

Evaluating School Psychologists' Connections to
Change, Leadership, and Resources in RTI Implementation
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Abstract

The authors of this study explored Response to Intervention (RTI) implementation in relation to school psychologists' attitudes toward change, leadership skills, and access to resources. A random national sample of school psychologists who were National Association of School Psychologists (NASP) members participated. One survey was created, which measured levels of RTI implementation (Kilgallen, in preparation; Vernez, Karam, Mariano, & DeMartini, 2006), attitude toward change and leadership skills (Szabla, 2007), and access to resources (Brends, Bodilly, and Kirby, 2002). One-Way ANOVA and multiple regression procedures were utilized to analyze the data. The findings suggested a statistically significant variation in levels of RTI implementation based on school location (e.g., rural, urban, or suburban). Strong correlations between attitude towards change, leadership skills, and access to resources with RTI implementation were also found. These finding help explain integral components of the RTI implementation process in schools.

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The passage of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) has prompted dramatic changes in the identification of students in need of special education. One specific addition in IDEA 2004 concerning these changes is the Response to Intervention model (RTI). This problem-solving model promotes the early identification of struggling students through the use of research-based interventions (National Joint Committee on Learning Disabilities (NJCLD), 2005). For example, instead of requiring students with specific learning disabilities to have a substantial discrepancy between achievement and intellectual ability (Shinn, 2007), IDEA 2004 allows schools to adopt the use of research-based interventions to facilitate placement decisions for special education (Martinez, Nellis, & Pendergast, 2006). Some states have already implemented intervention techniques similar to the RTI model to identify struggling students within their schools (Burns & Ysseldyke, 2005). However, no existing models have been chosen as a framework for RTI (Wanzek & Vaughn, 2007). Examining the connections between RTI implementation and school psychologists' attitude toward change, leadership skills, and access to resources would provide vital insight pertinent to developing a school atmosphere more conducive to successful RTI implementation. Additionally, exploring the levels of RTI implementation in rural, urban, and suburban schools within a national random sampling could identify disparities between school locations, which would provide focus for further investigation. Utilizing this information could also aid in identifying factors that need to be changed, implemented, or reinforced within the RTI implementation process. Being mindful of these factors would help ensure successful RTI implementation and compliance with the IDEA 2004 law when it comes to fruition.

Investigating Access to Resources in Connection with RTI Implementation

To accurately measure the level of RTI implementation a school has attained, it is essential to follow specific guidelines. Vernez, Karam, Mariano, and DeMartini (2006) developed a method that allowed researchers to systematically measure levels of implementation of Comprehensive School Reform (CSR) models in schools. Although this research focused specifically on CSR models, its methodology may be generalized to several types of school models, including RTI. Adaptation of the CSR models required system wide changes which are similar to those needed for RTI implementation; therefore, components necessary for successful implementation should be similar as well.

To create a user-friendly system of measuring levels of implementation, the authors generated a list of key components believed to be indicative of implementation levels, which was created with the assistance of the developers of each CSR model (Vernez, et al., 2006). The components of the list included a comprehensive understanding of each model, identification of specific school practices necessary for implementation, identification of classroom practices necessary for implementation, and identification of various supports required for successful implementation of the model (Vernez, et al., 2006). The core components were used to investigate each model, deriving information necessary for measuring implementation. Using this information, survey questions designed to specifically measure the level of implementation of each model were developed (Vernez, et al., 2006). Although some of the questions were specific to the particular model being studied, other broader questions were created so they would be applicable to measuring the implementation level of several different models. Overall, the authors found a greater level of implementation of CSR models to be associated with high levels of principal and teacher commitment, usage of external assistance and an internal

facilitator to help coordinate implementation efforts, and on-going professional development (Vernez, et al., 2006). Each of the aforementioned variables represented resources that were vital to the successful implementation of a model within the schools.

When measuring level of implementation of the New American Schools (NAS) whole-school design model, Brends, Bodilly, and Kirby (2002) found implementation to be higher in school districts that were more supportive of the NAS design, had specific resources related to implementation, and exhibited trusting relationships among schools, their district, and staff. Additionally, it was found that successful implementation required ample time to initiate change (Brends et al., 2002). Implementation suffered when districts attempted to quickly impose a new model, as this was not conducive to eliciting teacher and administrative support or providing adequate amounts of professional development (Brends et al., 2002). These findings afforded a strong foundation for developing methods to measure the level of RTI implementation in schools.

