(DoE, 2001). The data also showed that although most teachers widely believe in the effectiveness of the current curriculum, the CAPS alone is not sufficient to address the needs of at-risk students. These findings concur with what was stated in the precursory literature review which pointed to the need for policy to provide a working model, like RTI, to guide classroom support practices.

5.2.1.2 What are the perceived advantages of a model like Response to Intervention?

Respondents of this survey highlighted three main advantages of a successful intervention model like RTI. Firstly, there would be fewer referrals and placements to LSEN schools. This not only reduces the premature escalation of at-risk students but also significantly reduces the administrative process for teachers and schools. It further reduces the current overload on LSEN waiting lists for student placement and ensures that learners' needs are still attended to during the 'waiting placement' process. Survey respondents also highlighted that early intervention models, like RTI, are beneficial in reducing the number of specific learning disorder diagnoses (which are often a requirement for LSEN placement). Finally, respondents showed that successful intervention models are beneficial in learners experiencing classroom success.

5.2.1.3 What are teachers perceived needs toward the implementation of RTI?

The respondents who partook in this survey almost unanimously agreed on the need for the involvement of support systems beyond the mainstream classroom. The respondents indicated the need for parent/guardian support in both the problem-solving and intervention implementation process. They also indicated that additional staffing was a necessity for more flexible and differential classroom instruction. This need was supported by teachers both in the government and private sector classrooms which shows that varying class size may not be a determining factor when considering additional support staff. Respondents also indicated that additional time and resources are an important allocation when considering at-risk learners in the mainstream classroom. It would therefore be important for future research to explore the specific time and resource needs when considering what a South African "Tier 1" RTI model should entail.

5.2.2 ANSWERING THE PRIMARY RESEARCH QUESTION: WHAT ARE FOUNDATION PHASE TEACHERS' BELIEFS ABOUT THE VIABILITY OF RTI IN THE SOUTH AFRICAN CLASSROOM?

The findings of this cross-sectional survey showed that 68% of the Foundation Phase teachers in this study believed that RTI is a viable option in the classroom. This was indicated by data that investigated respondents' beliefs in the underlying premises which underpin RTI. The respondents showed that additional support was needed in the mainstream classroom for more learners to experience classroom success. They also indicated that the use of formative assessment practices should ideally be used to guide differential instruction in the classroom as well as determine the course of intervention for at-risk learners. This is vastly different to the current practice of using assessment as a means of determining a learner's academic ability. The respondents also showed optimistic beliefs regarding the potential of mainstream classroom practices for struggling learners. The data indicated a willingness of respondents to address support in the classroom rather than immediately seeking additional interventions and diagnoses.

5.3 LIMITATIONS OF THE STUDY

The biggest challenge the researcher encountered during this study was the consequences of the COVID-19 global pandemic. COVID-19, and its far-reaching effects, specifically affected the study's sample size as well as caused delays in the data collection process.

Delays in the data collection process were largely caused by the National Lockdown called by President Cyril Ramaphosa in response to the Coronavirus outbreak in South Africa. Initially, the 21-day 'hard' lockdown, which included the closure of all schools, was to run from the 26th of March 2020 until the 16th of April 2020. It was further extended by 14 days, but schools remained closed until varying dates in June. The logistics surrounding data collection, particularly contacting teaching and management personnel, was further influenced by the fluctuating COVID-19 alert levels dictated by the declared state of emergency. These factors included the closure of departmental offices, curriculum adaptations across the country as well as the changing of school attendance allowances and protocols – as a result, the time frame for data collection was postponed until the 2021 academic year, 10 months later than intended.

The second major limitation to impact the study was the limited number of survey responses. Poor response rates may be due to COVID-fatigue and teachers experiencing high levels of burnout. COVID-fatigue may have also impacted teachers' responses to the survey questions considering the current schooling climate. However, this would require further investigation. Despite the modification of selection criteria which was adjusted to include private school personnel and the inclusion of various data collection platforms like Facebook forums, only 100 teachers completed the survey which dramatically limited the generalisability of the results.

