FOUNDATIONS IN RESPONSE TO INTERVENTION (RtI) MODELS AND RESEARCH
Fall 2011, SPS-6937, Section 03D8
Instructors: Nancy Waldron, Ph.D., NCSP; Diana Joyce, Ph.D., NCSP

Class Time: Mondays 5:00-7:00pm, Periods 10-11
Location: Norman 288; 1411
Office Hours: Waldron Mondays 12-5pm; Joyce Tuesdays 8-3pm at PK Yonge
or by appointment
Contact Numbers: Nancy Waldron (352) 273-4284, waldron@coe.ufl.edu

Course Description:
This seminar is designed to provide advanced, in-depth knowledge regarding the research foundations of Response to Intervention (RtI). Areas of the professional literature that will be addressed include: tiered intervention, universal screening, progress monitoring, collaborative problem-solving, and intervention integrity. Emerging research related to the implementation and efficacy of RtI models and approaches at school, district, and state levels will also be explored. Students will demonstrate their developing understanding of a specific topic within the RtI research literature through completion of a critical review of the literature and oral presentation.

Course Objectives:

• Historical and conceptual context for the emergence of the RtI model including NCLB, IDEA, National Research Council Panel on Minority Overrepresentation, and the President’s Commission on Excellence in Special Education

• Students will demonstrate knowledge of the theoretical and historical foundations of the RtI services including both three- and four-tiered models.

• Students will be knowledgeable in the underlying principle components of RtI including data-collection methods, problem-solving team decision making, collaboration with school personnel and parents, progress monitoring techniques, remediation and treatment strategies including arguments for standard protocol versus individual problem solving, and data analysis methods.

• Students will understand what constitutes evidence-based practice in academic and behavioral-emotional assessment and intervention

• Students will demonstrate familiarity with the research literature base for RtI efficacy

• Students will be able to critique research including adequacy of sampling, data analysis, and generalizability

• Students will be able to critically analyze the research literature in RtI related to a selected topic of interest.

Course Grades:
Course grades are based on successful completion of all course requirements including:
(1) Active participation in class sessions as demonstrated by attendance, completion of assigned readings in advance, and contributions to class discussions and activities. (10%)
(2) A personal position statement regarding the application of RtI models and approaches in schools and specific areas of needed research to improve implementation and practice. (20%)
(3) A critical review of the literature on a selected topic in RtI research. (50%)
(4) Leading a seminar presentation on a selected topic in RtI research, including a set of required readings, guiding questions, and facilitation of group discussion. (20%)

Each course requirement will result in an assigned letter grade (including + and – grades). Final course grades will be determined based on the weighting for each requirement that is designated above. Semester grades of incomplete (I) will be given only under special circumstances (e.g., medical emergencies).

Accommodations:
Students requesting course accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student for the Instructor indicating the student’s needs. Additional information on disability services at UF and student rights are available at: (352) 392-8565, accessuf@dso.ufl.edu, http://www.dso.ufl.edu/drc

Campus-wide Honor Code:
“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” One of the goals of the University of Florida is to ensure that students are honest and forthright in their academic endeavors. All students are required to abide by the Academic Honesty Guidelines of the University of Florida. Those students adjudged to have committed a violation of the Academic Honesty Guidelines (e.g., cheating, plagiarism, bribery, misrepresentation, conspiracy, or fabrication) shall be subject to the sanctions listed in Paragraph XI of the Student Conduct Code. For additional information about the University of Florida Student Judicial Process or Academic Honesty Guidelines, contact the Office of Student Services, P202 Peabody Hall (phone 392-1261).
Readings


