

Response to Intervention (RTI): Resources to Meet Your Needs



*A list of professional materials available for borrowing
from the Stewart Resources Centre – March 2013*



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371.9043 B458

Beyond the RTI pyramid : solutions for the first years of implementation / Bender, William N. Bloomington, IN: Solution Tree Press, 2009.

Subjects: Remedial teaching. Learning disabled children – Education. Learning disabilities – Diagnosis. Response to intervention (Learning disabled children).

Summary: This book addresses the need to deepen response to intervention (RTI) efforts based on practical implementation issues and emerging research. Dr. Bender analyzes how RTI is implemented, how it functions, and its implications for general and special education teachers and students.

371.9043 A226

Building your school's capacity to implement RTI : an ASCD action tool / Addison, Patricia. Alexandria, VA: ASCD, 2011.

Subjects: Slow learning children – Education. Response to intervention (Learning disabled children). Remedial teaching.

Summary: This book guides educators through the process of creating an RTI framework, including forming a planning team, learning about and teaching staff the RTI components, and determining staff and team roles and responsibilities.

371.9 C737

The complete guide to RTI : an implementation toolkit / Burton, Dolores. Kappenberg, John. Thousand Oaks, CA: Corwin, 2012.

Subjects: Response to intervention (Learning disabled children) – Handbooks, manuals, etc. Learning disabled children – Education – Handbooks, manuals, etc.

Summary: The authors demonstrate innovative ways to use RTI to inform instruction and guide curriculum development in inclusive classroom settings. The text's broad perspective includes: a concise description of RTI's history and evolution; a leadership framework for school and district administrators; applications in reading and literacy, mathematics, and behaviour support; and guidelines for involving parents, students, and communities.

371.93 S559

A comprehensive RTI model : integrating behavioral and academic interventions / Shores, Cara. Thousand Oaks, CA: Corwin, 2009.

Subjects: Problem children – Education. Learning disabled children – Education. Behavioral disorders in children – Treatment. Response to intervention (Learning disabled children).

Summary: The author describes how schools have successfully used RTI to improve behaviour in the general education K-12 environment. This guide includes: vignettes showing how educators can address behavioral issues with RTI's three tiers; guidance on building teams and leveraging resources to effectively reach at-risk students; advice on the role of behavioural assessment within RTI, including universal screening and progress monitoring for behaviour; and interactive exercises, reproducibles, and other tools.

* Annotations have been excerpted from book descriptions provided by the publishers.

370.117 H789

Differentiating learning differences from disabilities : meeting diverse needs through multi-tiered response to intervention / Hoover, John J.

Upper Saddle River, NJ: Pearson, 2009.

Subjects: Multicultural education. Education, Bilingual. Second language acquisition. Cognitive styles in children. Response to intervention (Learning disabled children).

Summary: By integrating factors of cultural diversity, language differences, and disabilities, this book gives educators a complete picture of the needs of their diverse students at all grade and ability levels. Unlike other manuals that look at these factors individually, this book empowers readers to more clearly discern learning differences from learning disabilities and provide focused intervention and instruction.

372.417 S726

Differentiating reading instruction for success with RTI / Southall, Margo.

New York, NY: Scholastic, 2011.

Subjects: Response to intervention (Learning disabled children). Individualized reading instruction. Reading (Primary).

Summary: The author shares her classroom-tested tools for differentiating reading instruction within an RTI framework: assessment strategies; when-then charts describing a menu of intervention options; targeted lessons and interventions in word recognition, fluency, and comprehension; techniques for forming and managing small groups; guidelines and practical tips for implementing Tier 2 and Tier 3 interventions, and so much more. Packed with planning sheets, record-keeping forms, and reproducible student materials – including kid-friendly charts, visual aids, games, and interactive tools – this resource will help teachers efficiently and effectively differentiate instruction.

371.9043 F533

Enhancing RTI : how to ensure success with effective classroom instruction and intervention /

Fisher, Douglas. Frey, Nancy.

Alexandria, VA: ASCD, 2010.

