RTI Teams: Following a Structured Problem-Solving Model

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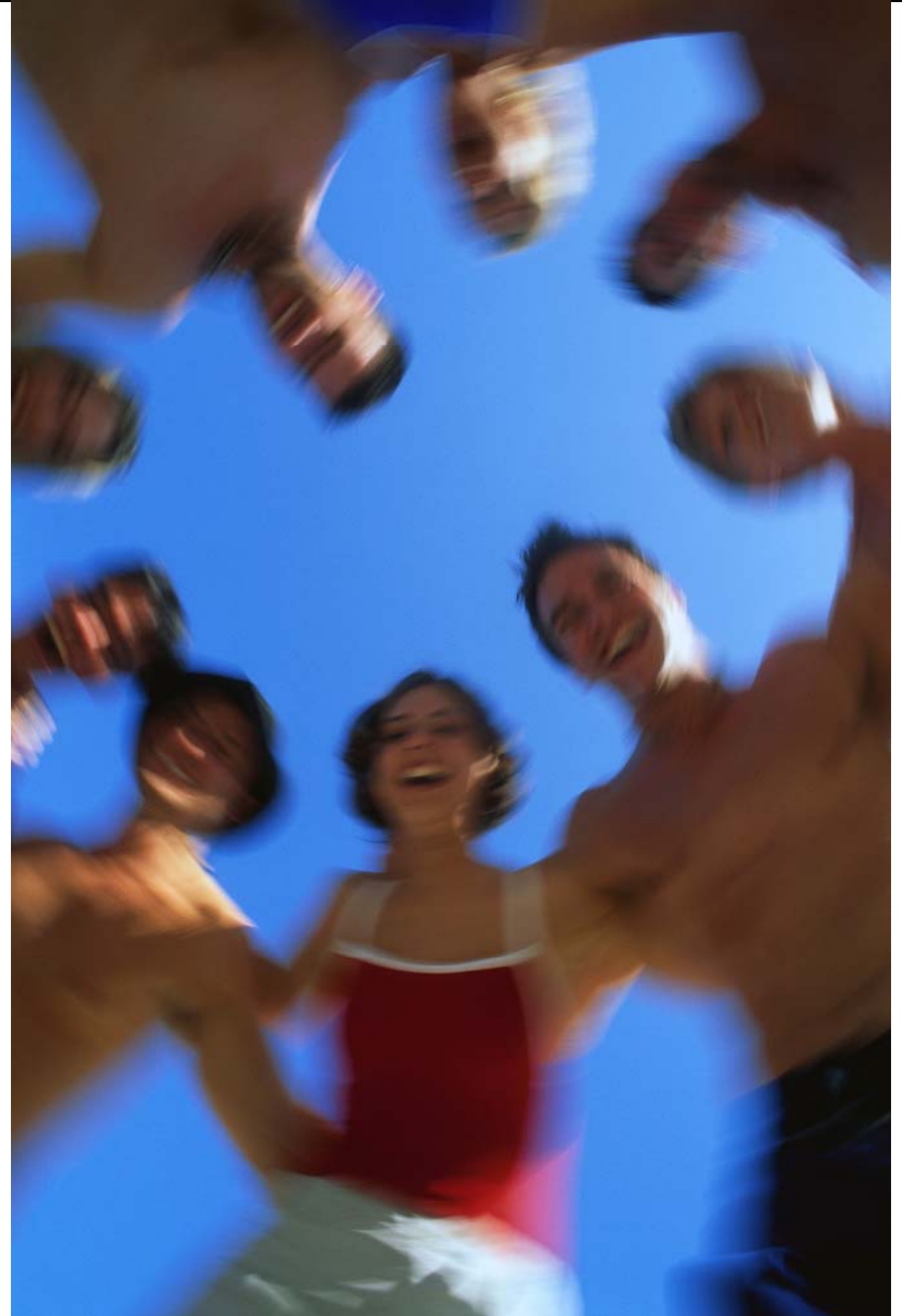
RTI Problem-Solving Teams: Workshop Agenda

- Research Supporting RTI Problem-Solving Teams

- Review of RTI Team Roles & Meeting Process

- Managing 'RTI Team Emergencies'

- RTI Teams: A Negotiating Process

- Team Activities: Strengthening Your RTI Problem-Solving Team

RTI Assumption: Struggling Students Are 'Typical' Until Proven Otherwise…

RTI logic assumes that:

- A student who begins to struggle in general education is *typical*, and that

- It is general education's responsibility to find the instructional strategies that will unlock the student's learning potential

Only when the student shows through well-documented interventions that he or she has 'failed to respond to intervention' does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.

