

SOLUTIONS



PODCLASSED

EPISODE 4 & 5:

Is Response to Intervention (RTI) Really the Road to Improvement?

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- RTI does not need to be done quickly and schools need to take the time to implement well—usually 3 to 5 years.
- The building principal must be on board, understand RTI, and be able to support teachers during and after implementation.
- Schools/districts start by developing a long-term plan about how they will implement, preferably in stages.
- A District RTI leadership team is recommended that would help put together the plan, follow up on implementation of the plan, problem-solve and resolve questions and issues.
- Ask the question: is what we're asking schools to do likely to result in better instruction and student performance? If not, reconsider the plan.
- Consider finding intervention resources that are widely available and have pulled together valuable information so that schools don't have to.

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- Instead of a single model of RTI, there could be options including a “more ambitious” model with three or four tiers and a “less ambitious” model with two tiers.
- Schools that are unable to provide resources and support to school-based practitioners for a multi-tier system could focus on the two-tier model. The focus

CHALLENGE:

How to implement a successful RTI/MTSS program school- or district-wide?

would be on fortifying the general classroom with supplementary programs validated on decades worth of research and reducing the number of students who need intervention. How could instruction be feasibly strengthened and more accommodating of greater academic diversity?

- In a two-tier model, the second tier would provide individualized instruction to meet the needs of the students in special education.

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- Develop a process for identifying which students truly need intervention.
- Identify appropriate universal screening tools and collect data.
- Establish Roundtable: grade-level educators who review the data to determine which students are in need of additional support.
- Strengthen Tier 1 instruction and have specialists work with teachers and students in the classroom. If students aren't making progress, then move to more targeted intervention.
- Roundtable reviews data on a quarterly basis to determine movement between tiers and exit students who no longer require intervention outside the classroom.
- Monitor progress every 12 weeks and when students are not responding to intervention, they may need to be referred to special education to receive more individualized and intense support.
- Use computer programs and trained paraprofessionals who provide explicit instruction as options for increasing intervention.