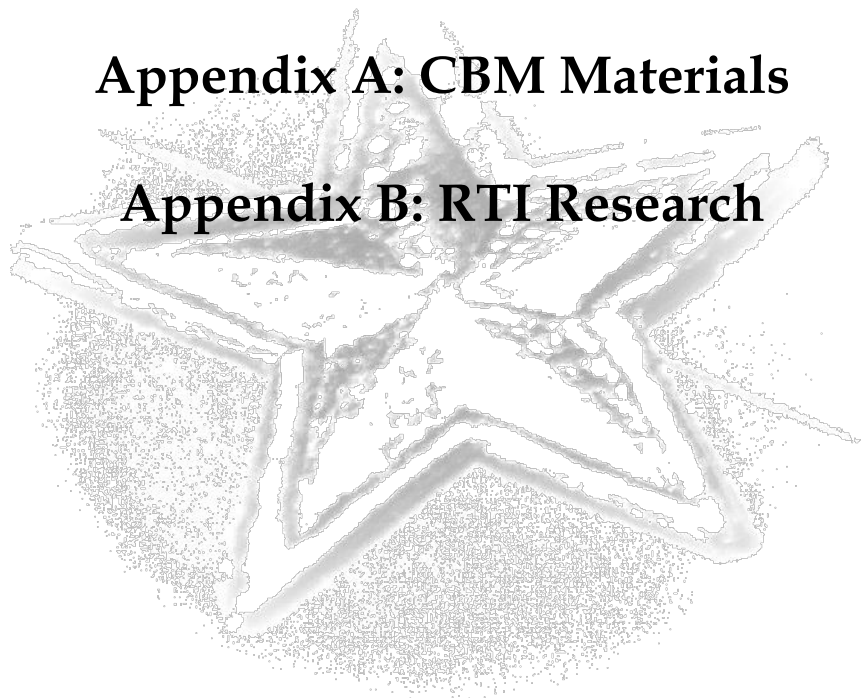


RTI PRESENTATION MATERIALS

Handouts 1-17

Appendix A: CBM Materials

Appendix B: RTI Research



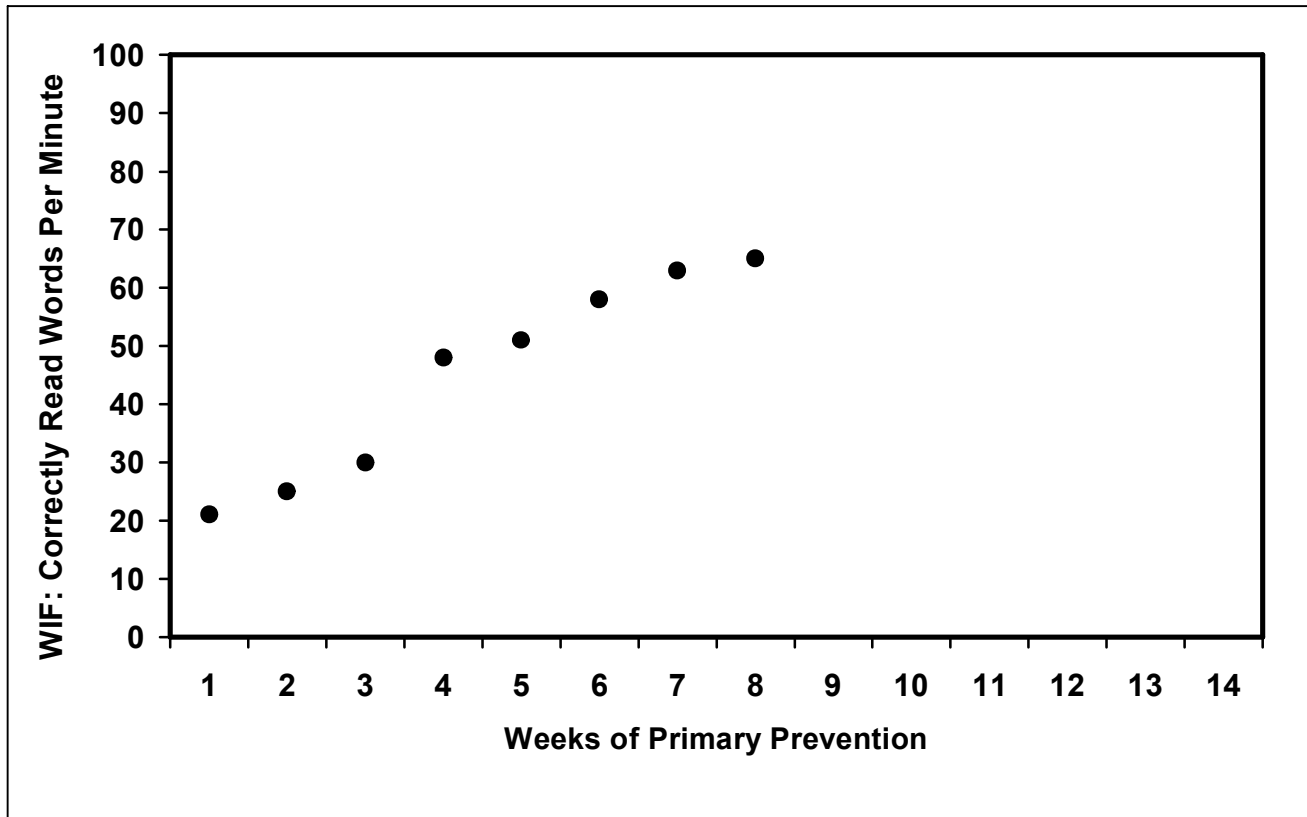
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Handout I: Practicing the Tukey Method