Professional development has been found to be a necessary resource for successful implementation of various models within a school (Brends et al., 2002; Vernez, et al., 2006). Kratochwill, Volpiansky, Clements, and Ball (2007) explained that the specific need for professional development within the RTI model requires a broad knowledge base of the model and its multifaceted approach. Specific research on local professional development within the context of RTI is critical but limited (Yenni & Hartman, 2009). However, general professional development literature suggests that schools should actively initiate professional development to increase the likelihood of a program's success (Kratochwill, et al., 2007). To elicit the benefits of a program such as RTI, educators and school personnel must receive ongoing training and support (Fuchs & Deshler, 2007; Kratochwill, et al., 2007). In specific reference to RTI,

Kratochwill, et al. (2007) suggested the use of professional development that focuses on specific learning outcomes, such as understanding each tier of RTI, to maximize learning and understanding. Finally, it is important to consider successful professional development practices, in addition to staff support and ample amount of implementation time allotted (Brends et al., 2002), as resources to accurately measure level of RTI implementation.

Investigating Change and Leadership Skills in Connection with RTI Implementation

Attitudes toward change and leadership skills are key components that must be addressed while measuring the level of implementation of RTI in schools. Yet, only a modest amount of literature has mentioned these areas in relation to RTI (Danielson, Doolittle, & Bradley, 2007; Kovaleski, 2007; Kratochwill, et al., 2007; Shriberg, 2007). Despite this, research on human resistance toward organizational change provides much of the structure needed in order to adequately address attitudes toward change and leadership skills as they relate to the level of RTI implementation in schools. One such study, conducted by Szabla (2007), investigated the relationship between change leadership and response to change across cognitive, emotional, and intentional human dimensions. To accomplish this, Szabla (2007), developed a Change Strategy Questionnaire, which encompassed Rational-Empirical, Power-Coercive, and Normative-Re-educative Change Leadership Strategies. Additionally, Szabla (2007), created the Reaction to Organizational Change Scale. This scale specifically measured cognitive, emotional, and intentional responses to change. The use of these tools confirmed that initiation of change and perception toward change elicited specific responses in people, and emphasized that the main obstacle to change is human resistance (Szabla, 2007). The results of the study revealed that people were more receptive to implementing change within their organization when management involved them in decisions regarding change (Szabla, 2007). A sampling of questions from the

Change Strategy Questionnaire and the Reaction to Organizational Change Scale were utilized in the current research.

Additional research corroborates these findings. When planned changes are about to occur, it is the leadership strategies regarding such changes that will affect whether or not the outcomes are positive or negative (Shriberg, 2007). Positive attitudes toward change often contribute to the success of a new program, such as RTI (Fuchs & Deshler, 2007). A study conducted on a company implementing technological changes found that supervisors with a positive attitude toward change were more likely to accept the technological changes compared to supervisors with a more negative attitude toward change (Gruenfeld & Foltman, 1967). These findings offer a basis for further investigation into the effect of attitudes toward change and leadership skills, in regard to RTI implementation.

The purpose of the current study was to examine levels of RTI implementation in schools as well as school psychologists' attitude toward change, leadership skills, and access to resources. Since school psychologists are vital participants in the RTI movement, more research is needed on this population. Shriberg (2007) discussed the role of school psychologists as leaders and change agents within the school. According to this article, school psychologists possessed skills such as data interpretation and effective counseling abilities that naturally lend themselves to leadership positions. Since school psychologists often work within the broad context of the school district as well as individual schools, they are often involved in leadership roles involving systems change, such as the implementation of RTI (Shriberg, 2007). In reference to systems change leadership, school psychologists have the potential to transform the barriers of RTI implementation into positive avenues for change (Shriberg, 2007). Due to their position within the school, school psychologists have the ability to make the RTI implementation

quite difficult if they possess a negative attitude towards change (Gruenfeld & Foltman, 1967), or RTI in general. Given this information, one additional goal of this study was to measure and compare the levels of implementation of the RTI model in schools, and also to investigate whether or not school psychologists' attitudes toward change, leadership skills, and access to RTI resources would affect the RTI implementation process. For the purposes of this study, RTI resources were defined as teacher and administrative support (Brends et al., 2002; Vernez, et al., 2006;), professional development (Brends et al., 2002; Fuchs & Deshler, 2007; Kratochwill, et al., 2007; Vernez, et al., 2006; Yenni & Hartman, in press), and time allotted to the RTI implementation process (Brends, et al., 2002). These resources were chosen as they were considered to be specifically related to successful implementation practices. The following specific research questions were generated to investigate each of the aforementioned purposes:

Question #1: Do school psychologists' attitudes towards change correlate with the current levels of RTI implementation in their school?

Question #2: Do school psychologists' levels of leadership skills correlate with the current levels of RTI implementation in their school?

Question #3: Do school psychologists' access to RTI resources correlate with current levels of RTI implementation?

Hypothesis #1: School psychologists' attitude toward change, leadership skills, and access to resources will not significantly correlate with RTI implementation.

