

## Teachers' Perceptions of RTI Implementation Targeting Reading Development Among Swedish Elementary Students

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The development of adequate reading comprehension skills among students is essential for their active participation in a democratic society. In recent years, models for early identification of students at risk for reading difficulties have been implemented in several school systems worldwide. One such system is Response to Intervention (RTI), which aims to proactively address reading difficulties through early detection and early intervention in a tiered system of support.

With the increasing global implementation of RTI models, understanding the perceptions of teachers directly involved becomes crucial. This study aims to explore teachers' perceptions of RTI implementation targeting reading development among Swedish elementary students. Specifically, the research investigates teachers' views on RTI and their suggestions for its implementation in their schools. The central question guiding this inquiry is: How do teachers perceive the implementation of the RTI model within Swedish elementary schools regarding its application to students' reading development? Understanding teachers' perceptions of RTI implementation in Swedish elementary schools is facilitated by the application of Hall and Hord's (2006) Concerns-Based Adoption Model (CBAM), which provides a structured framework for analyzing educators' perceptions during the adoption process.

Employing qualitative methodology, data were gathered through face-to-face interviews with nine teachers across four schools. A content analysis revealed emergent themes regarding teacher perceptions. Preliminary findings indicate that teachers perceive RTI as facilitating the identification and intervention of students at risk of reading difficulties. Moreover, teachers reported positive outcomes such as noticeable progress in students' reading abilities through RTI and the effectiveness of progress monitoring in keeping teachers focused on efficient instruction. Collaboration among school staff and the provision of rapid additional support to struggling students were also positively highlighted. However, challenges were also reported, including difficulties in planning and organizing RTI due to scheduling conflicts, resource demands, and a perceived rigidity of the model. Teachers expressed the need for a more flexible RTI model. In conclusion, the study suggests implications for RTI implementation targeting elementary students' reading development.

### References

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd ed.). Allyn and Bacon.