

Empowering Practitioners in Response to Intervention

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Site-Based Research Project

Empowerment Project

RTI Teacher leaders and school
teams identify and resolve RTI
classroom and school
issues

Source: Hoover, J. J. & Love, E. (2011). Supporting school-based response to intervention: A practitioner's model. *Teaching Exceptional Children*, 43 (3), 40-48.

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School-Based RTI Empowerment Project

Purpose: Empower school RTI teacher leader to assist school team to identify issues that arise as team works to implement RTI school-wide

Method: Provide periodic support (monthly meetings, regular emails, periodic school visits) to school RTI teacher leader who in turn works with the school team sharing ideas and guidance to resolve issues

Site-Based Approach: Method for empowering individual schools to implement RTI through support provided to the RTI teacher leader (i.e., school staff identifies and resolves issues as a team under guidance from school RTI leader (with initial outside RTI support))

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RTI Empowerment Project Stages

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RTI: Examining School-Based Issues

Issue: *Transitioning* to response to intervention model from the prereferred intervention model

Issue: *Clarifying* basis for making decisions about the most appropriate tier of instruction (i.e., Decision Rules)

Issue: *Connecting* RTI procedures and results with a special education comprehensive evaluation

Issue: *Fidelity* to obtain accurate results

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RTI: Examining School-Based Issues

Issue: *Discerning* learning difference from disability for culturally and linguistically diverse learners

Issue: *Defining* educator roles in process including the data collection, interpretation and instructional decision making

Issue: *Assessment Competencies* necessary to implement screening, monitoring, diagnostic procedures

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Practitioner Strategies for Addressing RTI Issues

Strategy 1
Utilize assessment data for designed purposes:
Screening - Screens
Monitoring - Monitors
Diagnostic – Pinpoints

Strategy 2
Integrate Tiers 1 and Tier 2 instruction/assessment (supplement not replace)

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Practitioner Strategies for Addressing RTI Issues

Strategy 3
Employ creative classroom/instructional management to facilitate progress monitoring and adjustments

Strategy 4
Acquire a working knowledge of school team’s “decision rules”

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Practitioner Strategies for Addressing RTI Issues

Strategy 5
Collaborate with colleagues early in the process to meet struggling learner needs

Strategy 6
Become RTI Competent (e.g., Professional Development; Conferences, etc.)


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Pilot Project Initial Results

- Key RTI issues were identified and quickly dealt with in a timely manner
- School educators focused on their own school’s unique RTI needs and solutions
- Outside support was kept to a minimum and withdrawn as quickly as possible
- Team leader is empowered and supported
- School team is empowered to solve own RTI issues
- School systematically builds its own personalized RTI structures to meet unique needs (e.g., ELLs, Behavior, Data decision making, roles of interventionist, linking Tiers 1/2 instruction, etc.)

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