The lack of previous studies completed, and the researcher's scope of discussions also posed limitations to the study which need to be considered. As mentioned in the precursory literature review, there is limited international research and no current national studies on teachers' beliefs about RTI. This limited the researcher's scope of understanding the research problem from a literary perspective. This study, however, aimed to produce a set of preliminary data for the perusal of future research.

The final limitation addressed is the scope of discussions. It is important to note that the researcher of the current study has limited experience in completing research studies. Although under the supervision of an experienced supervisor, the depth of discussions on the research findings therefore may be limited in comparison to other more experienced scholars.

5.4   POTENTIAL CONTRIBUTIONS OF THE STUDY

This study provides initial insight into the beliefs of Foundation Phase teachers on the viability of RTI in the South African classroom. It is the first quantitative study on this subject in South Africa which provides a starting point for future research on RTI's viability within the South African context. This study also provides stakeholders with a preliminary risk assessment when considering the expensive roll-out of a large-scale RTI model. As discussed in Chapter 2, RTI heavily relies on the change of teaching practices which are strongly determined by teachers' beliefs and attitudes. The data collected by this study offers education role players hope that RTI is a viable solution, especially considering the identification and support of specific learning disorders in our diverse context.

Despite the limited scope of this study, findings from this study suggested that RTI potentially offers viable solutions to South Africa's classroom support strategies and addresses the poor implementation of inclusive education. The findings of this study are also unique in that they are the first to reflect teachers' perspectives on RTI policy within the context of a global pandemic.

5.5   RECOMMENDATIONS FOR FUTURE RESEARCH

To ascertain the potential viability of implementing a model like RTI in the South African context, the following recommendations are made for future research.

- The study's sample limited the results to urban schools based in Gauteng. It would, therefore, be beneficial to do a national survey that would provide data from a wider range of contexts.

- The present study's findings could be expanded using qualitative research studies. Qualitative data has the potential to provide more personalised, in-depth data which is important when considering subjective concepts like belief systems.

- Additional quantitative and qualitative research on teachers' understanding of RTI would provide valuable information highlighting professional development needs involved in the potential roll-out of an RTI approach.

- A proposed pilot study that implements a model of RTI in a few select South African schools over a prolonged period could be undertaken. Such a study can be used to evaluate the effectiveness of RTI across the various schooling contexts found in South Africa and findings from such a study could be used to guide further research into the type of RTI model and approach most viable in the South African context.

- For the construct *belief in core education philosophies,* internal consistency could not be established. This being said, it only consisted of two items which is not ideal, because it is well-known that the more items a construct has, typically, the higher the Cronbach's alpha value. In addition, when having only two items, one cannot investigate the possibility of removing an item in order to

improve the Cronbach's alpha value. A recommendation is that items be added to the construct to overcome these limitations. For each of the constructs, *belief in the adequacy of teaching mainstream curriculum* and *belief in support initiatives steaming from mainstream educators*, internal consistency was only established after the removal of one item per construct. Future researchers can consider investigating why these two items did not work within a South African context. Thus, items 7 and 26 should be scrutinised in terms of their wording and grammar. Future researchers could either change the wording or drop these items all together.

5.6   CONCLUDING REMARKS

The purpose of this cross-sectional survey study was to investigate and describe teachers' beliefs about the viability of RTI in the South African classroom. Although this study's scope was limited by its sample size, it provided preliminary quantitative data on RTI in a post-global pandemic context. This is valuable, as these initial findings can be used to guide various other research endeavours which will contribute to our understanding of RTI's viability in the South African context. The current study provided insight into the current beliefs held by teachers when addressing at-risk learners in the mainstream classroom. Additionally, it highlighted teachers need for the involvement of various support systems when using a model like RTI to address at-risk learners in the mainstream classroom. As such, these findings can be regarded as valuable for further RTI research in South Africa.

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APPENDICES

Appendix A: Adapted survey

Selection of items for the survey

Question number	Original question (for Supervisor)	Question asked	Response options	Question objective	Contextualisation and/or customisation of question	Source
1	Job Description:	Select your current job description.	• Post level 1 (Classroom educator). • Post level 2 (Departmental head). • Post level 3 (Deputy principal). • Post level 4 (Principal). • Other, please specify).	Biographical- To provide background and context from which the teacher answered.	No.	Florida Problem-Solving/Response to Intervention Project (2008).

