



# Overview & Foundations of Recognition & Response (R&R)

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RTI is an established  
Practice in K-12;  
A New Idea in EC

# Federal Legislation for K-12, but not pre-K

- Specific provisions for RTI within IDEA (2004)
- RTI is an alternative to identify students with LD
- Funds may be used for academic & behavioral supports for students not identified as LD.
- Other provisions addressed similar issues for PBS.

A Rose  
by Any Other Name ...  
*What Do We Call It?*



Response to Intervention

Response to Instruction

Positive Behavioral Supports

Tiered Instruction

**MTSS**

*Positive Behavioral Intervention and Supports*

**Multi-Tiered System of Supports**

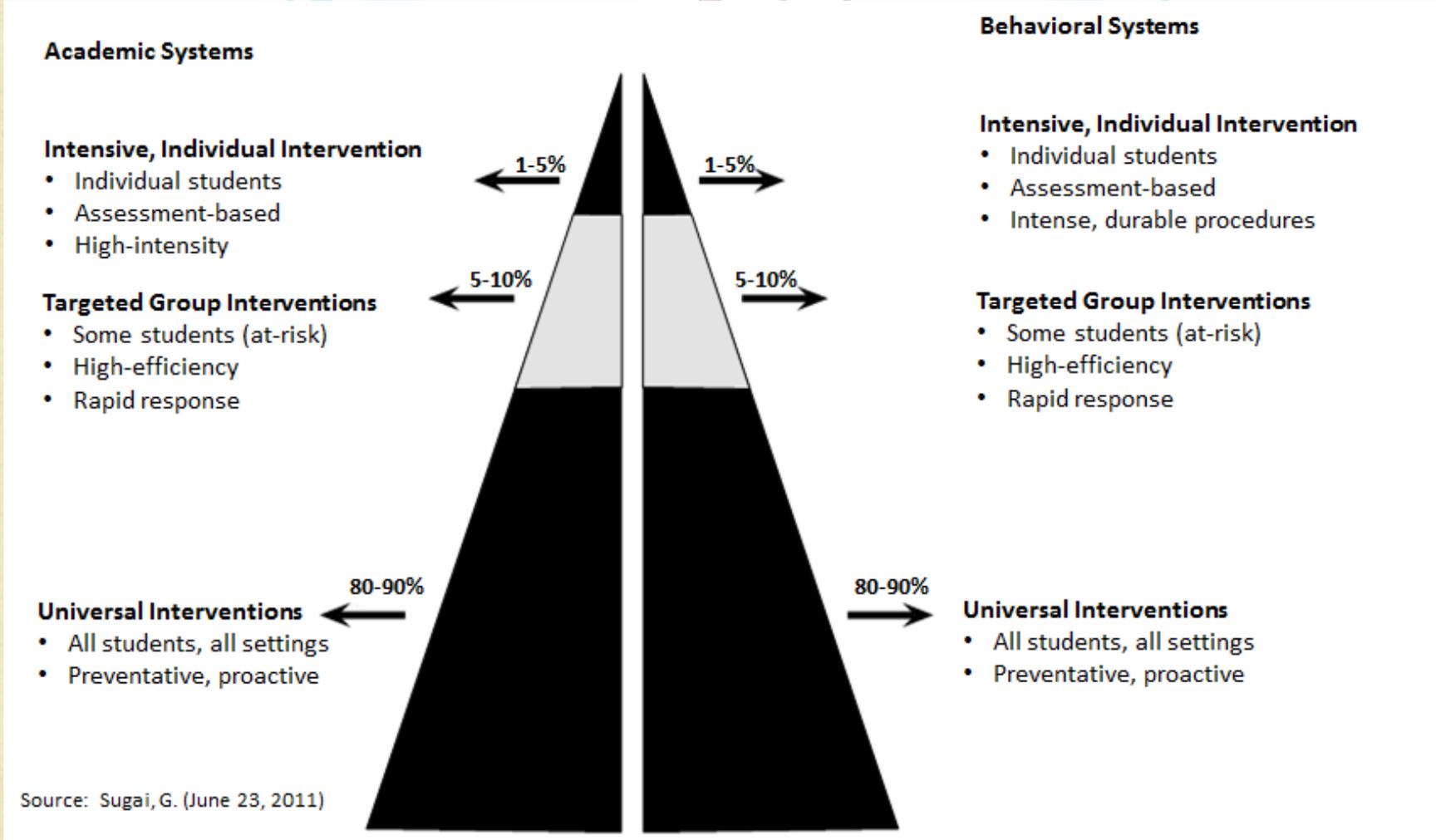
**RTI**

SW-PBS

RTI<sup>2</sup>



What are the origins of this approach?



