



**References and Resources from SIG Webinar *Effective Implementation of SIG:  
A Systems-based Approach to Implementing Instructional Change*  
RTI**

- Arthaud, T. J., Aram, R. J., Breck, S. E., Doelling, J. E., & Bushrow, K. M. (2007). Developing collaboration skills in pre-service teachers: A partnership between general and special education. *Teacher Education and Special Education*, 30(1), 1-12.
- Bean, R. M., Grumet, J. V., & Bulazo, J. (1999). Learning from each other: Collaboration between classroom teachers and reading specialist interns. *Reading Research and Instruction*, 38(4), 273–287.
- Bocala, C., Mello, D., Reedy, K., and Lacireno-Paquet, N. (2009). *Features of state response to intervention initiatives in Northeast and Islands Region states* (Issues & Answers Report, REL 2009–No. 083). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>
- Ehren, B. J., Laster, B., & Watts-Taffe, S. (n.d.) *Creating shared language for collaboration in RTI*. Retrieved from <http://www.rtinetwork.org/GetStarted/BuildSupport/ar/Creating-Shared-Language-for-Collaboration-in-RTI>
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, NIRN (FMHI Publication #231).
- Foorman, B. R., Francis, D. J., & Fletcher, J. M. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 37–55. Friend & Cook, 1996.
- Goe, L., & Cogshall, J. (2007). *The teacher preparation>teacher practices>student outcomes relationship in special education: Missing links and new connections*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/publications/may2007brief.pdf>
- Harr-Robins, J. J., Shambaugh, L. S., and Parrish, T. (2009). *The status of state-level response to intervention policies and procedures in the West Region states and five other states* (Issues & Answers Report, REL 2009–No. 077). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from <http://ies.ed.gov/ncee/edlabs>
- Mattessich, P. (2005). Collaboration *What Makes it Work*. Retrieved from:

<http://www.orau.gov/hsc/hdspinstitute/2005/PlenarySessions/CollaborationPlenarySlidesDept2005fordisplay.pdf>

Mohammed, S. S., Roberts, G., Murray, C. S., & Vaughn, S. (2009). *Conversations with practitioners: Current practice in statewide RTI implementation. Recommendations and frequently asked questions*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

National Association of State Directors of Special Education. (2008a & 2008b). *Response to Intervention blueprints: District level edition and school building level*. Alexandria, VA: Author. Retrieved from <http://www.nasdse.org/Portals/0/DISTRICT.pdf> and <http://www.nasdse.org/Portals/0/SCHOOL.pdf>

National Network of Eisenhower Regional Consortia and Clearinghouse. (2004). *What experience has taught us about collaboration. Facilitating mathematics and science reform: Lessons learned series*. Retrieved from [http://www.sedl.org/pubs/ms91/experience\\_collaboration.pdf](http://www.sedl.org/pubs/ms91/experience_collaboration.pdf)

Sawyer, R., Holland, D., & Detgen, A. (2008). *State policies and procedures and selected local implementation practices in Response to Intervention in the six Southeast Region states* (Issues & Answers Report, REL 2008–No. 063). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>

Schulte, A. C., & Osborne, S. S. (2003). When Assumptive Worlds Collide. *Journal of Educational and Psychological Consultation*, 14(2), 109-128.

Sharpe, M. N., & Hawes, M. E. (2003). *Collaboration between general and special education: Making it work. Issue brief*. Retrieved from [http://www.eric.ed.gov:80/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/1b/7a/3e.pdf](http://www.eric.ed.gov:80/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/7a/3e.pdf)

Strieter, L., & Blalock, L. (2006). Journey to successful collaborations. *Journal of Extension*, 44(1).

Stuart, S. K., & Rinaldi, C. (2009). A collaborative planning framework for teachers implementing tiered instruction. *Teaching Exceptional Children*, 42(2), 52–57.

Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research and Practice*, 18(3), 137-146.

