

Roger Williams University

DOCS@RWU

Education Theses


Education

2022

Understanding the Effects of Collaborative RTI Practices on Student Outcomes

Sarah Baker

Follow this and additional works at: https://docs.rwu.edu/sed_thesis

 Part of the [Educational Methods Commons](#), [Language and Literacy Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

ROGER WILLIAMS UNIVERSITY

SCHOOL OF EDUCATION

UNDERSTANDING THE EFFECTS OF COLLABORATIVE RTI PRACTICES ON
STUDENT OUTCOMES

SARAH BAKER
SPRING 2022

A thesis
submitted in partial fulfillment
of the requirements
for a baccalaureate degree
in Educational Studies

Reviewed and approved by the following:

Amy Leshinsky, Ed.D.
Thesis Supervisor

Abstract

Response to intervention (RTI) has been a methodology used with special needs students since 2004; however, RTI can be used in all types of classrooms including speech-language pathology classrooms. RTI is considered a beneficial framework for speech therapy classrooms when implemented correctly. Based on the research found, RTI is most successful when implemented using collaborative practices among school staff, parents, and other teachers. Overall, the implications discuss the value of properly educating teachers on RTI and facilitating strategies for collaborative practices between school staff and families. These implications result in successful student outcomes for speech-language pathology students.

Keywords

Response to Intervention, collaborative practice, speech-language pathology, student outcomes

TABLE OF CONTENTS

Chapter 1: Introduction.....	4
Statement of the Problem	5
Significance of the Research Question.....	6
Research Problem and Research Question.....	8
Keywords.....	8
Theoretical Framework.....	9
Positionality Statement.....	12
Conclusion.....	13
Chapter 2: Review of the Literature.....	15
Theme 1:.....	15
Theme 2:.....	22
Chapter 3: Implications for Practice.....	34
Revisiting Problem of Practice.....	34
Significance of Study/Implications.....	35
Future Research.....	41
References	43

Chapter 1: Introduction

Teachers are constantly looking for ways to provide progressive education to all of their students within their classroom as well as their students' families while meeting requirements of the district. In many ways, this seems like an impossible task given the variety of learners that teachers experience. Throughout this paper, I will be exploring the need to implement collaborative based practices into the Response to Intervention approach used by speech pathologists in K-12 school districts in order to support the needs of students. Collaboration between speech pathologists, staff, students and parents is essential for students to obtain the full benefits of this methodology.

Speech-language pathologists (SLPs) play a big role in facilitating collaboration among colleagues, students and parents when RTI is implemented in schools because they work directly with other staff members and students and their families. RTI can be defined as a multi-tiered approach to learning where students are closely monitored at each tier to guarantee completion and the collaboration among individuals aids in the success at each tier. SLPs are able to facilitate collaboration by:

- assisting general education classes with universal screening.
- working with instructors to satisfy students' needs in order for them to reach the RTI tier goals.
- assisting families in comprehending the language foundations of literacy and learning, as well as specific language challenges unique to each kid.

Although this can seem to be overwhelming for just one person to do, RTI's main intentions are not to add more stress on a workday, but to better address prevention and early intervention.

Statement of the Problem

Research indicates RTI can be helpful method to use within the classroom if it is used correctly (Kashima, Y., Schleich, B., & Spradlin, T., 2009; Henderson, 2018; Watson, G., & Bellon-Harn, M. 2013; Jago, S., & Radford, J. 2017). For example, researchers Kashima, Scleich, and Spradlin (2009) share that teachers and specialists working with parents and family of the students leads to stronger outcomes than if that teacher or specialist is working alone. Additionally, Henderson's (2018) research shows the importance of collaboration between staff, which again indicates the importance of RTI as an effective methodology. Specifically, Henderson's (2018) work highlights staff working together to provide students with core instruction, scaffolding at risk learners, and building a community culture of learning.

While literature reinforces the value of RTI as a theory, one gap in the literature is the impact of collaboration from the perspective of the parents. For example, while Watson and Bellon-Harn's (2013) literature shows the benefits of collaboration between SLPs and general ed teachers, it fails to examine how SLPs can foster collaboration with parents and how parents directly view these benefits. Additionally, there is little to no information on exactly what criteria qualifies students to be able to receive additional resources and the use of RTI.

This paper examines the need to implement collaborative-based practices into the Response to Intervention approach used by speech pathologists in K-12 school districts in order to support the needs of students. This problem matters because the average Speech-Language Pathologist will receive between 31-64 caseloads within each month that rely on SLPs to assess, target, diagnose, and treat communication and swallowing disorders. More research is needed to ensure the success of these students. Additionally, RTI was initially used for special education. Throughout the 70's and 80's psychologists worked to develop a new method that implicates and

serves students with special education needs. RTI really grew after the establishment of the Individuals with Disabilities Education Act of 2004. Transiting this theory to SLP's practice provided positive outcomes for the students.

This paper will open with a review of literature regarding RTI as a theory. In particular, I will focus on how RTI is currently used by SLPs to collaborate with colleagues, students, and parents. Then, I will detail three implications for practice and provide recommendations for school districts seeking to implement RTI into their districts. This work will also serve to provide suggestions to current K-12 schools using RTI to help them reexamine their use of this approach and consider the value of taking a theory that has traditionally been used by one individual and employing it as a collaborative approach.

Significance of the Research

The audience of this research paper is school administration, SLPs and teachers. The audience of this paper is any K-12 school district currently using RTI as an intervention method, but also is valuable to school districts seeking to implement a new methodology in their schools. In particular, this research is valuable to SLPs, who often will be responsible for the implementation of collaborative RTI practices. The implications of this work, which is detailed in chapter 3, will provide strategies for successful implementation based on peer-reviewed literature.

The goal of this research is to show the benefits of using RTI within a school system and how to implement it in the most beneficial way. RTI is used all over the world with 12 offices within the United States (RTI International, 2022). These offices are located in California, Colorado, District of Columbia, Georgia, Massachusetts, Michigan, and North Carolina. RTI

International's mission is to, "address the world's most critical problems with science-based solutions in pursuit of a better future."

This research has a large impact, as there are many students in the United States currently in need of services. RTI has many benefits including helping students thrive in general education classes. RTI also allows for schools to be able to provide the students that truly need special education resources with the needed resources. RTI also allows for students to continue to work in general education classes with the rest of their peers rather than being removed from that setting.