2	Years of Experience in Education:	Select your total number of years of experience in teaching (All grades).	• Less than 1 year. • 1 – 4 years. • 5-9 years. • 10 – 14 years. • 15-19 years. • 20 or more years.		Yes, Department of Basic Education (2011).	Florida Problem-Solving/Response to Intervention Project (2008).
3	Number of Years in your Current Position:	Select your total number of years teaching in the Foundation Phase (Grade R-3).	• Less than 1 year. • 1 – 4 years. • 5-9 years. • 10 – 14 years. • 15-19 years. • 20 or more years.		Yes, Department of Basic Education (2011).	Florida Problem-Solving/Response to Intervention Project (2008).
4	Number of Years in your Current Position:	Select the total number of years teaching your current grade (consecutive).	• Less than 1 year. • 1 – 4 years. • 5-9 years.		Yes, Department of Basic Education (2011).	Florida Problem-Solving/Response to Intervention Project (2008).

		• 10 – 14 years. • 15-19 years. • 20 or more years.			
5	Highest Degree Earned:	Select your highest qualification earned.	• In progress. • Bachelor's degree and/or Post Graduate Certificate in Education. • Honours degree. • Master's degree. • PHD. • Other, please specify.	No.	Florida Problem-Solving/Response to Intervention Project (2008).
6	I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.	I believe in the underlying principles of Education White Paper 6, even if I disagree with some of the requirements.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher believes in principles of inclusive education set out by South African legislation.	Yes, Department of Education (2001).	Florida Problem-Solving/Response to Intervention Project (2008).

	Core instruction should be effective enough to result in 80% of the students achieving benchmarks in: a. reading b. maths	Classroom instruction should be effective for 80% of students to achieve CAPS stipulated benchmarks in: a. reading (and) b. mathematics	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher believes in the wide applicability of mainstream curriculum.	Yes, Department of Basic Education (2011).	Florida Problem-Solving/Response to Intervention Project (2008).
7						
8	The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in: a. reading b. maths	The primary function of classroom-based support is to ensure that students meet grade-level (CAPS stipulated) benchmarks in: a. reading (and) b. mathematics	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher believes in the role that classroom-based support plays in academic achievement.	Yes, Department of Education (2001).	Florida Problem-Solving/Response to Intervention Project (2008).
9	The majority of students with learning disabilities achieve grade-level benchmarks in: a. reading b. maths	The majority of students with diagnosed learning disabilities achieve grade-level benchmarks set out by CAPS in: a. reading (and) b. mathematics	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher believes in the academic performance potential of students with diagnosed learning disabilities.	Yes, Department of Education (2001).	Florida Problem-Solving/Response to Intervention Project (2008).

10	The majority of students with behavioural problems (EH/SED or EBD) achieve grade-level benchmarks in: a. reading b. maths	The majority of students with behavioural challenges achieve grade-level benchmarks set out by CAPS in: a. reading (and) b. mathematics	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher believes in the academic performance potential of students with behavioural challenges.	Yes, Department of Education (2001).	Florida Problem-Solving/Response to Intervention Project (2008).
11	Students with high-incidence disabilities (e.g. specific learning disorder, EBD) who are receiving special education services are capable of achieving grade-level benchmarks (i.e., general education standards) in: a. reading b. maths	Students with mild disabilities who are receiving special needs education services are capable of achieving grade-level benchmarks (i.e., mainstream education standards) in: a. reading (and) b. mathematics	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher believes in the value and success of special needs services on students learning.	Yes, Department of Education (2001).	Florida Problem-Solving/Response to Intervention Project (2008).
12	General education classroom teachers should implement more differentiated and flexible instructional practices	Mainstream education teachers should implement more differentiated and flexible instructional practices	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N).	The purpose of this question was to determine the extent to which a teacher believes in their responsibility to implement differential instruction.	Yes, Department of Education (2001).	Florida Problem-Solving/Response to Intervention Project (2008).