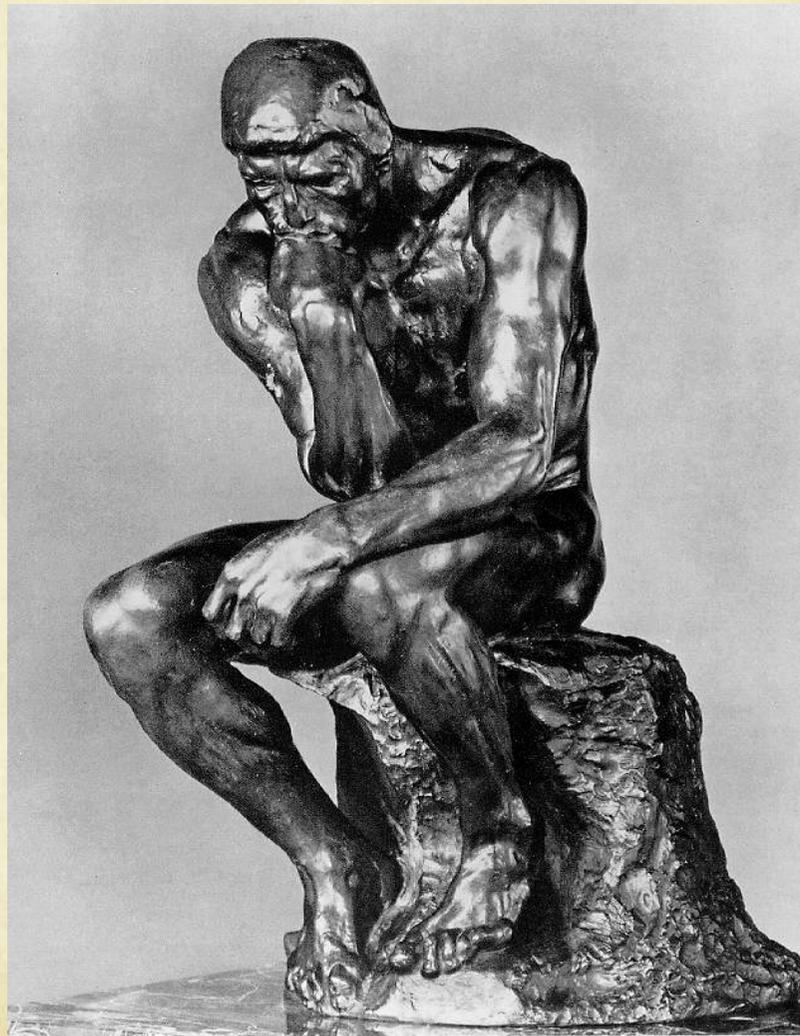
**Pyramid Model**

Fox, Carta, Strain, Dunlap, & Hemmeter. (2009).

**Recognition & Response Model ©**

Virginia Buysse & Ellen Peisner-Feinberg. (2011).

# Understanding Key Terms



# Early Intervening vs. Early Intervention

- Within RTI, *early intervening* means addressing children's learning needs prior to referral for evaluation for special education.
- *Early intervention* refers to special education & family support services for eligible children birth - 3 with disabilities/at risk under IDEA.

# Learning Difficulties & Learning Disabilities

- Learning difficulties refer to students who have problems in acquiring key academic skills (also known as at-risk).
- Learning disabilities refer to students who have an identified disability requiring special education services under IDEA.

# Tiered & Multi-Tiered

- These terms are used interchangeably within RTI to describe a system of instructional supports organized by level of intensity.
- These same terms are used within PBS to describe a system of behavioral supports organized by level of intensity.

# Problem-solving

- Within RTI, problem-solving means working collaboratively with parents, teachers, specialists, and administrators to plan and evaluate tiered instruction based on formative assessment results.

# Instruction & intervention

- Instruction means the general curriculum & intentional teaching that all children receive.
- Intervention means the instructional or behavioral supports that some children receive based on formative assessment results.

