RtI in High School: Teacher Attitudes, Self-Efficacy, and Burnout
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Abstract
As of 2015, over 40 states have adopted their own version of Response to Intervention. Teachers from high schools in the Midwest were surveyed to examine how differences in teachers’ attitudes towards RtI and their self-efficacy impact burnout. Results of this study will provide information about the unique challenges high school teachers face in the implementation of RtI. Additionally, ways for school psychologists and administrators to better support teachers and reduce burnout will be discussed.

Participants
A sample of 51 high school teachers from four high schools in the Midwest participated in this study.

Methods
• A dependent variable of Attitudes towards RtI (positive vs. negative) and Self-Efficacy (high self-efficacy vs. low self-efficacy)
• The dependent variables consisted of the three dimensions of burnout: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA).

Results
• Further examination of the main effect of Self-Efficacy revealed the following results on the three dependent variables:
  - EE, F(1, 47) = 4.96, p < .05
  - DP, F(1, 47) = 1.66, p > .20
  - PA, F(1, 47) = 6.95, p < .05

Discussion & Implications
• Results showed that teachers with more positive attitudes towards RtI experienced higher levels of burnout, particularly depersonalization, when working in schools.
• Results indicated that low levels of self-efficacy yielded greater levels of emotional exhaustion, while high levels of self-efficacy yielded a greater sense of personal accomplishment.
• Qualitative responses suggested that teachers believe further training and time dedicated to RtI implementation would be beneficial. Specifically, teachers feel that having a school-wide plan with clear expectations and guidelines from administration along with building additional time dedicated to RtI services into the daily schedule would be most beneficial in supporting their implementation of RtI.
• By understanding the burnout factors that teachers experience in relation to RtI, school psychologists can provide more effective consultation services, thus aiding in the prevention of teacher burnout.
• School psychologists can help their school achieve higher retention and lower burnout rates of teachers by assisting in the development of RtI training, support services, and accountability systems for teachers.

Selected References

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