Question #4: What differences in level of implementation are seen between rural, suburban, and urban schools?

Hypothesis #2: Schools in rural, urban, and suburban areas will have no significant differences in the level of RTI implementation.

Method

Participants

One thousand School Psychologists, whom were members of the National Association of School Psychologists (NASP), received a survey by mail and three hundred twenty-six responded to be a part of this study (32.6% response rate). Of those who responded, 278 participant surveys (85.3%) were able to be analyzed. Forty-eight surveys (14.7%) were not analyzed because they were incomplete; meaning, more than 15% of the items were unanswered. Within the sample, 221 (79.5%) of the participants were female and 57 (20.5%) were male. Two hundred fifty-three (91%) of the participants identified themselves as Caucasian, eight (2.9%) as African American, five (1.8%) as Hispanic, two (0.8%) as Asian-Pacific Islander, and four (1.4%) as Other. Eighty-one participants (29.1%) identified their ages within the range of 51-60, seventy-nine (28.4%) within 31-40, fifty-four (19.4%) within 41-50, thirty-four (12.2%) within 21-30, and twenty-three (8.3%) as over 61 years of age. The participants' years of experience as school psychologists ranged from one to 45 years, with a mean of 15.3 years of experience. In terms of level of education, 186 of respondents (66.9%) had completed their Master's Degree, 74 (26.6%) completed their Doctoral Degree, and 17 (6.1%) identified themselves as graduate students. Additionally, 193 (69.4%) of respondents had completed specialist level training (Ed.S., CAS, CAGS, and Other).

Regionally, 29.1% of participants were from the Midwest, 28.4% from the Northeast, 27.7% from the South, 13.7% from the West, and 0.7% were from the Pacific (for an illustration of regional divisions please refer to Appendix E). Finally, the participants worked in the following school locations: suburban (48.6%), rural (23.7%), urban (22.7%), rural and suburban (2.5%), urban and suburban (0.7%), rural and urban (0.4%), and all locations (1.1%). Within

these settings, 37.4% worked in schools with populations between 501 and 1,000 students. The remaining participants worked in schools within the following populations: 0-100 (1.8%), 101-500 (28.1%), 1,001-1,500 (11.9%), 1,501-2,000 (8.6%), and over 2,000 (10.4%).

Apparatus

The materials for this study consisted of a packet that included a cover letter describing the purpose of the study, an RTI definition form, an RTI Implementation in Relationship to Change, Leadership, and Access to Resources Survey (RTI IRCLAR Survey), a demographic questionnaire, and a return envelope for completed surveys. Four surveys were modified in the creation of the RTI IRCLAR Survey, two of which measured levels of RTI implementation, which were the *School Psychologists' Readiness to Implement Response to Intervention (RTI) Practices Survey* and the *Comprehensive School Reform Study Survey*. Two other surveys were modified to measure attitude toward change and leadership skills, which were the *Perception of Change Leadership Strategy Scale* and the *Reaction to Organizational Change Scale*. Modifications to the aforementioned surveys were executed in three ways, (a) questions from the surveys were chosen based upon their relevance to the present research, (b) questions were modified to address the variables in this study, and (c) questions were chosen based on their internal consistency ratings.

For a specific breakdown of the questions utilized pertaining to resources, please refer to questions 4, 5, 8, 10, 12, and 14 in the first section of Appendix C. Additionally, leadership skills were defined as an ability to collaborate with educators and other school professionals, and incorporate data-based decision making skills to promote RTI implementation. This definition was based on Shriberg's (2007) definition of school psychologists as leaders within the school. For a specific breakdown of questions pertaining to leadership skills, please refer to questions

10-14, 16-17, 19, and 21-25 on the second section of Appendix C. For a specific breakdown of questions pertaining to change, please refer to questions 1-9 in the third section of Appendix C. Whenever possible, the researchers chose questions with an internal consistency (Cronbach's Alpha) rating of .70 or higher.

The entire survey consisted of 47 questions, two which pertained to level of implementation, fourteen pertained to general attitude toward RTI, nine pertained to access to resources, nine pertained to change, and thirteen pertained to leadership. Forty-five questions were measured on a four-point Likert scale consisting of the choices never, sometimes, often and always, and the two questions regarding RTI implementation were created based on a level of implementation scale.

When looking at the questionnaire as well as the results of this study, it is important to note that not all participants answered every item on the survey. For the surveys to be included in this research, participants were allowed to omit a maximum of seven questions (15%). This practice was consistent with generally accepted guidelines and procedures (George & Mallery, 2008). To account for these missing values, series mean scores were calculated and inserted. See Appendix C for the complete survey being referenced.