Subjects: Remedial teaching. Slow learning children – Education. Learning disabled children – Education. Effective teaching. Response to intervention (Learning disabled children).

Summary: The authors introduce you to a strengthened model of RTI that emphasizes formative assessment and refining core instruction rather than relying only on multiple layers of intervention. The components for this strengthened model consist of: using core instruction that is responsive, standards-based, and data-driven; building Tier 2 and Tier 3 interventions that ensure continuity and alignment among all levels of instruction; developing a three-way feedback loop that uses formative assessment results to inform the learner, establish progress benchmarks, and improve curriculum and instruction for all students; and establishing a way for educators and families to work together effectively.

371.9043 D438

The essential guide to RTI : an integrated, evidence-based approach / DeRuvo, Silvia L.

San Francisco, CA: Jossey-Bass, 2010.

Subjects: Remedial teaching. Response to intervention (Learning disabled children). Slow learning children – Education. Learning disabled children – Education.

Summary: This resource helps teachers assess a school's or classroom's readiness to begin the implementation process, and offers extensive resources to help educators identify appropriate screening and progress monitoring tools for students.

372.41 M142

40 reading intervention strategies for K-6 students : research-based support for RTI / McEwan-Adkins, Elaine K.

Bloomington, IN: Solution Tree Press, 2010.

Subjects: Reading (Elementary). Response to intervention (Learning disabled children).

Summary: The book includes teacher-friendly sample lesson plans and mini-routines that are easy to understand and adapt. Citations and descriptions of current research help educators substantiate their strategy choices.

371.9 P615

Frequently asked questions about response to intervention / Pierangelo, Roger. Giuliani, George A.

Thousand Oaks, CA: Corwin, 2008.

Subjects: Remedial teaching. Learning disabled children – Education. Response to intervention (Learning disabled children).

Summary: This guide introduces educators to the purpose, core principles, legal basis, benefits, and application of this service delivery model. The step-by-step guidelines and informative appendices answer educators' most common questions, such as: Why is RTI important? What is a tiered service delivery model? How is screening and monitoring carried out? Is there federal funding to support RTI-related activities? and What does the RTI process mean for teachers?

371.9043 I34

Implementing RTI in secondary schools [DVD]

Alexandria, VA: ASCD, 2009.

Contents: 2 DVDs.

Subjects: Response to intervention (Learning disabled children). Remedial teaching. Learning disabilities. Learning disabled teenagers – Education (Secondary).

Summary: This DVD set follows an entering high school freshman through an RTI approach that emphasizes: universal screening to identify learners who are struggling with academic and behavioural skills; diagnostic assessment to show evidence of gaps between the expected outcomes and the actual performance; a three-tiered instructional intervention that increases with intensity from mainstream students to small-group learning; a pyramid of intervention that helps educators taking inventory of what is already in place and fill in the gap with expert ideas; and resources such as research tools and pools of expert teachers to bolster efforts.

428.40712 C886

Improving adolescent literacy : an RTI implementation guide / Craig, Pamela S. Sarlo, Rebecca. Larchmont, NY: Eye on Education, 2012.

Subjects: Response to intervention (Learning disabled children). Reading (Middle school). Reading (Secondary).

Summary: Literacy experts Craig and Sarlo explain how the implementation of a Problem Solving/Response to Intervention framework in grades 6-12 will help all students greatly improve their reading skills.

372.43 H179

Jumpstart RTI : using RTI in your elementary school right now / Hall, Susan L.

Thousand Oaks, CA: Corwin, 2010.

Subjects: Reading (Elementary). Reading – Remedial teaching. Response to intervention (Learning disabled children). Learning disabled children – Education.

Summary: The author asserts that an educator's job is not done until a school's RTI practices result in at least 95 percent of its students reading at benchmark levels. This book's research-based strategies will get you started on the road to achieving those results quickly, efficiently, and successfully.

Included are case studies, delivery models, practical tools, reproducibles, analysis worksheets, and forms that can be downloaded from a secure website.

371.9 A646

The one-stop guide to implementing RTI : academic and behavioral interventions, K-12 /

Appelbaum, Maryln.

