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Response to Intervention: Reading Project for Intermediate Level Educators

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RESPONSE TO INTERVENTION:

READING PROJECT

FOR

INTERMEDIATE LEVEL

EDUCATORS

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ABSTRACT

RESPONSE TO INTERVENTION:

READING PROJECT

FOR

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STUDENTS

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The author's project provides intermediate level reading teachers with a flowchart exemplifying a way to implement a Response to Intervention model. Research indicates that Response to Intervention models have greatly impacted student academic performance. The flowchart provides teachers with a blueprint which may be helpful in identifying and correcting student deficiencies. The flowchart clearly outlines instructional components of service delivery including duration of student sessions, the size of groups involved, length of intervention determined, and methods of assessment. The specific detailed responsibilities outlined to staff are designed to improve not only the efficiency of service provided to students, but to provide teachers with a tangible means to ensure student success.

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CHAPTER I

BACKGROUND OF THE PROJECT

Introduction

The National Research Center on Learning Disabilities (NRCLD, 2006) defines Response to Intervention (RTI) as:

> An assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data (Bradley,2006, p.2).

The idea of Response to Intervention is gaining popularity in the education system in the United States. It most recently has become an important consideration in the education system with the reauthorization of the Individuals with Disabilities Act (Kame'enui, 2007). Response to Intervention known as RTI can take many forms in its system organization.

RTI is a system of interventions enabling students who are behind academically to make gains at an advanced learning rate. Interventions are presented in the general education setting. Historically students not receiving the necessary interventions tended to fall further behind and eventually require special education services (OSPI, 2006).

> RTI is intended to reduce the incidence of 'instructional casualties' by ensuring that students are provided high quality instruction with fidelity. By using RTI, districts can provide interventions to students as soon as a need arises. This is very different, for example, from the methods associated with the aptitude-

achievement discrepancy models traditionally utilized for SLD identification which have been criticized as a 'wait to fail' approach (OSPI July 2006, p. 3).

The President's Commission on Excellence in Special Education (2002), comments on the value of RTI for future practices:

> RTI has emerged, in part, as an answer. It is a knowledge base, skills, and a service delivery system that is intended to provide an educational experience to all students that is focused on delivering effective education and intervention programs and on frequent progress monitoring of student outcomes using those measured student outcomes (RTI) to adjust and change programs and interventions as necessary (Prasse, 2008, p.8).

Field research indicates positive results with RTI intervention methods. Studies reported measured positive reading outcomes linked to an RTI program (Hughes, & Dexter, 2007; O'Connor, Harty, & Fulmer 2005; Vaughn, Linan-Thompson, & Hickman, 2003). Hughes and Dexter (2007) noted that students involved in RTI programs showed gains on curriculum-based measurement over a 10-year period. Further research by O'Connor (2005) investigated the effects of Tier 2 and Tier 3 reading interventions. When intervention test groups were compared in this study with historical group performance, students who received tiered interventions performed higher on all reading measures. All students showed large gains on reading measures, especially those exposed to 30 weeks of intervention.

Therefore, one might ask why, with such overwhelming reliable measurements, is the implementation of RTI into the general education system progressing at such a sluggish rate of growth?

Statement of the Problem

The need for RTI can best be understood by evaluating the influence the present educational system, (including both special education services, and general education) has had on students in public education.

Presently students not demonstrating growth in the general education setting at some point in their education are referred to special education for testing, and possible placement. The present placement model is referred to as the IQ achievement discrepancy model (Bradley, Danielson, & Doolittle, 2007). General education teachers developed an understanding that when students fail to learn in their classroom, the next step was referral for special education services (Prasse, 2008). Students failing to succeed were considered to have a disability without the review of teaching (procedures and practices) (Fuchs & Fuchs, 2007). Student failure to achieve at grade level was often understood only in the context of something being deficient in the student. Systemic attention was generally not directed at general education programs for addressing poor academic performance (Prasse, 2008). Although RTI was initially designed as an alternative method for student placement into special education, it has emerged as a method to merge, and improve existing general education programs (VanDerHeyden, 2009).

RTI is a general education approach that aligns resources from general, remedial and special education through a multi-tiered service delivery model in order to provide scientific, research-based interventions to struggling students (Middling, 2007).

RTI is considered to be a systemtic process and a flexible service model rather than another placement model (OSPI, 2006). This systematic process will provide benefits to teachers and students at all levels within the school system. Too often school

resources are allocated on an individual or department basis. With RTI, the focus is allocation of professional resources where they need to be; working to improve student outcomes (Prasse, 2008). RTI will address the special and general education separation and most likely help to blend and maximize resources (Sawyer, Holland, Dana & Detgen, 2008).

The current education system practices have impacted both instructional systems (general and special education). For example special education experienced increased enrollments over the past several years. Many students were identified as disabled—not because they had a disability, but due to their lack of success in the general education setting (Prasse, 2008). The increase in student placement into special education is apparent by growth in the special education system (Prasse, 2008). Some researchers feel this increased enrollment contributes to the disproportion of ethnic minorities in special education (Fuchs, D. & Fuchs, L., 2006). African American students are twice as likely to be labeled as Mentally Retarded as well as increased number of students labeled as Emotionally and Behaviorally Disturbed (Middling, 2007). Overall growth of students from all ethnic classifications classified with a Specific Learning Disability has grown 300% since 1976 (Middling, 2007). Therefore the RTI process may have a positive impact on the present disporptionate placement into special education.

The present education model leads to lowered student self-esteem for many students. This may be the result of the negative influence that classification and labeling have on students who receive special education (classified as disabled) (Sawyer et al., 2008).

The RTI model is a process that shifts from categorizing students as disabled to focusing on their instructional needs, basing instructional decisions on how students are progressing rather than focusing on disability labels (Sawyer et al., 2008).

The focus of RTI is on system designed to provide successful student outcomes based on teachers providing evidence based instruction. It is a system that monitors a student's progress, as well as finds, identifies, and allocates the needed resources to help each student before he/she has a chance to fail (Prasse, 2008).

Purpose of the Project

The purpose of this project is to combine the components of successful RTI research into an RTI flowchart that can be followed by teachers on a day-to-day basis. The purposed flowchart will act as a blueprint providing teachers, students, and administrators with a consistent education plan to follow in the RTI process. The overall purpose of this project is to create a flowchart the will increase students' academic performance in the general education setting. This will be accomplished by providing RTI interventions which will be implemented with the appropriate curriculum, at the appropriate time, and of the duration necessary to enhance student learning.

The blueprint will include components of successful RTI Tiered intervention methods. The flow chart will indicate materials presently used in the district. These materials will be used to determine eligibility, instruct students, and monitor their progress, within an RTI framework. The flow chart will indicate student length of instruction and projected growth rates. The flow chart will provide teachers and administrators a road map to monitor their present intervention programs. Teachers will find it useful for implementing the necessary curriculum with which to instruct students

and the expected time or length of instruction. A power point presentation will be presented to staff to establish an understanding or the overall RTI process and enhance flowchart understanding.