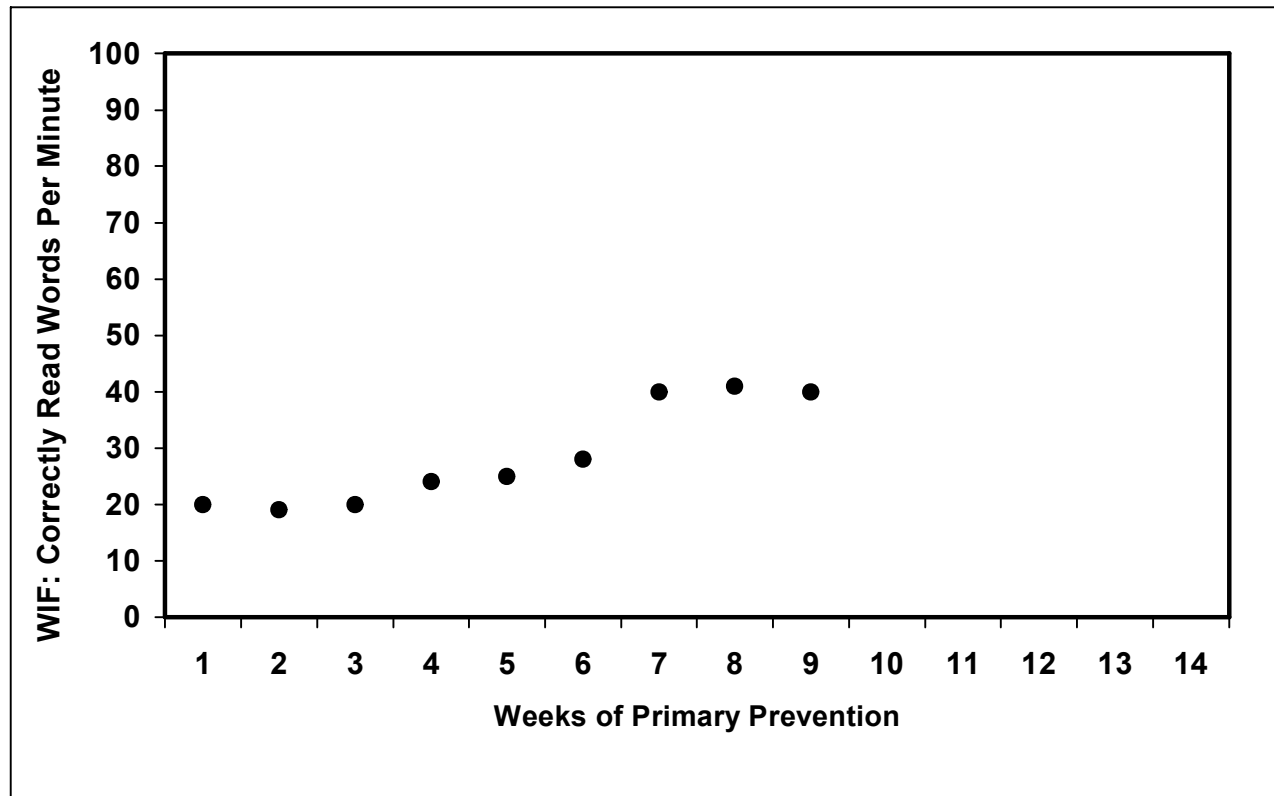
Step 1: Divide the data points into three equal sections by drawing two vertical lines. (If the points divide unevenly, then group them approximately.)

Step 2: In the first and third sections, find the median data point and median instructional week. Locate the place on the graph where the two values intersect and mark that spot with an X.

Step 3: Draw a line through the two Xs and extend the line to the margins of the graph. This represents the trend-line or line of improvement.



Handout 2: Practicing the Tukey Method and Calculating Slope



Step 1: Divide the data points into three equal sections by drawing two vertical lines. (If the points divide unevenly, then group them approximately.)

Step 2: In the first and third sections, find the median data point and median instructional week. Locate the place on the graph where the two values intersect and mark that spot with an X.

Step 3: Draw a line through the two Xs and extend that line to the margins of the graph. This represents the trend-line or line of improvement.

Calculating Slope

$$\frac{\text{Third median point} - \text{First median point}}{\text{Number of data points} - 1}$$

Handout 3: Examiner Copy of Sixth-Grade CBM Passage Reading Fluency

Examiner: I want you to read this story to me. You'll have 1 minute to read. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin. (Time reading for 1 minute.)

Denise and her parents go to the river almost every weekend	11
when the weather is warm. Her parents are expert kayakers, but this is	24
only Denise's second summer paddling a kayak. Her parents have	34
decided Denise is ready for some "big water" and are taking her to the	48
Ocoee River.	50
Denise is a little nervous as she takes her boat off the car at the	65
put-in. She dresses for the river by putting on a spray jacket over her	80
bathing suit. The water is very cold, and the waterproof jacket helps	92
keep her warm. She pulls her spray skirt around her waist. This makes	105
a waterproof seal when she sits in the cockpit of the boat and pulls the	120
skirt tightly around the rim of cockpit of the boat. After putting on her	134
life jacket and helmet, she pulls her boat to the edge of the water and	149
sits in it with her legs stretched out in front of her. She holds her	164
paddle as someone slides her into the water.	172
Although she is a little anxious, she remembers to keep paddling	183
smoothly. As she and her family approach the first big rapid, her	195
mother suggests they get out of the boats and walk down the river to	209
look at the rapid. This is called "scouting" a rapid. Paddlers watch the	222
patterns of the water and currents and decide which is the safest way to	236
paddle without flipping over.	240
They get back into their kayaks. Denise and her father sit in the	253
calm waters of an eddy and watch as her mother runs the rapids.	266
Denise's heart is pounding as she watches her father paddle his way	278
• through the rapid. It is her turn. Her parents are sitting in an eddy at	293
the end of the rapid waiting for her to paddle her boat into the fast-	308
moving white water.	311

She takes a few strokes and turns downstream. As soon as she	323
enters the current, her speed picks up. The first wave of icy wild water	337
risers over the boat and sprays her in the face. "Well, I've made it this	352
far," she coaches herself. "It's not as scary as I thought."	363
Suddenly, an unexpected wave strikes the side of her boat. The	374
next thing she knows, she is upside-down in the freezing water. After a	388
short panic, she remembers her training and practice. "I've got to roll."	400
She positions her paddle in the water and flips herself upright. Feeling	412
confident after her successful roll, she moves her paddle precisely	422
through the water and runs the rest of the rapid.	432

Number of words read: _____

Number of mistakes: _____

Total (words read – mistakes): _____ (Student's CBM score)

Handout 4: Student Copy of Sixth-Grade CBM Passage Reading Fluency

Denise and her parents go to the river almost every weekend when the weather is warm. Her parents are expert kayakers, but this is only Denise's second summer paddling a kayak. Her parents have decided Denise is ready for some "big water" and are taking her to the Ocoee River.

Denise is a little nervous as she takes her boat off the car at the put-in. She dresses for the river by putting on a spray jacket over her bathing suit. The water is very cold, and the waterproof jacket helps keep her warm. She pulls her spray skirt around her waist. This makes a waterproof seal when she sits in the cockpit of the boat and pulls the skirt tightly around the rim of cockpit of the boat. After putting on her life jacket and helmet, she pulls her boat to the edge of the water and sits in it with her legs stretched out in front of her. She holds her paddle as someone slides her into the water.

Although she is a little anxious, she remembers to keep paddling smoothly. As she and her family approach the first big rapid, her mother suggests they get out of the boats and walk down the river to look at the rapid. This is called "scouting" a rapid. Paddlers watch the patterns of the water and currents and decide which is the safest way to paddle without flipping over.

They get back into their kayaks. Denise and her father sit in the calm waters of an eddy and watch as her mother runs the rapids. Denise's heart is pounding as she watches her father paddle his way through the rapid. It is her turn. Her parents are sitting in an eddy at the end of the rapid waiting for her to paddle her boat into the fast-moving white water.

She takes a few strokes and turns downstream. As soon as she enters the current, her speed picks up. The first wave of icy wild water rises over the boat and sprays her in the face. "Well, I've made it this far," she coaches herself. "It's not as scary as I thought."

