Where School Consultation and Teacher Education Meet: Addressing Barriers to Implementing Response to Intervention (RTI)

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Introductions

Culturally Responsive RTI

RTI shows promise in preventing bias in the following ways:
1. RTI relies on data to make decisions and focuses on outcomes (Hosp & Madyson, 2007).
2. Teachers are expected to provide high-quality, culturally responsive instruction to all students in the general education setting as well as differentiate instruction using more intensive instructional strategies and other supports (Klinger & Edwards, 2004).
3. Progress-monitoring data are used for continuously evaluating the effect of instruction and the probability that reliable instructional and placement decisions are made. In all these ways, RTI reduces identification bias because the focus is on student growth and real improvements (Vaughn & Fuchs, 2003). and
4. General education teachers collaborate with parents and other professionals to design individually-tailored interventions that value and function across cultures. Ultimately, this should lead to more effective decisions as to whether a student has a disability and is eligible to receive special education services (Fuchs & Fuchs, 2007; Friend, 2008).

Perceived Barriers to Implementation of RTI

System barriers:
1. Limited understanding, provision, and knowledge of evidence-based instruction in academic skill areas
2. Inconsistent implementation of the problem-solving process data-based decision making
3. Reduced scheduling time for collaboration
4. No direct fidelity checks
5. Lack of resources and funding

Personal barriers:
1. Teacher Attitudes and Beliefs
   - "I don't have to do this, my way works fine."
   - "I'm too busy to do this"
2. Teacher Emotions
   - Anger toward self, students, parents
   - Anxiety, depression, resentment, extreme stress and frustration
3. Teacher Behaviors
   - Inappropriate responses to students and parents, disengagement, isolation

Rational Emotive – Social Behavioral Consultation (RE-SBC):
An Evidence-Based Approach

In RE-SB consultation, school counselors assist teachers (consultant) in promoting success of students (client) through direct intervention and professional development. The RE-SB consultation acknowledges the notion that cognitive processes, including instructional efficiency and evaluative beliefs contribute to difficulties in teacher performance (Warren, 2010) and the delivery of instructional interventions. Several models of RE-SB consultation are viable options which school counselors can implement to support teachers utilizing the RTI model.

Group Consultation
Preventive large group consultation
School counselors can provide teachers with instruction on theoretically and evidence-based strategies. In this sense, a prescriptive mode is used to direct teachers to implement concepts embedded within RE-SB consultation.

Individual Consultation
Prescriptive mode
The school counselor assesses the problems and identifies interventions based on the RE-SB model and endorses implementation by the teacher. Baker and Gerler (2008) suggested classroom observations can provide consultation and enhance the prescriptive process.

Collaboration mode
School counselors can also engage in collaborative consultation to assist teachers in overcoming adverse classroom situations. This mode of consultation may be most appropriate if the teacher has previous training or experience with RE-SB consultation.

Implications

Training school counselors to provide RE-SB to general and special education teachers implementing RTI will:

• Decrease stress associated with emotional, cognitive, and behavioral symptoms that impede teacher performance.
• Encourage appropriate implementation of instructional decisions and supports for all students.
• Increase student academic outcomes in core academic subjects.
• Provide an understanding of how the consultation model supports instructional efforts of general and special education teachers in elementary schools.
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**Introduction**

RTI is a culturally responsive multi-tiered system of support where assessment and intervention are combined within a multidisciplinary team during a problem-solving process to ensure behavioral, social-emotional, and educational outcomes are positive and equitable for all students. Categorizing interventions based on the evidence base for effectiveness and providing for culturally responsive practices in the implementation of RTI is critical to the success of all students.

**Culturally Responsive RTI**

RTI shows promise in preventing bias in the following ways:

1. RTI relies on data to make decisions and focuses on outcomes (Hendrick & Matson, 2005).
2. Teachers are expected to provide high-quality, culturally responsive instruction to all students in the general education setting as well as to ensure instruction is different as theเกมกีฬาการ์ดิ้น.
3. Program-monitoring data are used for continuous evaluation of teaching instruction, increasing the probability that reliable and effective interventions are made. In all three ways, identification bias may be reduced because there is less emphasis on teacher judgment and evaluation.
4. General education teachers collaborate with parents and other professionals to design individually-tailored preventative interventions that may be more effective than traditional approaches to instruction.

**Rational Emotive—Social Behavioral Consultation (RE-SBC): An Evidence-Based Approach**

In RE-SBC consultation, school counselors assist teacher (consultants) in promoting success of students (clients) through rational and practical solutions. RE-SBC consultation acknowledges the need for a cognitive-behavioral approach that includes emotional (affiliative) and behavioral (individual) contributions to improve teaching performance (Warren, 2010) and the delivery of professional development. Several models of RE-SBC consultation are available options which schools can use to implement support teachers utilizing the RE-SBC model.

**Group Consultation**

Process: large group consultation followed by respondents. RE-SBC consultation is a self-help model that focuses on the development of students' social-emotional skills. The process is designed to help students develop self-esteem, build confidence, and improve behavior.

**Perceived Barriers to Implementation of RTI**

- Limited understanding of RTI
- Limited resources to implement RTI
- Limited access to professional development
- Limited support from administrators
- Limited collaboration among teachers
- Limited use of evidence-based interventions

**Implications**

- Development of professional development opportunities
- Development of evidence-based interventions
- Development of a collaborative framework
- Development of a comprehensive implementation plan.
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Practical Implications

Research and Practice Implications

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