RTI differs greatly from other approaches because it narrows down which students are struggling from the very beginning. By doing this, it allows time for the students to progress and improve before it is too late. Many approaches do not catch students soon enough, which results in them either having to attend summer school or repeating a grade. This paper should catch the attention of school staff and teachers who may have struggling students in school. With this information, I hope that schools will take a different approach to helping students progress and consider how staff and families can work together to make the most out of each student's school experience.

This information on using a collaborative approach to RTI will contribute to the development of this theory in the field. In particular, RTI paired with collaboration between both parents and school staff will result in the best outcome for the child receiving the extra resources. In this case, the child will have more opportunities to reach and work past each tier throughout their school year since both their parents and all their teachers are expecting the same thing. This will not only help the child reach their goals but it will also help SLPs understand and help the students reach these goals. SLPs have many students to cater to and it can be a tough task when

all of them learn in a different way. By working with parents and other teachers to create goals for their students it will help speech-language therapists ensure those goals are met.

Research Problem and Research Question

The problem that I will be investigating throughout this paper is the way collaboration among parents, teachers, students, and school staff makes RTI even more successful. Not only will schools benefit from the results of this study but so will struggling students. This information will contribute to how schools go about providing early intervention to children who need it. This research will address the following research question:

- To what extent do collaborative practices among SLPs, parents, school staff, and students impact the success rates of the response to intervention methodology when used in a K-12 school setting?

Definitions of Key Terminology:

Response to Intervention: a multi-tier approach to the early identification and support of students with learning and behavioral needs. (*rtinetwork.org, 2022*)

Bilingual: the ability to use two languages with equal fluency. (*marriam-webster.com, 2019*)

Co-teaching: when two or more teachers work together with groups of students. Both teachers share the planning, organization, delivery, and assessment of instruction, as well as the physical space. (*Bacharach, Heck & Dank, 2004*)

Collaborative Teaching: when two or more teachers teach, instruct, and mentor the same group of students together.

English Language Learners (ELLs): English language learner; a national-origin-minority student who is limited-English-proficient. (*www2.ed.gov*)

Multi-tiered System of Support (MTSS): accounts for a broader range of supports than academics and includes supports for behavioral and social-emotional learning. *(Al Otaiba et al., 2019)*

Individuals with Disabilities Education Improvement Act (IDEIA 2004): the US' special education law that ensures public schools serve the educational needs of students of disabilities. *(National Center for Learning Disabilities, 2022)*

Limited English Proficiency (LEP): Individuals whose first language is not English and are also not fluent in English.

Early Intervention: the services and supports that are available to babies/young children with developmental delays or disabilities. These include physical therapy, speech therapy, etc. *(cdc.gov, 2019)*

Learning Disabilities: disorders that affect the ability to understand or use spoken/written language, do mathematical calculations, coordinate movements, or direct attention. *(ninds.nih.gov, 2019)*

Theoretical Framework

Response to intervention first emerged in 2004 after the reauthorization of the Individuals with Disabilities Education Act. Many of Response to Interventions' roots have been traced back to the study of learning disabilities. Since its inception, RTI has been used for data-based program modification, parent groups and educational psychology (Preston, Wood, Stecker, 2015). The history of individuals with learning disabilities led to the evolution of RTI. In many ways, RTI was seen as the path toward change. This theory was first created by Karen Kurczak, Head of Inclusive Learning, who designed RTI as a method of teaching. Kurczak wanted to

switch her own classroom model from a withdrawal one to RTI. In many ways, RTI is described as a movement rather than a specific thing that someone created.

There are many people who have added to this method and each contribution provides greater dialogue and information regarding use of this strategy. Ogden Lindsley, a Rhode Island native who made great contributions to RTI, discovered the benefits of using RTI with precision teaching. Zig Engelmann is a professor at University of Oregon. He made great improvements to the education field by co-developing an educational tool titled Direct Instruction. Direct Instruction is an approach to learning that includes teaching using lectures and demonstrations. Some examples include inquiry-based learning, tutorials, discussion, and workshops (Crawford, Sautler, 2012). Wes Becker worked directly with Engelmann in the push for recognition for Direct Instruction. Becker's research regarding applied behavior analysis expanded the importance of teacher attention, explicit classroom rules, and expectations for classroom behavior (Slocum, Marchand-Martella, 2001). Stan Deno was an American educational psychologist who was also a professor at the University of Minnesota. Deno added to the education field by creating curriculum-based measurement in the late 1970's. Curriculum-based measurements aided teachers in determining the effectiveness of the instruction and measured the progress of students.

In addition to being used in field experiences, individuals used RTI for classroom instruction. Charles L. Wood and Pamela M. Stecker are two individuals who taught RTI at the collegiate level. Wood's interests were in multi-tiered academic and behavioral intervention, and he taught his own students at UNC Charlotte about these methods. Stecker is also a professor and taught her students at Clemson about "progress monitoring systems for improving teacher planning and student achievement" (Preston, & Wood, & Stecker, 2015). RTI is not just one

thing that can be implemented into a certain type of education, it is multiple aspects of progression that can be implemented into just about any type of practice. According to the RTI Action Network, “Stated plainly, RTI results from the marriage of a long history of evidence-based practices with a new and more efficient resource-deployment system that better allows schools to match instructional resources directly to the nature and intensity of student learning needs.” Today, RTI is frequently used in U.S. schools and particularly in special education programs.

The methodology of RTI is split into a three-tiered system. Tier one is referred to as the primary level. This level is where research-based instruction is provided to meet the needs of the majority of students. Tier 2, (Preston, & Wood, & Stecker, 2015) known as the secondary level, is when evidence-based interventions are provided to meet the needs of the majority of students (Preston, & Wood, & Stecker, 2015). Tier 3 is considered the tertiary level. This is the final and most intensive stage. Tertiary level is when a teacher provides individual instruction to students who did not make adequate growth in the first levels. The purpose of the three tiers is to ensure student needs are adequately met.

In peer reviewed research, there is a pattern of using RTI in a collaborative way. The focus of my research is to examine how a collaborative approach among general education teachers, speech/language therapists and school psychologists impacts student learning. Each of the articles that I had found used RTI in different ways and in different scenarios. There are articles who use RTI and pair it with English Language Learners, Bilingual Children, Speech and Sound Disorders, pragmatic language impairments, and Culturally and Linguistically Diverse Children.