Suddenly, an unexpected wave strikes the side of her boat. The next thing she knows, she is upside-down in the freezing water. After a short panic, she remembers her training and practice. "I've got to roll." She positions her paddle in the water and flips herself upright. Feeling confident after her successful roll, she moves her paddle precisely through the water and runs the rest of the rapid.

Handout 5: Student Copy of Sixth-Grade CBM Computation

Sheet #8		Computation 6		
Password: BAT				
Name: _____ Date: _____				
A $\begin{array}{r} 4.63 \\ \times 9.1 \\ \hline \end{array}$	B $4 \div \frac{1}{7} =$	C $\begin{array}{r} 65997 \\ + 20042 \\ \hline \end{array}$	D $9 \times \frac{3}{10} =$	E $\begin{array}{r} 40270 \\ + 94679 \\ \hline \end{array}$
F $\begin{array}{r} 253 \overline{)9281} \\ \hline \end{array}$	G $\begin{array}{r} 88062 \\ - 16325 \\ \hline \end{array}$	H $\begin{array}{r} 2.358 \\ \times 6.4 \\ \hline \end{array}$	I $\frac{3}{5} \div \frac{1}{3} =$	J $9\frac{8}{11} - 4\frac{9}{11} =$
K $\begin{array}{r} 4.4 \overline{)924} \\ \hline \end{array}$	L $2\frac{2}{5} - 1\frac{1}{2} =$	M $\begin{array}{r} 9.271 \\ - 4.8129 \\ \hline \end{array}$	N $4\frac{4}{5} + 9\frac{2}{5} =$	O $\begin{array}{r} 25 \overline{)1291} \\ \hline \end{array}$
P $\begin{array}{r} 5.1 \overline{)459} \\ \hline \end{array}$	Q $3\frac{1}{5} + 5\frac{17}{20} =$	R $\frac{19}{20} + \frac{1}{5} =$	S $\begin{array}{r} 8870 \\ \times 369 \\ \hline \end{array}$	T $\begin{array}{r} 44 \overline{)64} \\ \hline \end{array}$
U $\begin{array}{r} 3.752 \\ + 1.45 \\ \hline \end{array}$	V $\frac{1}{2} \times \frac{3}{4} =$	W $\begin{array}{r} 69758 \\ - 32127 \\ \hline \end{array}$	X $\frac{2}{3} - \frac{1}{2} =$	Y $\begin{array}{r} 8913 \\ \times 836 \\ \hline \end{array}$

Handout 6: Answers to Sixth-Grade CBM Computation**Grade 6 Test 8**

42.133	28	86039	$2 \frac{7}{10}$	134949
36R173	71737	15.0912	$1 \frac{4}{5}$	$4 \frac{10}{11}$
.21	$\frac{9}{10}$	4.4581	$14 \frac{1}{5}$	51R16
90	$9 \frac{1}{20}$	$1 \frac{3}{20}$	3273030	1R20
5.202	$\frac{3}{8}$	37631	$\frac{1}{6}$	7451268

Handout 7: Three Tiers of RTI

Tier 1: Primary Prevention

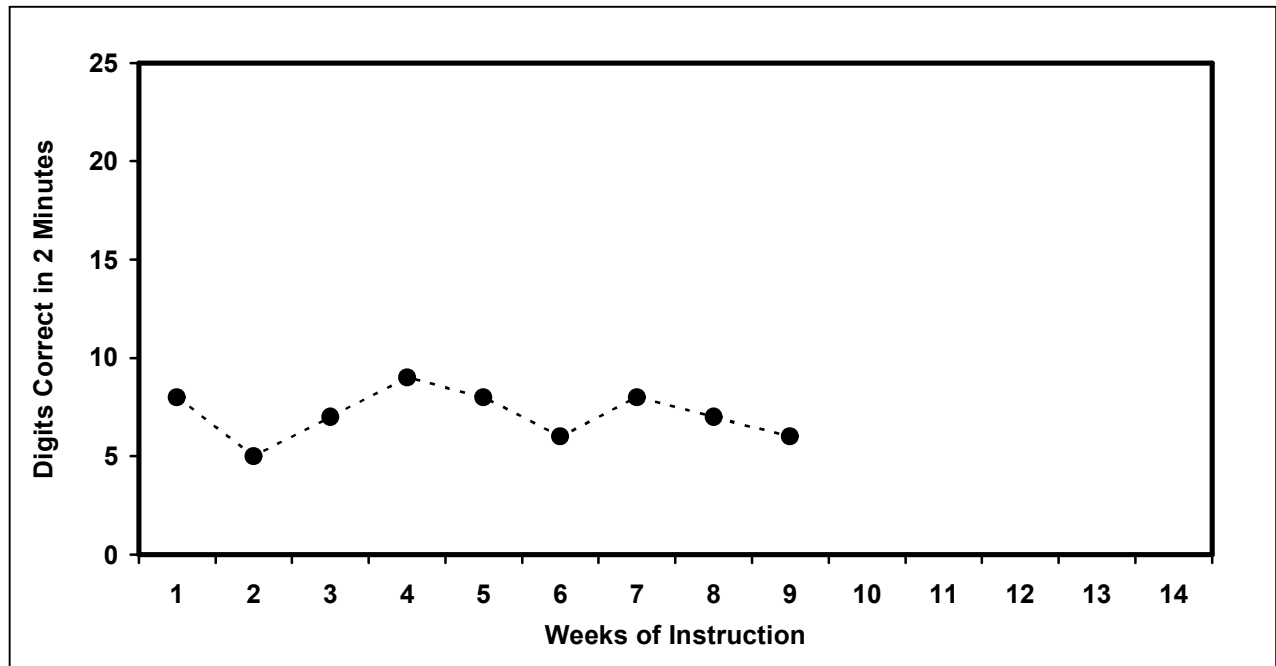
Tier 2: Secondary Prevention

Tier 3: Tertiary Prevention



Handout 8: Calculating Slope and Determining Responsiveness in Tier 1 (Arthur)

This is Arthur's CBM Computation graph. He is a second-grade student. Calculate Arthur's slope and use the chart below to determine his responsiveness to Tier 1 (primary prevention).