Significance of the Project

The project's overall goal is to help general education students succeed academically. The scope of students in need of RTI is wide spread. Research on students in grades K-12 indicates; 80-90% of all students will need some type of RTI intervention during their education (Flint, 2006). The project specifically will address students needing interventions in the academic area of reading. Students are essentially in need of help in the area of reading. According to most recent NAEP assessments only 31 percent of 4th graders are proficient in reading. Low-income students at the fourth grade level failed to show even a basic level of knowledge in reading, science, or Math (Middling, 2007). Despite the clearly identified need for RTI, most schools in the author's district have not established any RTI intervention models.

Limitations of the Project

Several elements must be followed to insure the success rates projected in this project:

1. Implementation Fidelity- how closely the future instruction matches the methods of instruction indicated by the studies. Specific curriculum as identified in the study must be presented to students. Exact instruction must be replicated.
2. Sufficient staffing- student to teacher ratio must be maintained as described in the flowchart.

3. Attendance- student attendance must be a priority if students are to be successful.
4. Staff must organize student movement in accordance with the durations and frequencies indicated in this flowchart.
5. Staff, without exception, must evaluate validity of testing results indicated.
6. Flowchart instructional durations focus on general education students at the 6th grade level.
7. Student demographics designed for this project consist of (63% free and reduced lunch), (44% Hispanic ethnicity) (OSPI, 2008).
8. The project flowchart is specifically designed for curriculum and materials presently used at the author's school. Application of the flowchart to other schools, without similar curriculum, or consistent student ratios, may not produce results.

Definition of Terms

The following are terms that will help the reader understand this project.

Intervention- "a set of school-wide or individual activities designed to assist a student in achieving grade-level proficiency or appropriate behavior possible reducing the need for special educator or other programs" (New Mexico Public Education Department, 2004, p.7).

Learning rate and level of performance- "learning rate refers to student's growth in academic or behavior skills over time in comparison to prior level of peer growth rates. Level of performance refers to a student's relative standing on some critical dimension of academic compared to expected/predicted growth" (Middling, 2007, p 17).

Progress Monitoring- "documents student growth over time to determine if students are acquiring critical skills at an adequate rate" (Middling, 2007, p. 17).

RTI- is the practice of "(1) providing high quality instruction/interventions matched to student needs and (2) using learning rate overtime and level of performance to make important educational decision to guide instruction" (Middling, 2007, p. 12).

Project Overview

Chapter I explains the purpose and significance of this project. In addition, it summarizes the limitations and provides a definition to terms presented in the project. Chapter II will focus on literature reviews. Reviews will provide depth and understanding of the RTI process. Reviews will contain information both in support of and in opposition of RTI. A broad based literature examination will enable the author to develop a project with a higher rate of success. Chapter III will explain the process undertaken to build up the project. In addition it will designate the required steps to insure successful implementation. Chapter IIII will focus on the specific details of the project. It will present directions to the staff on how to actively use the flowchart. Chapter V will provide a brief summary of the overall project. The Appendix will contain all the items developed for this project including the flowchart, and sample direction.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

On December 3, 2004, congress reauthorized the Individuals with Disabilities Education Act (IDEA). The Act is the reauthorization of the Individual with Disabilities Education Act of 2001 as well as the No Child Left Behind Act (NCLB) of 2001. Accordingly, OSPI (2006), suggests a focus of the bill is to identify students falling behind academically and to provide additional resources to those students (. The classroom methods described in the bill are referred to as Response to Intervention (RTI) (OSPI, 2006). Research by Flint (2006) indicates the scope of this bill is widespread, impacting the lives of children in the public education system; specifically, 80-90% of all students will need some type of RTI intervention during their education.

The present education system, especially in the area of reading, may benefit from RTI. According to results from the National Assessment of Educational Progress (NAEP) (2005) only one in three students in the 8th grade is reading at a "proficient" or "above level". Proficient defined by NAEP (2005):

> Eighth-grade students performing at the Proficient level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. Proficient is defined by the NAEP: Proficient eighth-

graders should be able to identify some of the devices authors use in composing text (NAEP, 2005).

The study also indicates that students of all races scored lower in the 2005 assessment compared to the 1992 assessment (Harty, et al. 2008). In addition, many students emerge from primary grades reading with a basic mastery of reading processes but are not able to read for ideas or information and concepts. OSPI (2006) offered this perspective of RTI:

> RTI is an integrated approach to service delivery that encompasses general, remedial and special education through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of: (a) providing high-quality instruction/intervention matched to all student's needs, and (b) using learning rate over time and level of performance to make important educational decisions to guide instruction, RTI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school (p.2).

OSPI (2006) states that, "An RTI approach incorporates a multi-tiered system of service delivery in which each tier represents an increasingly intense level of services. Students move fluidly from tier to tier. A multi-tiered concept aligns all available resources to support and address students' needs regardless of their eligibility for other programs" (p. 3).

RTI Components

One organization that has weighted in on RTI is the North Central Washington Education Service District (NCESD). The components of an RTI system include consist of seven main elements NCESD (2006):

1. Use all available resources to teach all students – Effectively teach all students
2. Use scientific, research-based interventions/instruction – Intervene early
3. Monitor classroom performance to inform instruction
4. Conduct universal screening/benchmarking
5. Use a multi-tier model of service delivery
6. Make databased decisions
7. Monitor progress frequently (p. 7)

OSPI has also provided guidance to help school districts establish RTI programs. The basic principles of RTI, modified for Washington State, expressed by OSPI (2006):

Principle #1 requires schools to use all resources at their disposal to instruct students. These programs would include resources such as LAP/Title/ELL, Reading First (NCLB 2001), School Improvement Plans, Student Learning Plans, Special Education (IDEA 2004) and other resources available to the school/district.

Principle #2 mandates the use of scientific, research-based intervention/instruction. Delivery of scientific, research-based interventions must be delivered with fidelity in general, remedial, and special education settings. Interventions/instruction must be implemented the way they were designed. The curriculum and instructional approaches must have a high probability of success for the

majority of students. Instructors should use research-based practices using time and resources efficiently.

Principle #3 explains the importance of the role general education teachers play in designing and providing high quality instruction, which is indicated by 80% of students performing at a grade level/standard using the universal screen. General education teachers are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress through Curriculum Based Measurements rather than waiting for results of statewide or district-wide assessments.

Principle #4 requires school administration to conduct universal School staff conduct universal screening in all core academic areas and behavior. "Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words)" (p.3).

