

## ***Response to Intervention ~ Websites***

### **New York State Response to Intervention Technical Assistance Center (NYSRtI-TAC)**

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

The NYSRtI-TAC website is designed to provide resources and tools to educators and families regarding effective RtI practices. It is a support for schools as they implement proven and promising practices within a RtI model.

### **RTI Action Network**

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

The RTI Action Network is dedicated to the effective implementation of RTI in school districts nationwide. The Network is a program of the National Center for Learning Disabilities.

### **Intervention Central - Jim Wright**

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

Curriculum Based Measures

<http://www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php>

Intervention Ideas

<http://www.interventioncentral.org/index.php#ideas>

Look for the RTI\_WIRE link → [www.jimwrightonline.com/php/rti/rti\\_wire.php](http://www.jimwrightonline.com/php/rti/rti_wire.php)

RTI\_WIRE is a 'one-stop' directory of free, high-quality 'Response-to-Intervention' resources available on the Internet - including the RtI Training Kit

### **System to Enhance Educational Performance - Dr. Joe Witt**

<http://www.isteep.com>

STEEP RTI is a research-based response to intervention program that guides users to match an appropriate intervention to the needs of struggling learners. For a quick overview go to → <http://www.isteep.com/Overview/default.html>

### **The Reading Center - Dr. Joe Witt**

<http://www.joewitt.org/Reading%20Grade%20levels.htm>

The Reading Center is a comprehensive reading intervention for the assessment and development of elementary readers. It includes a combination of procedures that have been supported by research to improve student reading and comprehension. It is most effective for students who are reasonably accurate in their reading but who are slow and need to build reading fluency.

### **National Research Center on Learning Disabilities (NRCLD)**

<http://www.nrclid.org/topics/rti.html>

Response to intervention (RTI) has gained momentum as a means of determining learning disabilities in school-age students. The NRCLD website offers a number of activities examining RtI best practices as well as evaluation, technical assistance and dissemination activities.

### **Recognition and Response - RtI for Early Childhood Learners**

[www.recognitionandresponse.org](http://www.recognitionandresponse.org)

RecognitionandResponse.org is an online resource that provides educators with information about an RtI approach to early education. This site offers information and resources to help early educators address the needs of young children (3 to 5 year-olds) who show signs that they may not be learning in an expected manner, even before they begin kindergarten.

### **Response to Intervention Resources - Rhode Island Technical Assistance**

<http://www.ritap.org/rti/resources/presentations.php>

This website includes many resources and descriptions of what some Rhode Island schools are doing to develop their school-wide RTI model. It includes information on the Personal Literacy Plan (PLP). The PLP is a plan of action for a teacher to use to bring a student to reading proficiency. It includes a problem-solving approach for improved student reading that is cyclical, inclusive (involves teachers, parents, administrators, etc.) and connects to the process of school improvement.

### **The Consortium on Reading Excellence (CORE)**

<http://www.corelearn.com/>

This website includes technical assistance services and products to assist educators to build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing literacy leadership.

### **The National Center for Culturally Responsive Education Systems (NCCREST)**

<http://www.nccrest.org>

NCCRES+ is a project funded by the U.S. Department of Education's Office of Special Education Programs. It provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvement in culturally responsive practices, early intervention, literacy, and positive behavioral supports. See the link to *Cultural Considerations and Challenges in Response-to-Intervention Models: An NCCREST Position Statement* →

[http://www.nccrest.org/publications/position\\_statements.html](http://www.nccrest.org/publications/position_statements.html)

### **The Florida Center for Reading Research**

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

This website contains information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade.

See the link on interventions for struggling readers →

<http://www.fcrr.org/Interventions/index.htm>

### **IRIS Center (IDEA & Research for Inclusive Settings) Vanderbilt University**

The IRIS Center website provides free, online, interactive training enhancements to be used in college and university courses and in professional development activities for practicing educators. Resources such as case study units, modules, information briefs, activities, and searchable indices are available.

See the link for the topic areas →

<http://iris.peabody.vanderbilt.edu/resources.html>

### **Vaughn Gross Center for Reading and Language Arts**

The Center emphasizes scientifically based research and instruction and is dedicated to improving reading and mathematics instruction for all students.

<http://www.texasreading.org/utcrla/>

### **Dolch Words**

The Dolch words or sight words are the 220 most frequently found words in books that children read. These words are usually learned in first and second grade; students who learn these words have a good base for beginning reading.

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

### **TEACHNOLOGY**

This website provides free and easy to use resources for teachers dedicated to improving the education of today's generation of students.

<http://www.technology.com/>