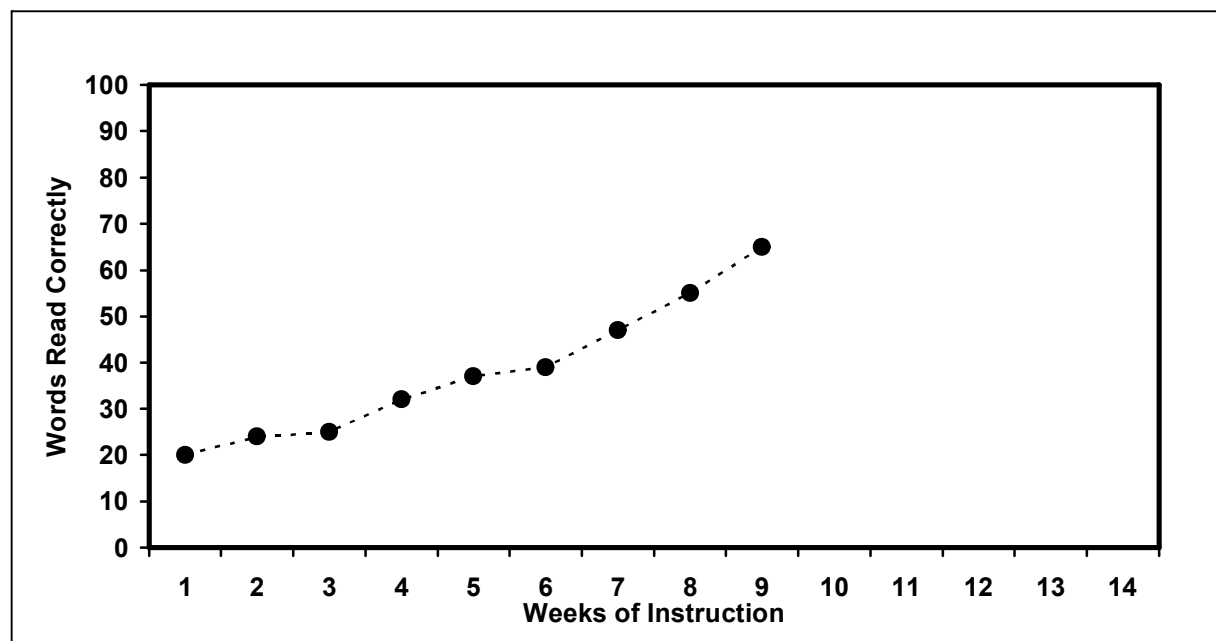
This chart provides the slope cut-offs for students in Tier 1 (primary prevention). Students above the cut-off are responsive to Tier 1. Students below the cut-off are unresponsive to Tier 1. What about Arthur?

Grade	Inadequate Reading Slope	Inadequate Math Computation Slope	Inadequate Math Concepts and Applications Slope
Kindergarten	< 1 (LSF)	< 0.20	< 0.20
Grade 1	< 1.8 (WIF)	< 0.25	< 0.30
Grade 2	< 1 (PRF)	< 0.20	< 0.30
Grade 3	< 0.75 (PRF)	< 0.20	< 0.50
Grade 4	< 0.25 (Maze)	< 0.50	< 0.50
Grade 5	< 0.25 (Maze)	< 0.50	< 0.50
Grade 6	< 0.25 (Maze)	< 0.50	< 0.50

Note. These figures may change pending additional RTI research.

Handout 9: Calculating Slope and Determining Responsiveness in Tier 2 (David)

This is David's CBM Passage Reading Fluency graph. He is a third-grade student. Calculate his slope and use the chart below to determine David's responsiveness to Tier 2 (secondary prevention).



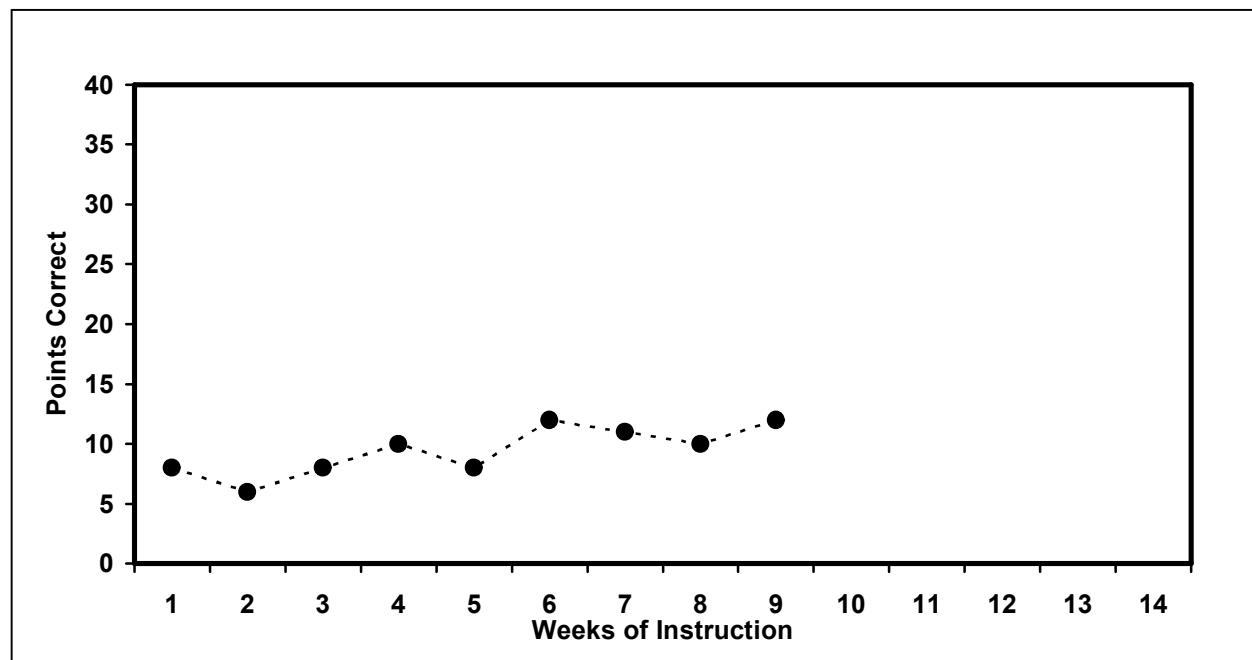
This chart provides the slope and end level cut-offs for students in Tier 2 (secondary prevention). Students above the cut-off are responsive to Tier 2. Students below the cut-off are unresponsive to Tier 2. What about David?

Grade	CBM Probe	< Slope	< End Level
Kindergarten	Letter Sound Fluency	< 1	< 30
Grade 1	Word Identification Fluency	< 1.8	< 30
Grade 2	Passage Reading Fluency	< 1	< 60
Grade 3	Passage Reading Fluency	< 0.75	< 70
Grade 4	Maze Fluency	< 0.25	< 25
Grade 5	Maze Fluency	< 0.25	< 25
Grade 6	Maze Fluency	< 0.25	< 25

Note. These figures may change pending additional RTI research.

Handout 10: Calculating Slope and Determining Responsiveness to Tier 2 (Martha)

This is Martha's CBM Concepts and Applications graph. She is a third-grade student. Calculate her slope and use the chart below to determine Martha's responsiveness to Tier 2 (secondary prevention).