RTI is a method that I believe should be used in all classrooms and not just with students that show/have learning and behavior difficulties. This approach gives a better and more in-depth educational opportunity to children - especially using this method while collaborating with other teachers. It is vital for teachers within a school to work together and create a community that is approachable to all students. The RTI multi-tiered approach to teaching allows for students to move and progress at their own pace rather than combining all milestones into one tier. The structure of the RTI model makes it a viable methodology to implement in a speech and language pathology classroom provided the methodology is implemented collaboratively among colleagues.

Positionality Statement:

One aspect of my identity that influences my positionality includes my work with speech therapists throughout kindergarten. I remember throughout kindergarten going to a separate room to work directly on pronouncing the letter r. I also had the chance to get an internship with a speech-language pathologist which also influences my positionality on the topic. My experiences with speech-language pathology both intersects with and deviates from my research topic. As a child, I had no idea what RTI was and had no idea it was likely getting used when I went to speech therapy. Throughout my internship, I learned multiple different RTI methods, and I learned how they worked, which students they could help, and how to implement them into the classroom. Although these experiences have shaped my research greatly, I had never thought about collaborating RTI with other methods.

Throughout my work with speech-language pathology, I have seen multiple methods of RTI put into place. I have seen and worked with game-based learning intervention, cooperative learning intervention, problem-based learning intervention, and many more. Due to these

experiences, I believe that RTI is most successful when used in a collaborative way. Learning about these different examples of RTI makes me knowledgeable of the ones that work for certain students while other methods are less successful. By implementing collaboration of not only different types of intervention, but also of different teachers/important figures in a child's life, the results can be much more successful than what we have seen in previous years.

Over the years, I have always thought that collaborative practices are the most successful way to teach and help struggling students. Personally, I have always struggled with the teacher centered lecture model teaching especially when it comes to upper-level classes in high school and college. Lectures have shown to not interest me no matter the topic and therefore I have to find ways to help me more in those particular classes. This can be found in all types of classrooms at all levels. Some students have difficulty in classrooms because their way of learning does not go hand in hand with the teacher's way of teaching. My thoughts on teacher centered structures for speech as well as the collegiate experience are shaped by my history and learning style. By implementing collaborative intervention into classrooms that help struggling students, it is likely you will see outstanding results that you would not see in a non-collaborative class.

Conclusion

The purpose of this paper is to show the benefits of RTI and how RTI can be used to its utmost potential by implementing collaboration between SLPs, school staff, teachers and parents. This research benefits not only schools by narrowing down which students really need extra resources, but it also benefits students and the parents of those students by involving them in the intervention process. This paper will specifically look at collaboration between speech-language pathologists, school psychologists and other school staff, and parents of struggling children.

While RTI is widely used, additional consideration is provided to consider the way RTI is also used to help English language learners, bilingual children, and children with culturally and linguistically different backgrounds. I chose to focus directly on speech-language pathologists using RTI in their classrooms since it was what interested me the most. Also by focusing on Speech-language therapists, there will be information given about all different types of students rather than a narrow perspective.

The following chapters 2 and 3 provide much needed information regarding RTI. In chapter 2, I will provide a literature review that focuses on scholarly based best practices reflected in peer-reviewed literature. This literature review will be divided into two different sections. The first section will examine the collaboration between parents/family and school staff and the second section will focus on collaboration between teachers and other school staff. In chapter 3, I will describe implications for practice and use the peer-reviewed literature to make recommendations to SLPs to better aid their use of collaborative practices in the K-12 setting.

Chapter 2: Literature Review

To what extent do collaborative practices among SLPs, parents, school staff, and students have on the success rates of response to intervention methodology when used in a K-12 school setting? The purpose of this research is to examine the methodology of RTI and help schools implement the best practices of RTI. The results of this research will be helpful to K-12 school districts along with specialists like speech-language pathologists. By understanding what is required in order for RTI to be most effective, it will help SLPs and classroom teachers implement it in the most beneficial way. Not only does this research help schools understand RTI and the best way to implement it, this research also helps parents and families understand what techniques are used in the classroom for the children.

Collaboration between Parents and Educators

School systems play an important role when it comes to generating the involvement of parents and the families of students. What many schools do not realize is that students benefit greatly from having their families involved in their school experience, especially struggling students who qualify for extra resources like speech-language therapy. Not only do students benefit, but the classroom teachers and school community benefits from collaborative involvement. RTI is a methodology that improves when it is a collaborative process. There is a lot of research that backs up the idea that in order for RTI to be successful, there needs to be communication and collaboration between teachers/school staff and parents of the student. This theme will discuss the strategies for successful RTI collaboration along with the results of the collaborative practice for students.

Strategies for Collaboration

Throughout this quantitative study by Kashima, Schleich, and Spradlin (2009), there is an investigation on the core components of RTI, which include leadership, family, school, cultural responsibility, and community partnerships. These researchers looked into what attributes make a good leader and what leadership is, personnel roles for the implication of RTI, family school and community partnerships, the importance of community involvement, the importance of parental involvement, the different types of parental involvement, and moving towards a more culturally responsive RTI framework. This study's purpose was to understand and examine the level of awareness and understanding of the RTI framework among people within schools including teachers, superintendents, and school counselors. This study was also able to gather research about the level and degree that school corporations implemented RTI along with corresponding training. The researchers emphasized that in order for RTI to work within a school system there needs to be leadership shown by teachers, superintendents, and school counselors.

Work by Leithwood and Riehl (2003) corroborates findings by Kashima, Schleich, and Spradlin (2009). According to a brief by Leithwood and Riehl (2003) through the Center for Educational Policy, there are certain conclusions that can be made in order to obtain good leadership in schools, which they argue can occur through collaborative practice. The first recommendation they had was that because many students come from different backgrounds, both financially and culturally, the quality of instruction is most important when regarding students' progress. The next recommendation Leithwood and Rielh (2003) had involved including students and parents of students to take on leadership roles within the schools rather than just teachers and school staff taking them on. This brief also emphasizes the importance of having a core set of leadership practices such as setting directions, developing people, and developing the organization. Setting directions can be explained as setting school goals and

creating high performance expectations (Leithwood, & Riehl, 2003). Developing people is providing people with support and individual interventions. And finally, developing the organization refers to creating and improving the culture and motives of the school to create a safe space for both students and staff members. Each of these approaches can be implemented into schools as well as RTI as a practice. RTI thrives when collaboration and strong strategies are used together. RTI district teams are made up of all types of people who hold different roles including principal, special education director, and classroom teachers. The collaboration of all these professions allow for the best results and implementation of RTI in school districts. RTI district teams attend school workshops and conferences based on RTI. This article highlights the collaborative strategies that should be employed by districts using RTI as a methodology.