Principle # 5 requires services to be delivered in a multi-tiered model. The Model of Service Delivery occurs when each tier represents an increasingly intense level of services associated with increasing levels of learner needs. During intervention all students are still receiving instruction in the core curriculum supported by strategic and intensive interventions when needed. All students, including those with disabilities, are found in Tiers I, II, and III. Universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier. The nature of the academic

intervention changes at each tier, becoming more rigorous as the student moves through the tiers. Students move up and down the tiers depending on their individual progress.

Principle #6 requires data based decisions using a problem solving/standard protocol. The purpose of using data based decision-making is to find the best instructional approach for a student. Teams that are knowledgeable about the student make decisions. The RTI team is broad based consisting of administrators, academic specialists, general education teachers, special education teachers, school psychologists and parents.

Principle #7 requires students' individual progress to be monitored frequently. Frequent monitoring capsulates student growth over time to determine whether the student is progressing as expected in the core curriculum. Data collected through progress monitoring will inform the decision making team whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress.

Tiers of Instruction

Research by Fuchs and Fuchs (2007), concurs with Vaughn and Wanzeck (2008), that RTI employs a mult-tiered delivery system. At each level of instruction the student receives more intense support. The tiers of instruction can be defined.

Fuchs and Fuchs (2007) suggest the RTI delivery model at Tier I provides services to all students with the design effective for the vast majority of students. Further, they state, all students at this level receive high quality scientific research based instruction in the core curriculum in all academic areas. According to the OSPI (2006), school districts will establish benchmarks upon which to evaluate student growth. The

core curriculum provides the foundation for all interventions. This level of intervention occurs in the general education setting but is not necessarily grade level instruction material (Fuchs & Fuchs 2007). This level of intervention must be culturally responsive; it is projected to serve 80-90% of the student body (NCESD, 2006). A meeting summary from NCESD (2006) concludes teachers must evaluate course content to create evidence based instructional intervention strategies. These instructional strategies must be implemented with fidelity. Teachers will monitor student's classroom performance against the predetermined district benchmark looking for a discrepancy at this level.

Fuchs and Fuchs (2007) along with Vaughn and Wanzeck (2008) suggest that Tier II level of service intervention is designed for students not meeting Tier I level benchmarks. At this level of intervention students receive strategic interventions to supplement the instruction they are receiving in the core grade level curriculum. This Tier consists of 5-10% of the student body, In addition, Fuchs and Fuchs (2007) state that the intervention is targeted at identified student needs and stated in an intervention plan, and delivered in small groups of 3-6 students. The duration of instruction is short-term (9-12 week blocks).

Research by O'Connor et al., (2005) similarly agree with the small group size. Tier II duration is recommended for 3-4 sessions per week at 30-60 minutes per session (Fuchs S. & Fuchs D., 2007; Vaughn and Wanzek, 2008). In addition, Fuchs and Fuchs (2007) indicate students are frequently monitored at Tier II, usually every 2 weeks, and may receive more than one session of Tier II interventions if progressing but not yet reaching the goal. Students who obtain the target goal in Tier II would be reintegrated

into Tier I. Students who do not progress in Tier II may require more intensive interventions.

Research from O'Connor et al. (2005) and Fuchs and Fuchs (2007) suggest Tier III is for students performing significantly below standards and have not responded to Tier I and II interventions. It consists of 1-5% of all students. These students will need more intensive interventions to achieve growth (Fuchs & Fuchs, 2007). Likewise, Fuchs and Fuchs (2007) indicate student progress monitoring increases to once per week and instruction is generally given in groups of three or less. The duration of instruction is generally nine – twelve weeks. Research from O'Connor et al. (2005) consisted of interventions with durations of fifteen-twenty five minutes. Interventions produced positive results, but lower retention rates compared to Fuchs and Fuchs (2007).

General Education Perspectives on RTI

Many of the features of an RTI process are carried out in the general education setting (Bradley, 2006). Moreover, Drane and Yaoying (2008) conclude the success of the overall RTI process will depend on the involvement and level of teaching quality presented by teachers in the general education setting. Drane and Yaoying (2008) state, "RTI must include provision of high quality, effective instruction in the general education curriculum and classroom, systematic instruction using differentiated instructional strategies for struggling students and small group and individual instruction" (p.2).

RTI research by Bradley (2006), Drane and Yaoying (2008), and Lose (2007), indicated a broad spectrum of views, opinions, and recommendations from general

education staff. Examination of each level of RTI and its relationship to general education duties and responsibilities will be discussed.

Views by Bradley (2006) and research by Fuchs and Fuchs, (2007) are in agreement that Tier 1 interventions are designed to be delivered as scientifically-based instructional programs in reading, writing, and math and ensure accurate and consistent instructional delivery through measures of fidelity of implementation. It is the least restrictive level of service delivery. Tier 1 is designed to support all students in the general education setting. Described by Bradley (2006), successful Tier 1 will provide all students with a strong foundation of curriculum. Further Bradley (2006) indicates, scientific delivery of instruction will eliminate or reduce the number of students moving to lower levels of intervention; this level influences the entire system. Likewise, general education staff working in the RTI system must be fully capable of presenting researched curriculum with fidelity (Bradley, 2006). "The successes of all students in Tier I is directly dependent on the general education teachers' desire to participate in regular and rigorous professional development to continuously build their professional competencies" (Bradley, 2006, p.35).

Articles from a general education Reading Association by Lose (2007) provide comparative insight into several similarities regarding professional development. Teachers in the association agree that if RTI is to be successful, teachers must have high quality, long term, and sustained professional development. Lose (2007) further contrasts, "Working with low performing students in an RTI model will be most challenging and require continuous teacher development to maintain highly skilled and capable staff.

Working with students in Tier 1 will be most challenging, no two children respond to the same instruction" (p.278).

Bradley (2006) suggests, in addition to the instruction delivery duties of the general education teacher in Tier 1, the general education teacher has additional duties to monitor and track student progress. The roles of the general education teacher in Tier 1 are to provide the student with quality instruction, monitor the rate of academic growth and compare the rate to other students in the classroom or to district guidelines. Bradley (2006) expands, RTI models determine growth-using CBM, defined as measurements of grade level requirement standards. CBM's must maintain a level of reliability and validity (Drame & Yaoying, 2008).

Bradley (2006) suggests, general education teacher responsibilities in RTI, Tiers 1 and 2 require close collaboration between staff and special education teachers, para professionals, academic coaches and other student support personnel. The general education teachers overall responsibility is to promote a more seamless system of service that will strengthen the delivery of high-quality interventions for all students.

Lose (2007) contrasts, many teachers feel they already share a common responsibility to implement highly effective evidence based approaches with all their students. The application of RTI contains many of the same elements of instruction they presently are using in their classroom, and would be redundant. Lose (2007) further contrasts that highly skilled and trained reading professionals already have sufficient information to monitor student progress to insure student success. Likewise, Lose (2007) states:

> RTI focuses the teacher to work more in the role of a technician, determining what the students don't know. This technical view lacks the flexibility to adjust to each student's needs. A skilled teacher has the ability to alter instruction to meet the needs of every student. The key to a student's success in school is not a program. The key to the student's success is the ability of the expert teacher to monitor and adjust to the student's needs on a moment-to-moment basis. No "one size fits all" model will work for every child (p. 277).

