who are at risk for reading problems.


ARTICLES

Universal Screening with an RTI Model, RTI Action Network

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.

Universal Screening for Reading Problems: Why and How Should We Do This? RTI Action Network

In this article, Joseph Jenkins of the University of Washington and Evelyn Johnson of Boise State University use reading screens to illustrate the process of universal screening, its benefits, and its challenges.


Screening for Reading Problems in an RTI Framework, RTI Action Network

Evelyn Johnson, Juli Pool, and Deborah R. Carter of Boise State University summarize and discuss the challenges of screening for a reading problem in a RTI framework.


Screening for Reading Problems in Preschool and Kindergarten: An Overview of Select Measures, RTI Action Network

In this article, Evelyn Johnson, Juli Pool, and Deborah R. Carter of Boise State University review considerations in choosing a screening tool for reading problems in preschool and kindergarten.


Screening for Reading Problems in Grades 1 Through 3: An Overview of Select Measures, RTI Action Network

In this article, Evelyn Johnson, Juli Pool, and Deborah R. Carter of Boise State University provide background about what screening measures have been used to identify students with reading problems in Grades 1 through 3, and provide guidance on which measures work well.


Screening for Reading Problems in Grades 4 Through 12, RTI Action Network

In this article, Evelyn Johnson, Juli Pool, and Deborah R. Carter of Boise State University provide guidance on reading instruction, identifying at risk students, and developing a system for screening for grades 4 through 12.


WEB RESOURCES

Universal Screening for All Students: Primary Reading, Doing What Works

This multi-media presentation discusses considerations involved in selecting, administering, and utilizing screening tools to identify at risk students for reading difficulties. The presentation also
provides information on establishing benchmarks and using cut-points to identify at-risk students.

Screening and Monitoring: Elementary-Middle Math, Doing What Works
This multi-media presentation explains the value of universal screening, describes the recommended components of an effective screening system, and provides information on establishing benchmarks and using cut-points to identify at-risk students for math difficulties.

TRAINING MODULES
Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom, The IRIS Center
This module discusses how progress monitoring can affect the academic outcomes of students, and it demonstrates how to implement curriculum-based measurement with a classroom of students.

Case Study Unit- RTI: Data Based Decision Making, IRIS Center
This case study set is intended to be a supplement to the IRIS Center’s RTI Module series, providing additional opportunities to practice the application of basic progress monitoring concepts within the response to intervention (RTI) approach.

IMPLEMENTATION RESOURCES
Screening Tools Chart, National Center on Response to Intervention
The National Center on RTI published this tools chart to assist educators and families in becoming informed consumers who can select screening tools that best meet their individual needs. The tools chart below reflects the results of the third annual review of research studies of screening tools by the Center’s Technical Review Committee (TRC).

User’s Guide to Universal Screening Chart, National Center on Response to Intervention
The User’s Guide instructs the team on using the National Center on Response to Intervention’s Screening Tools Chart to select screening tools. The Guide explains the importance of different evidence ratings, and provides guiding questions to assist the team in determining their individual needs.
Early Warning Signs Tool, v2.0, National High School Center

The Early Warning System (EWS) Tool v2.0 enables schools and districts to identify students who may be at risk of dropping out of high school and to monitor these students’ responses to interventions. Register at [http://www.betterhighschools.org/ews.asp](http://www.betterhighschools.org/ews.asp) for the technical manual and implementation guide.

Responsiveness to Intervention (RTI): How to Do It, Section 1: “School-Wide Screening”, National Center on Learning Disabilities

This collection of resources defines school-wide screening, outlines important features of a screening process, describes the role of screening within an RTI model and its significance, provides detailed information about implementation, and lists resources for obtaining further information.


Screening and Information Recording Form, RTI Action Network

Teams should use the Screening and Information Recording Form (SIRF) or a similar document to record current student performance, goals, strategies discussed, strategies chosen, students considered for tiered services, and decisions made regarding student placement.


RELATED LINKS

National Center on Response to Intervention

The National Center on Response to Intervention’s mission is to provide technical assistance to states and districts and build the capacity of states to assist districts in implementing proven models for RTI/EIS. The Center provides online resources to assist states, districts, and schools in implementing Response to Intervention.


What Works Clearinghouse, IES

An initiative of the U.S. Department of Education’s Institute of Education Sciences, the WWC:

- Produces user-friendly practice guides for educators that address instructional challenges with research-based recommendations for schools and classrooms.
- Assesses the rigor of research evidence on the effectiveness of interventions (programs, products, practices, and policies), giving educators the tools to make informed decisions.

Doing What Works

Doing What Works (DWW) is a website sponsored by the U.S. Department of Education. DDW provides an online library of resources that may help teachers, schools, districts, states and technical assistance providers implement research-based instructional practice. Much of the DWW content is based on information from IES’ What Works Clearinghouse (WWC). Doing What Works modules provide summaries of research-based practices, explanations of key concepts, expert interviews, school-based interviews, sample materials, tools, templates, and ideas for moving forward.


Center on Instruction

The Center on Instruction (COI) creates resources to improve instruction in reading, mathematics, science, special education, and English language learning. COI also provides the RTI Classification Tool and Resource Locator (CTRL). In addition to guiding states to relevant resources, this online tool will gauge a state’s level of RTI implementation in four areas, based on responses to a short series of questions.

www.centeroninstruction.org

National High School Center

The National High School Center provides information and resources about many high school improvement topics, including, Dropout prevention transitions, early warning systems, and HS literacy. The National High School Center has a variety of products that might be useful when implementing RTI in high schools, for example, a suite of products on early warning systems including an implementation guide and tool as well a brief on tiered interventions in high school.

www.betterhighschools.org

RTI Action Network

The RTI Action Network provides resources to guide educators and families in the large-scale implementation of RTI. The RTI Action Network provides a variety of resources for RTI including “virtual visits” to schools implementing RTI, expert interviews, online discussions, forms, checklists, and research briefs. The RTI Action Network is a program of the National Center for Learning Disabilities, funded by the Cisco Foundation.

www.rtinetwork.org/connect/leadership-network
IRIS Center
The IRIS Center for Training Enhancements has free online interactive resources that translate research about the education of students with disabilities into practice. They provide modules, case studies, activities and more. Their modules and videos can be used for Professional Development.

iris.peabody.vanderbilt.edu/

Center on Positive Behavioral Interventions and Supports (PBIS)
The Center on Positive Behavioral Interventions and Supports is an OSEP Technical Assistance Center that gives schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. www.pbis.org