In a qualitative research report that was conducted by Baxendale, Lockton, Adams, and Gale (2012), progress was calculated when parents and teachers worked together with students who had pragmatic language impairments. Throughout this study, there were 87 children who suffered from pragmatic language disorders and required extra services were provided in order to help these students progress with the rest of their class. Throughout this report, each child continued to have regular contact with teachers and contact was established between teachers', parents and their children. The collaboration occurred over the phone or in-home therapy sessions. Intervention for each child was dependent on both teacher and parent reports. This allowed for parents to voice to teachers the concerns that they have regarding their child. This type of collaboration allowed for parents and teachers to work and communicate directly with one another. While this research does not mention RTI directly, the collaborative practices highlighted by the researchers has implications for districts using RTI as a methodology.

A qualitative study was created by Byrd (2011) regarding how to educate and involve parents when it comes to the implementation of RTI. This article is talking about RTI and how it has progressed over the last few decades and is heavily used all over the country for students with special needs. With this large shift in methods, it is vital to explain and involve parents in the process. Obviously, parents want to know what their child is doing in school and what techniques can be added into their homes to help the child progress. Due to many teachers having limited time, they are unable to train parents and explain how to incorporate RTI into households or even explain some of the terminology used. Most of the time, teachers are only able to explain this terminology in short periods either before or after parent-teacher conferences or other meetings. This allows for parents to almost have to figure it out by themselves. School leaders need to step up to educate and involve parents and families on RTI. RTI can be very difficult to understand and is very complicated. Studies have shown that parents are less likely to get involved when intimidating educational terminology is used to explain what is happening in their child's classroom (Pena, 2000). Another reason why school staff should train parents in the implication of RTI is because studies have shown that when parents are added to the RTI framework, outcomes for parents and students are both positive. Not only does it help students progress within school, but it also allows for parents to have a better understanding of how their child is getting taught. Overall, this study explains that when parents are educated and knowledgeable about RTI, educators are able to save time and resources while also building better relationships with parents and their students.

In Cook, Cook, Shepard and Cook's (2012) qualitative study, there is a lot of information regarding how to use effective Evidence-Based Practices (EBP) while encouraging parent-teacher collaboration. EBPs are activities, strategies, or interventions that are directly based on

educational research. EBPs are often used to decide how to make certain educational decisions as well as how to teach and educate students. “EBPs are important for students with disabilities because they represent a tool for identifying the instructional practices most likely to improve school outcomes” (Cook, B., Cook, S., Shepard, K., & Cook, L., 2012). Similarly, to Byrd’s (2011) article, this article puts an emphasis on how tangled and confusing it is for parents when it comes to EBPs and RTI in the school setting. There is a lot of information out there regarding what they are and how to implement it, but little information that is easily understood by someone not in the education field. Cook, et al. (2012) study emphasizes the importance of teachers being the ones who explain these methods to parents rather than them going to the internet. Not only does it make it less confusing for parents, but it allows for the opportunity to explain to parents how this method will directly help their child and how they will use it in order to do so. Although this study does not directly address RTI, it can be used because in many instances. RTI is a result of EBPs being used. Since EBPs are strictly researching what works for certain kids, and how to implement that into the classroom that could result in the use of RTI in the classroom.

Results for Collaborative Practices

Returning to Kashima, Schliech, and Spradlin’s (2009) study, there was a survey that showed the majority of schools in Indiana practice RTI; however, the degree to which the school implements RTI is vast and scattered. The purpose of this study is to gauge the knowledge of RTI understanding among school personnel and staff. This study also gave information on the extent to which schools implement RTI. A large number of schools had only reached the initial implementation levels of RTI. These initial stages include exploration and conceptualization of RTI. In many cases, RTI is not even used in the classroom before school staff give up on it. The

researchers claim that this can be due to the IDOE (Indiana Department of Education) not giving valid information on the technique or enough guidance on the topic. Another issue that Kashima, Schleich, and Spradlin's (2009) research brought up is in regard to the IDOE not wanting schools to regulate or control their use of RTI. Overall, Kashima, Schleich, and Spradlin concluded from their findings that there is understanding on how RTI impacts a student's academic performance, but there needs to be more research on how it impacts their behavioral progression.

Leithwood and Reich's (2003) study concluded by saying that teachers need to guide their students through many struggles like changes in environment, changes in curriculum, and changes in achievement goals. These changes pose many problems and a lot more work for teachers within schools. This goes to show how important leadership by superintendents, principals and other school personnel is. In order for teachers to successfully move past these changes successfully, Leithwood and Reich (2003) push the importance for leadership within the classroom. By implementing this idea of leadership in schools, school cultures will strengthen, collaboration processes will build, and schools will become and continue to be competitive. Also, other individuals like parents will be empowered to take on leadership roles. Overall, school leadership is most beneficial when it is focused on teaching and learning. There are still multiple holes in the research regarding leadership and its effectiveness of leadership in education.

By the end of Baxendale, Lockton, Adams, and Gaile's (2012) study, there are two results regarding the two different aims of the study. The first aim of this study was to gain an understanding of parent and teacher views regarding participating in a social communication intervention used in a randomized control group. As a result of this aim, there was a lot of information regarding the context of intervention for the children and how much support from

the school that they would need or receive. The second aim within this study was to gain an understanding of what parents and teachers see as important changes within a child's communication as a result of intervention. Often times, parents do not see the issues that correlate with a child that teachers may see. School is a completely different environment and sometimes makes children act a different way than they would at home. This is the job of the teacher to decipher if this child issue is just because they are shy at school or if they are having difficulties expressing themselves.

