

The RTI Process

- Goal of RTI:
 - Positive outcomes for *all children/youth*
- Mission of RTI:
 - Proactive prevention and intervention activities
 - Provides continuum of instructional supports
 - *All educators responsible for all children*
 - Focus on positive outcomes
 - Engage students and their families in the educational process
- Key:
 - Problem Solving approach to identified concerns
 - Evidence-based curriculum, interventions, and methods
 - Ongoing screening and progress monitoring

The Essential Components of RTI

- The RTI Process is comprised of basic and essential components without which the process would not be viable.
- Many local decisions based upon local culture, needs, and resources need to be made around each component as RTI is planned and implemented.
- A fully implemented and sustainable RTI process uses the following components:
 - *Evidence-based curriculum and interventions*
 - *Effective instruction*
 - *Problem solving and data-based decision making*
 - *Ongoing assessment*
 - *Collaborative teams*
 - *Procedural fidelity checks*
- These components provide the basis for accountability in regard to providing the maximum opportunity for students to fully achieve success.

How does RTI affect our educational system?

- Creates a continuum of instructional supports
 - Takes place across general and special education
- “Entitlement to Support for Learning” rather than “Eligibility by Disability”
- Uses resources formerly dedicated to “special education”
- Increases the extent and quality of collaboration among educators
- Early identification

Systems Change. . . “For every complex problem there is a simple solution . . . that doesn’t work”
--Mark Twain

Change....it takes:

- ✓ Leadership
 - ✓ Planning
 - ✓ Collaboration
 - ✓ Hard work...smart working
 - ✓ Courage
 - ✓ Time
- and even with planning change is messy!

Some “barriers” to change, identified in the RTI Research:

- Time for training and implementation
- Lack of training and true understanding of the changes this process will take to implement.
- Lack of resources for the staff to use to implement changes.
- Question the readiness of the staff for such extensive changes.
- Unwillingness to alter existing schedules and time for instruction
- Getting teachers "sold" on the new process, having parents respond positively to having their child "identified"
- Any time you implement change, it impacts people and creates the perception that they are going to be required to do more work with few or additional resources

Leadership is Essential (Campus Administrator)

- Promotes commitment of staff to process
- Fosters collaboration among all educators
- Provides fiscal and time resources
 - Makes adjustments in daily schedules for instructional blocks
 - Provides substitutes for meetings
 - Earmarks funding for new materials
 - Curriculum, interventions, assessments
- Arranges for professional development
- Assesses procedural fidelity as part of professional evaluations
- Lead the way.....consistency