

# TRAINING OF TRAINERS

## Response to Intervention

### Implementer Series

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National Center on Response to Intervention



National Center on  
Response to Intervention



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# Training of Trainers (TOT) Objectives

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- Prepare new facilitators to present Implementer Series (IS) modules as follows:
  - Module 1: Screening
  - Module 2: Progress Monitoring
  - Module 3: Multi-level Prevention System
- Facilitators will learn how to:
  - Prepare materials for participants.
  - Deliver Implementer Series content.
  - Customize the presentation for different audiences and purposes.



# Training Materials

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- TOT PowerPoint slides
- Facilitator's Guide
- Module PowerPoint slides and speaker notes
- Module Training Manual
- ["What is RTI" placemat](#)
- TOT Self-Assessment of Trainer Attributes
- NCRTI IS: Trainer Evaluation
- NCRTI TOT Trainer Self-Assessment
- Links to or CD of complete IS materials



# Implementer Series Facilitator Qualifications

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- Facilitators should possess the following:
  - Strong knowledge of RTI components
  - Experience with RTI implementation
  - Effective communication and presentation skills



# Implementer Series Objectives

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- Provide an overview of the essential components of RTI
- Present opportunities to analyze school and district RTI data
- Engage participants in activities to apply new knowledge
- Assist teams in preparing for RTI implementation through team planning time



# Alignment With Other Resources

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- ◆ *Essential Components of RTI—A Closer Look at Response to Intervention*
- ◆ NCRTI Tools Charts and User's Guides:  
Screening, Progress Monitoring, and Instruction



# Facilitator's Guide

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Includes the following:

- ◆ Objectives, delivery information, and format of modules
- ◆ Presentation information
- ◆ Resources
  - ◆ Training checklists
  - ◆ Sample evaluation form
  - ◆ Appendixes



# Module Components

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- ◆ PowerPoint slides that include slides and speaker's notes
- ◆ Activity handouts
- ◆ Videos (embedded in PowerPoint slides)
- ◆ Training manuals





# Implementer Series Slides

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- ◆ Three full-day presentations (approximately 6 hours each):
  - ◆ Module 1: Screening
  - ◆ Module 2: Progress Monitoring
  - ◆ Module 3: Multi-level Prevention System
- ◆ Each presentation is divided into smaller sections.
- ◆ PowerPoints include essential text, hyperlinks, and animations.



# Think-Pair-Share Activities

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- ◆ To implement Think-Pair-Share:
  - ◆ **Think** about a particular topic or question. *Give participants approximately 20 seconds.*
  - ◆ **Pair** with your neighbor/table.
  - ◆ **Share** with your neighbor/table. *Give participants approximately 2–3 minutes.*
  - ◆ If time allows, have two or three pairs/tables orally share their lists with the entire group.



# Implementer Series PowerPoint Speaker's Notes

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- ◆ Provide necessary information and background knowledge for less experienced facilitators
- ◆ Guide facilitators to share important ideas accurately and answer participant questions
- ◆ Serve as a resource only; It is NOT necessary to read the script.



# PowerPoint Speaker's Notes (cont.)

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Detailed speaker notes accompany each slide.

- ◆ Text formatted in standard font is intended to be read aloud by the facilitator.
- ◆ Text formatted in **bold** is excerpted directly from the presentation slides.
- ◆ Text formatted in *italics* is intended as directions or notes for the facilitator, and is not meant to be read aloud.



# Implementer Series Training Manuals

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- ◆ Three complete training manuals
  - ◆ Module 1: Screening
  - ◆ Module 2: Progress Monitoring
  - ◆ Module 3: Multi-level Prevention System
- ◆ Each includes glossary of related terms and activity handouts.
- ◆ Facilitators should refer to the manual throughout presentations.



# Activity Handouts

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- ◆ Located in appendices of training manuals
- ◆ Intended to help participants begin to synthesize and apply the content to their own contexts
- ◆ Completed using instructions in handouts and speaker notes of related slides
- ◆ Completion of activities is strongly recommended



# Videos and Demonstrations

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- ◆ Links to YouTube videos are accessible through hyperlinks on slides or links in the speaker notes.
- ◆ Demonstrations of NCRTI Tools Charts or websites are recommended over screenshots for experienced facilitators.
- ◆ Requires strong internet access and a good sound system with speakers



# Delivery - Audience

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- ◆ Intended for district or school teams
- ◆ May be adapted for different audiences by altering the
  - ◆ Order of the sections.
  - ◆ Time spent and emphasis placed on each section.
  - ◆ Time spent on examples and group work time.