Byrd's (2011) work brought up many concerns regarding how to educate parents and also involve them in the implication of it. There are many steps that can be used to guarantee the success of students while also including parents in this success. Byrd (2011) ended his writing by saying that RTI leadership teams are important to incorporate into schools and they can be used to help parents understand and get involved in their child's progress. Not only do these leadership teams help parents get involved, but they also can supply a lot of teacher's resources and help that they may not get without them. The RTI leadership team is able to create goals and curriculum while including RTI and then school staff can take the results from those activities and continue with ongoing evaluations. This allows for the parts of the new curriculum that work to get incorporated into other places and the parts that are unsuccessful to be removed and changed. The outcome of this will be that more parents will be involved in their child's education. By implementing RTI leadership teams into schools, parents can see them not only as teachers but also as people who are trying to figure out the puzzle, which is educating their child in the most beneficial way. Not only does this result save teachers a lot of time, it allows for parents to become more involved in the school and gain relationships with their child's teachers.

Going back to Cook, Cook, Shepard and Cook's (2012) study, *Facilitating the Effective Implementation of Evidence-Based Practices Through Teacher-Parent Collaboration*, EBPs used with struggling/disabled students are supported by multiple high-quality research studies. EBPs are considered to be an important step for schools and teachers to identify the most effective instructional strategies for each child. EBPs must be able to be implemented properly in order for them to work. Schools need to work towards taking the results of the EBP and incorporating the beneficial practices found into the classroom. Even though evidence-based practices are beneficial, if there are not steps taken by teachers and school admin to include the results, they are useless.

RTI Collaboration between Teachers and School Staff

Teachers have a lot on their plate like making educational content for their own classroom or helping and working directly with struggling students. Teachers are constantly working to improve their classroom and meet their students' needs. RTI is a method that can help teachers greatly if the entirety of the school place to implement it. It is incredibly important for teachers, school psychologists, principals, and other school staff to work towards collaborative practices. Without the work of the entire school, RTI is not able to be fully or successfully implemented. Throughout this theme, we will be discussing the importance of school staff and teacher collaboration when implementing the RTI method into the classroom.

Strategies for collaboration

Throughout Brown and Doolittle's (2008) qualitative study, the framework for RTI with English Language Learners (ELLs) is looked at. Many of the people in special education programs who are culturally and linguistically diverse are underachieving. There needs to be a framework for RTI that addresses the needs of people with disabilities and a more discriminatory

system needs to be put in place. Brown and Doolittle (2008) created a framework with four recommendations for teacher collaborative practice. Their proposed framework starts with creating a systematic process for examining the specific background variables of ELLs that influence academic achievement (Brown, & Doolittle, 2008). The next aspect of this framework is examining the appropriateness of classroom instruction and the context in which that classroom has knowledge on each student's progress. Another aspect of this framework presented by Brown and Doolittle (2008) is the information should be taken from informal and formal assessments. The final piece of this framework is making sure there is no discrimination among the assessment data. An RTI system focuses on evidence-based curricula that is delivered in a way that is compatible with its goals. Given the goals of the framework, this approach to RTI should be able to be implemented if there is help from other school staff and teachers. This framework is a viable strategy recommended by the researchers to improve the use of RTI in a school-based setting.

In the quantitative study, “Assessment and Intervention for English Language Learners with Primary Language Impairment: Research-Based Best Practices”, written by Pieretti and Roseberry-McKibbin (2016), SLPs are experiencing increasingly high numbers of ELLs in their schools. The biggest reason why ELLs tend to struggle in school is because when they enter kindergarten, they often speak little to no English. ELLs are also frequently enrolled in schools that do not have the resources to support them and work with them. In many cases, ELLs struggle in schools result in them having Preliminary Language Impairments (PLI). In order to decipher if ELLs have PLIs, there is a pre-evaluation process that Pieretti and Roseberry-McKibbin (2016) talk about in this study. This pre-evaluation process starts with a teacher evaluation of the students’ classroom performance. This task alone needs to be completed either

by the teacher in the classroom or an assistant that works with the child directly. Next there needs to be a collection of records of the student's background from the parents. This task can be completed either by the teacher or by other school personnel. Finally, there needs to be a review of the results of language proficiency testing. Once this information is collected, teachers and school staff are one step closer to deciding if the student could qualify for help regarding PLI. Knowing the child's language proficiency allows teachers and school staff to decide the best way to assess the child. If the child is more fluent in a language that is not English, teachers could assess that child in the more proficient language to gauge where the child really is academically. Researchers Pieretti and Roseberry-McKibbin (2016) show that with collaboration regarding ELL students and school staff will be more successful in the general education classroom.

In regard to the qualitative study created by Bedore and Peña (2008), the researchers share that bilingual children are often over-identified with language impairments since teachers and educators do not have valid developmental expectations. In other cases, bilingual children are under identified for language impairments because teachers often wait to identify these problems while the students learn English. Children who learn a second language when they begin school are at a higher risk for misdiagnosis regarding language impairments. Acquisition patterns are heavily influenced by the amount of exposure to the language the child gets. Since children spend more time at home than they do at school, it is very difficult for students to be able to progress in learning English when another language is being spoken at home. There are three aspects to a child's language acquisition. These include vocabulary development, acquisition of morphosyntax, and narrative development. Each of these aspects play a big role in the progress and identification of ELLs and their needs. The work by Bedore and Peña (2008) indicates that there is more to identifying language impairments than students not being as fluent

in English than the rest of their class. The identification process is a much more complicated one, therefore there needs to be more than just one teacher involved to help identify and provide a framework to fix the issue.

In Sunaina's (2014) mixed method research, research is done on what assessment tools are being used in California schools along with what policies are being implemented. The assessment tools along with the policies that are being investigated are in regard to ELLs in the classroom. This study's aim is to identify the standardized cognitive abilities tests and other assessments that specialists utilize in their own class. The researchers recommend that a test be utilized for a student's primary and secondary language before determining whether or not the learner is proficient, that functioning RTI models be examined as alternative option, and that markers of difference versus disorders be established. Sunaina's (2014) research included people like SLPs, school psychologists, and paraprofessionals within California. These people are targeted for this sample in particular because of their knowledge regarding the administration of standardized tests and non-standardized supplemental and informal assessments for struggling students. The majority of the SLPs, school psychologists, and paraprofessionals within this study have worked directly with students who have language learning disabilities or speech/language impairments. This survey shows how all different types of personnel have many of the same experiences and therefore should be able to help one another with these tasks.

