Panel: Realizing the potential – How comprehensively are schools implementing RTI?¹
Prepared and presented by George Sugai, University of Connecticut at the National Center on Learning Disabilities RtI Summit in Washington DC

1. What “big ideas” did I get/like about David’s paper?
   a. “Requires systems change.”
   b. “Falling short:” (a) “responses of schools/districts,” (b) “occurrence of high quality tiered instruction,” and (c) “exceptional learners”
   c. “Four common types of responses to implementation of RtI:” (a) “same game/new name,” (b) add on-take away,” (c) “replacement,” and (d) “moving ahead”
   d. Use of high quality, differentiated tiered instruction is not associated with adequate progress because of (a) limited research base, (b) poor translation of research into practice, and (c) overemphasis on curriculum than instruction practice
   e. Conclusions: (a) optimistic about possibilities, (b) realistic about progress and outcomes, and (c) clear about nature of challenges to progress

2. How might we operationalize the challenge so that solutions can be better aligned and effective?...or, What thoughts did David’s “big ideas” occasion or trigger?
   a. Where’s the “behavior” in RtI?
      i. What is the relationship of school culture/climate to quality of teaching environment and learning engagement and outcomes?
      ii. What is the relationship between school culture/climate and quality of implementation of Tier II and III systems and practices?
   b. Discontinue labeling student by tier and move toward
      i. Describing academic skill and social behavior

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ii. Labeling the practice or support needed to support maximum student learning

c. Establish agreements about the practices (not new) that define RtI across curriculum areas
   i. Regular universal screening
   ii. Continuous progress monitoring
   iii. Continuum of evidence-based practices
   iv. Formative data decision rules for movement through tiered interventions
   v. Regular self-assessment of implementation fidelity/integrity
   vi. Team-facilitated implementation and evaluation

d. Establish agreement about relationship between teaching and learning
   i. Learning doesn’t occur in vacuum; it is teacher guided by teaching.
   ii. Student performance and behavior are best indicators instructional progress.
   iii. Learning success and failure are responsibility of teaching organization (curriculum, instructional practices, implementation competence, etc.).
   iv. Maximize learning by investing in direct instructional time and engagement in fundamental skill areas (literacy, numeracy, writing, and social skills).

3. What are my “big ideas?”
   a. Improving systems is
      i. Knowing that an effective organization is characterized by (a) common values and visions, (b) common language for doing business, and (c) common operational routines and experiences.
      ii. Conducting a “functional behavioral assessment” of current organizational structures (“silos”) to identify what triggers and maintains what they do.
      iii. Not about effective programs, but about effective practices that define the program.
      iv. Making practice decisions based on (a) effectiveness, (b) efficiency, (c) relevance, (d) durability, and (e) scalability.
v. Matching technical assistance and professional development to implementation phase of practice in organization: (a) exploration, (b) installation (c) initial implementation, (d) full implementation, and (e) sustainability

b. “Biggest big idea”

i. Apply RtI guidelines and practices to organizations: (a) classroom, (b) schools, (c) districts, and (d) states.

ii. Differentiate professional development and technical assistance based on responsiveness-to-support (RtS).

iii. Do less more strategically

c. Quality and durability of the road are important, however, use of the road is affected by knowing where the road goes and what new roads need to be built