	to address the needs of a more diverse student body.	to address the needs of a more diverse student body.	4- Agree (A). 5 Strongly agree (SA).			
13	General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.	Mainstream education teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher feels capable and supported in order to implement differential instruction practices.	Yes, Department of Education (2001).	Florida Problem-Solving/Response to Intervention Project (2008).
14	The use of additional interventions in the general education classroom would result in success for more students.	The use of additional interventions in the mainstream education classroom would result in success for more students.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher believes in the value of differential instruction.	Yes, Department of Education (2001) and Department of Basic Education (2014).	Florida Problem-Solving/Response to Intervention Project (2008).
15	Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.	Prevention activities and early intervention strategies in schools would result in fewer referrals and placements to LSEN schools.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N).	The purpose of this question was to determine the extent to which a teacher believes in the value of early intervention.	Yes, Department of Education (2001) and Department of Basic Education (2014).	Florida Problem-Solving/Response to Intervention Project (2008).

			4- Agree (A). 5 Strongly agree (SA).			
16	The "severity" of a student's academic problem is determined not by how far behind the student is in terms of his/her academic performance but by how quickly the student responds to intervention.	The "severity" of a student's academic difficulty is determined not by how far behind the student is in terms of his/her academic performance but by how quickly the student responds to intervention.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine how a teacher measures the extent of a student's academic challenge.	No.	Florida Problem-Solving/Response to Intervention Project (2008).
17	The "severity" of a student's behavioural problem is determined not by how inappropriate a student is in terms of his/her behavioural performance but by how quickly the student responds to intervention.	The "severity" of a student's behavioural challenges is determined not by how inappropriate a student is in terms of his/her behavioural performance but by how quickly the student responds to intervention.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine how a teacher measures the extent of a student's behavioural challenge.	No.	Florida Problem-Solving/Response to Intervention Project (2008).
18	The results of IQ and achievement testing can be used to identify effective interventions for students with	The results of IQ and achievement testing can be used to identify effective interventions for students with	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N).	The purpose of this question was to determine the extent to which a teacher believes in the support and intervention value of formative achievement testing.	Yes, Department of Basic Education (2014).	Florida Problem-Solving/Response to Intervention Project (2008).

	learning and behaviour problems.	learning difficulties and behaviour challenges.	4- Agree (A). 5 Strongly agree (SA).			
19	Many students currently identified as "LD" do not have a disability, rather they came to school "not ready" to learn or fell too far behind academically for the available interventions to close the gap sufficiently.	Many students currently diagnosed with a specific learning disability/ learning disability do not have a disability-rather they came to school "not ready" to learn or fell too far behind academically for the available interventions to close the gap sufficiently.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine whether a teacher considers current rates of learning disability diagnoses as the best justification for student's academic challenges.	Yes, American Psychiatric Association (2013).	Florida Problem-Solving/Response to Intervention Project (2008).
20	Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgement."	Using student-based data to determine intervention effectiveness is more accurate than using only a teacher's judgement.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher esteems response to intervention as a valid reflection of student achievement.	No.	Florida Problem-Solving/Response to Intervention Project (2008).
21	Evaluating a student's response to interventions is a more effective way of determining what a student is capable of achieving than	Evaluating a student's response to interventions is a more effective way of determining what a student is capable of achieving than	1- Strongly disagree (SD). 2- Disagree (D).	The purpose of this question was to determine the extent to which a teacher esteems response to intervention (learning potential) as	No.	Florida Problem-Solving/Response to Intervention Project (2008).

	using scores from "tests" (e.g., IQ/Achievement test).	using scores from assessments (e.g., IQ/Achievement test).	3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	a more accurate reflection of student achievement.		
22	Additional time and resources should be allocated first to students who are not reaching benchmarks (i.e., general education standards) before significant time and resources are directed to students who are at or above benchmarks.	Additional time and resources should be allocated first to students who are not reaching benchmarks (as outlined in CAPS) before significant time and resources are directed to students who are at or above benchmarks.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher considers the value of allocating additional resources to struggling students.	Yes, Department of Basic Education (2011).	Florida Problem-Solving/Response to Intervention Project (2008).
23	Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher considers the informant value of graphing student data.	No.	Florida Problem-Solving/Response to Intervention Project (2008).
24	A student's parents (guardian) should be involved in the problem-solving process as	A student's parents (guardian) should be involved in the problem-solving process as	1- Strongly disagree (SD). 2- Disagree (D).	The purpose of this question was to determine the extent to which a teacher values early parental	No.	Florida Problem-Solving/Response to