Regarding the RTI IRCLAR survey used in the current study, the Cronbach's Alpha Access to Resources was .65, which was considered to be a questionable level of internal reliability. The Cronbach's Alpha for Attitude Toward Change was .77, which was an acceptable level. Leadership Skills and Level of RTI involvement were .87, and .87 respectively each of which was rated at a good level. Finally, the Cronbach's Alpha for Not Currently Implementing-RTI Resources and Not Currently Implementing-RTI Attitudes were both 1.0 and considered to be excellent.

Procedure

To ensure that the survey did not take over ten minutes to complete, the survey was piloted with ten school psychology graduate students who were asked to complete the survey packet in a timed trial. Each student was handed a survey face-down and instructed not to begin the survey until the timed trial began. The average completion time for the ten participants was five minutes and fifty-two seconds.

The survey packets were mailed to one-thousand school psychologists utilizing a national registry of School Psychologists who were members of NASP. No reminder postcards were utilized for this survey. The sample was obtained by submitting an application to the NASP Director of Research and Information Services. The application was then reviewed and accepted by the NASP Research Committee.

Results

Pearson Chi-Square tests were conducted to determine whether level of education and age of school psychologists significantly influenced level of RTI implementation. The Pearson Chi Square for level of education was not significant [χ^2 (N = 275) = 9.359, $p > .05$, $p = .672$]. The Pearson Chi Square for age was also not significant [χ^2 (N = 275) = 16.024, $p > .05$, $p = .715$]. Therefore, it was concluded that both level of education and age are independent of level of RTI implementation, and would not influence level of RTI implementation. Additionally, an acceptable level of Skewness and Kurtosis was seen among both variables.

Connections between change, leadership skills, access to resources and RTI implementation

A multiple linear regression was utilized to address *Hypothesis #1*, which stated that, *school psychologists' attitude toward change, leadership skills, and access to resources will not*

significantly correlate with RTI implementation. Together, a linear composite of the variables had a strong correlation with RTI implementation ($R = .574$). Within this sample, 33% of what is known about the level of RTI implementation in schools can be explained by the composite of the aforementioned variables ($R^2 = .329$, $p < .001$). Considering each independent variable individually, Leadership Skills ($R = 0.366$) explained 13.4% of what is known about level of RTI implementation, Access to Resources ($R = .244$) explained 6%, and Attitude toward Change ($R = .183$) explained 3.3%. All variables were statistically significant ($p = .000$), thus rejecting *Hypothesis #2*. These results confirmed that school psychologists with higher levels of leadership skills, greater access to resources, and more positive attitudes toward change will have higher levels of RTI implementation in their schools. Within this sample, the Leadership Skills of school psychologists had the greatest influence on RTI implementation. This suggests that strong leadership skills are vital to successful implementation of RTI in schools.

Connections between rural, urban, and suburban schools and RTI implementation

A One-Way ANOVA was utilized to address *Hypothesis #2*, which stated that, *schools in rural, urban, and suburban areas will have no significant differences in the level of RTI implementation.* The results of the One-Way ANOVA indicated a significant overall difference between Level of Implementation and School Location ($F = 6.496$, $p < .05$, $p = .002$). A Bonferroni Post Hoc analysis indicated a significant difference between urban and suburban settings ($p < .05$, $p = .002$), and between urban and rural ($p < .05$, $p = .019$). The results of this analysis revealed that location has an influence on level of RTI implementation within schools (see figure 1). More specifically, suburban schools were reported to have the highest mean level of RTI implementation and urban schools were reported to have the lowest levels of RTI