Vellutino, F. R., Scanlon, D. M., & Lyon, G. R. (2000). Differentiating between difficult-to-remediate and readily remediated poor readers: More evidence against the IQ-achievement discrepancy definition of reading disability. *Journal of Learning Disabilities*, 33, 223–238.

Welch, M., & Tulbert, B. (2000). Practitioners' perspectives of collaboration: A

social validation of factor analysis. *Journal of Educational and Psychological Consultation*, 11, 357-378.

## EXAMPLES/RESOURCES:

Duffy, H. (2007). *Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention*. Washington, DC: National High School Center. Retrieved from [http://www.betterhighschools.org/docs/NHSC\\_RTIBrief\\_08-02-07.pdf](http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf)

National Association of State Directors of Special Education. (2008a). *Response to Intervention blueprints: District level edition*. Alexandria, VA: Author. Retrieved from <http://www.nasdse.org/Portals/0/DISTRICT.pdf>

National Association of State Directors of Special Education. (2008b). *Response to Intervention blueprints: School building level*. Alexandria, VA: Author. Retrieved from <http://www.nasdse.org/Portals/0/SCHOOL.pdf>

Newman-Gonchar, R., Clarke, B., & Gersten, R. (2009). *A summary of nine key studies: Multi-tier intervention and response to interventions for students struggling in mathematics*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from <http://www.centeroninstruction.org/files/Summary%20of%20studies%20on%20RTI%20and%20struggling%20math%20students.pdf>

[\*Response to Intervention: Policy Considerations and Implementation\*](#), National Association of State Directors of Special Education, 2005

[\*RTI Modules\*](#), IRIS Center for Faculty Enhancement, n.d.

[\*Supporting Teachers Who Are Implementing Student Progress Monitoring: A Guide for Administrators\*](#), National Center for Student Progress Monitoring, 2006

Tackett, K. K., Roberts, G., Baker, S., & Scammaca, N. (2009). *Implementing Response to Intervention: Practices and perspectives from five schools. Frequently asked questions*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from <http://centeroninstruction.org/files/Implementing%20RTI%20Practices%20&%20Perspectives%20of%205%20Schools.pdf>

United States Department of Education. (2009). *Implementing RTI using Title I, Title III, and CEIS funds: Key issues for decision-makers*. [PowerPoint slides]. Retrieved from <http://www.ed.gov/programs/titleiparta/rtifiles/rti.ppt>

## ELL RESOURCES

**A Cultural, Linguistic, and Ecological Framework for RTI With English Language Learners.** This NCCREST practitioner brief explains how to implement RTI in a way that will provide an equitable educational opportunity for students who are English language learners. It asserts that knowledge of each child's particular set of life experiences as well as

teacher-related and school-related issues must be taken into consideration when beginning implementation of RTI. It points out that educators must also be knowledgeable in first and second language acquisition principles and culturally responsive pedagogy and have access to specialists in differentiating cultural and linguistic differences from disabilities.

[http://centeroninstruction.org/files/framework\\_for\\_rti.pdf](http://centeroninstruction.org/files/framework_for_rti.pdf)

**Addressing Promises and Challenges of Response to Intervention Models for ELLs.** Alfred Artiles presented this keynote address at the 31st annual conference of the New York State Association for Bilingual Education in March 2008. This PowerPoint presentation focuses on 1) trends in ELL placement in Special Education, 2) RTI as a viable option for ELLs, and 3) reflections on potential future directions for ELLs.

<http://centeroninstruction.org/files/Addressing%20Promises%20&%20Challenges.pdf>

**CREATE Brief: Response to Intervention and English Language Learners.** This brief from the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE), outlines the tiered structure of RTI and how it can be implemented as an effective technique for teaching English learners who are having difficulty making academic progress.

[http://centeroninstruction.org/files/CREATEBrief\\_ResponseToIntervention.pdf](http://centeroninstruction.org/files/CREATEBrief_ResponseToIntervention.pdf)

**Rinaldi, C., & Samson, J. (2008).** English language learners and Response to Intervention. *Teaching Exceptional Children*, 40(5), 6–14.