RTI 'Pyramid of Interventions'
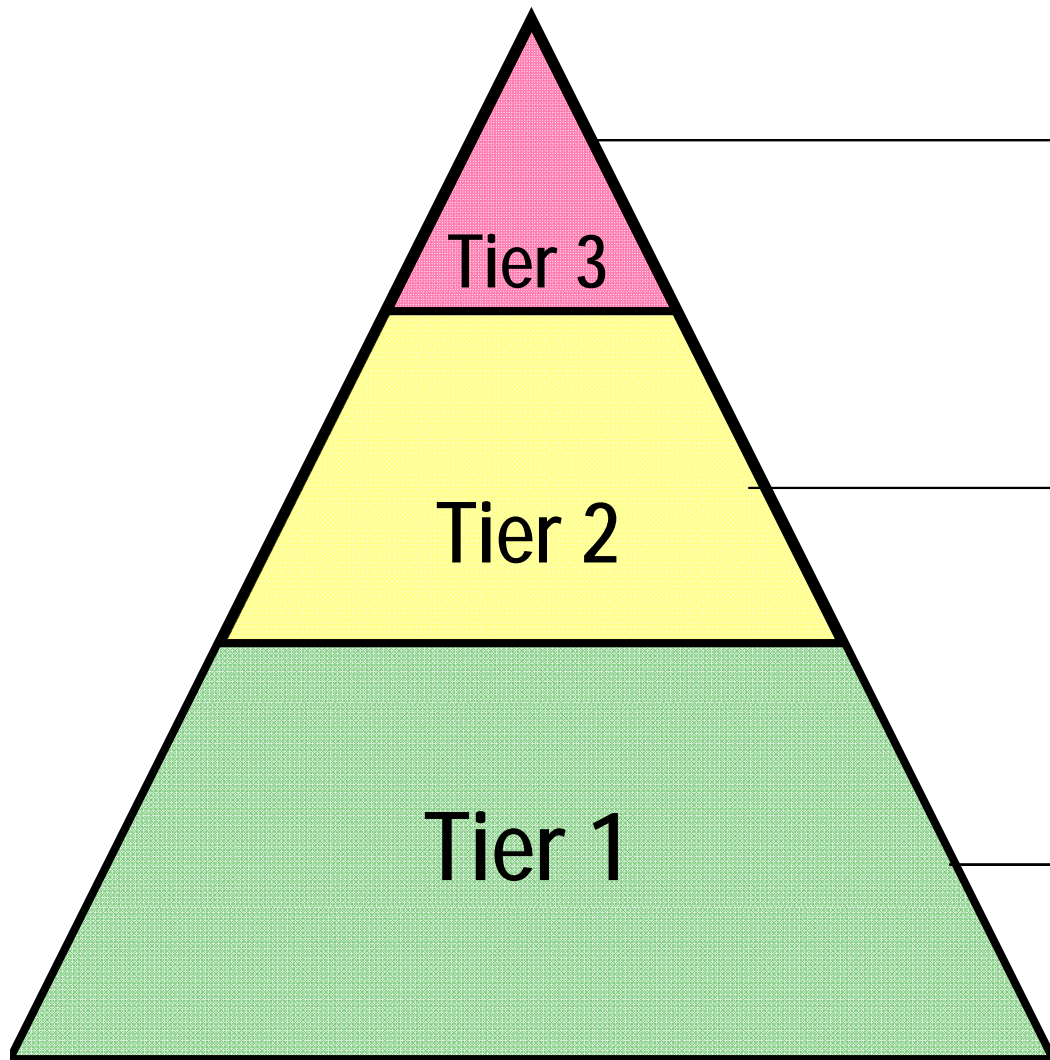
Tier 3: Intensive interventions. Students who are 'non-responders' to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

Tier 2 Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 1: Universal interventions. Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

Tier 3

Tier 2

Tier 1

School Instructional Time: The Irreplaceable Resource

"In the average school system, there are 330 minutes in the instructional day, 1,650 minutes in the instructional week, and 56,700 minutes in the instructional year. Except in unusual circumstances, these are the only minutes we have to provide effective services for students. The number of years we have to apply these minutes is fixed. Therefore, each minute counts and schools cannot afford to support inefficient models of service delivery."
p. 177

Source: Batsche, G. M., Castillo, J. M., Dixon, D. N., & Forde, S. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 177-193).

Five Core Components of RTI Service Delivery

1. Student services are arranged in a multi-tier model

2. Data are collected to assess student baseline levels and to make decisions about student progress

3. Interventions are 'evidence-based'

4. The 'procedural integrity' of interventions is measured

5. RTI is implemented and developed at the school- and district-level to be scalable and sustainable over time

Source: Glover, T. A., & DiPerna, J. C. (2007). Service delivery for response to intervention: Core components and directions for future research. *School Psychology Review, 36*, 526-540.
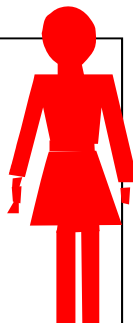
Avg Classroom Academic Performance Level
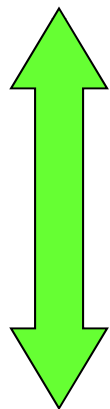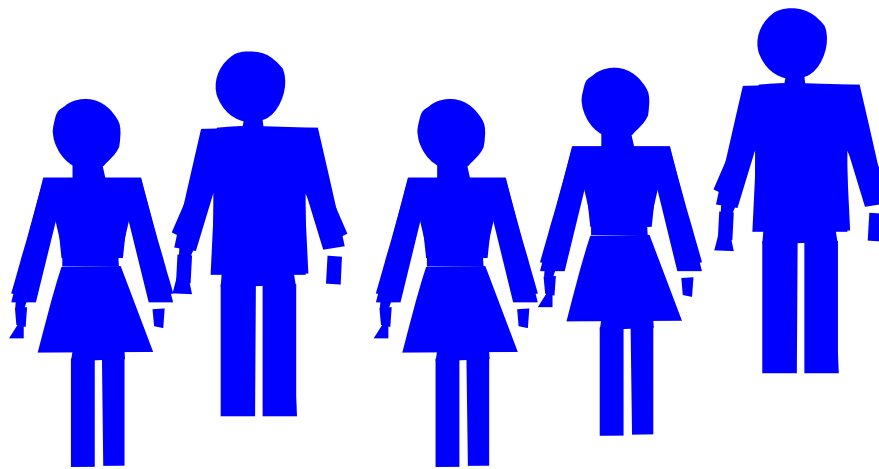
Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning ('Slope of Improvement')