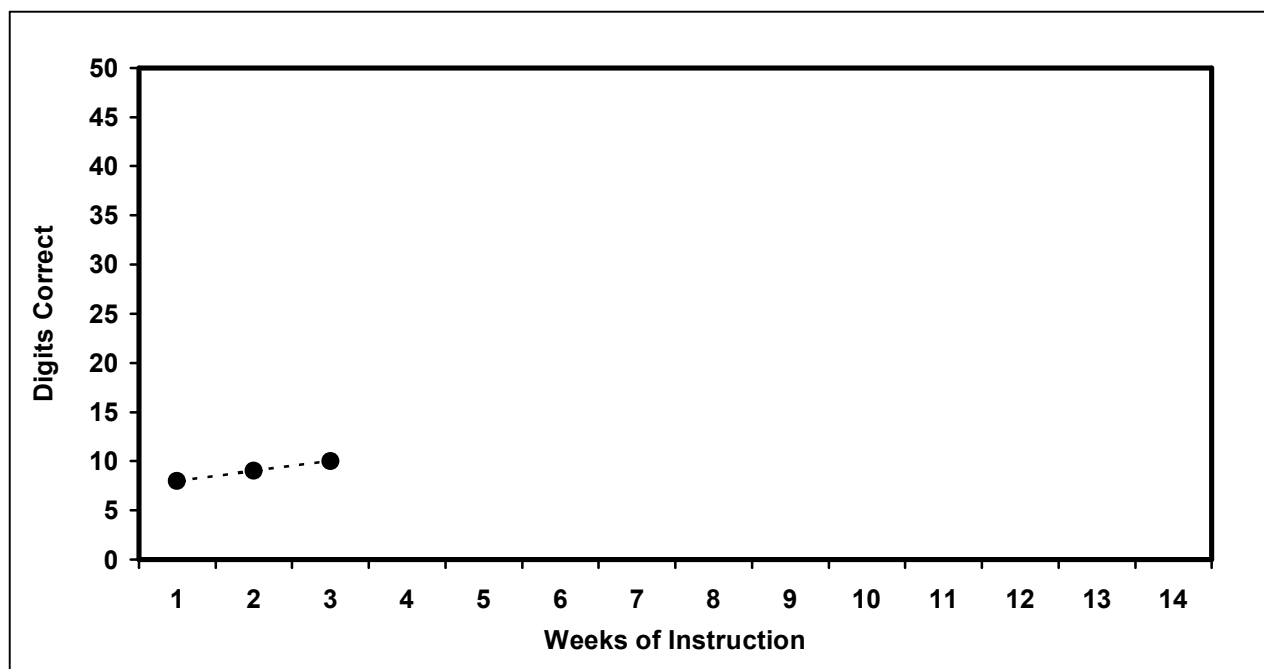
This chart provides the slope and end level cut-offs for students in Tier 2 (secondary prevention). Students above the cut-off are responsive to Tier 2. Students below the cut-off are unresponsive to Tier 2. What about Martha?

Grade	Computation		Concepts and Applications	
	< Slope	< End Level	< Slope	< End Level
Grade 1	< 0.50	< 20 digits	< 0.40	< 20 points
Grade 2	< 0.40	< 20 digits	< 0.40	< 20 points
Grade 3	< 0.40	< 20 digits	< 0.70	< 20 points
Grade 4	< 0.70	< 20 digits	< 0.70	< 20 points
Grade 5	< 0.70	< 20 digits	< 0.70	< 20 points
Grade 6	< 0.70	< 20 digits	< 0.70	< 20 points

Note. These figures may change pending additional RTI research.

Handout 11: Setting Goals in Tier 3—End-of-Year Benchmarking (Gunnar)

This is Gunnar's CBM Computation graph. He is a fourth-grade student. Use end-of-year benchmarks to calculate Gunnar's end-of-year goal.



Follow these steps to determine end-of-year benchmarks:

1. Identify appropriate grade-level benchmark
2. Mark benchmark on student graph with an X
3. Draw goal-line from first 3 CBM scores to X

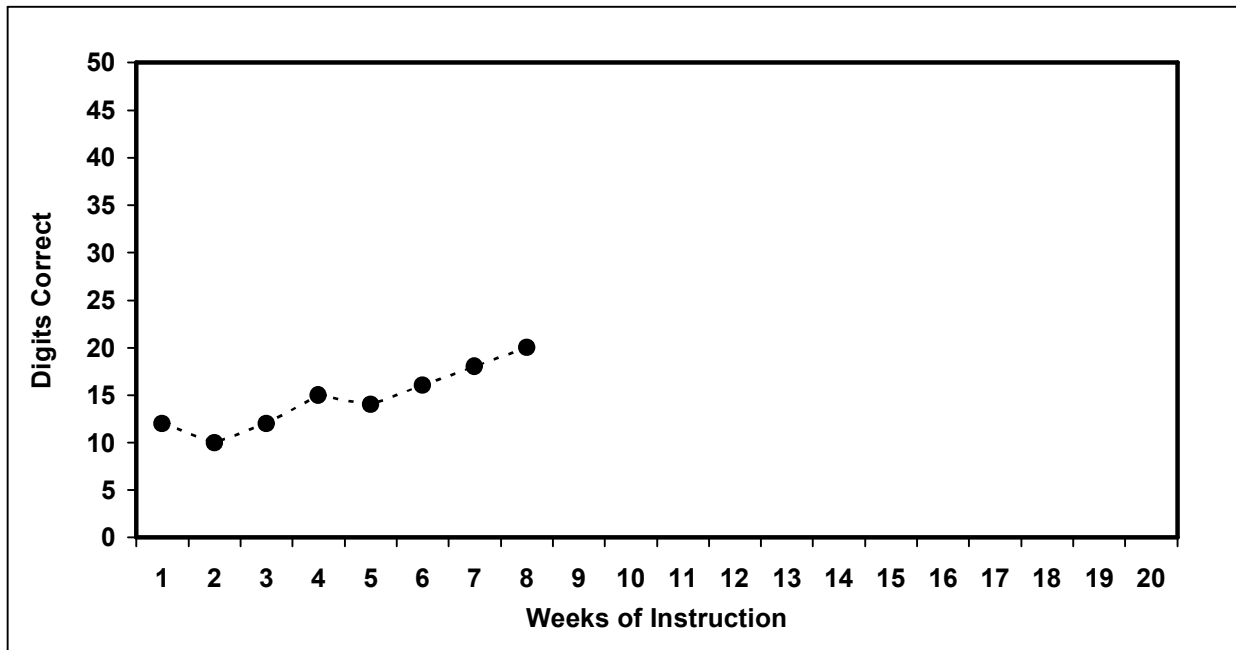
This chart provides the end-of-year benchmarks:

Grade	Reading	Computation	Concepts and Applications
Kindergarten	40 sounds/minute (LSF)	—	—
Grade 1	60 words/minute (WIF)	20 digits	20 points
Grade 2	75 words/minute (PRF)	20 digits	20 points
Grade 3	100 words/minute (PRF)	30 digits	30 points
Grade 4	20 replacements/2.5 minutes (Maze)	40 digits	30 points
Grade 5	25 replacements/2.5 minutes (Maze)	30 digits	15 points
Grade 6	30 replacements/2.5 minutes (Maze)	35 digits	15 points

Note. These figures may change pending additional RTI research.

