

# Teachers' Understanding of and Preparedness to Implement Response to Intervention (RtI)

Alyssa Kapfhamer, M.S.E. and Barbara Lozar, Ph.D.  
University of Wisconsin – Eau Claire, School Psychology



## Introduction

•With the 2004 reauthorization of the Individuals with Disabilities Act (IDEA), school districts have the option of using Response to Intervention (RtI) to provide services to struggling learners. RtI is a multi-tiered problem-solving model that utilizes evidence based instruction and interventions. The goal of RtI is to identify at-risk students and provide early interventions.

•Research has demonstrated that RtI can be successful when implemented properly. Implementation of RtI requires general education teachers to take on additional responsibilities including high quality classroom instruction, universal screening and continuous progress monitoring of students using research based measures, data interpretation, development and implementation of research based interventions, and collaboration. Teachers will be held accountable for making sure these components are implemented with integrity.



## Purpose

In order for RtI to be successful, teachers must understand their roles and be prepared for their new responsibilities. The current study utilizes a survey to examine teachers' understandings of their new roles under RtI, how prepared they believe they are for their new responsibilities, how the new responsibilities will fit into their current schedules, and what kind of assistance they might need to implement RtI.

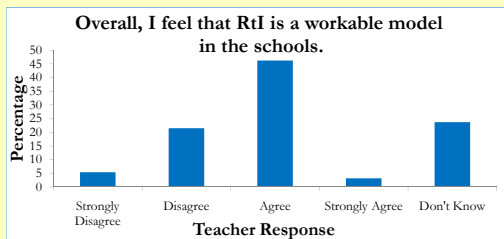
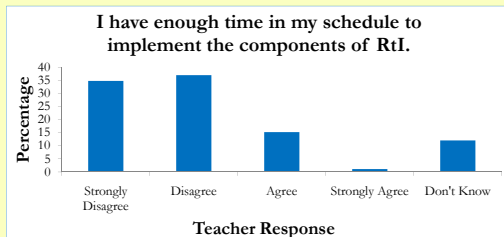
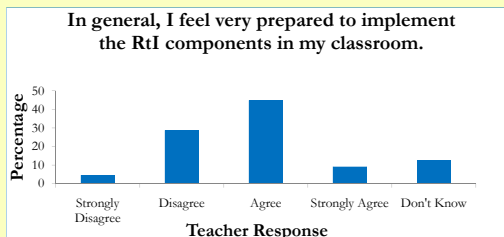
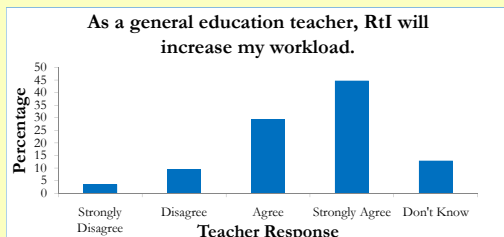
## Method

•**Participants:** 500 Wisconsin K-3 public education teachers were randomly selected using information from the Wisconsin Department of Public Instruction website. Of the 500 randomly selected teachers, 95 participated.

•**Instrument:** The researchers developed a 41-question survey. Teachers were asked to complete Likert-scale questions (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree; Don't Know) about their understanding of their new roles under RtI, how prepared they believe they are for their new responsibilities, and how the new responsibilities will fit into their current schedules. An open-ended question asked what kind of assistance teachers might need to implement RtI.

•**Procedure:** Cover letters and surveys were mailed to the participants. Follow-up postcards were sent a week after the initial mailing thanking those who had responded and reminding those who had not.

## Results



**In order to implement RtI, teachers reported that they would need:**

1. More time
2. More in-service training
3. More support staff

## Discussion

•Previous research has discussed new responsibilities for teachers and possible teacher resistance to RtI, but has not directly explored teachers' needs and concerns. The current study expanded on previous research by asking teachers about their concerns and what they need to successfully implement RtI.

•Of the 500 teachers surveyed, 19% responded. Respondents indicated that RtI will increase their workload, be difficult to fit into their schedules, and that they will need additional time, training, and staff support to implement it.

•The current study has the following limitations: (1) a low response rate and (2) the sample only included Wisconsin teachers, views of RtI may differ in other states.

## Thank you messages

•Thank you to UW-Eau Claire for providing grant funds to conduct this research.

•Thank you to the teachers who participated in the current study.

•Thank you to Dr. Lozar, Dr. Collier, and Dr. McIntyre for helping develop the survey used in this study.

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