Target Student

'Dual-Discrepancy': RTI Model of Learning Disability *(Fuchs 2003)*

Tier 1 Core Instruction

Tier I core instruction:

- Is universal—available to all students.
- Can be delivered within classrooms or throughout the school.
- Is an ongoing process of developing strong classroom instructional practices to reach the largest number of struggling learners.

All children have access to Tier 1 instruction/interventions. Teachers have the capability to use those strategies without requiring outside assistance.

Tier 1 instruction encompasses:

- The school's core curriculum.
- All published or teacher-made materials used to deliver that curriculum.
- Teacher use of 'whole-group' teaching & management strategies.

Tier I instruction addresses this question: *Are strong classroom instructional strategies sufficient to help the student to achieve academic success?*

Tier I (Classroom) Intervention

Tier 1 intervention:

- Targets 'red flag' students who are not successful with core instruction alone.
- Uses 'evidence-based' strategies to address student academic or behavioral concerns.
- Must be feasible to implement given the resources available in the classroom.

Tier I intervention addresses the question: *Does the student make adequate progress when the instructor uses specific academic or behavioral strategies matched to the presenting concern?*

Classroom Intervention Planning Sheet

Teacher/Team: _____ Date: _____ Student: _____

Student Problem Definition #1: _____

Student Problem Definition #2: _____

[Optional] Person(s) assisting with intervention planning process: _____

Interventions: Essential Elements (Witt et al., 2004)
- Clear problem-definition(s)
- Baseline data
- Goal for improvement
- Progress-monitoring plan

Intervention Description	Intervention Delivery	Check-Up Date	Assessment Data	
Describe each intervention that you plan to use to address the student's concern(s).	List key details about delivery of the intervention, such as:, (1) where & when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;.	Select a date when the data will be reviewed to evaluate the intervention.	Note what classroom data will be used to establish baseline , set a goal for improvement, and track the student's progress during this intervention.	
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
		.	Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up

Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review, 33,* 363-383.

The Key RTI Role of Classroom Teachers as Tier 1 'Interventionists': 6 Steps

1. The teacher defines the student academic or behavioral problem clearly.

2. The teacher decides on the best explanation for why the problem is occurring.

3. The teacher selects 'evidence-based' interventions.

4. The teacher documents the student's Tier 1 intervention plan.

5. The teacher monitors the student's response (progress) to the intervention plan.

6. The teacher knows what the next steps are when a student fails to make adequate progress with Tier 1 interventions alone.

Complementary RTI Models: Standard Treatment & Problem-Solving Protocols

"The two most commonly used RTI approaches are (1) *standard treatment* and (2) *problem-solving protocol.* While these two approaches to RTI are sometimes described as being very different from each other, they actually have several common elements, and both fit within a problem-solving framework. In practice, many schools and districts combine or blend aspects of the two approaches to fit their needs."

Source: Duffy, H. (August 2007). *Meeting the needs of significantly struggling learners in high school.* Washington, DC: National High School Center. Retrieved from http://www.betterhighschools.org/pubs/ p. 5

RTI Interventions: Standard-Treatment vs. Problem-Solving

There are two different vehicles that schools can use to deliver RTI interventions:

Standard-Protocol (Standalone Intervention). Programs based on scientifically valid instructional practices ('standard protocol') are created to address frequent student referral concerns. These services are provided outside of the classroom. A middle school, for example, may set up a structured math-tutoring program staffed by adult volunteer tutors to provide assistance to students with limited math skills. Students referred for a Tier II math intervention would be placed in this tutoring program. An advantage of the standard-protocol approach is that it is efficient and consistent: large numbers of students can be put into these group interventions to receive a highly standardized intervention. However, standard group intervention protocols often cannot be individualized easily to accommodate a specific student's unique needs.

Problem-solving (Classroom-Based Intervention). Individualized research-based interventions match the profile of a particular student's strengths and limitations. The classroom teacher often has a large role in carrying out these interventions. A plus of the problem-solving approach is that the intervention can be customized to the student's needs. However, developing intervention plans for individual students can be time-consuming.

Tier 2: Supplemental (Standard-Protocol Model) Interventions

Tier 2 interventions are typically delivered in small-group format. About 15% of students in the typical school will require Tier 2/supplemental intervention support.

Group size for Tier 2 interventions is limited to 4-6 students.