Thousand Oaks, CA: Corwin, 2009.

Subjects: Problem children – Education. Behavior disorders in children. Learning disabled children – Education. Response to intervention (Learning disabled children).

Summary: This resource walks educators through the complete process of implementing Response to Intervention (RTI) in the classroom and school-wide.

371.207 S871

PLCs, DI, & RTI : a tapestry for school change / Stoehr, Judy.

Thousand Oaks, CA: Corwin, 2011.

Subjects: Response to intervention (Learning disabled children). Individualized instruction.

Professional learning communities. School improvement programs.

Summary: This resource weaves professional learning communities (PLCs), differentiated instruction (DI), and Response to Intervention (RTI) into a comprehensive framework for achieving school improvement. It includes practical classroom strategies and implementation and integration tools.

371.9 B929

Pyramid response to intervention : RTI, professional learning communities, and how to respond when students don't learn / Buffum, Austin. Mattos, Mike. Weber, Chris.

Bloomington, IN: Solution Tree, 2009.

Subjects: Remedial teaching. Group work in education. Teachers – Professional relationships. Slow learning children – Education. Special education. Response to intervention (Learning disabled children).

Summary: This book demonstrates how to create three tiers of interventions - from basic to intensive - to address student learning gaps. Over a dozen reproducible activities will guide teams in evaluating their current system, building strong interventions, and creating a successful and compliant pyramid response to intervention.

371.9043 M829

Questions and answers about RTI : a guide to success / Moran, Heather.

Larchmont, NY: Eye on Education, 2011.

Subjects: Learning disabled children – Education. Slow learning children – Education. Response to intervention (Learning disabled children).

Summary: This book is designed to guide a school or district through the implementation of a new RTI program. The authors deliver a concrete understanding of the components of a successful RTI model and answer the following questions: Why try something different? What are the core beliefs of Response to Intervention? What happens if in-class interventions aren't enough? and more.

371.102 R159

Raising the bar and closing the gap : whatever it takes / DuFour, Richard.

Bloomington, IN: Solution Tree, 2010.

Subjects: Effective teaching.

Summary: This expansion of the book, *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, expands on original ideas and presses further with new insights on the pyramid of interventions strategy. The authors examine schools and districts across North America that have successfully gone from traditional cultures to PLCs.

371.7 R434

Response to intervention : a guide for school social workers / Clark, James P. Alvarez, Michelle. (Eds.).

New York, NY: Oxford University Press, 2010.

Subjects: School social work.

Summary: The focus in this book is on meeting the social, emotional, and behavioural needs of students. School social workers are key stakeholders who need to be skilled in designing, monitoring, and evaluating the effectiveness of school-wide universal supports, targeted group interventions, and intensive individual interventions in objective and measurable terms. The book highlights the importance of data-based decision making and offers concrete guidelines for collecting, analyzing, and displaying data.

371.207 B527

Response to intervention (RTI) and continuous school improvement (CSI) : using data, vision and leadership to design, implement, and evaluate a schoolwide prevention system / Bernhardt, Victoria L.

Larchmont, NY: Eye on Education, 2011.

Subjects: Response to intervention (Learning disabled children). Inclusive education. Learning disabled children – Education. School improvement programs.

Summary: This book shows you how to get your entire staff working together to design, implement, and evaluate a school-wide prevention system. With specific examples, the authors demonstrate each step of the RTI process as it relates to continuous school improvement.

372.43 B458

RTI and differentiated reading in the K-8 classroom / Bender, William N. Waller, Laura. Bloomington, IN: Solution Tree Press, 2011.

Subjects: Reading – Remedial teaching. Reading (Elementary). Learning disabled children – Education. Individualized instruction. Response to intervention (Learning disabled children).

Summary: Three dramatic innovations are now changing the face of reading instruction - Response to Intervention (RTI), differentiated instruction, and technology. This book spells out how to restructure the early elementary classroom using these three innovations.

372.7 G831

RTI and mathematics : practical tools for teachers in K-8 classrooms / Gresham, Gina. Little, Mary.

Boston, MA: Pearson, 2013.