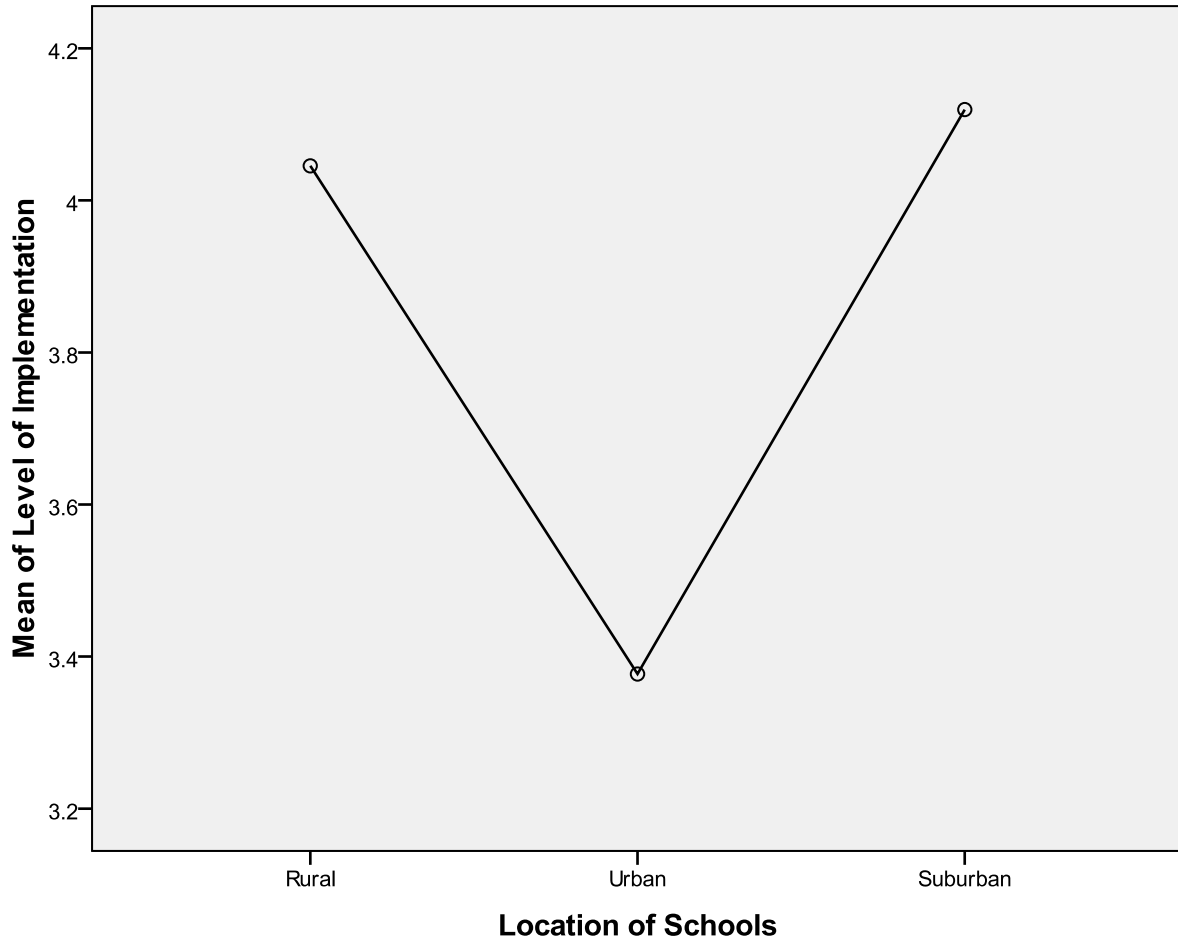


Figure 1: A representation of the comparison between the location of schools and the mean level of implementation.

implementation. These results reject the null hypothesis that, *schools in rural, urban, and suburban areas will have no significant differences in the level of RTI Implementation.*

Discussion

Overall, the results of this study suggested that school location does significantly influence level of RTI implementation. More specifically, it was found that schools in urban areas tended to have lower levels of RTI implementation when compared to suburban and rural areas. Additionally, attitude toward change, leadership skills, and access to resources had a strong, significant correlation with RTI implementation, thereby explaining 33% of what is known about levels of RTI implementation. These findings have been supported by previous

research, which has shown linkages between attitude toward change, leadership skills, and access to resources with level of implementation (Brends et al., 2002; Fuchs & Deshler, 2007; Kratochwill, et al., 2007; Shriberg, 2007; Gruenfeld & Foltman, 1967; Szabla, 2007).

In reference to internal reliability, measured by Cronbach's Alpha, most variables included in the RTI IRCLAR Survey were ranked between acceptable to excellent levels. Only one variable, Access to Resources, was ranked as exhibiting questionable internal reliability (.649). This variable is also considered to be heterogeneous as there is a wide variation among resources. Overall, the survey as a whole contained strong enough internal reliability to consider the aforementioned results as valid.

Though these results provide promising information in regard to RTI and its level of implementation in the schools, the results are limited. While attitude toward change, leadership skills, and access to resources were found to be linked to levels of RTI implementation in schools, this study did not identify specific characteristics related to each variable. In other words, while leadership skills explained 13.4% of what is known about level of RTI implementation within this sample, specific leadership characteristics were not identified. The same logic can be applied to attitude toward change and access to resources.

Another limitation involved the demographic section of the survey. While participants were asked to identify the location of the school/s they worked in, they were not asked to identify if they worked in primary or secondary settings. The authors of this study feel this information is pertinent since RTI is most prevalent in primary settings. Without this information, further investigation into the low levels of RTI implementation in urban settings is limited.

Future research on this topic is encouraged, especially in the following three areas: (a) investigation of the disproportionate number of schools implementing RTI in urban areas in

comparison to suburban and rural areas (b) a further investigation of what other factors (67%) that may influence levels of RTI implementation, and (c) an investigation of specific resources that promote RTI implementation. In regard to factors that may influence levels of RTI implementation, some suggestions for investigation include level of job satisfaction, caseloads, school staff buy-in (i.e. teachers, counselors) and administrative support. It is the belief of the researchers of this study that information in these areas could be vital to the successful implementation of the RTI model within the school system.