	soon as a teacher has a concern about the student.	soon as a teacher has a concern about the student.	3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	involvement in support/intervention planning.		Intervention Project (2008).
25	Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.	Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher links parental involvement with the success of support interventions.	No.	Florida Problem-Solving/Response to Intervention Project (2008).
26	All students can achieve grade-level benchmarks if they have sufficient support.	All students can achieve grade-level benchmarks (as outlined in CAPS) if they have sufficient support.	1- Strongly disagree (SD). 2- Disagree (D). 3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).	The purpose of this question was to determine the extent to which a teacher considers the role of support in academic success.	Yes, Department of Education (2001) and Department of Basic Education (2014).	Florida Problem-Solving/Response to Intervention Project (2008).
27	The goal of assessment is to generate and measure effectiveness of instruction/intervention.	The goal of assessment is to generate and measure effectiveness of instruction/intervention.	1- Strongly disagree (SD). 2- Disagree (D).	The purpose of this question was to determine the extent to which a teacher links the purpose of assessment to intervention.	No.	Florida Problem-Solving/Response to Intervention Project (2008).

		3- Neutral (N). 4- Agree (A). 5 Strongly agree (SA).			

Beliefs Survey

Directions*: For items 1-4 below, please shade in the circle next to the response option that best represents your answer.*

1. Job Description:

   ⬤ PS/RtI Coach   ⬤ Teacher-General Education   ⬤ Teacher-Special Education

   ⬤ School Counselor   ⬤ School Psychologist   ⬤ School Social Worker

   ⬤ Principal   ⬤   Assistant   Principal
   Other (Please specify): _____

2. Years of Experience in Education:

   ⬤ Less than 1 year   ⬤ 1 – 4 years   ⬤ 5-9 years

   ⬤ 10 – 14 years   ⬤ 15-19 years   ⬤ 20-24 years

   ⬤ 25 or more years   ⬤ Not applicable

3. Number of Years in your Current Position:

   ⬤ Less than 1 year   ⬤ 1 – 4 years   ⬤ 5-9 years

   ⬤ 10 – 14 years   ⬤ 15-19 years   ⬤ 20 or more years

4. Highest Degree Earned:

   ⬤ B.A./B.S.   ⬤ M.A./M.S.   ⬤ Ed.S.   ⬤ Ph.D./Ed.D.

   Other (Please specify): _____

Directions: Using the scale below, please indicate your level of agreement or disagreement with each of the following statements by shading in the circle that best represents your response.

⬚ = **Strongly Disagree (SD)**
⬚ = **Disagree (D)**
⬚ = **Neutral (N)**

⬚ = **Agree (A)**

⬚ = **Strongly Agree (SA)**

	SD	D	N	A	SA
5. I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.	⬚	⬚	⬚	⬚	⬚
6. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in					
6.a. reading	⬚	⬚	⬚	⬚	⬚
6.b. math	⬚	⬚	⬚	⬚	⬚
7. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in					
7.a. reading	⬚	⬚	⬚	⬚	⬚
7.b. math	⬚	⬚	⬚	⬚	⬚
8. The majority of students with learning disabilities achieve grade-level benchmarks in					
8.a. reading	⬚	⬚	⬚	⬚	⬚
8.b. math	⬚	⬚	⬚	⬚	⬚
9. The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in					
9.a. reading	⬚	⬚	⬚	⬚	⬚
9.b. math	⬚	⬚	⬚	⬚	⬚
10. Students with high-incidence disabilities (e.g. SLD, EBD) who are receiving special education services are capable of achieving grade-level benchmarks (i.e., general education standards) in					
10.a. reading	⬚	⬚	⬚	⬚	⬚
10.b. math	⬚	⬚	⬚	⬚	⬚
11. General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of	⬚	⬚	⬚	⬚	⬚

a more diverse student body.

