Implementing Response to Intervention (RTI)

National Center on Response to Intervention
Session Agenda

- Introduction:
  - What is implementation?
  - Why is it important?
- National Center on Response to Intervention (NCRTI) Stages of Implementation
- Considerations for implementing RTI
  - Ineffective strategies
  - Effective strategies
Upon Completion, Participants Will Be Able to:

- Explain why implementation activities are important and how they affect outcomes
- Characterize each stage of RTI implementation
- Differentiate between ineffective and effective implementation strategies
- Determine next steps to improve your district or school’s RTI implementation
Essential Components of RTI
Introduction

- What is implementation?
- Why is it important?
What Is Implementation?

“a specified set of activities designed to put into practice an activity or program of known dimensions”

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 5)
Implementation Science

- Definition: Research on how evidence-based programs can be implemented effectively and sustained over time

- Best summarized in *Implementation Research: A Synthesis of the Literature* (Fixsen et al., 2005)

- This research identified the stages of implementation, which we will discuss in later slides.
Innovation Versus Implementation

- **Innovation**: The introduction of something new (What)

- **Implementation**: Efforts to incorporate a program or practice at the community, agency, or practitioner levels (How)
Why Is Implementation Important?

- Innovation Activities (RTI)
- Implementation Activities

→

Student Outcomes
Think-Pair-Share

With your neighbor, share the following:

- How would you define the term *fidelity*?
- How much does fidelity matter to implementation?
What Is Fidelity?

- Fidelity of implementation refers to how closely the prescribed procedures of a process are followed (Mellard & Johnson, 2007).

- For RTI, this means implementing each component of RTI as prescribed in every school and classroom.

- Note that “fidelity” and “integrity” are interchangeable terms.
NCRTI Stages of Implementation
NCRTI Stages of Implementation

- Stage 1: Exploring and Adopting
- Stage 2: Planning
- Stage 3: Implementing
- Stage 4: Continuously Improving
## Stages of Implementation Handout

<table>
<thead>
<tr>
<th></th>
<th>Stage 1: Exploring and Adopting</th>
<th>Stage 2: Planning</th>
<th>Stage 3: Implementing</th>
<th>Stage 4: Continuously Improving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the purpose of this stage?</strong></td>
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<tr>
<td><strong>What are the key activities of this stage?</strong></td>
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</table>
Exploring and Adopting

1. Decide you want to do “it.”
2. Plan for “it.”
3. Just do “it.”
4. Improve and sustain “it.”

Evaluate “it.”
Stage 1. Exploring and Adopting: Purpose

“To assess the potential match between the community needs, program needs, and community resources and to make a decision to proceed (or not)”

(Fixsen et al., 2005, p. 15)
Stage 1. Exploring and Adopting: Key Activities

- Gather information about the RTI framework.
- Assess the needs of the site and determine whether they match the expected outcomes of RTI.
- Achieve a consensus among key stakeholders to put RTI into place.
- Identify implications of implementing RTI for existing systems and policies.
- Establish a clear vision, mission, and measurable goals of RTI implementation.
- Develop a culturally and linguistically responsive framework for RTI.
Stage 1. Exploring and Adopting: Data-Based Decision Making

1. Analyze needs assessment data.
2. Prioritize needs.
3. Determine desired outcomes.
4. Determine match between needs, desired outcomes, and RTI.
## Exploring and Adopting Handout

<table>
<thead>
<tr>
<th>Task</th>
<th>Action Steps</th>
<th>Resources Needed</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the needs of the site</td>
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<td></td>
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</tr>
<tr>
<td>Gather information about the RTI framework</td>
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</tbody>
</table>
Planning

1. Decide you want to do “it.”
2. Plan for “it.”
3. Just do “it.”
4. Improve and sustain “it.”

Evaluate “it.”
Stage 2. Planning: Purpose

- Develop clear plans, processes, and procedures.
- Construct the infrastructure and structural supports necessary to support RTI implementation.
Stage 2. Planning: Key Activities

- Define leadership roles.
- Develop plans for implementation, professional development, and evaluation.
- Reallocate resources to support RTI implementation.
- Create policies, procedures, and guidance.
- Perform an “audit” of existing assessment and curricular materials and, if necessary, acquire or eliminate materials.
- Plan for and provide ongoing professional development.
- Plan for ongoing evaluations.
Stage 2. Planning: Data-Based Decision Making

- Use data effectively to develop an action plan and determine measurable benchmarks of progress.