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Appendix A

Research Information Letter

Thank you for taking the time out of your busy day to aid in our research. It is important to note that this research has received IRB approval. Since participation in this study is completely voluntary, we realize there are many other ways you could spend your time; therefore, we are very thankful that you chose to help us meet our research goals. Enclosed, you will find a definition of RTI, a survey, and a demographic data sheet. The back of this letter provides an overview of the Response to Intervention, which is available for your perusal. The survey portion will take approximately five to ten minutes to complete. The first section of the survey addresses RTI implementation in schools. The second section investigates attitude toward systematic change in schools. Some possible benefits of completing this survey packet include providing valuable information that may be utilized to help complete RTI implementation in schools. Also, comparing data about the level of implementation between rural, urban and suburban schools could provide information for school districts to collaborate for successful implementation. The risks of participating in this study are thought to be minimal. We have taken precautionary measures to make sure your information remains confidential, which is why we request that you do not print or sign your name anywhere on the packet. All data will be kept in locked office filing cabinet when not in use.

When you have finished, please mail the survey portion back to us in the enclosed, addressed and stamped envelope. If a question makes you feel uncomfortable, please skip it. If you realize that this survey is something you do not want to complete, for any reason, just discard the survey. If you have further questions about this research, please feel free to contact the lead researchers, their faculty advisor, or the IRB liaison of this study.

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**Thank you for taking the time to participate in this survey and for
helping us complete our research!**

Appendix B

Response to Intervention

The application of RTI is typically understood within the context of a multi-tiered model or framework that delineates a continuum of programs and services for students with academic difficulties. Although no universally accepted model or approach currently exists, the many possible variations can be conceptualized as elaborations on or modifications of the following three-tiered model:

Tier 1: High quality instructional and behavioral supports are provided for all students in general education. School personnel conduct universal screening of literacy skills, academics, and behavior. Teachers implement a variety of research-supported teaching strategies and approaches. Ongoing, curriculum-based assessment and continuous progress monitoring are used to guide high-quality instruction. Students receive differentiated instruction based on data from ongoing assessments.

Tier 2: Students whose performance and rate of progress lag behind those of peers in their classroom, school, or district receive more specialized prevention or remediation within general education. Curriculum-based measures are used to identify which students continue to need assistance, and with what specific kinds of skills. Collaborative problem solving is used to design and implement instructional support for students that may consist of a standard protocol or more individualized strategies and interventions. Identified students receive more intensive scientific, research-based instruction targeted to their individual needs. Student progress is monitored frequently to determine intervention effectiveness and needed modifications. Systematic assessment is conducted to determine the fidelity or integrity with which instruction and interventions are implemented. Parents are informed and included in the planning and monitoring of their child's progress in Tier 2 specialized interventions. General education teachers receive support (e.g., training, consultation, direct services for students), as needed, from other qualified educators in implementing interventions and monitoring student progress.

Tier 3: Comprehensive evaluation is conducted by a multidisciplinary team to determine eligibility for special education and related services. Parents are informed of their due process rights and consent is obtained for the comprehensive evaluation needed to determine whether the student has a disability and is eligible for special education and related services. Evaluation uses multiple sources of assessment data, which may include data from standardized and norm-referenced measures; observations made by parents, students, and teachers; and data collected in Tiers 1 and 2. Intensive, systematic, specialized instruction is provided and additional RTI data are collected, as needed, in accordance with special education timelines and other mandates. Procedural safeguards concerning evaluations and eligibility determinations apply, as required by IDEA 2004 mandates.

Appendix C

Please answer the following items to the best of your ability. **If an item makes you feel uncomfortable, please skip it. If at any time you wish to terminate this study, please return the unfinished survey for our records.** This survey will take approximately 5 to 10 minutes to complete. Thank you for your participation!

Please choose from the following statements, one of which best describes *your* current involvement with RTI practices:

- I have been involved in implementing RTI practices for at least one year.
- I have been involved in implementing RTI practices for less than one year.
- I am planning to implement RTI practices within the next six months.
- I am considering implementing RTI practices in the future, but have no specific time frame.
- I have no current plans to implement RTI practices.
- I have no involvement with the implementation of RTI practices in my school.

Please choose from the following statements, one of which best describes *your school's* current involvement with RTI practices:

- My school has been involved in implementing RTI practices for at least one year.
- My school has been involved in implementing RTI practices for less than one year.
- My school is planning to implement RTI practices within the next six months.
- My school is considering implementing RTI practices in the future, but has no specific time frame.
- My school has no current plans to implement RTI practices.

