Topic 4 – Perceived Problems

Resources for Topic 4

Beebe-Frakenberger, M. (2006). What is RtI The Educational Process: All Educators for All Students. Retrieved from opi.mt.gov/PDF/SpecED/training/RTl/What\_is\_RTI.pdf

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Burdette, P, & Etemad, P. (2009). Response to Intervention: Select State Programs. Retrieved from <http://projectforum.org/docs/RTI-SelectStatePrograms-final.pdf>

Childs, K. E., 2012). Data is not a “four letter word” Data-based problem solving for behavior: Tier II. Retrieved from [www.pattan.net](http://www.pattan.net)

Danielson, L. (2004). Response to Intervention. Retrieved from <http://www.projectforum.org/docs/2006RTI-forummtng.pdf>

Lillenstein, J. (2011). RtII & School Organizational Change: Promoting Sustainability and Shared Leadership. Retrieved from <http://www.pattan.net/category/Resources/Instructional%20Materials/Browse/Single/?id=4f29b53a8b0332d043000003>

PDE. (2008). RtII in PA: A Parent’s Guide to Response to Intervention (RtI) in Pennsylvania. Retrieved from [www.iu1.k12.pa.us/iss/files/rti/parents/ParentGuide.pdf](http://www.iu1.k12.pa.us/iss/files/rti/parents/ParentGuide.pdf)

PDE. (2009). RtII in PA: Response to Instruction and Intervention (RtII): An Introduction. Retrieved from [www.pattan.net/category/Resources/.../Browse/Single/?id](http://www.pattan.net/category/Resources/.../Browse/Single/?id)

PDE. (n.d.). RtII in PA: RtII and Tier I: An overview for K- 12. Retrieved from [pattan.org](http://www.pattan.net/)

Shapiro, E. S. (n.d.) Taking RTI to Scale in Your School District – Moving from Early Stage Pilots to the Next Level. Retrieved from <http://www.rtimdirect.com/research/articles.html>

Projected on Screen

The greatest difficulty lies not in persuading people to accept new ideas, but in persuading them to abandon old ones ~ John Maynard Keynes

Concerns, Assumptions, Strategies, Benefits

Whole group discussion, consolidate answers, major concerns

Additional Topics

 My students vs. our students

 Insufficient teacher support

 Insufficient parent communication

 Understanding how low is too low

 How long is too long

 Poor communication

 Insufficient understanding

 Lack of teacher buy-in

 Lack of consensus

 Lack of understanding at all levels

 Assuming success can be achieved without full implementation

 Used on as convenient bases

 Ineffective of disjointed curriculum (does not teach what is assessed)

 Ineffective grade transitions

 Guessing at the needs of struggling learners

 Waiting for students to fail

 Not being culturally responsive with instruction

 More responsibilities with less time and resources

 More demands for differentiation

 Assumptions

 Lack of training at all levels

 Teacher ability to provide effective instruction

 Limited fidelity

 Conflicting beliefs about RtII and general education

 Limited family involvement

 Insufficient teacher training

 Lack of intervention resources

 Lack of data, knowledge and skill for implementation

 Resistance: this too shall pass, it’s nothing new

 Consistently using best practices with all students in all areas

 Too complex

 Change in roles and responsibilities

 Why change a successful school (why fix it if it isn’t broken)

 Scheduling

 Waiting for direction, not using information that is available

 Misinformation

 Participants not being treated with respect

 Lack of time to address demands

 Competing educational demands

 More work

 Challenge to prioritize

 Most people act first in their own self-interest

 Most people don’t want to fully understand the what and why

 Many people chose to be victims of change not the the architects to it

 Most change is introduces as event-driven not value-driven

 Most change occurs with long-term change with short-term leadership

Small group – devise strategies to cover come issues with effective implementation

Share potential solutions

Is there an overall theme to solving the issues?

Strategies

Develop rationale for buy-in

Identify the positives of RtII

Benefits to general education

Highlight district/school success so far

Provide raining

On-going support

Avoid implementation without planning

 time

 Resources

 Teacher buy-in

 Understanding of the process

 Understanding of the roles

 Believing each component is important

Specify data management time

Stay focused on data

Use multiple sources of data

Focus on fidelity

Focus on differentiation

Continuous professional development

Well trained staff as models, mentors

Communication with parents and all educational community

Celebrate success

School culture needs to believe that all students can achieve and grow

Enhancing motivation is a concern

School staff need increase motivation, especially intrinsic, need to avoid practices that decrease it

**Benefits of RtI / RtII**

Think/Pair/Share Activity: describe the benefits of RtII

Used for prevention

Early identification

Intervening strategy provided in general education classroom

Emphasizes how well students respond to changes in instruction

ALL students are assessed early and often

Uses standards aligned interventions

Interventions research-based and aligned to state standards at increasing levels of intensity

Research-based core curriculum (the “general curriculum”)

School-wide behavior program

Focus on intervention and outcomes, not eligibility and test scores

Prioritizes diagnosis for instruction, not classification

Intensity addressed through duration, frequency and group size

Students get help in the classroom, it does not fallow the “wait to fail” model

Focus on interventions and outcomes not eligibility and test scores

Prioritize diagnosis for instruction, not classification