Students placed in Tier 2 interventions should have a shared profile of intervention need.

The reading progress of students in Tier 2 interventions are monitored at least 1-2 times per month.

Source: Burns, M. K., & Gibbons, K. A. (2008). *Implementing response-to-intervention in elementary and secondary schools.* Routledge: New York.

Tier 2: Supplemental Interventions

- Decision Point: Building-wide academic screenings

- Collaboration Opportunity: After each building-wide academic screening, 'data teams' meet (teachers at a grade level; building principal; reading teacher, etc.) At the meeting, the group considers how the assessment data should shape/inform core instruction. Additionally, the data team sets a cutpoint to determine which students should be recruited for Tier 2 group interventions. NOTE: Team may continue to meet every 5 weeks to consider student progress in Tier 2; move students into and out of groups.

- Documentation: Tier 2 instructor completes a Tier 2 Group Assignment Sheet listing students and their corresponding interventions. Progress-monitoring occurs 1-2 times per month.

- Decision Rules [Example]: Student is returned to Tier 1 support if they perform above the 25th percentile in the next school-wide screening. Student is referred to Tier 3 (RTI Team) if they fail to make expected progress despite two Tier 2 (group-based) interventions.

Scheduling Elementary Tier 2 Interventions

Option 3: *'Floating RTI':Gradewide Shared Schedule*. Each grade has a scheduled RTI time across classrooms. No two grades share the same RTI time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

Anyplace Elementary School: RTI Daily Schedule

	Classroom 1	Classroom 2	Classroom 3	
Grade K	Classroom 1	Classroom 2	Classroom 3	*9:00-9:30*
Grade 1	Classroom 1	Classroom 2	Classroom 3	*9:45-10:15*
Grade 2	Classroom 1	Classroom 2	Classroom 3	*10:30-11:00*
Grade 3	Classroom 1	Classroom 2	Classroom 3	*12:30-1:00*
Grade 4	Classroom 1	Classroom 2	Classroom 3	*1:15-1:45*
Grade 5	Classroom 1	Classroom 2	Classroom 3	*2:00-2:30*

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Tier 3: Intensive Individualized Interventions (Problem-Solving Model)

Tier 3 interventions are the most intensive offered in a school setting. About 5 % of a general-education student population may qualify for Tier 3 supports. Typically, the RTI Problem-Solving Team meets to develop intervention plans for Tier 3 students.

Students qualify for Tier 3 interventions because:

– they are found to have a large skill gap when compared to their class or grade peers; and/or

– They did not respond to interventions provided previously at Tiers 1 & 2.

Tier 3 interventions are provided daily for sessions of 30 minutes. The student-teacher ratio is flexible but should allow the student to receive intensive, individualized instruction. The academic or behavioral progress of students in Tier 3 interventions is monitored at least weekly.

Source: Burns, M. K., & Gibbons, K. A. (2008). *Implementing response-to-intervention in elementary and secondary schools.* Routledge: New York.

Tier 3: RTI Team

- Decision Point: RTI Problem-Solving Team

- Collaboration Opportunity: Weekly RTI Problem-Solving Team meetings are scheduled to handle referrals of students that failed to respond to interventions from Tiers 1 & 2.

- Documentation: Teacher referral form; RTI Team minutes form; progress-monitoring data collected at least weekly.

- Decision Rules [Example]: If student has failed to respond adequately to 3 intervention trials of 6-8 weeks (from Tiers 2 and 3), the student may be referred to Special Education.

Advancing Through RTI: Flexibility in the Tiers
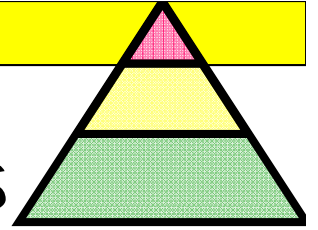
For purposes of efficiency, students should be placed in small-group instruction at Tier 2.

However, group interventions may not always be possible because – due to scheduling or other issues—no group is available. (For example, students with RTI behavioral referrals may not have a group intervention available.)

In such a case, the student will go directly to the problem-solving process (Tier 3)—typically through a referral to the school RTI Team.

Nonetheless, the school must still document the same minimum number of interventions attempted for every student in RTI, whether or not a student first received interventions in a group setting.

Tier 3 RTI Teams: The Basics

Small-Group Activity: *Complete the RTI Team Effectiveness Self-Rating Scale*

- As a group, use the RTI Team Self-Rating Scale to evaluate your current student problem-solving team's level of functioning. If your school does not have a formal problem-solving team in place, rate your school's current *informal* problem-solving efforts.
- Appoint a spokesperson to share your findings with the large group.

Effective RTI Teams:

- Are multi-disciplinary and include teachers among their members
- Follow a structured 'problem-solving' model
- Use data to analyze the academic problem and match the student to effective, evidence-based interventions
- Develop a detailed research-based intervention plan to help staff with implementation
- Check up on the teacher's success in carrying out the intervention ('intervention integrity')

Tier 3 Interventions Are Developed With Assistance from the School's RTI (Problem-Solving) Team

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The Problem-Solving Model & Multi-Disciplinary Teams

A school consultative process ('the problem-solving model') with roots in applied behavior analysis was developed (e.g., Bergan, 1995) that includes 4 steps:

- Problem Identification

- Problem Analysis

- Plan Implementation

- Problem Evaluation

Originally designed for individual consultation with teachers, the problem-solving model was later adapted in various forms to multi-disciplinary team settings.