- Data sources:
  - Needs assessments
  - Audit of existing and needed resources
  - Evaluation data
Implementing

1. Decide you want to do “it.”
2. Plan for “it.”
3. Just do “it.”
4. Improve and sustain “it.”
Stage 3. Implementing: Purpose

- To bring all components of the RTI framework into full operation so that it is:
  - Embraced by practitioners.
  - Integrated into all schools and classrooms.
  - Implemented with fidelity.
Stage 3. Implementing: Key Activities

- Deliver components of RTI with fidelity.
- Plan to scale up RTI to include additional classrooms, grades, and/or content areas.
- Evaluate implementation fidelity and outcomes.
- Establish and refine procedures and guidelines.
- Provide ongoing professional development.
## Stage 3. Implementing: Data-Based Decision Making

<table>
<thead>
<tr>
<th>Practitioner Level</th>
<th>Organizational Level</th>
</tr>
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<tbody>
<tr>
<td>• Screening</td>
<td>• Evaluation of Fidelity</td>
</tr>
<tr>
<td>• Progress Monitoring</td>
<td>• Evaluation of Outcomes</td>
</tr>
<tr>
<td>• Multi-Level Prevention</td>
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</tbody>
</table>
Continuously Improving

1. Decide you want to do “it.”
2. Plan for “it.”
3. Just do “it.”
4. Improve and sustain “it.”

Evaluate “it.”
Stage 4. Continuously Improving: Purpose

- Innovate and evaluate in order to:
  - Improve practices to achieve better outcomes for students.
  - Ensure that the RTI framework remains relevant.
  - Ensure sustainability of RTI.
Stage 4. Continuously Improving: Key Activities

- Conduct ongoing evaluations of the impact of RTI on student achievement (with particular focus on subgroups) and the fidelity of implementation.
- Refine plan, guidance, and practice.
- Identify desirable and undesirable innovations.
- Provide ongoing professional development.
- Monitor and address changes to ensure sustainability.
Stage 4. Continuously Improving: Data-Based Decision Making

Evaluation
• Fidelity
• Intended outcomes

Improvements
• Plan
• Guidance
• Professional development
• Innovations
Review: Implementation Stages

1. Decide you want to do “it.”
2. Plan for “it.”
3. Just do “it.”
4. Improve and sustain “it.”

Evaluate “it.”
Activity

- Think of the top area of need (ELA, math, behavior, grade level) in your district or school. Using the notes that you have been taking, discuss with your groups:
  - At what stage of implementation is your district or school in this area? Why?
  - What steps would your district or school need to take to pass into the next level?
Considerations for Implementing RTI: Effective and Ineffective Strategies
Think-Pair-Share

Think of an evidence-based school program or procedure that was not sustained in your school.

With your neighbor, share the following:

- Why did this happen?
- What does it take to sustain use of an evidence-based practice?
Ineffective Strategy: Using Only One Method to Support Implementation

- Dissemination alone
- Training/professional development alone
- Laws and policies alone
- Special funding alone

(Ager & O’May, 2001; Nutt, 2002; Rogers, Wellins, & Conner, 2002)
Effective Strategies for Implementing RTI: Combination of Core Strategies

(Fixsen et al., 2005)
Staff Selection

- Selection of practitioners
- Selection of organization staff
  - Trainers
  - Coaches
  - Evaluators
  - Administrators
- Consider background, academic record, and direct observation and assessment of skills
  (Fixsen et al., 2005)
Preservice and Inservice Training

