

Solution Tree | Press

Beyond the RTI Pyramid: Solutions for the First Years of Implementation

By William N. Bender

Study Guide

This study guide is a companion to the book *Beyond the RTI Pyramid: Solutions for the First Years of Implementation* by William N. Bender. *Beyond the RTI Pyramid* addresses the need to deepen response to intervention efforts based on practical implementation issues and emerging research.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by K–12 teachers and administrators, speech language pathologists, and special education staff to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to help struggling students.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Copyright © 2009 by Solution Tree Press

Chapter 1
Beyond the RTI Pyramid

1. What is response to intervention? Identify and describe the three tiers to the RTI pyramid. How are these used to help struggling students?

2. Describe your experience with RTI, if any. How has RTI been implemented at your school? If it hasn't been, how will it be?

3. Has the RTI pyramid been implemented at your school? If so, what are the difficulties you've faced with it? If no, what questions and concerns do you hope will be answered by this book?

4. Why is Dr. Bender going "beyond the RTI pyramid"? How were the initial assumptions of how to implement RTI misguided?

5. With which students and subjects can RTI be used? With which students and/or subjects does your school find it difficult to implement RTI?

Chapter 2

RTI Planning and Implementation in the Early Years

1. What is the role of a school-based task force in RTI implementation? Does your school have a task force? List the pros and cons of having one.
2. Consider how RTI has been implemented at your school. How will the addition of a school-based task force improve your efforts? If your school has a task force, reflect on its addition.
3. What issues does your school discuss regarding RTI implementation? Do your categories parallel Dr. Bender's in the Planning Grid? Review and discuss the Planning Grid.
4. What are *scientifically validated curricula*? Why are they important for RTI implementation?
5. How will having a school inventory help with discussing the Planning Grid? What should your inventory include? Review table 2.2 for an example.
6. How will the task force and the Planning Grid encourage teacher and administrator involvement in your school?

7. Draft a multiyear implementation plan using table 2.4 as a guide. How will this plan help move your school forward toward effective RTI implementation?

Chapter 3

Teacher Time and Resources for RTI

1. What responsibilities do general education teachers have? How can schools with limited time or resources overcome such obstacles to successfully implement RTI? How have time and funding impeded your school's commitment to RTI implementation?
2. What are the major obstacles your school has faced regarding time and resources? How do you plan to overcome these obstacles to successfully implement RTI?
3. How can your school assist general education teachers with Tier 2 interventions?
4. What resources are available and needed at your school to conduct Tier 3 interventions and counter time constraints?
5. How can your school use existing programs to conduct Tier 2 interventions and meet the requirements of RTI?

Chapter 4

The RTI Process in Mathematics

1. After reading chapter 4, what are some of the ways you plan to initiate math RTI procedures?
2. What are some of the problems with implementing RTI procedures in mathematics?
3. How can using a math RTI help diagnose a learning disability?
4. How can using *scientifically validated instructional procedures* as an intervention tier rather than *scientifically validated instructional curricula* help to successfully implement RTI?
5. Review the case study. How do the procedures for math RTI procedures compare to the ones for reading?

Chapter 5

The RTI Process and Behavior Problems

1. How can the three-tiered model be used to reduce or eliminate problem behaviors inside the classroom?
2. What is the split pyramid model? How can the split pyramid be applied to behavioral problems?
3. What are some of the “good teaching habits” you use to control classroom behavior? What do you consider a serious behavior problem you would use RTI to eliminate or reduce?
4. Why is it important to conduct a functional behavior assessment (FBA) with or before Tier 3 intervention? Reflect on an FBA you have documented in the past. How will RTI improve future FBAs?
5. What are the behavioral interventions associated with Tier 1, Tier 2, and Tier 3? Reflect on the case study and its evidence of the effective use of RTI.

Chapter 6

RTI in Middle and High Schools

1. Why is RTI mostly implemented in elementary schools? What are some of the difficulties associated with implementing RTI in middle and high schools?
2. What are some of the differences between elementary and departmental secondary schools? What are some of the questions that arise out of these differences?
3. How will forming an RTI task force help with RTI implementation in middle and high schools?
4. What are the three distinct views on the subject content for RTI practices in middle and high schools? What are the pros and cons of each of these? What view is most like your own when thinking about RTI procedures in secondary schools?
5. What are some Tier 1 instructional methods for middle and high schools? Why is differentiation an important aspect in Tier 1? Describe some of the brain-compatible teaching techniques you've used with your classes.

6. What is the *Learning Strategies Curriculum*? How can it be used to help struggling students?

7. What does the case study tell us about RTI implementation in secondary schools?

Chapter 7

Speech Language Pathologists, Psychologists, and Special Educators: Changing Roles in RTI

1. How are the roles changing for speech language pathologists, psychologists, and special educators due to RTI? In what tiers will they be most involved? What new roles will they assume?
2. Why is it important to emphasize RTI's role as a tool to aid struggling students rather than a tool to identify students with learning disabilities?
3. Reflect on the case study. How do you foresee the roles changing for speech language pathologists, psychologists, and special educators in your school?
4. How can speech language pathologists, psychologists, and special educators work with general educators to successfully apply RTI procedures?