Handout 12: Setting Goals in Tier 3—Intra-Individual Framework (Cecelia)

This is Cecelia's graph. Use the intra-individual framework to calculate Cecelia's end-of-year goal.

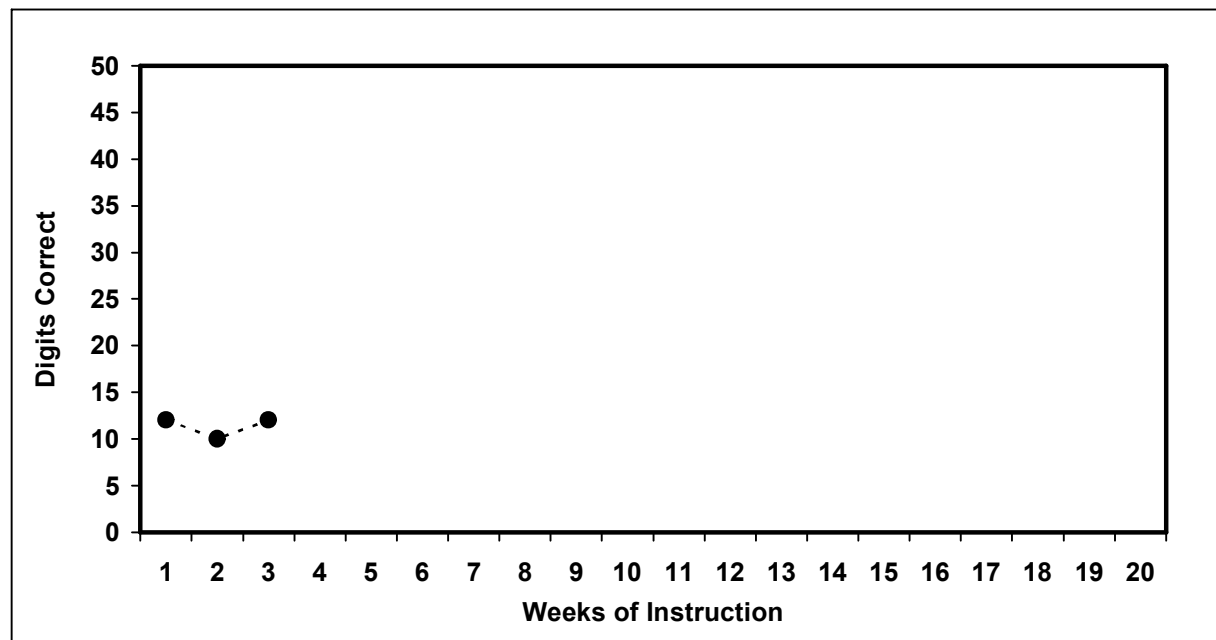


Follow these steps for the intra-individual framework:

1. Identify weekly rate of improvement (slope) using at least eight data points.
2. Multiply slope by 1.5.
3. Multiply (slope \times 1.5) by number of weeks until the end of the year.
4. Add to student's baseline score. The baseline score is the average of the first 8 data points.
5. Mark goal on student graph with an X.
6. Draw a goal-line from baseline to X.

Handout 13: Setting Goals in Tier 3—National Norms (Jane)

This is Jane's graph. Jane is a second-grade student who is using CBM Computation to monitor progress.



Follow these steps for using national norms for weekly rate of improvement:

1. Calculate the average of the student's first 3 scores (baseline)
2. Find the appropriate norm from the table
3. Multiply norm by the number of weeks left in the year
4. Add to baseline
5. Mark goal on student graph with an X
6. Draw a goal-line from baseline

This chart provides the national norms for weekly rate of improvement (slope):

Grade	Reading—Slope	Computation CBM—Slope for Digits Correct	Concepts and Applications CBM—Slope for Points
Kindergarten	No data available	—	—
Grade 1	1.8 (WIF)	0.35	No data available
Grade 2	1.5 (PRF)	0.30	0.40
Grade 3	1.0 (PRF)	0.30	0.60
Grade 4	.40 (Maze)	0.70	0.70
Grade 5	.40 (Maze)	0.70	0.70
Grade 6	.40 (Maze)	0.40	0.70

Note. These figures may change pending additional RTI research.

Handout 14: RTI Case Study I: Case Study at Bear Lake

Mr. Nance's second-grade class uses CBM Computation for screening. This chart provides the cut-off points for math screening. Students below the cut-off are suspected of being at risk for math difficulties.

Grade	Computation Cut-Off	Concepts and Applications Cut-Off
Grade 1	< 5 digits	< 5 points
Grade 2	< 10 digits	< 10 points
Grade 3	< 10 digits	< 10 points
Grade 4	< 10 digits	< 5 points
Grade 5	< 15 digits	< 5 points
Grade 6	< 15 digits	< 5 points

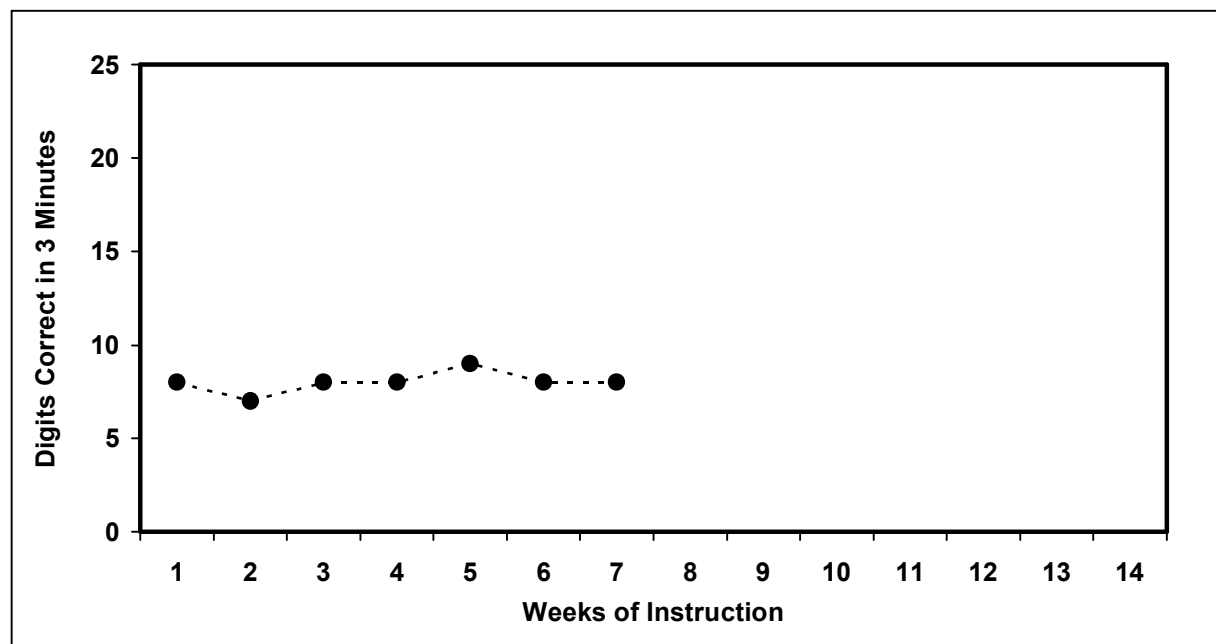
Note. These figures may change pending additional RTI research.