- Important Components of Training:
  - Knowledge of the program and practices
  - Demonstrations of key skills
  - Practice of key skills with feedback

- Training in itself does not guarantee behavior change

(Fixsen et al., 2005)
Ongoing Coaching

- Important components of coaching:
  - Supervising
  - Teaching and reinforcing evidence-based practices
  - Providing assessment and feedback
  - Providing emotional and personal support

(Fixsen et al., 2005)
Evaluation of Fidelity

Evaluations should measure three types of fidelity:

- **Context fidelity**: prerequisites that must be in place for a program or practice to operate (e.g., staff qualifications, student/teacher ratios, facilities)
- **Compliance fidelity**: the extent to which staff use the essential components of the evidence-based program (RTI)
- **Competence fidelity**: the level of skill shown by the practitioner while delivering the program (RTI)

(Fixsen et al., 2005)
Implementation Support

Benefits to Students

Making It Happen

Helping It Happen

Letting It Happen

Effective Implementation

Benefits to Students

Making It Happen

Helping It Happen

Letting It Happen

(Greenhalgh et al., 2005)
### Example: Effects of Different Levels of Support on Teachers’ Implementation in the Classroom

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Percentage of Teachers Demonstrating the Following After Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Theory and Discussion (A)</td>
<td>10%</td>
</tr>
<tr>
<td>A + Demonstration in Training (B)</td>
<td>30%</td>
</tr>
<tr>
<td>A + B + Practice and Feedback in Training (C)</td>
<td>60%</td>
</tr>
<tr>
<td>A + B + C + Coaching in Classroom</td>
<td>95%</td>
</tr>
</tbody>
</table>

(Joyce & Showers, 2002)
Ineffective Strategy: Focusing on Barriers

Common perceived barriers:

- Scheduling (time)
- State/district/school policies
- Staff attitudes/lack of knowledge
- Funding
- “The system”
Effective Strategy: Preparing for Barriers

- Identify potential barriers prior to implementation.
- Prepare for potential barriers.
- Build capacity of implementation teams to identify and address issues immediately.

The biggest mistake is to ignore barriers or hope they will resolve themselves.
Ineffective Strategy: Trying to Fit RTI Into an Established System

**Strategy**

Attempt to fit innovation into existing service delivery system

**Outcomes**

- Rarely fully implemented in a reasonable time frame
- Often viewed as incompatible
- Eventually disappears
Example: Trying to Fit RTI Into an Established System

Service Delivery System

Core Curriculum
Universal Screening
Progress Monitoring
Tiered Interventions
Data-Based Decision Making
Effective Strategy: Change System to Support innovation

- Evaluate current infrastructure and identify and address potential barriers to implementation.
- Structure technical assistance and service delivery system to support innovation.
Example: Changing System to Support RTI Implementation

- Core Curriculum
- Universal Screening
- Tiered Interventions
- Progress Monitoring
- Data-Based Decision Making

Service Delivery System
- Make changes in PD
- Schedule teaming time
- Schedule times for assessments and interventions
- Restructure priorities
Think-Pair-Share

Using your notes on your Integrity Rubric Worksheet, share the following:

- Which components of RTI are not fully implemented in your district or school?
- Are there ways that the system can change so that those components are fully implemented?
Things to Remember

- Remember that training itself will not lead to effective implementation.
- Plan for barriers in order to overcome them.
- Be willing to make changes to your service delivery system.
- Implement all essential components of RTI with fidelity.
3-2-1 Activity

- 3 things you learned
- 2 things confirmed
- 1 thing you plan to do
Need More Information?

- National Center on Response to Intervention: www.rti4success.org
- RTI Action Network: www.rtinetwork.org
- IDEA Partnership: www.ideapartnership.org
- National Implementation Research Network: nirn.fpg.unc.edu
- PBIS: www.pbis.org
- PBIS Assessments: www.pbisassessment.org
References


Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: ASCD.
References (continued)


Questions?

National Center on Response to Intervention

www.rti4success.org
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