Broad Research Regarding RTI

The most broad research found regarding general education teachers and administrators was a report prepared for the Institute of Education Sciences (IES), by the Regional Educational Laboratory Southeast administered by the Education Development Center, Inc. (2008). The report evaluates the six state education agencies, and three local education agencies in the Southeast Region. It summarizes general education views of adopting and implementing RTI. This document clearly describes the experiences of teachers, and administrators as they plan and implement RTI. It supplies basic information about state planning and implementation approaches of Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The researchers used a descriptive study design with two data collection strategies:

1. A scan of state policies and program descriptions, using a structured search protocol for Response to Intervention materials.
2. Key informant interviews with state and local education agency lead staff, using semi structured protocols (Sawyer et al., 2008).

The study contained numerous qualitative comments from general education staff regarding their opinions, concerns, and observations of the RTI adaptation process.

General education lead representatives from five state education agencies mentioned Response to Intervention has potential for integrating program areas (Sawyer, et al. 2008). Florida staff mentioned, "RTI may break down the general education silos and would likely help to blend and maximize resources" (p.18). Mississippi staff believed that RTI might reduce inconsistencies in the quality of instruction in different program areas, assisting all students including struggling learners (Sawyer, et al. 2008).

Field research by Sawyer, et al. (2008) identified several areas of concern indicated by general education lead staff. Staff surveys from the Georgia school system highlighted the concern for state planning and professional development. Staff survey comments from the Georgia school system expressed this concern:

> I think everybody has been in pretty strong agreement that it [Response to Intervention] doesn't work unless there is support at the district level and that it helps if, best of all, it's the superintendent. . . . I think everybody has agreed that is a big key to any successes that they've had because that helps set attitudes for lower level staff, but it also means that the resources that are needed are made available, reprioritized, or whatever necessary (p.17).

Teachers from the state of Florida also expressed similar views and concerns:

> You need to have to have full support from the top down, all the way from your superintendents down to your teachers. If you do not have that full support, Response to Intervention will not work effectively within the district. And I think it's important for districts to know that when they introduce this (p.18).

Teachers from the states of Georgia, Florida, and Alabama commented:

> They said that school staff appreciated being able to mold a model and its components to their environment, in order (as one local respondent said) to continue to offer schools the opportunity to do their job (p.18).

Education lead staff in the Mississippi school district comments concur with school staff in North Carolina emphasizing the importance of collaborating locally, with a motivated lead team. An administrator advised:

> I think you've got to pick the team. Nobody is going to agree 100 percent of the time. But you've got to have a team that's going to be cohesive, that's going to move this initiative forward. And to me, that's the most critical thing, because they're going to spend a lot of time working in close proximity (p.18).

Teachers from the state of Mississippi commented that "besides administrative support in schools and districts, state education agency support can also help implementation" (p.18).

Overall, research from the study concluded several consistent challenges for implementing Response to Intervention: funding, lack of information, complexity of the approach, secondary-school implementation, common language across departments, and the need to prepare teachers adequately (Sawyer, et al. 2008).

Specific comments by two of the school district administrators echoed the concern for funding as a key challenge:

> We can talk in general about blending funds to support Response to Intervention, IDEA 2004 with Title 1. But we can't even get there if people are still trying to

understand it; no departments will be willing to pull out their wallets. No one is really comfortable talking about where the funding will go in the future (p.19).

Despite much of the field research indicating the positive academic impact of RTI, including opinions about positive future learning, the author identified several obstacles that must be overcome to insure a successful RTI program.

RTI Program's Multicultural Impact

With development of any RTI program the designer must take into consideration the impact that the program will have from a multicultural perspective (Bradley, 2006). OSPI (2006) summarizes the RTI system may take different shapes depending on the diversity of the community. "Due to Washington State's cultural and linguistic diversity in student populations, resources, geographic areas, and rural, urban and suburban populations, it is expected that no two school districts or even school buildings will implement RTI in precisely the same way" (p.3). Albridge (2008) summarizes, "successful RTI programs for multicultural learners indicate student success in RTI employs strong communication between classroom teachers and school personnel" (p.330).

Several RTI studies have examined the influence of reading programs on multicultural students. Linan-Thompson, Vaughn, Prater, and Cirino (2006) studied the effects of a reading intervention with first-grade students at risk for reading problems. This study contained first grade ELL students screened for reading problems. These students were randomly assigned to a supplemental intervention or to typical school services. All students were provided with their core reading program in either English or Spanish. The sample group was provided an intervention consisting of 50 minutes, five-

times-a-week. All students were assessed in both English and Spanish. The results indicated that students who participated in the English intervention out performed control students on the English versions of rapid letter naming, letter-sound identification, phonological awareness composite, and Woodcock Language Proficiency Battery-Revised (WLBP-R) Verbal Analogies, Word Attack, Dictation, and Passage Comprehension subtests (Linan-Thompson, et al., 2006). The study concluded that comprehensive reading interventions seem to offer some advantage to ELLs in phonological awareness, word attack skills, word identification, and comprehension (Linan-Thompson, et al., 2006).

Linan-Thompson et al. (2006) further comment:

> We believe that the findings from this study provide some initial support for the benefits of RTI models with ELLs at risk for reading disabilities, with the consideration of a need for further research. These findings suggest that ELLs at risk for reading disabilities who are provided with explicit, systematic, and intensive interventions make substantive gains that distinguish them from control students and leave them less at risk for referral to special education. These gains are evident in both Spanish and English (p. 25).

Fundamental to the student growth in the RTI system is the use of scientific based curriculum and or interventions (Bradley, 2006). Klinger and Edwards (2006) contrast, the definition of scientific based curriculum is not clearly identified and defined. The vague definition indicates that instructional practices or interventions at each level should be based on scientific evidence about what works.

However, Klinger and Edwards (2006) summarize:

> It is essential to find out what works with whom, by whom, and in what contexts. A number of questions must be answered about interventions. "What should the intervention look like for limited English language speakers? What should interventions look like for students living in a low socioeconomic status? In addition, what should the intervention look like at the different tier levels for culturally diverse students? Should each tier be the same for all students, if not, how should it vary, who will determine this (p.108).

Drame and Yoaying (2008) suggest total focus on strict academic standards fails to include specific child related contexts, which have perceived impact on student's achievement within the tiers of RTI interventions.

