Recommended Resources on Response to Intervention (RTI)

Note: Presenters contributed resources independently. This listing does not represent a consensus.

Books


Until recently, most books on RTI have emphasized the identification of learning disability rather than prevention. This book adopts a preventive stance, offering a critical analysis of problematic current practices, along with clear examples and logic for more appropriate practices.


This book describes successful, evidence-based RTI approaches and then shows them in action in real schools and districts. Edited by the co-chairs of IRA’s RTI Commission, this must-have resource presents collaborative frameworks proven to work in today's classrooms. It offers specific, practical information for general educators—particularly teachers, reading specialists, and literacy coaches.


This book details an approach to early literacy instruction and intervention which has been found to be effective in reducing the incidence of reading difficulties when implemented in one-to-one, small group, and classroom contexts. Research on the approach is detailed in the articles by Vellutino, Scanlon and colleagues listed below.


These books offer teacher-friendly resources for the design and implementation of scripted interventions for reading, mathematics, writing, and pro-social behaviors.

Articles


Numerous studies have demonstrated the co-occurrence of achievement and behavior problems in students identified with learning disabilities and emotional disturbance. Research indicates that
behavior problems predispose students to being resistant to academic interventions and is also making it increasingly clear that even when interventions yield significant behavioral improvement, they typically do not yield commensurate academic outcomes. This article briefly reviews the literature on the relationship between academic and behavioral interventions and related student outcomes, and makes recommendations for integrating academic and behavioral supports in order to prevent learning problems and failure in school.


There has been an increased focus on school readiness and supporting children during the preschool years to learn the skills they need to be successful in elementary school and beyond. The capacity to develop positive social relationships, to concentrate and persist on challenging tasks, to effectively communicate emotions, and to problem solve are just a few of the competencies children need to transition to school. In this article, the authors describe the Teaching Pyramid, a model for promoting young children's social-emotional development and addressing children's challenging behavior and its link to critical outcomes for children, families, and early childhood programs. The Pyramid includes four components: building positive relationships with children, families, and colleagues; designing supportive and engaging environments; teaching social and emotional skills; and developing individualized interventions for children with the most challenging behavior.


Any claim that a practice or procedure is evidence-based should be framed in the context of (a) explicit description of the procedure/practice, (b) clear definition of the settings and implementers who use the procedure/practice, (c) identification of the population of individuals who are expected to benefit, and (d) the specific outcomes expected given the extant research base. In this article, the authors summarize the research base that supports the effectiveness and SW-PBIS and discuss the extent to which this evidence meets established criteria for considering an intervention evidence-based.


This article provides an overview of the history of RTI, and the professional and practical problems that have arisen because of its history. In that context, it offers a way of moving forward productively with RTI.


This article provides a brief and accessible introduction to thinking about RTI as an instructional problem.


These articles exemplify the types of research that have provided documentation for and motivated the RTI approach to identifying learning disabled children. They also exemplify the different tiers of the three-tiered RTI model: Tier 1, classroom intervention (Scanlon et al., 2008); Tier 2, small group intervention (Vellutino et al., 2008); and Tier 3, one-to-one intervention (Gelzheiser et al., in press; Vellutino et al. 1996). Evidence is presented against continued use of the IQ-achievement discrepancy approach to learning disabled classification in favor of an RTI approach, as well as for a preventative approach to intervention that promises to significantly reduce the number of children classified as learning disabled.


These articles document Marie Clay’s contribution to the RTI approach to identifying learning disability. They discuss the problems associated with the absence of clear, consensually validated, and theoretically grounded criteria for defining specific learning disability. The IQ-achievement discrepancy definition of learning disability is criticized, and a child’s response to a well-defined, short-term reading intervention is offered as a means of identifying children at risk for long term reading difficulties.

**Websites**

- The International Reading Association: [http://www.reading.org/Resources/ResourcesByTopic/ResponseToIntervention/Overview.aspx](http://www.reading.org/Resources/ResourcesByTopic/ResponseToIntervention/Overview.aspx)
- Intervention Central: [www.interventioncentral.org](http://www.interventioncentral.org)
- Florida Center of Reading Research: [http://www.fcrr.org/](http://www.fcrr.org/)