

# Block Party Quotes

The success of the schoolwide [MTSS] model requires the participation of special educators in and across each of the three tiers.

From: Simonsen, B., Shaw, S., Faggella-Luby, M., Sugai, G., Coyne, M., Rhein, B., ... Alfano, M. (2010). A schoolwide model for service delivery: Redefining special educators as interventionists. *Remedial and Special Education* 31(1), 17-23.

...special educators will need to be formally prepared as trainers, consultants, coaches, collaborators, and implementers of specially designed instruction and supports in a schoolwide model. That is, special educators will need to be trained as interventionists with a flexible and comprehensive skill set to work across many settings.

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The [MTSS] framework offers an opportunity for a partnership between general and special education, and between school psychologists and classroom teachers, recognizing that everyone stands to benefit from enhanced communication and shared resources and expertise.

From: Hunley, S., & McNamara, K. (2010). *Tier 3 of the RTI model: Problem solving through a case study approach*. Thousand Oaks, CA: Corwin.

While many buildings or districts have rolled out RtI with a specific design to minimize special education's involvement so it isn't seen as a "special education initiative", an unintended outcomes is that special educators may not readily see that the practices apply to all students—including those with disabilities.

From: D. Miller (2012, May 14). Advocacy opportunities in RtI [Blog]. Retrieved from <http://www.rtinetwork.org/rti-blog/entry/1/189>

The IEP is what makes special education 'special' as it is a document that entitles a student to a particular set of services based on identified needs. However, there is nothing unique about the interventions special educators provide to their students. The key to intervention support, be it in general education or special education, is that the intervention is well-matched to the student's needs and has an evidence base to suggest that will likely benefit the identified need.

From: Casey, A. (1020, December 14). Special education within an RTI framework [Msg 13]. Message posted to <http://rtinetwork.org/professional/rti-talks/transcript/talk/26>