# Delivery - Schedule

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- ◆ Designed as a one-day training (6 hours)
- ◆ May be lengthened to provide more time on activities and team planning time (9–12 hours)
- ◆ May be shortened or presented over time by using sections within the modules



# Appendix A: Training Checklist

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What needs to be completed:

- ◆ 3–4 weeks prior
- ◆ Training day
- ◆ 1–2 weeks after training



# Appendix B: Recommended Technology Checklist

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- ◆ Laptop computer
- ◆ LCD projector
- ◆ Large screen
- ◆ Presenter microphone
- ◆ Remote control clicker
- ◆ Timer
- ◆ Participant microphone
- ◆ Speakers or sound system
- ◆ High-speed Internet connection



# Appendix C: Training Day Materials Checklist

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- ◆ Electronic copy of PowerPoint
- ◆ PowerPoint slides and speaker's notes
- ◆ Sticky notes, pens or pencils, markers
- ◆ Name badges
- ◆ Table tents
- ◆ Sticky chart paper
- ◆ What is RTI? Placemat
- ◆ Training Manual
  - ◆ Training Content
  - ◆ Glossary of Terms
  - ◆ Activity Handouts
- ◆ Tools Chart and User's Guide
- ◆ Evaluation Form



# Presentation Strategies

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- ◆ Know the audience
- ◆ Addressing questions
- ◆ Responding to difficult or inappropriate questions
- ◆ Gaining attention
- ◆ Dealing with disruptive talking



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# PRESENTATION OF IS MODULES



# Customizing Delivery - Audience

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- ◆ Adapt for different audiences by altering the
  - ◆ Order of the sections.
  - ◆ Time spent and emphasis placed on each section.
  - ◆ Time spent on examples and group work time.



# School Staff

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- Consider focusing more on how to make school-, classroom-, and student-level decisions using data.
- Reduce emphasis on examples of how the district can use collected data.
- For teachers, consider focusing more on the importance of collecting and using accurate data.





# District or State Staff

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- ◆ Consider focusing more on using data for district- and state-level decisions.
- ◆ Consider focusing more on the district's or state's role in providing guidance on tool selection, component dimensions, and the RTI framework.



# Customizing Delivery - Schedule

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- ◆ Designed as a one-day training (6 hours)
- ◆ May be lengthened to provide more time on activities and team planning time (9–12 hours)
- ◆ May be shortened or presented over time by using sections within the modules



# Lengthening

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- ◆ Consider lengthening the session to 1 ½ days when:
  - ◆ Teams need additional team time for activity completion or discussion.
  - ◆ Participants are completely new to RTI.
- ◆ When lengthening, consider increasing the time allotted for foundational or more difficult content, activities, and discussion.



# Shortening

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- ◆ For a half-day training, consider providing key sections based on participants' needs.
- ◆ For short meetings (e.g., faculty meetings), consider presenting a single section.



# Other Customizations

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- ◆ Change terminology to match that used in the school, district, or state to increase alignment with other initiatives.
- ◆ Consider incorporating the data system, assessment tools, data decision-making process (e.g., professional learning communities), or intervention systems currently used in the school, district, or state to increase relevance.



# Ongoing Professional Development

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- ◆ Keep up to date with innovative RTI practices, procedures, research processes, and tools.
- ◆ Review current resources and research found in peer-reviewed journals and on the NCRTI website.
- ◆ Participate in ongoing professional learning, communities of practice, and webinars.
- ◆ Evaluate and reflect on previous trainings.



# IS Trainer Evaluation Form

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- ◆ Assesses readiness of trainer to independently deliver the content effectively
- ◆ Is divided into three parts:
  - ◆ Part I. Observation Information
  - ◆ Part II. Module Delivery
  - ◆ Part III. Observation Summary and Recommendations



# Self-Assessment

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- ◆ ACTIVITY: Self-Assessment of Trainer Attributes
- ◆ Posttraining Self-Assessment
  - ◆ Aligns with Trainer Evaluation Form
  - ◆ Is designed as a self-reflection tool





# Questions?

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[www.rti4success.org](http://www.rti4success.org)



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This document was produced under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. H326E070004. Grace Zamora Durán and Tina Diamond served as the OSEP project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be [www.rti4success.org](http://www.rti4success.org).