Many researchers feel that the proposed RTI model has limited ability to generalize to culturally and linguistically diverse students (Drame & Yaoying, 2008). Drame and Yaoying (2008) further suggest "RTI will require teachers to have the understanding and ability to implement culturally responsible interventions and assessments. This will require teachers to have an understanding of family literacy styles, communication methods, and the ability to implement them into the curriculum" (p.2). Drame and Yaoying (2008) do agree that accurate implementation of social cultural context factors into the present RTI model will produce positive results for students. Specific context factors are described by Drame and Yaoying (2008):

> Social/cultural/community context- The need is to foster student development and interactions with social/cultural/and the community

District/school/context- Schools provide funding to develop and sustain the elements of student growth, including training for students to work with the diverse social student groupings.

Classroom/teacher context- This is the area in which the teacher aids the development of the student into a "learner".

Group context- deals with the student developing correct relationships within a group that helps to foster academic and social development (p.2).

Drame and Yoaying (2008) conclude that these cultural context factors implemented into a RTI system will improve student family and community involvement in the process and secure success. The success of all context factors requires the general education teacher to be flexible and willing to produce learning targets that are student focused. Drame and Yoaying (2008) further comment that to insure accurate understanding, monitoring and improvement of sociocultural context factors in the RTI process will require evaluation of context factors at each tier of instruction. At each tier of instruction student's academic levels should be evaluated based on specific demographic characteristics, such as social economic status, cultural, and linguistic levels. Additional data from each level of intervention should be gathered by classroom observations, teacher attitude surveys, and parent surveys. Data from these factors should be analyzed by a Professional Development Team to determine if all social cultural context factors have been adequately addressed. If needed, the Professional Development Team should recommend needed professional training for staff and support school personnel.

"Consequently, a culturally responsible RTI problem solving system has the potential to promote fundamental school change resulting in quality instruction and learning among culturally and linguistically diverse students"(Drane & Yaoying, 2008, p.31).

Fidelity and Validity of Present RTI models

A key element of the RTI model is validity and fidelity of interventions (Bradley, 2006). Klinger and Edwards (2006) state:

The issue of implementation fidelity is a most important element in RTI. It relates to the understanding that results of interventions should be generalized and transferable from one setting to another. A problem occurs when students are not presented curriculum with instructional fidelity. Limited student growth, due to the failure of instruction fidelity, is unknown. The present system does not evaluate a teacher's reluctance, resistance, or inability to implement a practice in a certain way. In addition, it does not indicate the variance due to differences between classroom students the researched populations, or elements of school context (p.110). Despite the many advantages of RTI, it contains some areas in need of improvement. Although RTI has been used for many years in a school setting, the majority of its use has been centered in the early or elementary grades (Klinger & Edwards, 2006). Klinger and Edwards (2006) further comment the main focus of the interventions has been reading. It is uncertain, as schools advance to other academic categories such as math and writing, what the results will be. It is unknown how the programs will work with students in higher-grade levels. Klinger and Edwards (2006) contrast:

> RTI is focused on evidenced based research. How is evidence based? What criteria are applied to evaluate the successful scientific based instruction curriculum? Numerous debates have focused on this issue. Is evidence-based research only generated from quantitative designed experimental and quasi-experimental research studies? Much can be learned about student growth from qualitative and mixed method approaches. Further, quantitative and quasi-experimental and experimental approaches can point to effective instructional approaches. But this type of research cannot provide in-depth understanding of the contextual variables that contribute to the effectiveness of the curriculum. They do not increase our awareness of implementation challenges, or provide information about the circumstances under which and with whom a practice is most likely to be successful (p.108).

Klinger and Edwards (2006) concludes, "The narrow research based approach of the RTI model will make the system less flexible to adapt with the complex issues that integrally involve culture, social interaction, institutions, and cognition"(p. 109).

Conclusion

From the author's perspective the most comprehensive understanding of RTI can be illustrated by the definition from the OSPI (2006), "RTI is an integrated approach to service delivery that encompasses general, remedial and special education through a multi-tiered service delivery model" (p.2).

The author found studies both qualitative and quantitative supporting the implementation of RTI. Field research by Fuchs and Fuchs (2006), O'Connor, et al. (2005), and Vaughn and Wanzeck (2006), all indicated interventions implemented in a

RTI model had positive impacts on student learning. This view can be clearly enriched by qualitative research. Mississippi staff believed that "RTI might reduce inconsistencies in the quality of instruction in different program areas, assisting all students including struggling learners" (Sawyer, et al, 2008, p.18).

Opinions and concerns regarding the application of RTI were found in several periodicals. Within each article indicating a concern for RTI, the author contrasted a possible positive outcome of RTI. Drame and Yaoying (2008) expressed concern that present RTI is too narrow focused for culturally and linguistically diverse students. In addition Drame and Yaoying (2008) contrasted, "a culturally responsible RTI problem solving system has the potential to promote fundamental school change resulting in quality instruction and learning among culturally diverse students" (p. 31). Field researches by Linan-Thompson et al., (2006) validate the positive impact for ELL students.

The author determined that a common concern with all research reports, journal articles and opinions, was the anticipated concern for long term intensive professional development. Sawyer, et al. (2008) affirmed, professional development of staff is an element to secure success. Bradley (2006) concurred indicating the successes of all students are directly dependent on the general education teachers desire to participate in regular and rigorous professional development to continuously build their professional competencies.

In conclusion, the author found a variety of opinions, field research, and studies, presenting a variety of views; moreover, the majority of research indicated that a properly implemented and maintained RTI system would enhance student learning.

CHAPTER III

PROCEDURES

Background for the Project

The author has observed a strong need for RTI. The author's duties as a special education teacher include the tracking, monitoring, and evaluating of special and general education students. The author reviews student academic progress as a component of the prereferral process to determine if the student has any academic skill deficit. In addition, the author reviews the content and delivery of instruction to determine if they were presented appropriately. Student prereferrals indicate many general education students have academic reading gaps. The author summarizes that gaps generally have resulted from learning disabilities, environmental conditions, lack of maturity, and failure of the education system. An RTI program will greatly impact those students developing academic reading gaps due to failure of the present education system.

The author identifies system failure by the noticeable reading gap that develops in the academic skills of a student as he/she advances in grade level. Numerous times the author has reviewed academic records indicating a growing skill gap; however, no alternative method of instruction delivery is implemented, no interventions are provided, and no increased staffing and/or services are provided to the student. This identifiable weakness in student skill levels combined by the lack of a response from the present education system to solve the skill gap, leads to increased student frustration and eventually failure. The present system lacks the means to apply scientific instructional methods. Also lacking are the means to change or individualize the duration and the intensity of instruction which would increase the probability of student success. The

failure of the system further impacts student learning as the child is advanced from one grade level to the next with no individualized plan or design to help the student obtain the needed reading skills that he/she was not able to achieve at the previous grade level.

In the present education system many students only receive additional help when admitted to special education. Entrance into special education is only achieved after the student has been required to fail for several years. Student failure for several years creates the discrepancy between academic skills and cognitive ability which is needed to qualify the student for special education under the label Specific Learning Disability (OSPI, 2004).