Source: Bergan, J. R. (1995). Evolution of a problem-solving model of consultation. *Journal of Educational and Psychological Consultation, 6(2)*, 111-123.

The RTI Team: Definition

- Teams of educators at a school are trained to work together as effective problem-solvers.

- RTI Teams are made up of volunteers drawn from general- and special-education teachers and support staff.

- These teams use a structured meeting process to identify the underlying reasons that a student might be experiencing academic or behavioral difficulties

- The team helps the referring teacher to put together practical, classroom-friendly interventions to address those student problems.

Teachers may *be motivated* to refer students to your RTI Team because they…

- can engage in collegial conversations about better ways to help struggling learners

- learn instructional and behavior-management strategies that they can use with similar students in the future

- increase their teaching time

- are able to access more intervention resources and supports in the building than if they work alone

- feel less isolated when dealing with challenging kids

- have help in documenting their intervention efforts

Focus on School Factors That We Can Control

"Some factors in students' lives (such as family divorce, moving frequently, drug use, and poor teaching) lower the *probability* that these students will learn and/or get along with others. These are often referred to as risk factors…Risk factors do not assure student failure. Risk factors simply make the odds of failure greater. Aligning assessment and instruction allows teachers…to introduce new factors into the student's life that *raise* the probability of learning. These are often called protective factors since they protect against the risks associated with risk factors…The use of protective factors to raise the probability of learning is often referred to as resilience."

Source: Hosp, J. L. (2008). Best practices in aligning academic assessment with instruction. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp.363-376). Bethesda, MD: National Association of School Psychologists.

Team Roles

- Coordinator
- Facilitator
- Recorder
- Time Keeper
- Case Manager

RTI Team Consultative Process

Step 1: Assess Teacher Concerns *5 Mins*

Step 2: Inventory Student Strengths/Talents *5 Mins*

Step 3: Review Background/Baseline Data *5 Mins*

Step 4: Select Target Teacher Concerns *5-10 Mins*

Step 5: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring *5 Mins*

Step 6: Design an Intervention Plan *15-20 Mins*

Step 7: Plan How to Share Meeting Information with the Student's Parent(s) *5 Mins*

Step 8: Review Intervention & Monitoring Plans *5 Mins*

Intervention Central
10-Minute 'Count Down' Timer

10:00

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Team Activity: Refining the RTI Referral Process

At your table:

- Discuss what PROCESS your team will use to ensure that referrals can come from multiple sources. Discuss also how your school will communicate with staff how referrals can come to the RTI Team.

- Discuss what guidelines your school should provide to general-education teachers to help them to decide whether a student who is struggling in their classrooms can benefit from additional classroom intervention help or should be referred for higher-level RTI support.

RTI Teams: Improving Problem-Solving Through Effective Case Management

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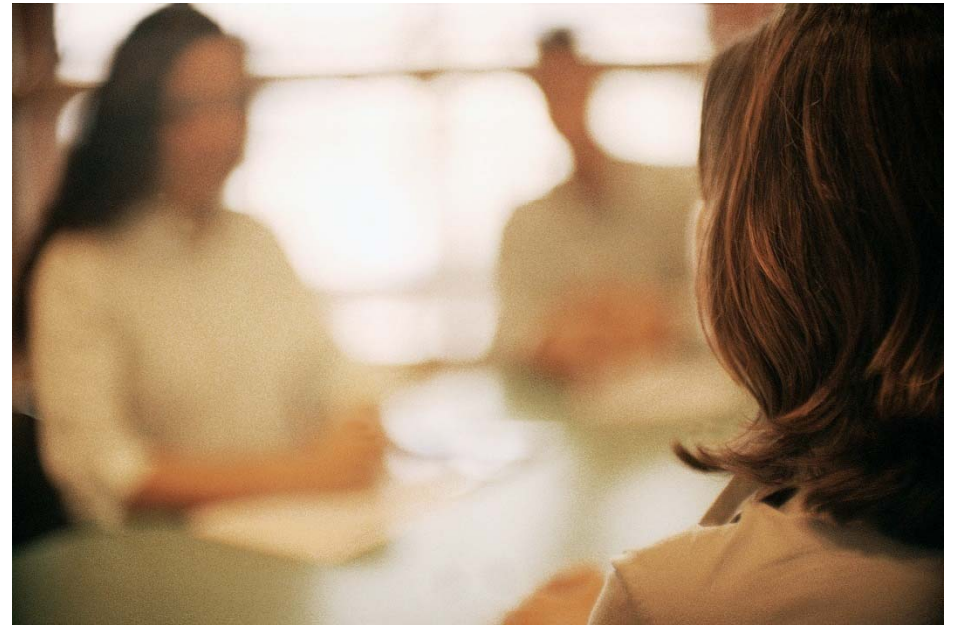
The Case Manager-Teacher 'Pre-Meeting': Creating a More Efficient RTI Team Process

Prior to an initial RTI Problem-Solving Team meeting, it is recommended that a case manager from the RTI Team schedule a brief (15-20 minute) 'pre-meeting' with the referring teacher. The purpose of this pre-meeting is for the case manager to share with the teacher the purpose of the upcoming full RTI Team meeting, to clarify student referral concerns, and to decide what data should be collected and brought to the RTI Team meeting.