Subjects: Mathematics – Study and teaching (Elementary). Mathematics – Study and teaching (Primary).

Summary: This book clarifies and describes the issues of RTI, the connections among teachers' knowledge and skills and their use with RTI, and the role of the teacher within the classroom and school, and provides evidence-based content, scenarios, examples, resources, and activities; modeling description; and reflection upon the key learning outcomes of RTI.

372.465 E35

RTI : easy phonics interventions / Einhorn, Kama.

New York, NY: Scholastic, 2011.

Subjects: English language – Phonetics – Study and teaching (Primary). Reading – Phonetic method. Response to intervention (Learning disabled children).

Summary: Reach struggling readers with this 12-week collection of research-based phonics intervention activities – perfect for meeting the requirements of Response to Intervention (RTI) Tier

2. Each two-sided activity sheet targets and teaches a key phonics skill crucial for rapid decoding. The activities follow a consistent format, providing students with multiple opportunities to practice the skill and to apply what they learn.

372.43 C699

RTI for diverse learners : more than 200 instructional interventions / Collier, Catherine.
Thousand Oaks, CA: Corwin, 2010.

Subjects: Remedial teaching. Slow learning children – Education. Learning disabled children – Education. English language – Study and teaching as a second language. Response to intervention (Learning disabled children).

Summary: Addressing cognitive, behaviour, literacy, and communication issues, these instructional interventions help teachers support students from culturally and linguistically diverse backgrounds within an RTI framework.

372.7 B458

RTI in math : practical guidelines for elementary teachers / Bender, William N.
Bloomington, IN: Solution Tree Press, 2011.

Subjects: Response to intervention (Learning disabled children). Mathematics – Study and teaching (Elementary).

Summary: This map of the RTI process offers an overview of research, detailed guidance through each stage of implementation, tools for teacher reflection and growth, and discussion of support strategies beyond the classroom. The authors analyze a variety of common student difficulties in elementary math and apply a three-tier RTI model to the general education classroom.

371.9 W373

RTI in the early grades : intervention strategies for mathematics, literacy, behavior & fine-motor challenges / Weber, Chris.

Bloomington, IN: Solution Tree Press, 2013.

Subjects: Learning disabled children – Education. Remedial teaching. Response to intervention (Learning disabled children). Education, Elementary.

Summary: Teachers and support personnel will discover how to implement RTI-based supports in the early grades and learn what this prevention looks like. Find practical, research-based strategies to seal the gaps in student learning in grades K-3, identify students who need intervention, and more.

371.9 O55

RTI with differentiated instruction, grades K-5 : a classroom teacher's guide / O'Meara, Jodi.
Thousand Oaks, CA: Corwin, 2011.

Subjects: Slow learning children – Education. Learning disabled children – Education. Remedial teaching. Response to intervention (Learning disabled children). Reading (Elementary).

Summary: This helpful guide outlines direct, clear and practical strategies for simultaneously implementing RTI and differentiating instruction. Included are in-class assessment strategies, sample lessons, and troubleshooting tips.

371.829 C699

Seven steps to separating difference from disability / Collier, Catherine.
Thousand Oaks, CA: Corwin, 2011.

Subjects: Linguistic minorities – Education. Response to intervention (Learning disabled children). Learning disabilities – Diagnosis. English language – Study and teaching – Foreign speakers.

Summary: This resource shows how educators can adapt the widely-used Response to Intervention (RTI) model to make sound decisions regarding a student's education.

371.9043 B929

Simplifying response to intervention : four essential guiding principles / Buffum, Austin. Mattos, Mike.

Bloomington, IN: Solution Tree, 2012.

Subjects: Remedial teaching. Response to intervention (Learning disabled children). Special education. Learning disabled children – Education. Slow learning children – Education.

Summary: In this sequel to *Pyramid Response to Intervention*, the authors pick up where they left off - advocating that RTI is not a series of implementation steps to cross off on a list, but a way of thinking about how educators can ensure each child receives the time and support needed to achieve success. They go on to submit that for RTI to be effective, work must be divided between collaborative teacher teams and two school-wide teams (a leadership team and an intervention team).

