**Resources**

**Resource Documents**

**Essential Components of RTI—A Closer Look at Response to Intervention***,* National Center on Response to Intervention (NCRTI). This resource provides a definition of RTI, reviews essential RTI components, and responds to frequently asked questions. The information presented is intended to provide educators with guidance for RTI implementation that reflects research and evidence-based practices and supports the implementation of a comprehensive RTI framework.
<http://www.rti4success.org/sites/default/files/rtiessentialcomponents_042710.pdf>

**Information Brief: Developing an RTI Guidance Document**, NCRTI. This tool is based on the lessons learned from providing support to states developing guidance documents. Included are frequently asked questions about guidance documents and a template to help states, districts, and schools develop their own documents. <http://www.rti4success.org/resource/developing-rti-guidance-document>

**Implementation Research: A Synthesis of Literature, National Implementation Research Center** (NIRN). This monograph summarizes findings from an extensive review of the research literature on the implementation of evidence-based practices. <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf>

**Implementing RTI Using Title I, Title III, and CEIS Funds: Key Issues for Decision-Makers, U.S. Department of Education**. This presentation answers questions specifically about funds provided under three federal programs: Title I of the Elementary and Secondary Education Act, Title III of the Elementary and Secondary Education Act, and funds for Coordinated Early Intervening Services (CEIS), available under the Individuals with Disabilities Education Act (IDEA). <http://www.rti4success.org/resource/implementing-rti-using-title-i-title-iii-and-ceis-funds-key-issues-decision-makers>

**Response to Intervention (RTI): Funding Questions and Answers,** NCRTI.This document provides written responses from the U.S. Department of Education Office of Special Education Programs (OSEP) on the use of Individuals with Disabilities Education Act (IDEA) funds for the implementation of RTI and answers eight commonly asked questions on funding RTI. <http://www.rti4success.org/resource/response-intervention-rti-funding-questions-and-answers>

**RTI Glossary of Term (PDF),** NCRTIThis glossary defines some of the most commonly used terms in an RTI framework. <http://www.rti4success.org/resources/rti-glossary-terms>

**RTI Pilot Site Selection: Things to Consider,** NCRTI. Pilot sites often play an important part in effective RTI implementation. This information brief guides teams through the steps of developing an RTI pilot site selection process. It provides team facilitators discussion questions that they can use to help teams examine their priorities, evaluation strategies, resources, and possible selection processes. <http://www.rti4success.org/resource/rti-pilot-site-selection-things-consider>

**RTI Placemat (PDF)**. This at-a-glance “RTI placemat” serves as a supplemental resource to the Essential Components document. <http://www.rti4success.org/sites/default/files/RTI_Placemat_2015.pdf>

**Videos**

**Ask the Expert: How can I get teachers and staff to buy in to the RTI process?** (2:00 minutes). Dr. Evelyn Johnson, NCRTI, responds to this question (May 2010). <http://www.rti4success.org/video/how-can-i-get-teachers-and-staff-buy-rti-process>

**Ask the Expert: How does RTI differ from previous approaches to providing interventions?** (5:46 minutes). Dr. Tessie Rose Bailey, NCRTI, responds to the question (October 2010). <http://www.rti4success.org/video/how-does-rti-differ-previous-approaches-providing-interventions>

**Ask the Expert: How does RTI fit in with other policy initiatives?** (3:16 minutes). Dr. Evelyn Johnson, NCRTI, responds to this question (September 2010).
<http://www.rti4success.org/video/how-does-rti-fit-other-policy-initiatives>

**Ask the Expert: We hear a lot about fidelity of implementation when talking about RTI. What does this really mean?** (05:17 minutes). Doug Fuchs, NCRTI, responds to this question (March 2010). <http://www.rti4success.org/video/we-hear-lot-about-fidelity-implementation-when-talking-about-rti-what-does-really-mean>

**Ask the Expert: If an elementary school is already implementing RTI in academic subjects, what is the best way for them to begin to incorporate behavior interventions?** (6:16 minutes). Joe Wehby, NCRTI, responds to this question (March 2012). <http://www.rti4success.org/video/if-elementary-school-already-implementing-rti-academic-subjects-what-best-way-them-begin>

