

## **Reading Recovery and Response to Intervention (RTI): An Annotated Bibliography**

Dorn, L. and Schubert, B. (2008). **A Comprehensive Intervention Model for Preventing Literacy Failure: A Response to Intervention Process**, *The Journal of Reading Recovery*, 7(2), 29-41.

The authors discuss the Comprehensive Intervention Model (CIM) as an effective RTI method. First, they present information on early intervening services (EIS) and response to intervention (RTI) with details on the RTI framework and core components. Then, the authors describe how the Comprehensive Intervention Model is an RTI approach, including details for how layers fit within a four-tiered design, followed by a description of the intervention components and research on the model. Finally, authors present a framework for implementing the Comprehensive Intervention Model in a school.

Forbes, S., Swenson, B., Person, T., & Reed, J. (2008). **Reading Recovery: A major component of many RTI models**, *The Journal of Reading Recovery*, 7(2), 53–56.

The authors review response to intervention (RTI) under the 2004 Individuals with Disabilities Education Improvement Act (IDEA) then discuss two RTI models using Reading Recovery. The examples for models come from Brainerd School District in Minnesota and Rio Rancho School District in New Mexico.

In Brainerd Schools, Reading Recovery is a Tier 2 intervention for first graders. Tier 1 is the Literacy Collaborative professional development and coaching model for classrooms, and Tier 3 is a Leveled Literacy Intervention using small group interventions. The pilot school in Brainerd has dropped learning disability rates by 66% since launching this model.

In Rio Rancho Schools, Reading Recovery is available to first graders and in addition, Reading Recovery training is provided to special education teachers to give them additional knowledge and expertise in literacy processing. Teachers who complete this training are designated as ‘literacy processing specialists.’ Available online. [http://www.readingrecovery.org/pdf/rrcna/advocacy/JRR\\_7.2-Forbes-Swenson.etal.pdf](http://www.readingrecovery.org/pdf/rrcna/advocacy/JRR_7.2-Forbes-Swenson.etal.pdf)

International Reading Association (2007). **Implications for reading teachers in response to intervention**. [Online report].

In this online report, the International Reading Association reviews the background and implications of RTI. Topic headings include:

- New and Expanded Roles for Reading Teachers
- Key Concepts and Benefits of RTI
- Professional Development and RTI
- Funding to Support and Implement RTI
- New and Expanded Roles for Schools Using RTI
- System Design for RTI
- Implications for Administrators Using RTI

- RTI and Federal Regulations
- RTI and NCLB
- Background on Successful RTI-type Models
- Impacting Academics and Behavior
- Ways to Use Funds
- Challenges in Implementing RTI
- Examples of Successful RTI-type Programs

Among the successful RTI-type programs is Michigan's Walled Lake School District. Walled Lake implemented a Seamless Support model that redefined the role of special education teachers to include helping K–5 general education students. Using Reading Recovery staff as the “backbone of the intervention process,” Walled Lake was “able to reclassify many learning disabled children as regular education students. Between 2002 and 2006 the percentage of students classified as special education students dropped in each of the three Title I schools by 28%, 15%, and 30% respectively.” Available online.

[http://reading.org/downloads/resources/rti0707\\_implications.pdf](http://reading.org/downloads/resources/rti0707_implications.pdf)

Lose, M. K. (2007). **A child's response to intervention requires a responsive teacher of reading.** *The Reading Teacher*, 61(3), 276–279.

This article outlines several fundamental principles of RTI and early intervening services (EIS) within the IDEA. Expanding on these fundamental principles, the author urges teachers and administrators to consider additional principles which lead to a successful RTI approach. These principles include evidence-based interventions that emphasize teacher expertise and sustained teacher development, that are scalable, and that can be implemented immediately by education systems. The article refers the reader to the USDE's What Works Clearinghouse ([www.whatworks.ed.gov](http://www.whatworks.ed.gov)) ratings of intervention effectiveness to inform teachers and administrators about programmatic decisions. Available online to subscribers of *The Reading Teacher*.

<http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RT.61.3.9&F=RT-61-3-Lose.html>

Lose, M. K. (2008). **Using RTI to support struggling learners.** *Principal Magazine*, 87(3), 20–23.