Please answer each of the following questions with one of the choices below:

N = Never S = Sometimes O = Often A = Always

1	I feel confident engaging in academic consultation with school personnel about utilizing RTI.	N	S	O	A
2	I feel confident implementing RTI practices.	N	S	O	A
3	I feel an outside consultant is necessary to provide adequate RTI training for the educators in my school.	N	S	O	A
4	Teachers in my school do not want to implement RTI practices.	N	S	O	A
5	I do not have enough training to implement RTI.	N	S	O	A

6	RTI will create new opportunities for school psychologists.	N	S	O	A
7	RTI has the potential to expand the role of school psychologists' in a positive way.	N	S	O	A
8	The administration in my school does not support RTI.	N	S	O	A
9	RTI offers more opportunities for consultation with school personnel than traditional methods of identifying a learning disability.	N	S	O	A
10	I do not have the time to become involved in RTI implementation.	N	S	O	A
11	RTI jeopardizes school psychologists' traditional assessment-for-classification role.	N	S	O	A
12	I have access to training opportunities for RTI.	N	S	O	A
13	RTI is more effective in meeting the needs of all students.	N	S	O	A
14	My school has the resources to implement RTI.	N	S	O	A
15	RTI will not accurately identify students for special education.	N	S	O	A

*****PLEASE ANSWER QUESTIONS 16 – 20 ONLY IF YOUR SCHOOL IS NOT CURRENTLY IMPLEMENTING RTI.**

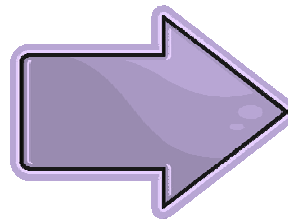
16	I believe there is a lack of professional development available to be able to implement RTI at my school.	N	S	O	A
17	I think that my school has minimal resources to be able to implement RTI.	N	S	O	A
18	There is minimal administrative leadership at my school to be able to implement RTI.	N	S	O	A
19	I believe that my school is taking the wait-and-see approach to implementing RTI.	N	S	O	A
20	It isn't necessary to implement RTI right now. There is still plenty of time until it is required to be implemented.	N	S	O	A

Please answer each of the following questions with one of the choices below:

N = Never S = Sometimes O = Often A = Always

1	When I think about the RTI change, I feel content.	N	S	O	A
2	When I think about the RTI change, I feel excited.	N	S	O	A
3	When I think about the RTI change, I feel relieved.	N	S	O	A
4	When I think about the RTI change, I feel hopeful.	N	S	O	A
5	When I think about the RTI change, I feel stressed.	N	S	O	A

6	When I think about the RTI change, I feel angry.	N	S	O	A
7	When I think about the RTI change, I feel concerned.	N	S	O	A
8	When I think about the RTI change, I feel doubtful.	N	S	O	A
9	When I think about the RTI change, I feel frustrated.	N	S	O	A
10	How often do you intend to encourage ways in which to carry out the RTI change?	N	S	O	A
11	How often do you intend to encourage others to make the RTI change effective?	N	S	O	A
12	How often do you intend to encourage others to resist implementing the RTI change?	N	S	O	A
13	How often do you intend to oppose the implementation of the RTI change?	N	S	O	A
14	How often do you intend to suggest that others not participate in the RTI change?	N	S	O	A
15	The RTI change does not matter much to me personally.	N	S	O	A
16	To facilitate the RTI change, I am establishing links between myself and key individuals responsible for carrying out this change.	N	S	O	A
17	To facilitate the RTI change, I am focusing on the facts and promoting the benefits of this change.	N	S	O	A
18	The need for the RTI change was justified by experts who are knowledgeable about this change.	N	S	O	A
19	To get educators to initiate the RTI change, I am using logical arguments and factual evidence to carry out this change.	N	S	O	A
20	The need for the RTI change was justified by administration only.	N	S	O	A
21	To get educators to adopt the RTI change, I am using my position of power and using threats to implement the change.	N	S	O	A
22	I have a lot of authority to make decisions about the RTI change.	N	S	O	A
23	To facilitate the RTI change, I am spending a lot of time dealing with how the change is being accepted by educators.	N	S	O	A
24	To get educators to initiate the RTI change, I am involving educators from many levels of the school.	N	S	O	A
25	The relationship between me and those responsible for carrying out this change is collaborative.	N	S	O	A



One more page to go!!

Appendix D
Demographic Questionnaire

Please answer the following questions for data collecting purposes. Thank you for taking our survey.