# Small-group instruction

- Within RTI, small groups mean teacher-directed lessons targeting key skills for **some** children as part of a tiered instructional system.
- Outside of RTI, small groups involve learning activities (book center, art area, writing table, dramatic play) to address broad curriculum goals for **all** children.

# Formative assessment

- Within RTI, formative assessment is typically gathered by classroom teachers to guide instructional decisions.
- Two types of formative assessment:
  - Universal screening
  - Progress monitoring.

# Universal versus Developmental Screening

- Within RTI, universal screening means formative assessment to determine whether some children need more instructional supports
- Developmental screening means assessment to determine whether further diagnostic evaluation is needed

# Progress monitoring

- Within RTI, progress monitoring means formative assessment to determine how children are responding to both core instruction and targeted interventions.

## CBM vs. GOM vs. CBA

- Within RTI, Curriculum-based measures (CBM) are brief measures of key academic skills linked to later achievement in reading and math.
- General outcome measures (GOMs) are another term for CBMs.
- Curriculum-based assessments (CBAs) are linked to the learning goals of a specific curriculum.

# Defining Features of RTI in Early Childhood

- **Formative assessment**
- **Foundational instruction & tiered interventions**
- **Supports for decision-making & implementation**
  - *National Professional Development Center on Inclusion (2012)*

# Widely Used Models of RTI for Pre-K

- Recognition & Response – focused on language, literacy, & math instruction (R&R) (Buysse & Peisner-Feinberg, 2011)
- Pyramid Model – focused on social-emotional development & challenging behaviors (Fox et al., 2010)

# Recognition & Response Model of RTI for Pre-K

COLLABORATIVE PROBLEM SOLVING

*Tier 3*  
*A Few*  
*Children*

Individualized  
Scaffolding Strategies

Formative Assessment

*Tier 2*  
*Some Children*

Explicit Small Group Interventions &  
Embedded Learning Activities

Formative Assessment

*Tier 1*  
*All Children*

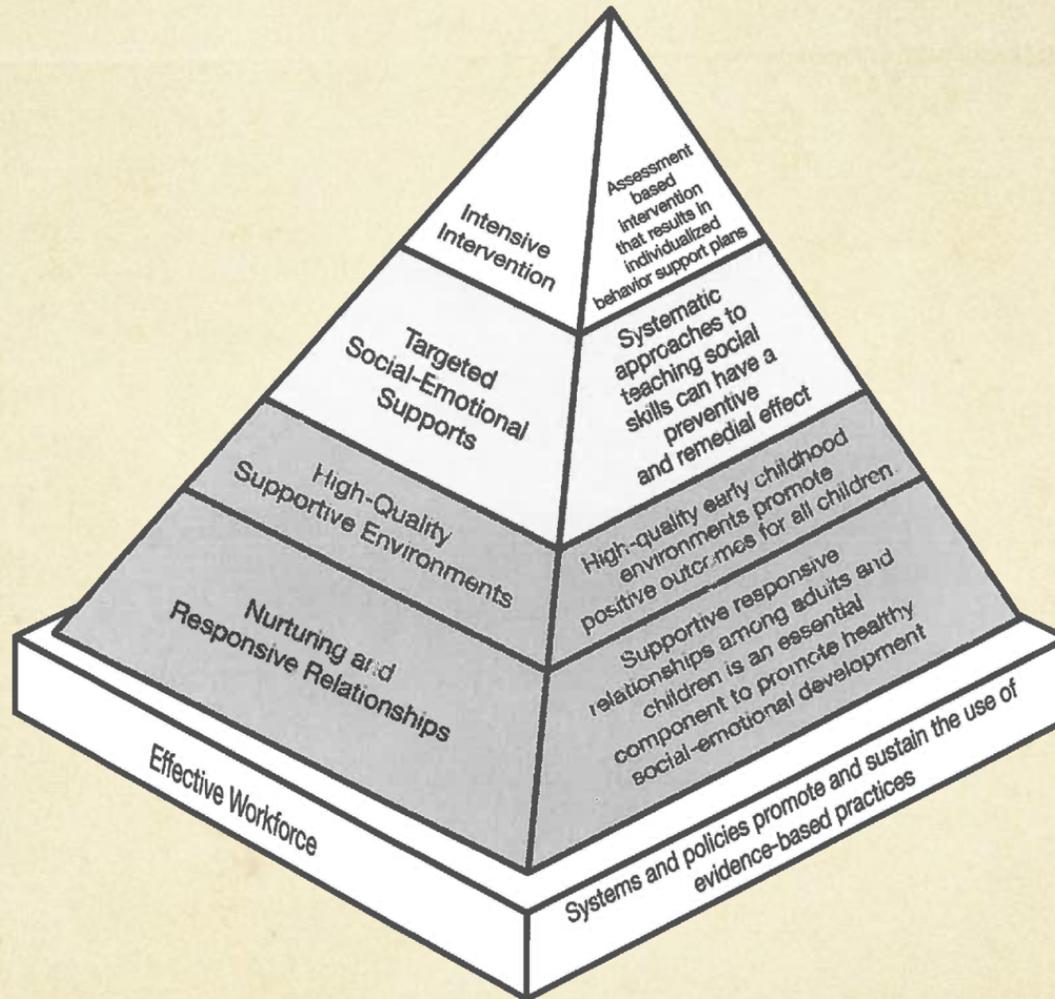
Research-Based Core Curriculum &  
Intentional Teaching