Based on the CBM scores below, which students in Mr. Nance's class would be suspected of being at risk for math difficulties?

Student	CBM Score	Student	CBM Score
Marcie	13	Cheyenne	13
Anthony	12	Marianne	18
Deterrious	15	Kevin	19
Amy	18	Dax	13
Matthew	11	Ethan	6
Calliope	16	Colleen	21
Noah	25	Grace	14
Nina	8	Cyrus	20

Handout 15: RTI Case Study 2: Case Study at Bear Lake: Determining Response in Tier I (Nina)

This is Nina's graph for CBM Computation. She is a second-grade student. Use the Tukey method to calculate her slope.



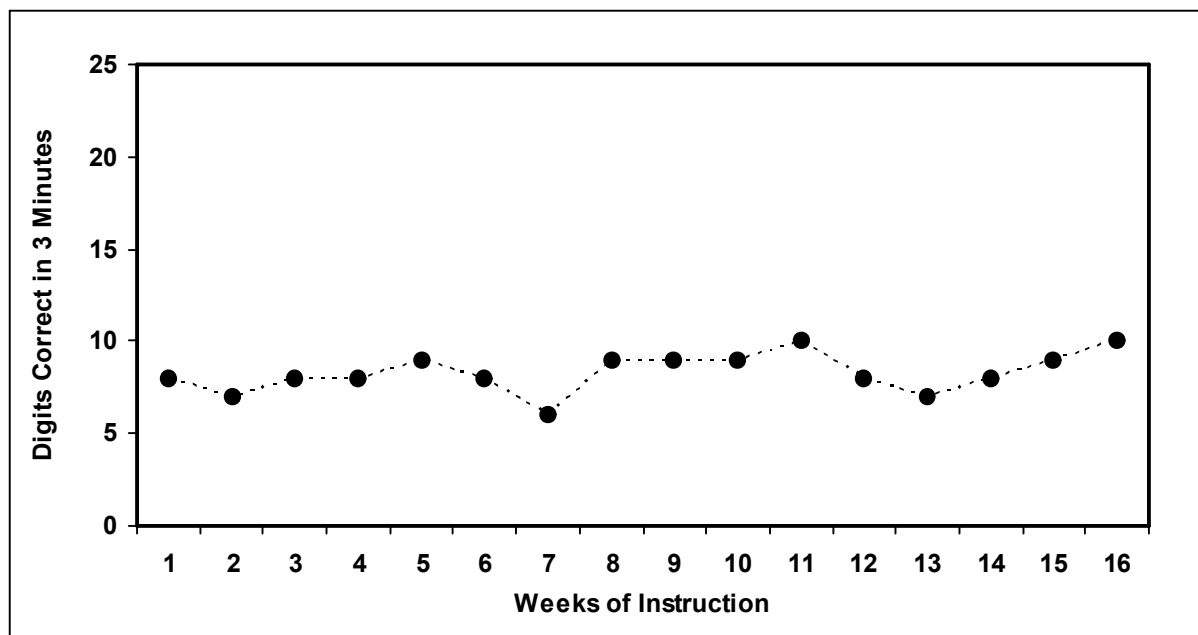
Does Nina's slope fall below the cut-off for positive response in Tier 1?

Grade	Inadequate Reading Slope	Inadequate Math Computation Slope	Inadequate Math Concepts and Applications Slope
Kindergarten	< 1 (LSF)	< 0.20	< 0.20
Grade 1	< 1.8 (WIF)	< 0.25	< 0.30
Grade 2	< 1 (PRF)	< 0.20	< 0.30
Grade 3	< 0.75 (PRF)	< 0.20	< 0.50
Grade 4	< 0.25(Maze)	< 0.50	< 0.50
Grade 5	< 0.25 (Maze)	< 0.50	< 0.50
Grade 6	< 0.25 (Maze)	< 0.50	< 0.50

Note. These figures may change pending additional RTI research.

Handout 16: RTI Case Study 3: Case Study at Bear Lake: Determining Response in Tier 2 (Ethan)

This is Ethan's CBM Computation graph from Tier 2 tutoring. He is a second-grade student. Calculate the slope of Ethan's progress. What decisions should be made about his progress in Tier 2 (secondary prevention) tutoring?



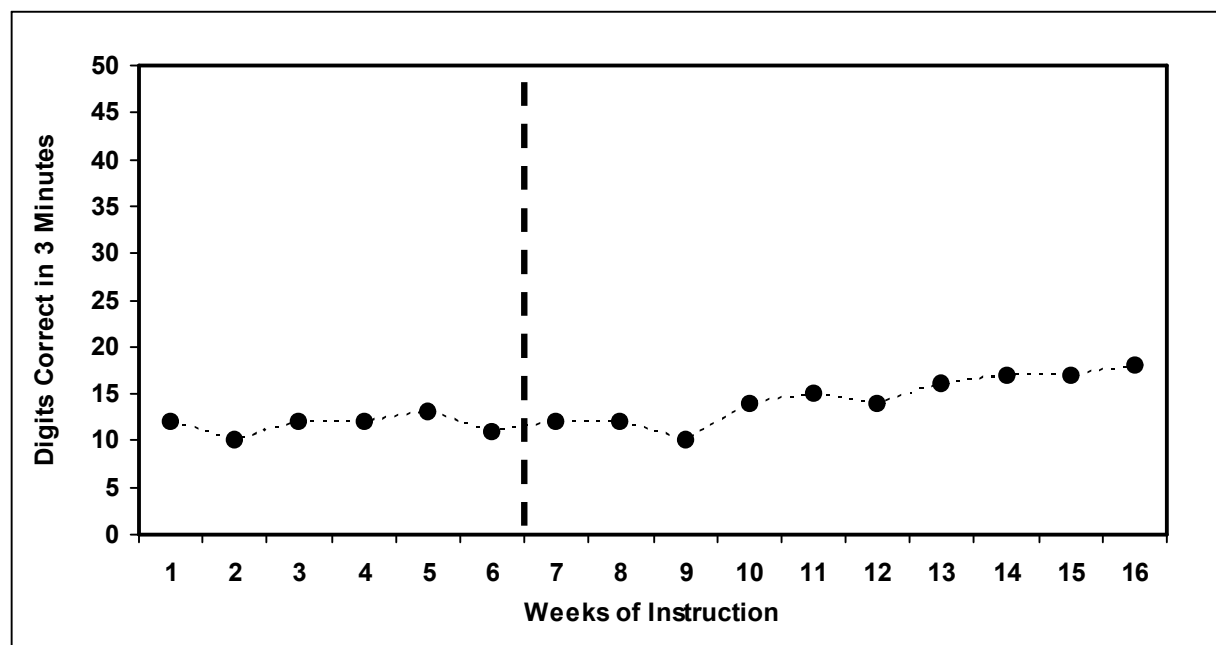
This chart provides the criteria for response to Tier 2 (secondary prevention) tutoring.