Weekly, the author meets with teachers who have students on the path to education system failure. These teachers are driven and committed professionals who are lacking neither in skills or ambition. It is not the fault or failure of the teacher, but rather a lack of a more individualized and flexible delivery of services for students in need. Teachers truly desire the best for their students. The problem faced by many teachers is the limited time to create differentiated instruction to meet the needs of students with varied skills, as well as the flexibility to deliver the instruction of differentiated lessons to a heterogeneous grouping of students. A teacher in a classroom with a group of 32 students is limited in the number of reading interventions and the type of instruction which he/she can deliver in an effective manner. These students and teachers need an RTI system that will efficiently provide them the needed services to make both the student and teacher successful.

Project Procedure

The project introduces a system of procedures to help struggling readers improve their reading levels before they experience more failure and lowered self-esteem. Teachers can track a student's progress through the RTI system by following the steps indicated in the flowchart. At various tiers of instruction teachers can identify the resulting change in staffing and or additional service provided to help insure the success of each student. These consistent scientifically based intervention tiers will provide students the best opportunity to succeed.

Project Development

The project focuses on assisting intermediate level teachers in implementing a school wide RTI system in the academic area of reading. The project was developed based on successful RTI models, cost effectiveness, field research and qualitative research indicated in this project. To create staff clarity and understanding, this project will focus entirely on the academic area of reading. Research indicated RTI programs have been established in the areas of math, reading, writing, and behavior. This project will focus on simplicity of a single subject area (reading). A successful RTI program in the area of reading will ensure a smooth and efficient implementation of RTI principles and procedures into other areas of academic and behavior when applicable.

Models of RTI systems presently operating were evaluated to determine the similarity of student demographics in comparison to the project school. Curriculum applications and staffing ratios at these schools became important elements in project design.

The author addressed a number of concerns and areas of improvement suggested through research. A main consideration in development of the RTI system was the reduction in time required for the general education teacher. Previous research indicated that general education has concerns regarding additional time requirements to track and monitor students. The author made the flowchart as user friendly as possible. The chart includes times, duration, instructor identification and service locations. The author wanted to develop a RTI blueprint that would reduce the data collection burden found in many RTI systems. The author felt through use of present computer processes, the majority of data collection could be eliminated for the classroom teacher. Many of the curriculums recommended in this project contain elements of student progress and performance.

The author also wanted to reduce the financial impact that another program would have on an already limited budget year. All tiers of instruction were designed with curriculum and materials presently at the school. In addition, many teachers had previously received training and are familiar with the instruction of all curriculum and materials indicated in the blueprint.

Project Implementation

The project introduces a school wide RTI program allocating school resources to match student needs. Implementation of this project will require close coordination among administration, general education staff, reading specialists, and special education staff. Successful implementation will require soliciting teacher and administrator support by active involvement and understanding.

Implementation will begin by working in a coordinated effort with both school Professional Learning Communities in the area of reading and building administration. This effort will begin with the RTI PowerPoint presentation detailing the RTI process. Professional Learning Communities with a thorough understanding of RTI's impact on student learning will become outspoken advocates. Professional Learning Community members will develop a solid understanding of their roles and responsibilities in RTI. Administrators will develop a fluid understanding of the importance and their overall responsibility to provide the needed resources in staffing, curriculum, and training required for successful implementation.

Despite the projected outspoken commitment by Professional Learning Communities and administration, the implementation of this project will not be completed without obstacles. In the end, the importance of this project is to begin to show RTI as a success in student learning, creating a culture of acceptance and expectation that will drive the desire to expand the program to other academic areas.

CHAPTER IV

THE PROJECT

Introduction

This project is a flowchart (RTI blueprint), which offers teachers alternative interventions and staffing to insure the success of struggling students. The flowchart was written for intermediate level teachers. It will be made available to any teacher interested in furthering their understanding of RTI implementation.

The Project

The project is designed to provide teachers with a basic understanding of the RTI system in the academic area of reading. The RTI model consists of three different tiers of instruction. Within each tier students receive different levels of services including curriculum alternatives, pace of instruction, duration of instruction, intensity of instruction, and student to teacher ratios.

With research suggesting student growth with validity and fidelity of instruction, the intent of this flowchart is to simplify the numerous tiers and variables in the RTI process to an easily understood and rapidly accessible blueprint.

Roles of the Teacher

The flowchart provides teachers with the ability to recognize appropriate instruction materials, duration and intensity of instruction to make each student successful. Teachers help in the determination of which students are lacking in skills by providing their classroom observations to validate test data. In addition, teachers closely

collaborate with RTI team members to formulate plans for individual students needs, and formulate student daily schedules focusing on reduction in classroom disturbances.

Roles of the Parent

Parent role in the project should consist of understanding the levels of instruction indicated by the flowchart. In addition, the communication between parents and school should be a meaningful two-way communication with parents receiving feed back on student progress at each intervention level. Parents should report any changes in the esteem of their children to the school attended.

Roles of Administrator

The role of the administrator is to insure that the scientific based interventions indicated in this project are followed and that school wide screening is conducted and evaluated in a friendly manner. Administrators need to oversee the analysis of data at each intervention to insure that students receive their needed resources to support the intervention.

Summary

As a result of this project, intermediate level teachers, students, and administrators will have an easy to follow blueprint to guide their use of RTI. Materials and staffing indicated by this project are presently readily available at the author's school. As indicated by research in chapter two, the implementation of RTI has proven to produce positive outcomes for student learning. The application of this project to the author's school will provide all parties involved in the necessary resources for success. The simplicity of design will insure consistent and coordinated effort on a school wide level to impact student learning.

CHAPTER V

CONCLUSION

Summary

It is quite evident that the present education system may not be adequately supporting students in the academic area of reading (Prasse, 2008). It is also readily noticeable that teachers and administrators truly desire each and every student to succeed (Lose, 2007). The definite need to alter the present system to help the students on a more individualized basis is evident (Prasse, 2008). Research presented in this project in combination with the RTI flowchart developed by the author clearly present an alteration to the current educational system which will impact students in a positive manner.

Conclusion

At the conclusion of this project intermediate staff and administrators should have a clear understanding of RTI applied to the academic area of reading. They will have a solid understanding of the staffing, duration, and the intensity of services necessary to impact student learning. In addition, they will be able to follow student progress in RTI and if needed, implement the tiered intervention plan to benefit their students.

The RTI flowchart was developed based on several conditions: ease of use, availability of resources, and a high degree of correlation to presently operational successful RTI programs. Number one in importance was ease of use. The author understands that a simple RTI design that could be referenced rapidly by teachers is of utmost importance. As indicated by research, no element of RTI is more important than

the consistent desire of staff and administrators to insure program success (Sawyer, et al. 2008). To reduce the impact on the school budget, the author designed the flowchart to take advantage of materials presently located at the building level. In addition, to insure validity and reliability the author implemented all methods and practices from other successful programs.