In this article, the author argues that it is not more time that is needed to respond to learners who appear to be slow learning, but *better use of the instructional time* that is available. Rising enrollments in learning disabilities and fewer resources for instructional modifications require sound implementations of RTI and EIS within the reauthorized IDEA. The author argues for evidence-based RTI approaches that emphasize teacher expertise and that can be implemented immediately by principals in their schools. Web resources cited: The Reading Recovery Council of North America

([www.readingrecovery.org](http://www.readingrecovery.org)), International Reading Association ([www.reading.org](http://www.reading.org)), and

What Works Clearinghouse Beginning Reading Report (<http://ies.ed.gov/ncee/wwc/>). Available free online to members of the National Association of Elementary School Principals.

<http://www.naesp.org/>

Lose, M. K. (2005). **Reading Recovery: The optimal response to the Individuals with Disabilities Education Improvement Act of 2004**, *The Journal of Reading Recovery*, 4(3), 35–37.

On Dec. 3, 2004, President Bush signed the Individuals with Disabilities Education Improvement Act (IDEIA) into law. A reauthorization of the 1997 IDEA, the Act focuses on the education of children with disabilities and became effective July 1, 2005. The author presents the principal provisions of the IDEA and the implications of the Act for children served in Reading Recovery. In addition, a set of core points are included that can be used when advocating for Reading Recovery as the preferred early intervention. Available online.

[http://www.readingrecovery.org/pdf/rrcna/advocacy/Reading Recovery and IDEA.pdf](http://www.readingrecovery.org/pdf/rrcna/advocacy/Reading_Recovery_and_IDEA.pdf)

Lose, M. K., Schmitt, M. E., Gómez-Bellengeé, F. X., Jones, N. K., Honchell, B. A., & Askew, B. J. (2007). **Reading Recovery and IDEA legislation: Early intervening services (EIS) and response to intervention (RTI)**. *The Journal of Reading Recovery*, 6(2), 44–49.

Reading Recovery can play an important role in a school's implementation of the 2004 IDEA. The U.S. Department of Education What Works Clearinghouse has verified the effectiveness of Reading Recovery based on scientific research (<http://ies.ed.gov/ncee/wwc/>). That means Reading Recovery is a compelling option for schools that are designing RTI models to meet the needs of struggling readers and writers. Available online.

[http://www.readingrecovery.org/pdf/reading\\_recovery/SPED\\_Brief-07.pdf](http://www.readingrecovery.org/pdf/reading_recovery/SPED_Brief-07.pdf) .

McEneaney, J., Lose, M. K., & Schwartz, R. M. (2006). **A transactional perspective on reading difficulties and response to intervention**. *New Directions in Research: Reading Research Quarterly*, 41(1), 117–128.

The authors adopt a transactional view of reading difficulties and instructional response in examining RTI and suggest that unless educators are prepared to be honest about the failures of the past, RTI may become just one more example of an over-hyped reform movement. The authors stress the critical role of teachers in efforts to implement and sustain RTI, requiring a broader RTI research program that focuses on two important goals. The first of these goals is to determine how teachers acquire and sustain the

knowledge and expertise needed to be responsive to students and the relative costs involved in different approaches. The second goal is to conduct studies examining the literacy learning outcomes that result from these approaches. Available online.

<http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RRQ.41.1.7&F=RRQ-41-1-McEneaney.html>

### **Reading Recovery's Historic Role**

Clay, M. M. (1987). **Learning to be learning disabled.** *New Zealand Journal of Educational Studies*, 22(2), 155–173.

Published more than 20 years ago, this influential article by Reading Recovery's founder "gave voice and validity to support the idea that many children who are labeled 'learning disabled' are in truth instructionally disabled. That is, they are children who have no neurological disorder at all, but who had a series of unfortunate experiences, usually inadvertent, before formal schooling or during their first years of schooling that interfered with their developing the neural networks to learn how to read and write." (Lyons, 2007.) Marie Clay's article was reprinted in *The Journal of Reading Recovery* 7(1) 54–65. Carol Lyons' article, "A Tribute to Marie Clay," appears on pages 51–53 in the same issue.

Print copies of the journals's 2007 Marie Clay Tribute issue can be ordered online from the Reading Recovery Council of North America.

<http://www.readingrecovery.org/rrcna/products/publications.asp>