

What is Response to Intervention? -- Administrators

Knowing your available time and your audience, choose one or many of the dialogue starters below.

Reaction Questions:

1. What information and understandings do you have about the process of Response to Intervention?
2. Why is Response to Intervention important to your district?
3. How can Response to Intervention benefit students and positively affect the school improvement process?
4. At the building and/or district level, what barriers do you anticipate interfering with the implementation of Response to Intervention? What are some strategies for overcoming possible barriers?
5. What measures do you currently have in place to assess whether or not classroom instruction is effective across the district?
 - Are these measures providing useful information?
 - Should different or additional measures be considered?
 - How do measures of effective instruction integrate into the Response to Intervention process?
6. How will Response to Intervention facilitate collaboration among general education teachers and the various team members (parents, related service providers, administrators, health professionals, etc.) within the school/district?
7. What is meant by each term: scientifically based practices, evidence-based instruction, research-validated instruction and rigorous research?
8. What are the scientifically based or evidenced based instructional practices currently used in our buildings/district?
9. How will Response to Intervention affect the referral process to special education?

Application Questions:

1. What is your district's current approach for helping a struggling student? How would Response to Intervention change your current approach in supporting a struggling student?
2. What data do you collect for struggling students?
 - How is this information used?
 - How will the types of data collected change in the Response to Intervention approach?
3. Does an Response to Intervention approach have application to supporting the learning and behavior of all students?
4. How does the Response to Intervention approach affect the support and progress of special education students?
5. What is the time commitment for staff in terms of progress monitoring for individual students in the Response to Intervention model? How can time be adjusted or "carved out" in the current school day to support progress monitoring?
6. What role changes for administrators do you anticipate with the implementation of an Response to Intervention approach in your building/district?
7. How might students, parents and staff respond to an Response to Intervention approach?
8. What new knowledge will be required to implement an Response to Intervention approach in your building/district?
9. From your perspective as an administrator, what professional development opportunities will be necessary to support teachers in implementing RTI with fidelity? Will the topics covered be the same or different for each stakeholder group (general education teachers, special education teachers, related service providers, parents and families) in the district?
10. How might all education stakeholders be prepared to understand the changes involved in the Response to Intervention approach?
11. Do you know what is happening with Response to Intervention in your state and how can you find out more about it?
12. How can you support Response to Intervention in your school community?

These questions were developed by the following stakeholders in the IDEA Partnership working together:

**Role: Parent Advocate
Location: Alabama**

**Role: Educational Consultant
Location: Florida**

**Role: Special Education Superintendent
Location: Illinois**

**Role: School Psychologist
Location: Maryland**

**Role: Special Education Administrator
Location: New York**

**Role: Occupational Therapist
Location: Virginia**



The IDEA Partnership located at the National Association of State Directors of Special Education is sponsored by the U.S. Department of Education Office of Special Education Programs. 2009