Mofield's (2020) quantitative study, "Benefits and Barriers to Collaboration and Co-Teaching," goes into depth on how gifted education teachers work directly to co teachers with general education teachers. The benefits of this partnership include growth in teacher competency to determine which students are gifted and which ones may be struggling in the classroom. Collaboration in the classroom, specifically co-teaching, is lacking in regard to

research based on past studies. Most of the research made on this topic is completed with small case studies, perception surveys, and observations from teachers. Most of the time positive effects come from these studies. Hang and Rabren (2008) say that students with disabilities taught in classrooms with co-teaching improved both their academic and behavioral performance. The method included and used in this research include a study that is sent via email to middle school gifted education teachers that have worked within the past 4.5 years. The general education middle school teachers were selected by who the gifted education teachers thought would complete and take the survey. In total, 16 teachers participated in the study. This study goes to show how both general education and gifted education teachers can coordinate and work together.

Montgomery and Mire's (2009) quantitative study is about the idea of early intervention for students with speech sound disorders. School SLPs are overwhelmed with caseloads and extreme amounts of paperwork. This can have an influence on the quality and accessibility of speech-language services in schools. This study in particular went into depth on student records that are currently enrolled in speech therapy in urban schools. This study particularly looked at southern schools in the country where students with mild impairments dominated the caseloads along with students who did not necessarily need these resources continued to receive them. Due to these issues, a pilot project regarding students with speech and sound disorders was launched in this school system throughout the 2003-2004 school year. This project's goal was to use the data collected to create a better system that fixes speech sound disorders and decrease the overidentification of students. This project wanted to expand the role of screening before students meet the criteria for an IDEA referral. This approach is needed for effective

interventions for speech sound disorders. The idea behind this approach is to be able to catch struggling students earlier rather than later with the inclusion of RTI.

“Improving Communication Outcomes for Young Offenders: A Proposed Response to Intervention Framework”, is a qualitative study conducted by Snow, Sanger, Caire, Eadie, and Dinslage (2013). There is a lot of overrepresentation for speech, language, and communication needs across students. To make sure that students receive the needs they do, access to speech-language therapy is a growing commitment. Although this is true, there is not a framework set in place for speech-language interventions services. Studies regarding students that suffer from language impairment is often found in early childhood and in many cases these issues do not subside over time (Conti-Ramsden, & Botting, 2008). Language competence has a huge influence on school success. Listening, speaking, reading, writing, “understanding and using vocabulary, comprehending text, expressing thoughts and ideas, sharing experiences, and participating in class discussions are just a few of the skills needed.” (Conti-Ramsden, & Botting, 2008). RTI can be a helpful learning tool to use for speech-language therapy amongst youth. According to researchers Conti-Ramsden and Botting (2008), RTI is about how educators can implement RTI into mainstream classrooms. With the collaboration of school staff, language competence and the promise of students receiving the help they need will be possible and doable.

Murawski and Hughes (2010) created a quantitative study regarding how to implement RTI in order to complete a successful systemic change. RTI is used as a new method to identify students with learning disabilities. This process is one that requires a lot of work from both teachers and students. Throughout this study, the importance of collaboration between teachers and other school personnel is emphasized. Falling under the term of collaboration comes the

term co-teaching. This is a specific instructional service-delivery model where multiple professionals deliver instruction together to a diverse group of students within one place. With co-teaching comes co-planning, co-instruction, and co-assessing of all the students within a classroom. In order for this to successfully be put into place there needs to be collaboration across the school as well as proper funding. Funding is one of the biggest problems regarding co-teaching. It is difficult to receive proper funding for having two teachers in one classroom especially since not every classroom needs to be co-taught. Overall, Murawski and Hughes (2010) push greatly throughout this study to voice the benefits and issues that come along with co-teaching and collaboration in school systems.

Throughout Roth and Troia (2009) qualitative study “Applications of Responsiveness to Intervention and the Speech-Language Pathologist in Elementary School Settings”, methods regarding how SLPs can be more proactive and substantial within schools are explained. SLPs can play a huge role in the push for RTI framework being added to a school environment. As mentioned in Murawski and Hughes (2010) study, collaboration is vital in the success of RTI. Some of the collaborative methods that were mentioned within this article include sharing responsibility between partners regarding instructional/intervention goals and making sure that instructional goals are authentic and anchored towards the provided curriculum. This research suggests teachers, specialists, and school administrators to pay special attention to increasing the proportion of non-contentious teacher conversations.

Results for Collaborative Practices:

Brown and Doolittles (2008) qualitative study continues the discussion of not continuing to support a failing education system. There needs to be a new framework that progresses students particularly ELLs, rather than tearing them down even more. The framework that

Brown and Doolittle (2008) suggest is RTI. They believe that the RTI approach will in fact progress students. The universal screening and progress monitoring allows for comparisons of students to their local students rather than students from all around the country. Another reason why it is believed to be the solution is due to its requirements and recommendation of collaboration between school staff. This allows for opportunities to increase professional dialogue and peer coaching. This aspect of RTI is one of the most important because the research base for all educational fields is rapidly growing. The final reason why RTI is considered to be the solution is that students are able to be identified earlier with RTI in place. This allows them to have time to catch up to the rest of their classmates without falling too far behind.

Pieretti and Roseberry-McKibbin (2016) research about assessment and intervention for ELLs with primary language impairments and recommend the use of RTI as well as Brown and Doolittles (2008) research. With a detailed pre-evaluation process and dynamic assessment, RTI has been demonstrated in a lot of new research. Assessment of information-processing skills, as well as language sampling, offer a lot of potential for ELLs with suspected primary language impairments who come from a multicultural and multilingual background. These tests specifically assist SLPs in excluding the variable of prior knowledge, which can be highly influenced by factors such as poverty, lack of preschool experience, and English language proficiency (Pierettie, & Roseberry-McKibbin, 2016). The interdisciplinary assessment team will need an accurate assessment of language aptitude as they investigate the students ability to communicate. General education curriculum can be accessed through language intervention for ELLs with primary language impairments and having their goals assist the general education goal. Both the primary language and English should be able to be shown in the Common Core Standards to support ELLs in their development. Overall, Pieretti and Roseberry-

McKibbin (2016) recommend the idea of collaboration within school settings in order for ELLs to progress.