Here is a recommended agenda for the case manager-teacher pre-meeting:

1. *Explain the purpose of the upcoming RTI Problem-Solving Team meeting:* The case manager explains that the RTI Team meeting goals are to (a) fully understand the nature of the student's academic and/or behavioral problems; (b) develop an evidence-based intervention plan for the student; and (c) set a goal for student improvement and select means to monitor the student's response to the intervention plan.

2. *Define the student referral concern(s) in clear, specific terms.* The case manager reviews with the teacher the most important student referral concern(s), helping the teacher to define those concern(s) in clear, specific, observable terms. The teacher is also prompted to prioritize his or her top 1-2 student concerns. NOTE: Use the guides that appear on the next page for writing academic or behavioral problem-identification statements and for dividing global skills into component sub-skills.

   Student Concern 1: _____

   Student Concern 2: _____

3. *Decide what data should be brought to the RTI Team meeting.* The case manager and teacher decide what student data should be collected and brought to the RTI Team meeting to provide insight into the nature of the student's presenting concern(s). Use the table below to select data for RTI decision-making.

Data Source	Types of Data to Be Collected
Archival data. Select relevant information already in the cumulative folder or student database.	
Student work products. Collect examples of homework, tests, in-class assignments, work projects (with examples from typically performing students collected as well for purposes of comparison)	
Student interview. Meet with the student to get his or her perspective on the academic and/or behavioral problems.	
Specialized assessment. Decide whether more specialized, individual assessment is required (e.g., direct observations of the student's rate of on-task behavior; instructional assessment to map out in detail the student's skills in literacy, mathematics, etc.)	

Identifying the Student Concern: Guides for Defining Academic and Behavioral Problems and for Breaking Global Skills into Component Sub-Skills

Academic Problems: Format for Writing Problem Definition Statement

Environmental Conditions or Task Demands	Problem Description	Typical/ Expected Level of Performance
Example: For science homework...	... Tye turns in assignments an average of 50% of the time...	... while the classroom median rate of homework turned in is 90%.

Behavioral Problems: Format for Writing Problem Definition Statement

Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior
Example: When given a verbal teacher request...	....Jay fails to comply with that request within 3 minutes...	... an average of 50% of the time.

Discrete Categorization: Divide Global Skill into Essential Sub-Skills

Global Skill:	Example : Global Skill: 'The student will improve classroom organization skills'
Sub-Skill 1: _____	Example: Sub-Skills for 'Classroom Organization Skills'
Sub-Skill 2 _____	☐ Sub-Skill 1: Arrive to class on time
	☐ Sub-Skill 2: Bring work materials to class
Sub-Skill 3 _____	☐ Sub-Skill 3: Follow teacher directions in a timely manner
Sub-Skill 4: _____	☐ Sub-Skill 4: Know how to seek teacher assistance when needed
Sub-Skill 5 _____	☐ Sub-Skill 5: Maintain an uncluttered desk with only essential work materials

Case Manager: Role

- Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.

- Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.

Case Manager: Pre-Meeting

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Global Skill: _____	Example : Global Skill: The student will improve classroom organization skills'
Sub-Skill 1: _____ Sub-Skill 2: _____ Sub-Skill 3: _____ Sub-Skill 4: _____ Sub-Skill 5: _____	Example: Sub-Skills for 'Classroom Organization Skills' ☐ Sub-Skill 1: Arrive to class on time ☐ Sub-Skill 2: Bring work materials to class ☐ Sub-Skill 3: Follow teacher directions in a timely manner ☐ Sub-Skill 4: Know how to seek teacher assistance when needed ☐ Sub-Skill 5: Maintain an uncluttered desk with only essential work materials

Case Manager: Tips

- If you discover, when you meet with a referring teacher prior to the RTI Team meeting, that his or her concern is vaguely worded, help the teacher to clarify the concern with the question "What does [teacher concern] look like in the classroom?"

- After the RTI Team meeting, consider sending periodic emails to the referring teacher(s) asking them how the intervention is going and inviting them to inform you if they require assistance.

Engaging the Reluctant Teacher: Seven Reasons Why Middle & High School Instructors May Be Reluctant to Implement Classroom RTI Literacy Interventions

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'Teacher Tolerance' as an Indicator of RTI Intervention Capacity

"I call the range of students whom [teachers] come to view as adequately responsive – i.e., teachable – as the tolerance; those who are perceived to be outside the tolerance are those for whom teachers seek additional resources. The term "tolerance" is used to indicate that teachers form a permissible boundary on their measurement (judgments) in the same sense as a confidence interval. In this case, the teacher actively measures the distribution of responsiveness in her class by processing information from a series of teaching trials and perceives some range of students as within the tolerance." (Gerber, 2002)

Source: Gerber, M. M. (2003). *Teachers are still the test: Limitations of response to instruction strategies for identifying children with learning disabilities.* Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.

Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions

1. Teachers believe that their 'job' is to provide content-area instruction, not to teach vocabulary and reading-comprehension strategies (Kamil et al., 2008).

2. Teachers believe that they lack the skills to implement classroom vocabulary-building and reading-comprehension strategies. (Fisher, 2007; Kamil et al., 2008).

3. Teachers feel that they don't have adequate time to implement vocabulary-building and reading-comprehension strategies in the classroom. (Kamil et al., 2008; Walker, 2004).

Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions (Cont.)

4. Teachers are not convinced that there will be an adequate instructional 'pay-off' in their content-area if they implement literacy-building strategies in the classroom (Kamil et al., 2008).

5. Teachers are reluctant to put extra effort into implementing interventions for students who appear unmotivated (Walker, 2004) when there are other, 'more deserving' students who would benefit from teacher attention.

6. Teachers are afraid that, if they use a range of classroom strategies to promote literacy (e.g., extended discussion, etc.), they will have difficulty managing classroom behaviors (Kamil et al., 2008).

Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions (Cont.)

7. Teachers believe that 'special education is magic' (Martens, 1993). This belief implies that general education interventions will be insufficient to meet the student's needs and that the student will benefit only if he or she receives special education services.

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Ideas to Build Teacher Understanding and Support for RTI

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INTERVENTION CENTRAL

1. Offer RTI information to teachers in a series of short presentations or discussion forums

- A common mistake that schools make in rolling out RTI is to present their teachers with RTI information in a single, long presentation—with little opportunity for questions or discussion. Instead, schools should plan a series of RTI information-sharing sessions with teachers throughout the school year. Any large-group RTI training sessions (e.g., at faculty meetings) should be kept short, to ensure that the audience is not overwhelmed with large volumes of information. Consider using smaller instructional team or department meetings as a vehicle for follow-up presentations, discussion, and teacher questions about RTI.

1.   Offer RTI information to teachers in a series of short presentations or discussion forums

- ACTION STEP: *Create a year-long RTI information-sharing plan.* Determine what RTI information your school would like to present to staff, as well as the degree of faculty input and discussion needed. Then draft a year-long plan to communicate with staff about RTI. Each year, update the plan to keep faculty updated about implementation of the RTI model.

2. Present RTI as a coordinated, schoolwide approach to address long-standing teacher concerns about struggling students

- Schools should consider framing RTI as a broad, schoolwide solution to help teachers to better instruct, motivate, and manage the behaviors of struggling learners. Teachers want fewer class disruptions, more uninterrupted instructional time, higher performing students, targeted supplemental academic help for students who need it, and better communication among educators about the needs of all students. As schools make the case for RTI, they should demonstrate how it will help teachers to manage the day-to-day challenges that they face in their classrooms.

2. Present RTI as a coordinated, schoolwide approach to address long-standing teacher concerns about struggling students

- ACTION STEP: *Get feedback from teachers about their classroom concerns.* Find opportunities to engage teachers in productive discussions about what they see as the greatest challenges facing them as instructors. Note the teacher concerns that surface most often. For each teacher concern, generate ideas for how an RTI model in your school might help teachers with that issue. Craft these ideas for instructor support into 'talking points' and include them in your school's RTI presentations.

3. Solicit teacher input when building your school's RTI model

- Teachers are a valuable resource that schools should tap when implementing RTI. When schools solicit teacher questions about RTI, include teachers on planning teams to help to develop the RTI process, and treat teacher objections or concerns about RTI as helpful feedback rather than stubborn resistance, those schools send the message that teachers are full partners in the RTI planning process.

3. Solicit teacher input when building your school's RTI model

- ACTION STEP: *Include teachers on the RTI Leadership Team.* One of the best ways to ensure that teachers have input into the RTI development process is to include teacher representatives on the RTI Leadership Team, the group that oversees the district's implementation of RTI.

4.   Link all significant school and district initiatives to RTI

- RTI is a comprehensive, proactive model to identify and assist struggling students. Yet teachers may erroneously perceive RTI as just another 'program' that is likely to last for only a short time and then disappear. Any RTI training for staff should make the point that RTI is not a single-self contained program but is actually an all-inclusive and flexible framework for student support that encompasses *all* existing student support programs and strategies.

4. Link all significant school and district initiatives to RTI

- ACTION STEP: *Organized all school programs under the RTI framework.* Schools should present RTI as an elastic multi-tier problem-solving framework. First, the school lists all of its significant current programs or initiatives intended to assess or intervene with students with academic or behavioral needs. The school then assigns each of the programs or initiatives to Tier 1, 2, or 3 in the RTI framework. The message for staff is that, while specific *programs* may come and go, the overarching RTI model is both adaptable and durable-- and that much of the power of RTI rests on its potential to integrate a series of isolated programs into a larger unified and coordinated continuum of student support.