**Ask the Expert: What is RTI and what are the essential components that must be present for it to be implemented with fidelity?** (5:46 minutes). Whitney Donaldson, NCRTI, responds to this question (October 2010).
<http://www.rti4success.org/video/what-rti-and-what-are-essential-components-must-be-present>

**Essential Components: What is response to intervention (RTI)?** (26:30 minutes). Dr. Tessie Rose Bailey, NCRTI, responds to this question. A recorded webinar, webinar transcript, PDF version, and Live Chat Q&A are available.<http://www.rti4success.org/video/what-rti-essential-components>

**Webinars**

**Planning and First Steps for RTI,** NCRTI. In this webinar, Dr. Alexandra Hilt‐Panahon and Deborah Gould Stover provides examples of what planning is required before successfully implementing RTI as well as the initial steps that should be taken when implementing RTI within schools. Examples illustrate how elementary schools have used RTI to address the needs of culturally and linguistically diverse student populations. In addition, the webinar shares how elementary schools have resolved challenges such as revising schedules and reallocating personnel to provide interventions. <http://www.rti4success.org/video/planning-and-first-steps-rti>

**Planning and First Steps for RTI** (57:34 minutes), NCRTI. This webinar provides examples of what planning is required before successfully implementing RTI as well as the initial steps that should be taken when implementing RTI within schools. Examples illustrate how elementary schools have used RTI to address the needs of culturally and linguistically diverse student populations. In addition, ideas are shared to show how elementary schools have resolved challenges such as revising schedules and reallocating personnel to provide interventions. <http://www.rti4success.org/webinars/video/888%20>

**RTI Implementation: Developing Effective Schedules at the Elementary Level,** NCRTI. This 60-minute recording offers recommendations for efficient, effective, and sustainable schedules. It also addresses issues related to the development of effective schedules for the implementation of RTI at the elementary level, including the scheduling of core instruction, intervention time, team meetings, and planning. <http://www.rti4success.org/video/rti-implementation-developing-effective-schedules-elementary-level>

**We’re “Doing RTI”—A Closer Look at Implementation** (51:28 minutes), NCRTI. In this webinar, Dr. Rebecca Zumeta, NCRTI, and Mike Jacobsen, Director of Assessment in RTI, in Washington state’s White River School District, discuss how NCRTI’s implementation integrity rubric was used to conduct an interview process that helped the state’s pilot sites evaluate their RTI implementation.
<http://www.rti4success.org/video/were-doing-rti-closer-look-implementation>

**Tools**

**Active Implementation Tools,** SISEP and NIRN. Active Implementation Lessons on tools are very short (5–15 minutes), and interactive Web presentations are designed to help you and your team get started and get better with Active Implementation. They focus on specific implementation tools and practices and can be viewed online for self-paced learning or used for professional development in a team setting. <http://implementation.fpg.unc.edu/modules-and-lessons>

**Essential Components of RTI Integrity Rubric and Worksheet,** NCRTI. The RTI Essential Components Integrity Rubric and the RTI Essential Components Integrity Worksheet are for use by individuals responsible for monitoring the school-level fidelity of RTI implementation. The rubric and the worksheet are designed to be used together and are aligned with the essential components of RTI.
<http://www.rti4success.org/resource/essential-components-rti-integrity-rubric-and-worksheet>

**Get Started: MTSS Implementation,** RTI Action Network. This online resource focuses on the necessary steps for developing a building-level plan for successful implementation of multi-tiered systems of support (MTSS). It includes five sections: Building Support, Develop a Plan, Implement Your Plan, Evaluate and Refine, and Checklists and Forms. <http://www.rtinetwork.org/getstarted>

**Implementing District Positive Behavioral and Interventions and Supports (PBIS)**, PBIS. The Web resource outlines the district-level infrastructure necessary to implement and sustain a tiered system of behavior support. Users can access tools, articles, videos, and training resources. <http://www.pbis.org/school/district-level>