Bedore and Peña's (2008) research article regarding how to identify bilingual children as having a language impairment indicates that the process of deciphering if a bilingual student has language impairments is much more difficult than it may seem. The researchers found that there are patterns that have been discovered in both monolingual and bilingual scenarios that can be used to design assessment tools for bilinguals. Typically, development occurs at a rate that is remarkably consistent across linguistic situations. Beginning with single words, word combinations, and morphosyntactic abilities relevant to the languages they are learning. Monolingual and bilingual students often make mistakes in word creation, morphosyntax, and grammar. The errors that are made are often productive and show thorough understanding of the languages "laws". Children are given language tests in educational settings for the purposes of selecting appropriate bilingual (or second language) curriculum as well as identification for special education services. As a result, distinct test techniques and types of tests will be required for these two objectives. The kind of tests designed for curriculum selection tend to be broad-based examinations that focus on a variety of language behaviors required for school performance. However, poor performance on these broad-based assessments is ambiguous when it comes to identifying LI. Children's scores can be low due to a lack of experience with the target language or due to LI. As a result, more targeted testing are required to diagnose LI. Again, this process could not be done by only one person. There are a lot of steps to ensure that students get a proficient framework aimed toward their own improvement. This requires a crew of teachers to accomplish it.

Sunaina's (2014) research journal titled "Assessment tools to differentiate between language differences and disorders in English language learners", talks about how often ELLs are misidentified as having Language Learning Disabilities. Sunaina (2014) concluded this journal by saying that in the future, schools should aim towards working closely with school districts and interviewing teachers, policymakers, and other professionals in order to get a better idea of daily practice as well as district-wide obstacles to referral processes and assessment practices. Another beneficial idea would be to poll a specific demographic in terms of age, gender, and color, as well as a population representative of specific school districts or states, in order to establish a baseline and extract more precise statistics. One of the issues with this survey specifically is that anonymous surveys often disregard and cannot pursue follow up questioning. This leaves the reader and the researcher with a lot of questions that were left blank without any way to fill in those blanks. This study serves as a strong starting point for further research on ELL evaluation methods. With the information this study provides it is possible to determine if the theoretical guidelines are being implemented by taking stock of assessment processes used in daily practices. It is also important to use both standardized and no standardized assessments within schools. This will allow for the number of ELLs that are referred to special education to lower while also addressing current differential diagnostic difficulties. Bilingual assessments must be performed in a variety of ways with the pairing of teacher preparation are critical to ensure that the school system has a continuous and working method. This study wraps up by saying that in order to establish a standardized RTI model there needs to be a framework that best serves the ELL population. This can only be accomplished by having a team of teachers, specialists and school personnel.

Mofield's (2020) mixed methods study looks into collaboration in the context of how general education teachers co-plan in comparison to how gifted-education teachers co-plan and if there is any correlation between the two. Collaboration among teachers in particular provides demonstrable advantages for both students and teachers. One of these advantages includes giving general education teachers access to tool, resources, and tactics that improve student learning. Students that are classified as gifted greatly benefitted from the framework provided in Mofield (2020) study. When this framework is used regularly, the model has shown to be effective and was thought to assist in challenging students especially regarding gifted education. One downfall of the model that Mofield (2020) provided was that there are a lot of conflicting assumptions and time constraints. Collaboration is not something that will be easy to implement into a school environment. There are a lot of difficulties in forming interpersonal relationships between general education instructors when it comes to gifted students who are used to the stress of constant evaluations. In order for the success of collaboration, goals and built-in structures and support must be more than just a good concept for meeting the needs of gifted students. For schools that are looking to implement the Mofield (2020) approach, it is vital to recognize and address the challenges of collaboration's high time demands along with all the attitudes, assumptions, and values that come with the collaborative process. Overall, there needs to be a push for collaboration in schools, but only if those schools are willing to take the time to implement it correctly.

Murawski and Hughes (2010) research study talks about how important it is to make sure that when implementing RTI, it needs to be paired with collaboration and co-teaching. In order for teachers to be considered efficient, there needs to be good classroom management, balanced skill teaching, scaffolding and differentiated learning, cross-curricular links, and cross-curricular

connections. Effective teachers and effective education is the cornerstone of RTI; without it the students cannot be recognized as learners with a handicap. Given the current day's huge demands on teachers, being able to ensure that all of them are met is a tall order. Every day appears to be a large task; co-teaching and collaboration are powerful tools for straining the aims of education. RTI allows teachers and other professionals to connect in a systematic way, allowing for greater flexibility in educational options while also offering intensive support. The Department of Education's Division of Learning Disabilities (DLD, 2007) or CEC recognized the role of the special educator in supporting RTI. Due to the emphasis on teaching methods and DLD, special educators were reminded that they will become crucial to the process and techniques for challenging kids. Murawski and Hughes (2010) stressed the importance of "collaboration with other faculty members and personnel will be crucial" (DLD 2007, p. 16). Throughout this reading, it is clear that collaboration is needed in order to achieve their goals.

Roth and Troia's (2009) study applies RTI with Speech-Language Pathology. The RTI framework is a hypothesis for an effective prototype for early detection and remediation of Language Disorders as well as the prevention of Learning Disorders. Preliminary research and clinical data indicate that it could be effective for developing new drudge and resolving early reading issues in primary school students. Throughout all instructional levels, collaboration between general and special education professionals is the most beneficial way to use this framework. SLPs are essential members of this professional collaboration; they bring a distinct set of skills to the table. SLPs are knowledgeable of the connections between basic oral language subsystems and literacy. This can help with the development of core curricula at Tier 1, and the development of graduated and differentiated instruction/interventions at Tiers 2 and 3, along with the selection of developmentally appropriate materials. Measures of screening, assessment,

and progress monitoring pushes physicians' comprehension of the pragmatic aspect of understanding the use of language can assist teachers in promoting peer interactions. Overall, children and teachers form relationships in and outside of the classroom. SLPs are an important addition to this idea because they can add another dimension to these relationships.