1. I work in the state of _____ .
2. I work in _____ school(s).
 1 2 3 4 5 >5
3. The school(s) I work in is(are) considered to be in a _____ area.
 Rural Urban Suburban
4. What is the estimated school population you work in (if you work in more than one school, please refer to the school you spend the majority of your time in)?:
 0 – 100 101 – 500 501 – 1,000
 1,001 – 1,500 1,501 – 2,000 Over 2,000
5. How many years of experience do you have as a School Psychologist? _____.
6. Are you: Male Female Other _____
7. What is your age?: _____.
8. What is your race:
 Caucasian Hispanic African-American
 American Indian Asian-Pacific Islander Other _____
9. What is the highest level of education you have completed:
 4-year college degree Graduate Student
 Master's Degree Doctoral Degree
10. What type of specialist level training have you completed:
 Ed.S. CAS Does Not Apply
 CAGS In Progress _____ Other _____

**If you are not a school psychologist, what is your occupation? _____

Appendix E

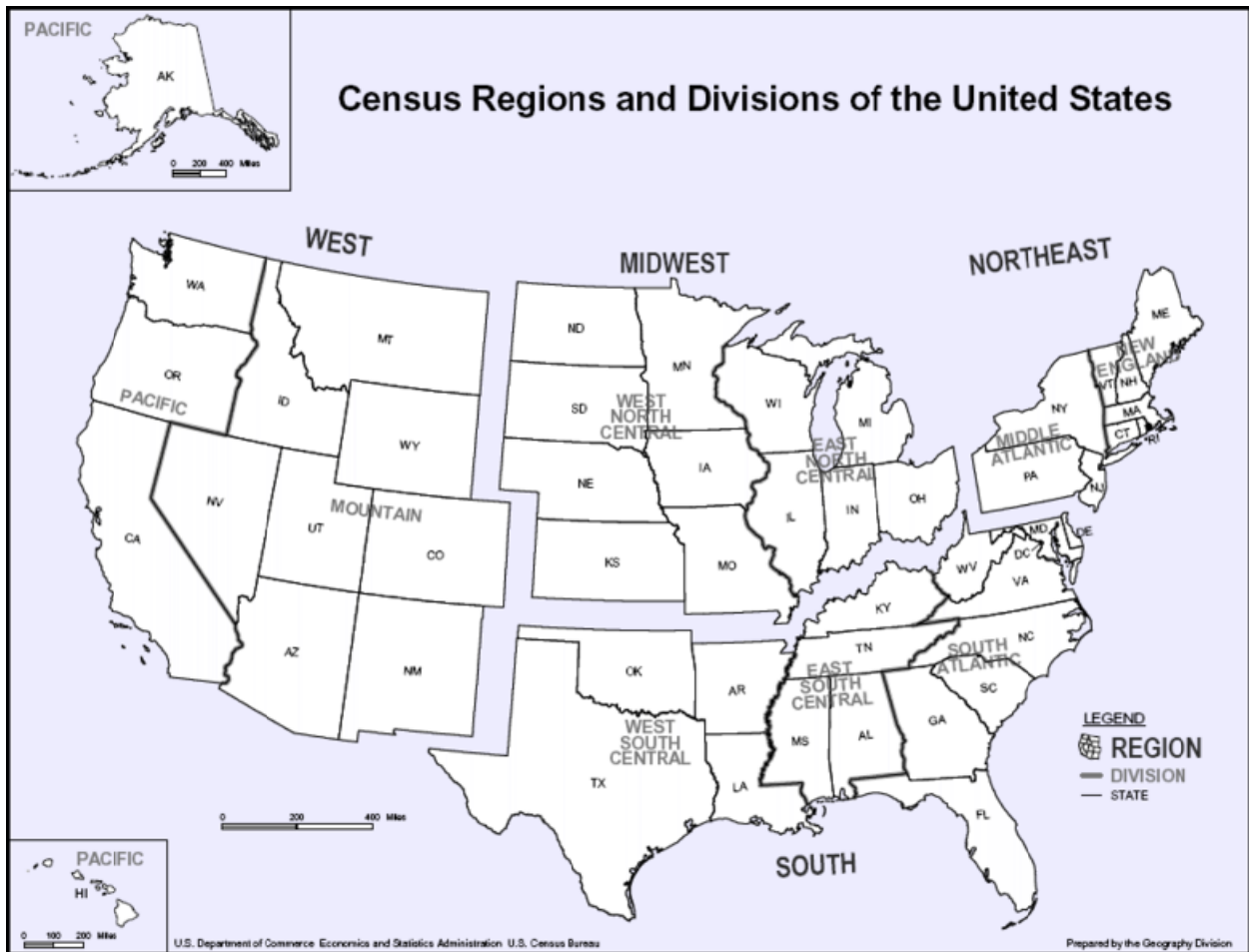


Figure E1: An illustration of the national breakdown utilized in this study.