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22nd</td>
<td>Course Introduction; Review of Course Syllabus</td>
<td></td>
</tr>
<tr>
<td>August 29th</td>
<td>RtI Historical Foundations, Models and Core Components</td>
<td>Fuchs &amp; Fuchs, 2006; Jimerson, Burns, &amp; VanDerHeyden, 2007; Gersten, et al., 2008; Gresham, 2007; Tilly, 2008; VanDerHeyden, Witt, &amp; Barnett, 2005</td>
</tr>
<tr>
<td>September 5th</td>
<td>No Class - Holiday</td>
<td></td>
</tr>
<tr>
<td>September 12th</td>
<td>RtI: Differing Viewpoints</td>
<td>Batsche, Kavale &amp; Kovaleski, 2006; Fletcher &amp; Vaughn, 2009a, 2009b; Fuchs &amp; Fuchs, 2009; Scruggs &amp;Mastropieri, 2006; Torgesen, 2009; Reynolds, 2008; Reynolds &amp; Shaywitz, 2009a, 2009b</td>
</tr>
<tr>
<td>September 19th</td>
<td>RtI Components: Academic Model</td>
<td></td>
</tr>
<tr>
<td>September 26th</td>
<td>RtI Components: Behavior Model</td>
<td>Barnett, et al., 2006;Batsche, et al., 2008; Cheney, Flower, &amp; Templeton, 2008; Hawkins, Vincent, &amp; Schumann, 2008; Malecki &amp; Demaray, 2007; Nelson, et al., 2009; Sandomierski, Kincaid, &amp; Algozzine, 2009</td>
</tr>
<tr>
<td>October 3rd</td>
<td>RtI: Defining Responsiveness</td>
<td>Fuchs &amp; Fuchs, 2009 May; Jenkins, Graff, &amp; Miglioretti, 2009; Vaughn, et al., 2007, 2009</td>
</tr>
<tr>
<td>October 10th</td>
<td>RtI School Level Implementation: Elementary and Secondary</td>
<td>Burns &amp; Gibbons, 2008</td>
</tr>
<tr>
<td>October 17th</td>
<td>RtI: Systems Level Implementation Florida Problem Solving/RtI Project</td>
<td>Batsche et al., 2007; Batsche, Curtis &amp; Dorman, 2009; VanDerHeyden, Witt &amp; Gilbertson, 2007</td>
</tr>
</tbody>
</table>
October 24th  Identifying the Needs/Gaps in RtI Research
Group discussion & concept map of research needs within RtI.
**Position Statement Paper Due**

October 31st  No Class – FASP Conference

November 7th  Individual Meetings: Selecting Specialized Topics in RtI
Individual research specialization review meetings with students

November 14th  Specialized Topics in RtI
Student-led discussion of individual RtI research interests

November 21st  Specialized Topics in RtI
Student-led discussion of individual RtI research interests

November 28th  Specialized Topics in RtI
Student-led discussion of individual RtI research interests

December 5th  Future Research in RtI

December 12th  **Critical Literature Review Paper Due**
RtI Rationale and Position Statement

For class you have read articles, chapters, and books addressing differing perspectives on the components and implementation of Response-to-Intervention (RtI) models and approaches. To reflect your developing knowledge, as well as your individual perspective and beliefs, write a position paper that focuses on your thoughts regarding the rationale for, and implementation of, an RtI approach/model. As part of your position paper consider addressing the following topics/issues:

Present a definition/description of RtI
- What are the key components of an effective RtI approach/model?
- What information do you find most persuasive regarding the rationale for schools adopting an RtI approach/model?
- What do you think will be the most likely outcomes of RtI? For schools? For students? For teachers?
- What issues are schools likely to encounter as RtI is implemented? How can one or two of these key issues be addressed?
- What are the most relevant research foundations of the RtI approach/models? How do these research foundations inform practice and implementation?
- What are some critical areas of needed research to inform RtI practice and implementation?

The position paper should be 5 to 8 pages in length and follow APA format. The general structure of the paper should be as follows:
- Introduction (statement of position/issue)
- Body (background information, supporting evidence/facts, discussion of both sides of issue/position)
- Conclusion (possible solutions)

Critical Literature Review

For class you have chosen a personal area of RtI research interest and presented the construct variables you plan to study based on several research articles. The critical literature review will be an in-depth critique of seminal works and recent journal articles in your topic area. The paper should be 10-12 pages in length and follow APA 6th edition format. The general structure of the paper should be as follows:
- A synthesis of current research on the construct variables you wish to study
- A critique of the strengths/weaknesses in current research
- A problem statement identifying the area you are proposing to investigate and the rationale