The implementation of RTI will begin after each individual involved in the process has a clear understanding of the benefits to students. Participants must also become familiar with their duties and responsibilities to insure long-term success.

Implications

The implications of implementing RTI in the academic area of reading are vast. The area of reading transcends into all other curriculum areas. Not only will RTI improve the area of reading, it will provide improvement to individual student's self esteem. No longer will students be required to fail before they receive needed additional services.

Implementation of this project is only a stepping stone leading to school wide interventions the academic areas of reading, writing, science, and behavior.

The author hopes that the success of this project will impact and provide needed structure and clarity to the school wide system.

Recommendation

As a result of this flowchart intermediate level teachers will have a tool to help struggling students in reading. The author recommends that this RTI model only become implemented after thorough training is completed with all reading teachers within the school. Additional focus must be given to involving the Professional Learning Communities and administration into becoming active and forceful advocates of RTI.

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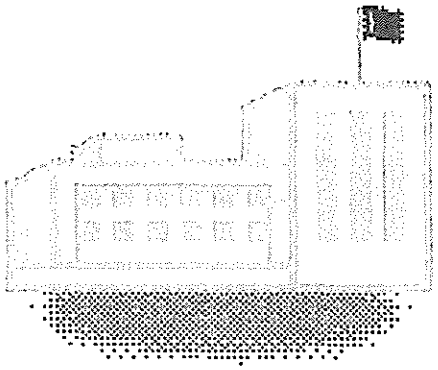
APPENDIXES

Appendix A

Flowchart Handbook



READING

RESPONSE TO INTERVENTION

A System for Allocating School Wide Resources to Benefit Students and Teachers

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Created for Intermediate Teachers

By Kevin Newell

July 2009

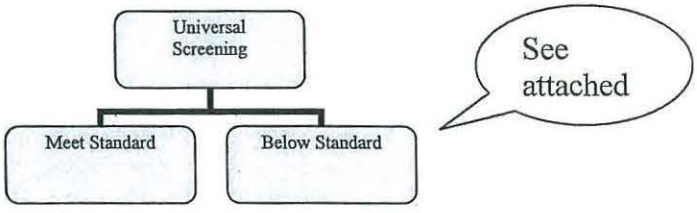
Defined

The goal of RTI is to provide resources to ensure success of both teachers and students. The attached flowchart functions as an academic blueprint for student success. This flowchart is designed to be used as an aid for both teachers and students. The descriptions and flow of pedagogy indicated in this chart are derived from successful RTI models nationwide.

Why Does a Teacher Need RTI?

This is the most common question encountered when presenting something new to staff. The answer is simple. The RTI system matches small groups of students from the classroom who may benefit from extra help with reading. It will provide support for students struggling in fluency and comprehension. Their particular skill deficit will be the focus of instruction. RTI provides an opportunity to accomplish in a small setting what teachers are unable to provide in a whole classroom setting. It supports students struggling in fluency and comprehension which enables them to focus decisively on their skill deficients. Specifically, RTI is designed to accomplish the things the classroom teacher knows are needed, but is not able to supply in the classroom setting.

How Does the RTI Flowchart Work?



Each student starts at the top of the flowchart and receives a quarterly universal screening. Universal assessment will indicate that many students will be **Meeting Standard**. These students will not be in need of additional RTI services. Students with a score **Below Standard** will begin the RTI process. These students will progress through

the chart based on a number of subtests. At each subtest, students' scores may indicate a skill that is **Strong**, **Weak**, or after a period of time indicates **No Progress**. Subtest criterion performance is based on researched curriculum norms. Students whose score indicates a **Strong Progress** will move up the flowchart to a least restrictive intervention.

At each level or tier of intervention, each instruction component is indicated: service deliverer, duration of session, grouping size, length of the intervention, and assessment methods. Students flow from tiers of intervention in both directions. Each tier offers varied elements of intervention. Moving down the tiers increases the intensity of the intervention. However, moving upward reduces the intensity and the related intervention components.

Curriculum

All curriculums indicated in this flowchart are recommended in the State of Washington K-12 Reading Model. Many sub assessments are from district required Consortium on Reading Excellence Inc. (CORE) Literacy training programs.

San Diego Quick Assessment of Reading Ability, (CORE)
McLeod Assessment of Reading Comprehension (CORE)
Read Naturally Assessment of Reading Fluency
SRA Decoding Strategies, (McGraw-Hill)
SRA Comprehension Strategies, (McGraw-Hill)

Delivery of Service

Delivery of service in Tier I is conducted in the general education setting in a large group. This level of intervention is provided by the general education staff working in close collaboration with members of the Professional Learning Community. Delivery of service in Tier II interventions is provided in a small group setting. The group size is determined by curriculum specification. Tier II is delivered by classified school personnel or volunteers. Tier III, the most intensive level of intervention, is delivered by certified staff only.

Student Group Sizes

Student size groupings are reduced in accordance with the intensity of each level of intervention. Tier I groupings are whole class. Tier II student groupings consist of a 6:1 student to teacher ratio. Tier III may consist of a 3:1 ratio. Specific ratios are determined by curriculum specifications.

Length of the Interventions

The length of each intervention will depend on curriculum design contrasted against the need to create unity of movements within the overall school system. Majority of research indicates most interventions at all levels should consist of nine to twelve week periods. Setting a predetermined intervention length at nine weeks will create close alignment with the quarterly schedule. This close alignment with the quarterly schedule will insure a smooth, more consistent flow of students.

