Contents

Figures and Tables xi

Foreword, by Leonard Burrello xiii

Acknowledgments xvii

The Author xix

Preface xxii

Part I: The Origin and Design of Schoolwide RTI 1

1. Defining RTI 3

   Features of RTI 4
       Standard Protocol RTI 4
       Problem-Solving RTI 6
       Schoolwide RTI 7

   Evolving Definitions of RTI 9
       Standard Protocol Definitions 10
       Combined Standard Protocol and Problem-Solving Definitions 12
       Schoolwide Definitions 14
CONTENTS

Comprehensive Schoolwide RTI 16
To Sum Up 20

2. Schoolwide RTI: Why Does It Matter? 23
   The Frame of Disability 24
   RTI as a Potential Frame for Educational Policy 29
      A Focus on Literacy 30
      A Shifting Perspective 31
   RTI as a Basis for Education Policy 32
      Prevention 34
      Problem Identification 36
      Targeted Intervention 37
      Accountability 38
      A Focus on Sociobehavioral Factors 39
      Organismic Factors 40
   Transdisciplinary Problem-Solving Teams 42
   Decision Rules for Selecting Interventions 43
To Sum Up 43

3. The Social-Behavioral Side of RTI 45
   School Discipline 46
      The Tactic of Exclusion 46
      The Tactic of Inclusion 48
   Schoolwide Positive Behavior Support 51
   Understanding SWPBS 54
      Evidence-Based Practice 55
      Practical Multicomponent Interventions 57
      Lifestyle Outcomes 58
      Sustainable Systems Change 58
   Summing Up Schoolwide Positive Behavior Support 61
To Sum Up 61

Part II: How Schoolwide RTI Works 63

4. Universal Screening for Prevention 65
Determining Success Criteria 65
Behavioral Screening Under RTI 68
   School-Based Screeners for Behavioral Risk 68
   Internalizers or Externalizers 70
   Standardized Screeners for Behavioral Risk 71
Systematic Screening for Behavior Disorders 72
Academic Screening Under RTI 74
   Universal Academic Screening 75
   Screening Accuracy and Efficiency 75
   Normative and Criterion-Referenced Screeners 76
Curriculum-Based Measures 78
   Universal CBM 78
   DIBELS, AIMSweb, and iSTEPP 79
   Advantages of Universal CBM Screening for Teachers 79
   Combining Results of Behavioral and Academic Screening Under RTI 80
RTI Team Processes and Coaches 81
   RTI and School Teams 82
   Coaches 89
To Sum Up 90

5. Progress Monitoring to Measure Success 93
   Educational Accountability 94
      Problems with Accountability 96
      The Problem of Unrealistic Goals 96
      The Problem of School Culture 97
   Types of Assessment for Progress Monitoring 99
      Proximal Versus Distal Assessments 99
      Formative Versus Summative Assessments 100
      Categorical Versus Aggregate Assessments 100
   Behavioral Progress Monitoring 102
      Direct Measures of Problem Behavior 103
      Level 3 Progress Monitoring for Behavior 106
      Wraparound and SIMEO 107
<table>
<thead>
<tr>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Progress Monitoring                                         111</td>
</tr>
<tr>
<td>Level 1 Progress Monitoring                                          113</td>
</tr>
<tr>
<td>Level 2 Progress Monitoring                                          116</td>
</tr>
<tr>
<td>Level 3 Progress Monitoring                                          118</td>
</tr>
<tr>
<td>RTI and the Organization of Services and Supports                    122</td>
</tr>
<tr>
<td>To Sum Up                                                             124</td>
</tr>
<tr>
<td>6. Sustaining RTI Through School Reform                              127</td>
</tr>
<tr>
<td>Challenges Confronting Schoolwide RTI                                129</td>
</tr>
<tr>
<td>Silos Revisited                                                       130</td>
</tr>
<tr>
<td>Human Capital                                                         131</td>
</tr>
<tr>
<td>Professional Development                                             132</td>
</tr>
<tr>
<td>School Reform as a Context for RTI                                    135</td>
</tr>
<tr>
<td>Comprehensive School Reform Demonstration                             136</td>
</tr>
<tr>
<td>A Universal Design for Learning                                       138</td>
</tr>
<tr>
<td>The Schoolwide Applications Model                                    139</td>
</tr>
<tr>
<td>Fidelity of Implementation                                            140</td>
</tr>
<tr>
<td>SAM Fidelity Assessment Tool                                          141</td>
</tr>
<tr>
<td>Scaling Up School Reform                                              146</td>
</tr>
<tr>
<td>Moving Schoolwide RTI to Scale in a District                          147</td>
</tr>
<tr>
<td>Action Planning in Schoolwide RTI                                     149</td>
</tr>
<tr>
<td>Program Evaluation                                                    149</td>
</tr>
<tr>
<td>Structural Elements of SAM                                            152</td>
</tr>
<tr>
<td>A Model for Technical Assistance                                      153</td>
</tr>
<tr>
<td>District and Site Leadership Teams                                    154</td>
</tr>
<tr>
<td>To Sum Up                                                             156</td>
</tr>
</tbody>
</table>

**Part III: Seeing RTI in Action** 159

7. How RTI Looks at the Schoolwide Level                                161
   Critical Features of Schoolwide RTI                                  161
   RTI and the Achievement Gap                                           163
   Student Motivation                                                    165
Contents

Tier 3 Interventions 214
The Role of Special Education 216
Reflections on the Recovery School District 216
To Sum Up 218

9. How RTI Looks at the Statewide Level 221
Federal Policy and RTI 222
Kansas Multi-Tiered System of Support 224
Colorado Multi-Tiered Model of Intervention and Instruction 233
New Hampshire Responds Model 239
State Request for Application 242
Components of New Hampshire Responds 244
To Sum Up 248

10. The Shape of Schools to Come 251
No Child Left Behind and Adequate Yearly Progress 251
A Privatization Agenda? 252
Response to Intervention 255
Three Facets of Teaching 257
Science 257
Relationships 260
Inspiration 263
A Framework, Not a Magic Bullet 265
RTI for the Endangered School 265
Capacity Building and Sustainability 268
Leadership 269
Stability 269
Capacity 270
Potential Traps in Implementing RTI 271
Multilevel Sets of Interventions 271
Screening 272
Progress Monitoring 273
<table>
<thead>
<tr>
<th>Contents</th>
<th>ix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventions</td>
<td>274</td>
</tr>
<tr>
<td>Fidelity</td>
<td>275</td>
</tr>
<tr>
<td>The Undeniable Thrill of Success</td>
<td>276</td>
</tr>
<tr>
<td>To Sum Up</td>
<td>277</td>
</tr>
<tr>
<td>Sources and Additional Resources</td>
<td>279</td>
</tr>
<tr>
<td>Index</td>
<td>295</td>
</tr>
</tbody>
</table>