RTI Teams and the Referring Teacher(s): The Art of Negotiation

Changing the Behavior of Others Through 'Social Power'

"**Social power** is the potential of an individual (i.e., agent) to produce a change in another individual's (i.e., target's) beliefs, attitudes, and/or behavior; **social influence** is defined as the demonstrated change in the beliefs, attitudes, and/or behavior of a target. Given these definitions, school consultation can be viewed as an exercise in interpersonal influence…"

Source: Wilson, K. E., Erchul, W. P., & Raven, B. H. (2008). The likelihood of use of social power strategies by school psychologists when consulting with teachers. Journal of Educational and Psychological Consultation, 18, 101-123. pp. 101-102.

Social Power: 'Harsh' vs. 'Soft'

"… Power bases may be viewed as either (a) harsh or strong or (b) soft or weak. **Harsh power bases** are stereotypically regarded as coercive, overt, and heavy-handed whereas **soft power bases** are seen as more subtle, indirect, and noncoercive."

Source: Wilson, K. E., Erchul, W. P., & Raven, B. H. (2008). The likelihood of use of social power strategies by school psychologists when consulting with teachers. Journal of Educational and Psychological Consultation, 18, 101-123. p. 104

Comparison of 'Harsh' and 'Soft' Social Power Bases

'Soft' Social Power Examples

- **Expert Power.** The consultee complies because the consultant is recognized as being an expert in the field.

- **Direct Informational Power.** The consultee complies because the information presented by the consultant is logical or 'makes sense'.

- **Referent Power.** The consultee complies because he or she wishes to be associated with or seen as similar to the consultant.

- **Personal Reward.** The consultee complies because he or she seeks the approval of the consultant.

'Harsh' Social Power Examples

- **Legitimate Position Power** .The consultee complies because the consultant holds line authority over him or her.

- **Impersonal Coercion Power** .The consultee complies to avoid potential negative consequences ('punishment') (e.g., withholding of intervention resources) from the consultant.

- **Personal Coercion Power.** The consultee complies to avoid being disliked by the consultant.

Source: Wilson, K. E., Erchul, W. P., & Raven, B. H. (2008). The likelihood of use of social power strategies by school psychologists when consulting with teachers. Journal of Educational and Psychological Consultation, 18, 101-123.

Recommendations on Use of 'Social Power' Strategies

When working to enlist teachers' support for and participation in RTI, schools should use 'soft' power strategies whenever possible. However, schools should reserve 'strong' social power strategies as backup when needed for a reluctant teacher.

For example, if a classroom teacher is unwilling to comply with RTI advice for Tier 1 interventions from a consultant reading teacher (Expert Power), the principal may meet with that instructor to emphasize that all teachers are required to implement consistent Tier 1 strategies (Legitimate Position Power).

Source: Wilson, K. E., Erchul, W. P., & Raven, B. H. (2008). The likelihood of use of social power strategies by school psychologists when consulting with teachers. Journal of Educational and Psychological Consultation, 18, 101-123.

RTI Teams Engage in Negotiation With Referring Teachers

- Definition of **Negotiation**: "a dialogue intended to resolve disputes, to produce an agreement upon courses of action, to bargain for individual or collective advantage, or to craft outcomes to satisfy various interests."

- RTI Teams negotiate with classroom teachers about the types of interventions to be used, degree of teacher involvement, time period during which intervention will be implemented, etc.

Source: Negotiation. (2009, December 16). In Wikipedia, The Free Encyclopedia. Retrieved 12:23, December 17, 2009, from http://en.wikipedia.org/w/index.php?title=Negotiation&oldid=331934640

Elements of Negotiation

- **Goal:** "Goals are statements that state specific, measurable outcomes, with time requirements as appropriate."

- **Target:** "The target is what the negotiator would like to get or the outcome that will satisfy him [or her]."

- **Resistance point:** "The resistance point is a minimum acceptable outcome the negotiator will accept."

Source: Page, D., & Mukherjee, A. (2009). Effective technique for consistent evaluation of negotiation skills. Education, 129, 521-533. p. 525.

Comparison of Possible Goals, Targets, & Resistance Points for Classroom Teacher and RTI Consultant or RTI Team

Classroom Teacher

- **Goal.** The student will pass the course

- **Target (Desired Outcome)**
  - The student will pass all tests, quizzes..
  - The student will be motivated to complete and turn in homework and to work on in-class assignments.
  - The school will find intervention support for the student outside of the classroom.
  - Any classroom interventions will require minimal teacher efforts.

- **Resistance Point (Minimally Acceptable Outcome)**
  - The student will get a passing course grade..
  - Any classroom interventions will require minimal teacher efforts.

Source: Page, D., & Mukherjee, A. (2009). Effective technique for consistent evaluation of negotiation skills. Education, 129, 521-533.

RTI Consultant or RTI Team

- **Goal.** The student will pass the course

- **Target (Desired Outcome)**
  - The student will get a passing course grade..
  - The student will be motivated to complete and turn in homework and to work on in-class assignments.
  - The teacher will implement appropriate, feasible evidence-based interventions in the classroom.
  - Interventions will be implemented with integrity.
  - The teacher will collect data on the intervention.

- **Resistance Point (Minimally Acceptable Outcome)**
  - The student will get a passing course grade..
  - The teacher will implement appropriate, feasible evidence-based interventions in the classroom.
  - Interventions will be implemented with integrity.
  - The teacher will collect data on the intervention.