Performance Monitoring

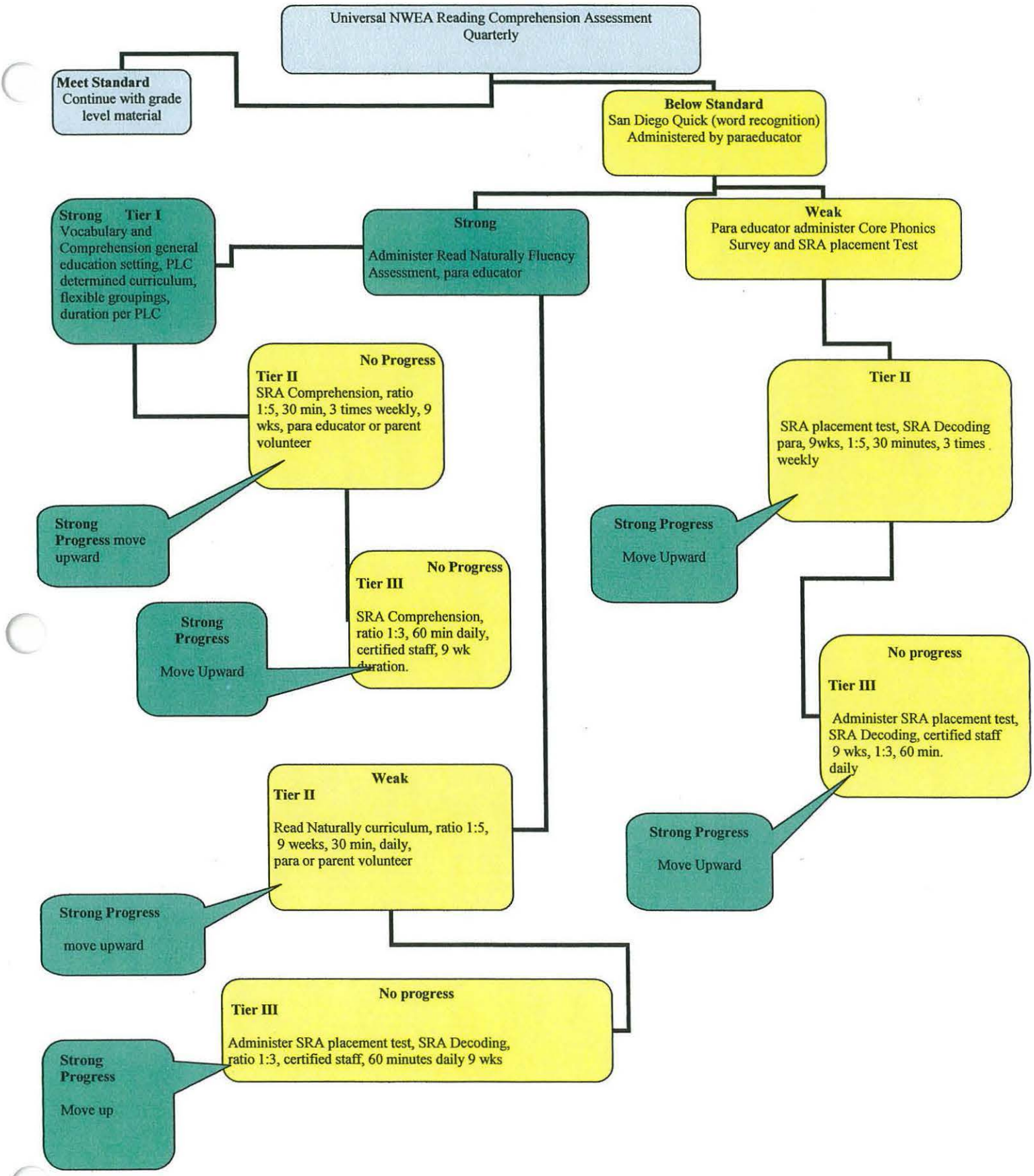
Methods of performance monitoring at Tier I will be determined by Professional Learning Communities. Tier II and Tier III monitoring will consist of standard procedures identified within in each curriculum. In many instances this is designed as an element of student monitored performance. At the end of the nine week intervention cycle, student progress will be evaluated to determine movement up or down depending on student progress.

Duration of Session

The duration of each instructional period will be based on predetermined publisher recommendations. All instructions will be presented in accordance with specifications to insure valid and reliable results. Tier I interventions will be designed in duration indicated by Professional Learning Communities. The majority of curriculums identified in Tier II interventions recommend thirty to forty five minutes per lesson. All lessons are designed to be completed on a daily basis. Tier III interventions may require forty to sixty minutes.

Conclusion

The goal of this flowchart is to provide students and teacher with resources allocated in a consistent and appropriate manner. This can only be accomplished with the close collaboration of general education teachers, special education teachers and administrators. Working together in a well thought-out and consistent manner with proper resources will insure that students will be more successful learners.


Universal NWEA Reading Comprehension Assessment
Quarterly
Meet Standard
Continue with grade level material
Below Standard
San Diego Quick (word recognition)
Administered by paraeducator
Strong Tier I
Vocabulary and Comprehension general education setting, PLC determined curriculum, flexible groupings, duration per PLC
Strong
Administer Read Naturally Fluency Assessment, para educator
Weak
Para educator administer Core Phonics Survey and SRA placement Test
No Progress
Tier II
SRA Comprehension, ratio 1:5, 30 min, 3 times weekly, 9 wks, para educator or parent volunteer
Tier II
SRA placement test, SRA Decoding para, 9wks, 1:5, 30 minutes, 3 times weekly
Strong Progress move upward
Strong Progress
Move Upward
No Progress
Tier III
SRA Comprehension, ratio 1:3, 60 min daily, certified staff, 9 wk duration.
Strong Progress
Move Upward
No progress
Tier III
Administer SRA placement test, SRA Decoding, certified staff 9 wks, 1:3, 60 min. daily
Weak
Tier II
Read Naturally curriculum, ratio 1:5, 9 weeks, 30 min, daily, para or parent volunteer
Strong Progress
Move Upward
Strong Progress
move upward
No progress
Tier III
Administer SRA placement test, SRA Decoding, ratio 1:3, certified staff, 60 minutes daily 9 wks
Strong Progress
Move up

APPENDIXES

Appendix B

RTI Staff Presentation

RTI Defined

- What is RTI?
- RTI is Not a New Curriculum
- RTI is Not an additional meeting
- RTI is Not an updated GLE
- RTI is Not another Test

RTI

RTI is a system of interventions enabling students who are behind academically to make gains at an advanced learning rate. (OSPI 2006)

- Historically students not receiving the necessary interventions tended to fall further behind and eventually require special education services (OSPI, 2006).

Is RTI backed by research

- Field research indicates positive results with RTI intervention methods. Studies reported measured positive reading outcomes linked to an RTI program (Hughes, & Dexter, 2007; O'Connor, Harty, & Fulmer 2005; Vaughn, Linan-Thompson, & Hickman, 2003).

Why do I need RTI?

- Do you feel streamlined coordinated programs such as Title, ESL, and Special Education combined with General Education might assisting all students including struggling learners (Sawyer, et al. 2008).

Why do I need RTI?

- Would you like additional resources at your disposal to help struggling students?
- Would you like to see all district personnel actively involved in student learning?

Why do I need RTI?

- Would you like to reduce the inconsistencies in the quality of instruction in different program areas, assisting all students including struggling learners" (Sawyer, et al, 2008, p.18).

Why do I need RTI?

- Would you like to promote fundamental school change resulting in quality instruction and learning among culturally diverse students

If "YES" You need RTI

- It is also readily noticeable that teachers and administrators truly desire each and every student to succeed (Lose, 2007)

RTI

- Is a system that monitors a student's progress, as well as finds, identifies, and allocates the needed resources to help each student before he/she has a chance to fail (Prasse, 2008).

YOU ARE THE KEY

- Drane and Yaoying (2008) conclude the success of the overall RTI process will depend on the involvement and level of **teaching quality** presented by **teachers** in the general education setting.

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