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>

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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/)

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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