

## **RESPONSE TO INTERVENTION TABLE GROUP PRIORITIES**

On February 27<sup>th</sup>, the Education Service Center – Region 20 held a stakeholder meeting concerning Response to Intervention (RTI). Representatives from around the region were invited to take part. A general information session was held in the morning and in the afternoon table groups made up of participants completed an activity to address three questions: (1) What guidance/support is needed to implement a RTI system at the local level? (2) What barriers/obstacles need to be addressed to successfully implement a RTI system at the local level? and (3) What activities are currently in place at the local level that could be incorporated into a RTI system? Responses to those questions are listed below. The data will be used to develop regional initiatives in the coming academic year.

### What guidance/support is needed to implement a RTI system at the local level?

1. Staff development for administrators/teachers on development of system and implementation.
2. State guidelines on using RTI on eligibility decisions.
3. Continuous teacher training on Curriculum Based Measurement (CBM).
4. Training of all staff in data collection and progress monitoring
5. Resources (materials, money, time and people)
6. System for implementation
7. More training/education of information (basic)
8. Evaluation of current curriculum
9. Specific programs/options
10. Educate instructional leadership – district
11. Professional development at campus and district level
12. Create – develop systemic plan K-12 RTI
13. Develop state/district guidelines
14. Systematic process interchangeable from district to district
15. Evaluate core programs
16. Need to understand RTI is a general education initiative
17. Need a clean, concise RTI definition – common language

18. Training, support and feedback on specific interventions before process continues to another intervention
19. District personnel – administration; training, buy-in district wide
20. Common understanding of RTI for general education – collaboration is essential
21. Include RTI in re-authorization of NCLB
22. RTI vision/planning group – including superintendent with final statement of importance by superintendent
23. Training in NCLB, IDEA, RTI for all groups
24. Changing roles – train to collaborate
25. Education for staff and community about RTI
26. Examples of what other schools are doing (what's working)
27. List of scientifically-based interventions we can use
28. Acceptance that this is a systems change
29. Intensive staff development
30. Support from stakeholders (parents, board, teachers, administration)
31. Discussion/planning/understanding the RTI model
32. Training and teaching reading/math
33. Board/Superintendent/central office/campus administration/parents
34. Professional development
35. Strong principal leadership
36. Use of intervention strategies/organizing for effective/efficient instruction

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What barriers/obstacles need to be addressed to successfully implement a RTI system at the local level?

1. Time for staff development and implementation
2. Quality instruction on Tier I and fidelity to that instruction (scientifically based).
3. Lack of understanding among all stakeholders.
4. Who is knowledgeable, accountable and responsible for collection, dissemination and interpretation\?
5. Resources – time and money, enhance teachers' skills
6. Changing of status quo
7. Philosophical shift from referring kids to teaching kids.
8. Understanding roles and responsibility
9. More collaboration between general education and special education
10. Clear plan
11. Lack of understanding – what is direct teaching
12. Parent/teacher awareness
13. Establish partnership between regular education and special education
14. Buy in by all – top/down
15. Ability to evaluate data collection
16. Collaboration of buy-in from Stakeholders
17. Site based decision making, lack of training and experience using CBM/progress monitoring
18. Helping administration/C&I select priorities for instruction
19. Not coordinating/supporting NCLB
20. Shift of roles for special education/general education staff

21. Lack of trained personnel
22. Reliance on tradition/resistance to change
23. Time for data collection, collaboration, training, and all the rest
24. Funding (lack of)
25. Paradigm shift for regular education teachers (ownership of interventions)
26. Resources (time, staffing and budget) for interventions
27. Length of time for student intervention (from initial concern to intervention to identification)
28. Traditional role of all educational personnel
29. Philosophical change – all responsible for child (general and special education)
30. Plan for implementation
31. Philosophy that helps only comes from special education
32. Funding/personnel (resources)
33. Quality training of research-based interventions and monitoring of fidelity of interventions
34. Basic knowledge of differentiation strategies
35. Fear/hesitation/just letting go
36. The way we currently organize for instruction

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What activities are currently in place at the local level that could be incorporated into a RTI system?

1. Reading first practices (Tier I/II/III)
2. Existing early intervention model (study teams)
3. Electronic data management system
4. Use of scientifically-based instruction in Tier I and Tier II
5. Systematic review of TAKS and benchmark data
6. Culture of assessment
7. Most districts have teachers/programs of intervention in place
8. Child study / school support
9. Some assessments are in place
10. Benchmark
11. Vertical alignment
12. Small group and monitoring team
13. Pre-referral process
14. Use available data (TPRI, benchmarks, etc.)
15. Research-based programs
16. Improved collaboration between all programs – all areas
17. Using data to guide instruction
18. Interventions already in place for Reading and Math
19. 5 components of reading
20. Tier II and III interventions
21. Pre-referral teams – Inclusion model

22. Child process (early intervention process)
23. Support specialists
24. Programs in place that can be coordinated
25. Benchmark testing and data analysis
26. Pre-referral process
27. Content-mastery assistance for all students (regular and special education)
28. Problem-solving teams, pre-referral process
29. Universal assessments (benchmarks, TPRI)
30. Tier interventions, hierarchy
31. Universal testing/benchmarks
32. Problem-solving teams
33. 3 Tier Reading – first model
34. Reading and math initiatives are aligned to an RTI system
35. We have built-in time for Tier interventions in school schedules K-5
36. Meshing of general and special education in a seamless system