|	SD	D	N	A	SA
12. General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.	☐	☐	☐	☐	☐
13. The use of additional interventions in the general education classroom would result in	☐	☐	☐	☐	☐
14. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.	☐	☐	☐	☐	☐
15. The "severity" of a student's academic problem is determined not by how far behind the student is in terms of his/her academic performance but by how quickly the student responds to intervention.	☐	☐	☐	☐	☐
16. The "severity" of a student's behavioral problem is determined not by how inappropriate a student is in terms of his/her behavioral performance but by how quickly the student responds to intervention.	☐	☐	☐	☐	☐
17. The results of IQ and achievement testing can be used to identify effective interventions for students with learning and behavior problems.					
18. Many students currently identified as "LD" do not have a disability, rather they came to school "not ready" to learn or fell too far behind academically for the available interventions to close the gap sufficiently.	☐	☐	☐	☐	☐
19. Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgement."	☐	☐	☐	☐	☐
20. Evaluating a student's response to interventions is a more effective way of determining what a student is capable of achieving than using scores from "tests" (e.g., IQ/Achievement test).					
21. Additional time and resources should be allocated first to students who are not reaching benchmarks. i.e. general education standards against benchmarks.	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐

	SD	D	N	A	SA
22. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	☐	☐	☐	☐	☐
23. A student's parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student.	☐	☐	☐	☐	☐
24. Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.	☐	☐	☐	☐	☐

	SD	D	N	A	SA
25. All students can achieve grade-level benchmarks if they have sufficient support.	☐	☐	☐	☐	☐
26. The goal of assessment is to generate and measure effectiveness of instruction/intervention.	☐	☐	☐	☐	☐

*THANK
YOU!*

Appendix C: Permission request to authors to use survey

A Multi-Tiered
System of Supports

PS/RtI

Problem Solving/Response to Intervention
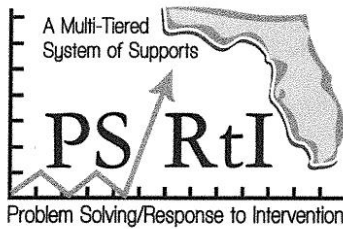
Materials/Content Request Form

Please print clearly and either fax to 813-974-7647 or scan and email to judihyde@usf.edu.

Date: 05 June 2018

Name: Melissa Gardner

Phone: 082-589-7024 (South Africa) +27

Fax: _____

Email: m.gardner.edpsych@gmail.com

Title of material to be duplicated/used:

Beliefs Survey (with cultural discourse adaptions) Attached.

Web address/location of material: www.rtinetwork.org/checklists

Intended use of material (including time period or duration if copying on an on-going basis is desired): Intended use: A survey study for a Masters dissertation.
Time period request: 6 months (June 2018 - December 2018)

Number of copies to be made (if applicable):

I agree to not sell this content for commercial purposes. (Yes)   No

Additional comments (optional): Supervisor: Dr S. Bester
At the University of Pretoria
suzanne.bester@up.ac.za

Florida Problem Solving/Response to Intervention Project

Directions: *Using the scale below, please indicate your level of agreement or disagreement with each of the following statements by shading in the circle that best represents your response.*

①= **Strongly Disagree (SD)**
②= **Disagree (D)**
③= **Neutral (N)**
④= **Agree (A)**
⑤= **Strongly Agree (SA)**

	SD	D	N	A	SA
5. I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.	①	②	③	④	⑤
6. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in					
6.a. reading	①	②	③	④	⑤
6.b. math	①	②	③	④	⑤
7. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in					
7.a. reading	①	②	③	④	⑤
7.b. math	①	②	③	④	⑤
8. The majority of students with learning disabilities achieve grade-level benchmarks in					
8.a. reading	①	②	③	④	⑤
8.b. math	①	②	③	④	⑤
9. The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in					
9.a. reading	①	②	③	④	⑤
9.b. math	①	②	③	④	⑤
10. Students with high-incidence disabilities (e.g. SLD, EBD) who are receiving special education services are capable of achieving grade-level benchmarks (i.e., general education standards) in					
10.a. reading	①	②	③	④	⑤
10.b. math	①	②	③	④	⑤
11. General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.	①	②	③	④	⑤