**MTSS Checklists and Forms**, RTI Action Network. This site provides sample MTSS planning forms and checklists, such as *Self-Assessment of Problem Solving Implementation* (SAPSI), treatment integrity protocols, beliefs and perceptions of MTSS skills surveys, and intervention documentation forms. <http://www.rtinetwork.org/getstarted/checklists-and-forms>

**Scaling-Up Tools and Resources**, SISEP. The SISEP Center produces a variety of tools and resources for implementation, scaling up, and system reinvention work as well as delivers online and off-line coaching, teaching, and learning. <http://sisep.fpg.unc.edu/tools-and-resources/home>

**Training Modules**

**Active Implementation (AI) Modules**, State Implementation & Scaling-up of Evidence-based Practices (SISEP) and National Implementation Research Network(NIRN). AI Modules are short (30–45 minutes) online modules designed to be self-paced or blended with in pre-service and in-service training. They include content, activities, and assessments designed to promote the knowledge and practice of implementation science and scaling up.
 <http://implementation.fpg.unc.edu/modules-and-lessons>

**Developing an RTI Professional Development Plan: Things to Consider**,NCRTI.This module is designed to help participants plan effective and appropriate professional development (PD) based on research, data, and best practices. Through the module, participants will increase their understanding of the necessary considerations for developing a PD plan, increase awareness of available PD tools, and draft a PD plan. <http://www.rti4success.org/resource/developing-rti-professional-development-plan-things-consider>

**RTI Implementer Series Self-Paced Learning Modules**, NCRTI.The RTI Implementer Series Self-Paced Learning Modules is a series of 11 learning modules for implementers of RTI. The learning modules are intended to provide foundational knowledge about the essential components of RTI and to build an understanding about the importance of RTI implementation. Each module includes the learning module (live version and downloadable version), transcript, PowerPoint presentation, handouts, and the training manual (if available). <http://www.rti4success.org/resource/rti-implementer-series-self-paced-learning-modules>

**Train-the-Trainer Materials: Response to Intervention Implementer Series**, NCRTI.These materials are intended for use by those wishing to conduct a training-of-trainers (TOT) for the RTI Implementer Series. TOT facilitators should have knowledge of the materials provided here, the Implementer Series training module materials (e.g., PowerPoints, training manuals, and handouts), Facilitator’s Guide, and related readings found on the center’s website. The three Implementer Series training modules are intended for beginning implementers of RTI and provide foundational knowledge about the essential components of RTI and to build an understanding about the importance of RTI implementation. <http://www.rti4success.org/resource/train-trainer-materials-response-intervention-implementer-series>

**General Web Resources**

**The National Center for Response to Intervention**, NCRTI. The NCRTI website provides various user-friendly resources for elementary and secondary schools and districts implementing schoolwide tiered systems of support. Resources include training materials, video clips and webinars, tools charts, and access to numerous documents. <http://rti4success.org>

**National Center on Intensive Interventions (NCII)**. NCII’s mission is to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for students with severe and persistent learning and behavioral needs.<http://www.intensiveintervention.org/>

**National Implementation Research Network (NIRN)**.The mission of NIRN is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services. The website provides resources and trainings materials to support implementation. <http://nirn.fpg.unc.edu/>

**Positive Behavioral Interventions and Support (PBIS)**. PBIS is a national technical assistance center that emphasizes the impact of implementing PBIS on the social, emotional, and academic outcomes for students with disabilities. The website provides recorded videos and webinars, self-paced training materials, and implementation resources. <http://www.pbis.org/>

**RTI Action Network**. This website provides information for practitioners with information on what is RTI, professional development opportunities, implementation information, and opportunities to connect with others.<http://www.rtinetwork.org/>

**State Implementation & Scaling-up of Evidence-based Practices (SISEP) Center**.SISEP has been working with several states on scaling up RTI, transition programs, and PBIS statewide. This site has numerous resources, including assessments of implementation, planning resources, and evaluation resources. <https://sisep.fpg.unc.edu/>