Formative Assessment

COLLABORATIVE PROBLEM SOLVING

COLLABORATIVE PROBLEM SOLVING

# Pyramid Model



Fox, Carta, Strain, Dunlap, & Hemmeter. (2009).



Is there any  
evidence to  
support  
RTI?

Evidence to Support  
Efficacy of RTI in K-12,  
but not yet in pre-K

# Meta-analysis of 24 studies

(Burns, Appleton, & Stehouwer, 2005)

- Students from RTI schools showed greater growth in academic skills, more time on task, & better task completion.
- RTI also reduced the need for special education.

# IES practice guide – reading

(Gersten et al., 2008)

- Universal screening predicts children's future performance in reading.
- Progress monitoring facilitates teachers' instructional decision-making.
- Tier 2 small-group interventions for at-risk students showed strong evidence of efficacy.
- Little evidence supporting differentiated instruction at Tier 1.

# IES practice guide – math

(Gersten et al., 2009)

- Universal screening predicts children's future performance in math.
- Progress monitoring facilitates teachers' instructional decision-making.
- Targeted interventions for at-risk students showed strong evidence of efficacy.

# Improving Reading Outcomes for Students with/at-risk for Reading Disabilities: IES Synthesis

(Connor, Alberto, Compton, & O'Connor, 2014)

- Screening & progress monitoring valid & efficient ways to identify at-risk students & to guide decision-making & evaluation.
- Increasing intensity of instruction in K-3<sup>rd</sup> grades can prevent later reading disabilities.

# Recommendations for Practice Based on Research

- The foundation of RTI is high-quality instruction & universal screening for **all** children.
- Targeted interventions for **some** children should be systematic, explicit, & evidence-based.
- Children's responses to interventions should be monitored to determine if adequate progress has been made and to make adjustments as needed.

# Questions from the Field about Using RTI in Pre-K



- What practices define RTI?
- Who implements it?
- Which children & families are affected?
- Who benefits?
- How does RTI fit with existing practices?

# Implementation Issues in EC

- Lack of consensus on meaning of RTI
- Urban myths about RTI (e.g., intended to replace special ed., delays referral & services)
- Confusing & limited information available
- Lack of experience & resources within the field
- Challenges of current fragmented EC system