Florida Problem Solving/Response to Intervention Project

	SD	D	N	A	SA
12. General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.	①	②	③	④	⑤
13. The use of additional interventions in the general education classroom would result in success for more students.	①	②	③	④	⑤
14. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.	①	②	③	④	⑤
15. The "severity" of a student's academic problem is determined not by how far behind the student is in terms of his/her academic performance but by how quickly the student responds to intervention.	①	②	③	④	⑤
16. The "severity" of a student's behavioral problem is determined not by how inappropriate a student is in terms of his/her behavioral performance but by how quickly the student responds to intervention.	①	②	③	④	⑤
17. The results of IQ and achievement testing can be used to identify effective interventions for students with learning and behavior problems.	①	②	③	④	⑤
18. Many students currently identified as "LD" do not have a disability, rather they came to school "not ready" to learn or fell too far behind academically for the available interventions to close the gap sufficiently.	①	②	③	④	⑤
19. Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgment."	①	②	③	④	⑤
20. Evaluating a student's response to interventions is a more effective way of determining what a student is capable of achieving than using scores from "tests" (e.g., IQ/Achievement test).	①	②	③	④	⑤
21. Additional time and resources should be allocated first to students who are not reaching benchmarks (i.e., general education standards) before significant time and resources are directed to students who are at or above benchmarks.	①	②	③	④	⑤
22. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	①	②	③	④	⑤
23. A student's parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student.	①	②	③	④	⑤
24. Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.	①	②	③	④	⑤

3

	SD	D	N	A	SA
25. All students can achieve grade-level benchmarks if they have sufficient support.	①	②	③	④	⑤
26. The goal of assessment is to generate and measure effectiveness of instruction/intervention.	①	②	③	④	⑤

THANK YOU!

4

Appendix D: Permission received from authors to use survey

Appendix E: Invitation email

Dear Foundation Phase educator,

RE: Beliefs about Response to Intervention Survey

My name is Melissa Gardner and I am an educational psychology student at the University of Pretoria. I am inviting you to participate in this research study by completing the following survey. The purpose of this research is to investigate what you, as a foundation phase teacher in South African classroom, believe about the viability of Response to Intervention. Please read the follow information carefully before you decide whether or not you would like to participate or not.

Requirements:	You will be required to complete this electronic questionnaire, which should take 15 minutes of your time.
Confidentiality and anonymity:	You will not be required to provide any identifying information during the survey. Your responses will remain confidential and you will not be identified.
Possibility of harm/risk/discomfort:	There are no foreseeable discomforts or dangers to you in this study.
Remuneration:	There will be no payment for completing the survey.
Voluntary participation:	Your participation in this study is voluntary, and there are no negative consequences if you choose to decline or withdraw your participation at any point during the study.
Closing date:	Kindly complete this survey by no later than 31 May 2021.
Approved by the Faculty of Education Research Ethics committee:	EP18/08/01

If you agree to participate in this study, completion of this questionnaire will be considered as voluntary participation.

If you have any questions about the research please contact the researcher Melissa Gardner (m.gardner.edpsych@gmail.com), under the supervision of Dr. Suzanne Bester (suzanne.bester@up.ac.za).

To participate in the study please click "Begin" at the bottom.

Yours sincerely,

Mrs. Melissa Gardner

To begin please click "Begin".

GAUTENG PROVINCE

Department: Education

REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	04 April 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019
	2018/449
Name of Researcher:	Gardner M
Address of Researcher:	Unit 8, Hathersage Close
	13A Oxford Road
	Bedford Garderns, 2007
Telephone Number:	082 589 7024
Email address:	melly_schoonbee@hotmail.com
Research Topic:	A survey of foundation phase teacher' beliefs about Response to Intervention
Type of qualification	Masters
Number and type of schools:	All GDE Primary Schools
District/s/HO	All Districts

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

05/04/2019

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Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Mrs Faith Tshabalala
Acting Director: Education Research and Knowledge Management

DATE: 05|04|2019