371.9043 M588

Solution-focused RTI : a positive and personalized approach to response-to-intervention / Metcalf, Linda.

San Francisco, CA: Jossey-Bass, 2010.

Subjects: Learning disabled children – Identification. Learning disabilities – Diagnosis. Slow learning children – Education. Action research in education. Response to intervention (Learning disabled children).

Summary: This book shows how to identify exceptions to students' learning problems and design personalized interventions to help those students succeed. The author provides educators with the basic building blocks of the solution-focused approach and step-by-step guidelines for implementing a three-tiered RTI process.

372.43 C777

Success with RTI : research-based strategies for managing RTI and core reading instruction in your classroom / Cooper, J. David. Robinson, Michael D. Kiger, Nancy D.

New York, NY: Scholastic, 2010.

Subjects: Reading (Elementary). Remedial teaching. Response to intervention (Learning disabled children). Slow learning children – Education.

Summary: This book will provide answers about: evaluating strengths and weaknesses in your core instruction, evaluating your students' needs, monitoring your students' progress, managing core instruction and intervention in your classroom, and using your resources effectively. Grades K-5.

371.102 B458

The teaching revolution : RTI, technology, and differentiation transform teaching for the 21st century / Bender, William N.

Thousand Oaks, CA: Corwin, 2011.

Subjects: Response to intervention (Learning disabled children). Individualized instruction. Educational change. Educational technology. Mixed ability grouping in education.

Summary: The authors provide a futuristic and provocative discussion on combining three major instructional innovations - RTI, technology, and differentiation. Drawing on the growing 21st-century skills movement, this book weaves these three areas into a vision for school transformation that includes: utilizing mobile technologies, web-based instruction, and social media; RTI that benefits all students and whole schools in their improvement efforts; and project-based learning focused on answering real-world questions.

371.93 H859

Understanding response to intervention : a practical guide to systemic implementation / Howell, Robert J. Patton, Sandra L. Deiotte, Margaret T.

Bloomington, IN: Solution Tree, 2008.

Subjects: Problem children – Education. Effective teaching. Special education. Student assistance programs. Response to intervention (Learning disabled children).

Summary: This book explains the basics of Response to Intervention (RTI). Clear examples of effective implementation include systems and checklists to assess RTI progress.

371.26 B959

Using formative assessment in the RTI framework / Burke, Kay.

Bloomington, IN: Solution Tree Press, 2011.

Subjects: Response to intervention (Learning disabled children). Educational tests and measurements. Learning disabled children – Rating of.

Summary: This book is intended for teachers and administrators who want to better understand the basics of RTI and its connection to formative assessment. It provides educators with ample information and ideas that will help them base their instructional decisions on the results of effective formative assessment practices.

371.9043 S439

What every school leader needs to know about RTI / Searle, Margaret.

Alexandria, VA: ASCD, 2010.

Subjects: Remedial teaching. Response to intervention (Learning disabled children). School failure – Prevention.

Summary: RTI draws on the strengths and successes that many districts and schools already have in place. The author outlines the critical roles played by school leaders at each step and offers practical answers to the questions they will likely face.

371.2 W555

Whatever it takes : how professional learning communities respond when kids don't learn / DuFour, Richard.

Bloomington, IN: National Educational Service, 2004.

Subjects: Effective teaching. School improvement programs. Educational change.

Summary: This book examines the question, “What happens when, despite our best efforts in the classroom, a student does not learn?” A professional learning community will not leave this critical question to each teacher to resolve. A PLC will, instead, create a school-wide system of interventions that provides all students with additional time and support when they experience difficulty in their learning. The authors describe in detail the systems of intervention, including Adlai E. Stevenson High School’s Pyramid of Interventions, implemented by four different schools: a high school, a middle school, and two elementary schools.



Saskatchewan Teachers' Federation
2317 Arlington Avenue
Saskatoon SK S7J 2H8
Telephone: 306-373-1660 or 1-800-667-7762
Facsimile: 306-374-1122
Email: src@stf.sk.ca Website: www.stf.sk.ca