Grade	Computation		Concepts and Applications	
	< Slope	< End Level	< Slope	< End Level
Grade 1	< 0.50	< 20 digits	< 0.40	< 20 problems
Grade 2	< 0.40	< 20 digits	< 0.40	< 20 problems
Grade 3	< 0.40	< 20 digits	< 0.70	< 20 problems
Grade 4	< 0.70	< 20 digits	< 0.70	< 20 problems
Grade 5	< 0.70	< 20 digits	< 0.70	< 20 problems
Grade 6	< 0.70	< 20 digits	< 0.70	< 20 problems

Note. These figures may change pending additional RTI research.

Handout 17: RTI Case Study 4: Case Study at Bear Lake: Determining Response in Tier 3 (Ethan)

This is Ethan's Tier 3 (tertiary prevention) graph. The dotted line signifies the point at which Mr. Nance changed Ethan's tertiary prevention program. Calculate Ethan's slope once Mr. Nance changed Ethan's tertiary prevention. What has happened to Ethan's CBM graph? Does Ethan meet the criteria for exiting Tier 3?



This chart provides the criteria for response to Tier 3 (tertiary prevention).

Grade	Computation		Concepts and Applications	
	> Slope	> End Level	> Slope	> End Level
Grade 1	> 0.50	> 20 digits	> 0.40	> 20 points
Grade 2	> 0.40	> 20 digits	> 0.40	> 20 points
Grade 3	> 0.40	> 20 digits	> 0.70	> 20 points
Grade 4	> 0.70	> 20 digits	> 0.70	> 20 points
Grade 5	> 0.70	> 20 digits	> 0.70	> 20 points
Grade 6	> 0.70	> 20 digits	> 0.70	> 20 points

Note. These figures may change pending additional RTI research.

Appendix A: CBM Resources

The various CBM reading and math measures may be obtained from the following sources.

AIMSweb/Edformation (Reading and Math CBM)

AIMSweb is based on CBM. It provides materials for CBM data collection and supports data use. AIMSweb measures, administration and scoring guides, and software are available for purchase on the Internet:

Internet: <http://www.aimsweb.com> or <http://www.edformation.com>
Phone: 888-944-1882
Mail: Edformation, Inc.
6420 Flying Cloud Drive, Suite 204
Eden Prairie, MN 55344

DIBELS (Reading CBM)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. DIBELS measures, administration and scoring guides, and information on the automated data system are available on the Internet:

Internet: <http://dibels.uoregon.edu/>

Edcheckup (Reading and Math CBM)

Edcheckup offers an assessment system for screening student performance and measuring student progress toward goals in reading that is based on the CBM model. Edcheckup reading passages are available for purchase on the Internet:

Internet: <http://www.edcheckup.com>
Phone: 952-229-1440
Mail: WebEdCo
7701 York Avenue South, Suite 250
Edina, MN 55435

McGraw-Hill (Reading and Math CBM)

Yearly ProgressPro™, from McGraw-Hill Digital Learning, combines ongoing formative assessment, prescriptive instruction, and a reporting and data management system to give teachers and administrators the tools that they need to raise student achievement. Information on the McGraw-Hill computer software is available on the Internet:

Internet: <http://www.mhdigitalllearning.com>
Phone: 800-848-1567, ext. 4928

Pro-Ed, Inc. (Reading and Math CBM)

Monitoring Basic Skills Progress (MBSP) is a computer program for automatically conducting CBM and for monitoring student progress. The computer scores the tests and provides students with immediate feedback on their progress. The software also provides teachers with individual and classwide reports to help them plan more effective instruction. MBSP software is available for purchase on the Internet:

Internet: http://www.proedinc.com/store/index.php?mode=product_detail&id=0840
Phone: 800-897-2302
Mail: 8700 Shoal Creek Boulevard
Austin, TX 78757-6897

University of Maryland (Reading CBM)

Materials for CBM Passage Reading Fluency Tests and CBM Letter Sound Fluency Tests were developed and researched using standard CBM procedures. The CBM measures are free to download and use. The CBM measures, teacher scoring sheets, administration instructions, and scoring instructions are available on the Internet:

Internet: <http://www.glue.umd.edu/~dlspeece/cbmreading>

Vanderbilt University (Reading and Math CBM)

CBM materials were developed and researched using standard CBM procedures. The CBM measures are free, except for copying costs and postage. The CBM measures, scoring sheets, administration instructions, and scoring instructions are available from Vanderbilt University:

Phone: 615-343-4782
Mail: Flora Murray
Peabody #328
230 Appleton Place
Nashville, TN 37203-5721

Appendix B: RTI Resources

- Denton, C. A. (2006). Responsiveness to intervention as an indication of learning disability. *Perspectives*, 32(1), 1, 4–7.
- Fletcher, J. M. (2006). The need to response to instruction models of learning disabilities. *Perspectives*, 32(1), 12–15.
- Fuchs, D., & Fuchs, L. S. (in press). Introduction to responsiveness-to-intervention: What, why, and how valid is it? *Reading Research Quarterly*.
- Fuchs, D., Fuchs, L. S., & Compton, D. L. (2004). Identifying reading disabilities by responsiveness to instruction: Specifying measures and criteria. *Learning Disability Quarterly*, 27, 216–228.
- Fuchs, L. S. (2003). Assessing treatment responsiveness: Conceptual and technical issues. *Learning Disabilities Research and Practice*, 18, 172–186.
- Fuchs, L. S., Compton, D. L., Fuchs, D., Paulsen, K., Bryant, J. & Hamlett, C. L. (2005). Responsiveness to intervention: Preventing and identifying mathematics disability. *Teaching Exceptional Children*, 37(4), 60–63.
- Fuchs, L. S., & Fuchs, D. (in press). The role of assessment within a multi-tiered approach to reading instruction. In D. Haager, S. Vaughn, & J. Klingner (Eds.), *Validated practices for three tiers of intervention*. Baltimore: Brookes.
- Fuchs, L. S., & Fuchs, D. (2006). Identifying learning disabilities with RTI. *Perspectives*, 32(1), 39–43.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Hope, S. K., Hollenbeck, K. N., Capizzi, A. M., et al. (in press). Extending responsiveness-to-intervention to math problem solving at third grade. *Teaching Exceptional Children*.
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