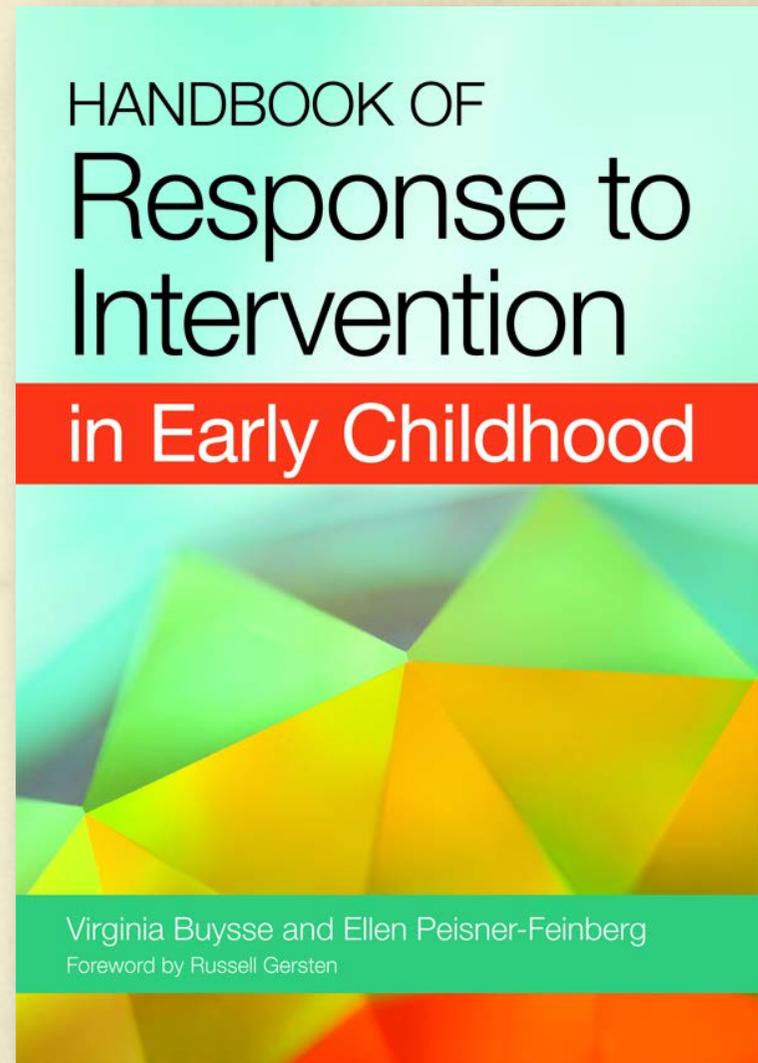
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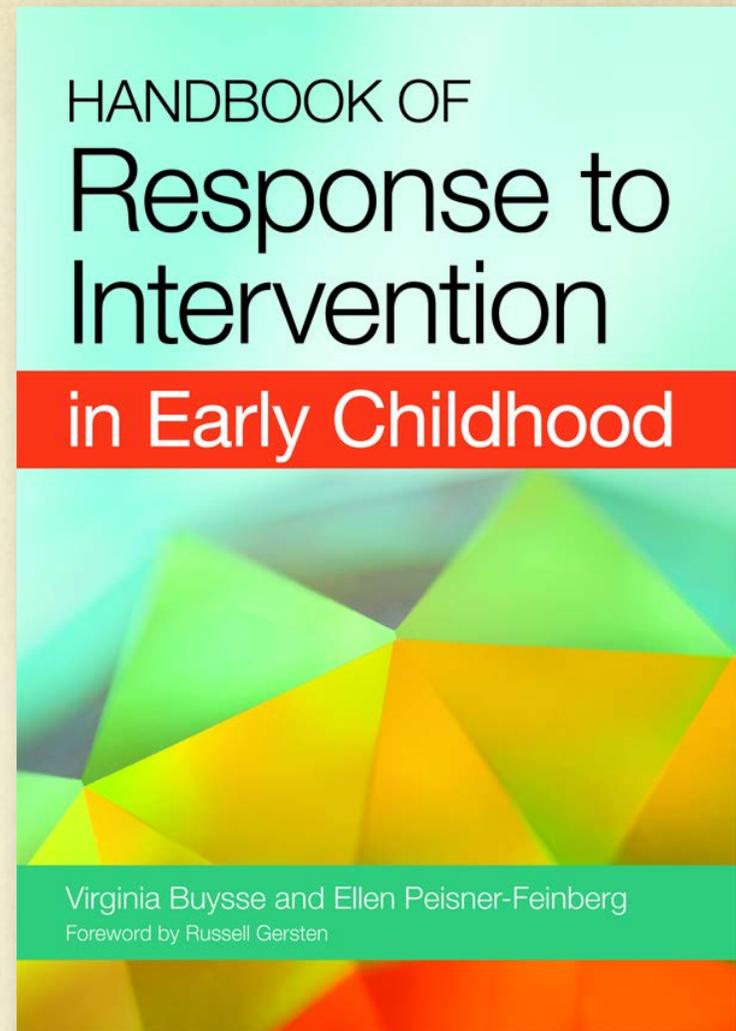
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# Questions from Webinar Participants