Chapter 3: Implications for Practice

Revisiting Problem of Practice

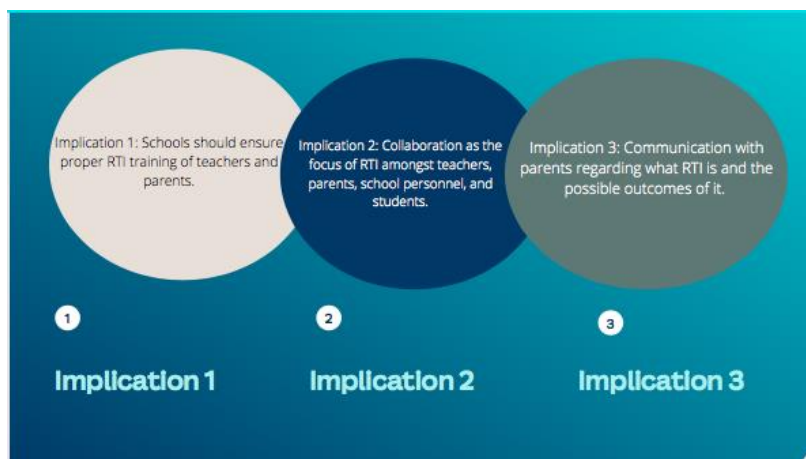
This paper seeks to answer the question: to what extent do collaborative practices among SLPs, teachers, parents, school staff and students have on the success rates of response to intervention methodology when used in a K-12 school setting? Research indicates that RTI can be a beneficial framework to use in classrooms and in early intervention if it is used correctly. In doing so, researchers Kashima, Schleich, and Spradlin (2009) shed light on parents being involved in a school setting in order to improve student outcomes. Throughout chapter 1, there is a lot of research regarding RTI and the best way to implement it into a school setting. This topic of research is significant because it explains what aspects of RTI are difficult to pursue as well as what aspects are required to be included. The theoretical framework for RTI showed that in many ways, RTI was seen as a path towards change. This can occur in field experiences, classroom instruction, improving teacher planning or improving student achievement. The significance of this research has to do with finding a new framework that will not only improve students' achievement, but also push for a stronger and tighter school environment.

The first theme that was covered in this paper is collaboration between parents and educators. This theme addressed how vital it is to involve parents in their child's educational process especially when RTI is being practiced. Not only do children often have better results when parents are involved, but it also makes it easier for the educators. Without this type of

collaboration, parents will likely have no idea what is going on in their child's school day. Within this theme there are two sub themes which cover how parents and educators can collaborate together and the results of that type of collaboration. The second theme within this thesis is the value of collaboration between teachers and other school personnel. This includes principals, specialists, other classroom teachers, and school psychologists. RTI is not something that is easy to implement into a classroom. There is a lot of extra work that comes along with RTI for teachers. By allowing and providing co-teaching and co-instruction in the classroom, RTI can be used, but without it, it is unreasonable for only one teacher to implement it. Within this theme, there are two sub themes including strategies for collaboration and results for those collaborative practices.

Implications

There are three implications for current practice that will improve the use of RTI in a school setting. First, schools and teachers should use RTI if they have the resources to implement it correctly. Second, collaboration should be the focus of RTI and involve teachers, school personnel, and parents. Finally, school personnel need to ensure there is open and honest communication with parents regarding what RTI is and what could come as a result for the student when it is implemented. Like shown in Figure 1, all of these implications are tied together.

Figure 1:*Implications of RTI in the Classroom***Implication 1: Schools should ensure proper RTI training of teachers and parents.**

Throughout this paper there is a recurring theme of schools not understanding the amount of work RTI takes to implement correctly. In many cases, schools implement it without having the resources that the methodology needs, and in response, the results are not ideal. In order for RTI to be effective, there needs to be proper training of teachers as well as parents and there needs to be constant communication within the school. According to Figure 1, this is the first step to progress in schools.

Throughout Byrd's (2011) study there is a large emphasis on educating parents on RTI prior to using it on their child. RTI has progressed greatly over the past few years and with this large shift, parents must be educated on what is being taught to their child. RTI is complicated and can be very difficult to understand for both parents and teachers. It is clear that teachers and paraprofessionals are not fully educated on this topic as well.

In Sunaina's (2014) study, there was a survey completed asking SLPs, school psychologists, and other school personnel on their knowledge of assessment of ELLs along with

the RTI framework. This study resulted in saying that most teachers assess ELLs strictly by non-standardized assessments along with standardized assessments. A recommendation that Sunaina (2014) had made was for teachers and school districts to establish a standardized RTI model that can best serve the needs of ELLs. In order to do this, teachers and school personnel need to know how to adapt RTI to help specifically ELL students. This requires a thorough understanding of RTI as a framework and how to manipulate it to target this group specifically.

Kashima, Schliech, and Spradlin's (2009) study created a survey that showed the majority of schools within Indiana practiced RTI. Of these schools, the degree of which RTI is implemented within them is scattered and not consistent. This study's purpose was to gauge how knowledgeable teachers and school administrators are on the topic of RTI in particular. The majority of schools within Indiana who have "implemented" RTI only got to the initial stages of implementing it and in many cases RTI is given up on before even intriguing it to their students. Therefore, in order to see the full results, schools need to provide proper training on RTI in order for it to be used to its full potential.

Implication 2: Collaboration as the focus of RTI amongst teachers, parents, school personnel, and students.

An emerging theme within this research is the collaboration required for successful RTI implementation between teachers, students, parents, and school staff. This theme has been researched and it plays a huge part in the implication of RTI. Looking at Figure 1, it is clear that this implication in particular ties 1 and 3 together. Leithwood and Riehl's (2003) work goes into depth on the push for leadership and collaboration within schools. Their work pushes for parent involvement in particular along with getting struggling students more involved in the school as well. In order for RTI to thrive according to Leithwood and Riehl (2003), there needs to be

strong strategies to be put into place like collaboration. Collaboration between school staff, teachers, students and parents allow for the best and most consistent results.

Throughout Brown and Doolittle's (2008) research, trying to find solutions for struggling ELLs was looked into. The solution that they had come up with was that RTI would be the most effective framework to implement when it comes to ELLs. Brown and Doolittle (2008) decided this due to the collaboration between school staff that is required in order for this to be successful. Not only does this create a tighter knit school community, but it also allows for professional dialogue along with peer coaching. Due to the educational field constantly changing, collaboration and co-teaching is needed to progress especially when it comes to struggling students.

Similar results were found in Roseberry-McKibbin and Pieretti (2016) research regarding assessment and intervention regarding ELLs with primary language impairments. Murawski and Hughes (2010) research backs this suggestion by explaining that teachers are constantly being asked to do more. Effective teaching and education is the cornerstone of RTI. Although RTI takes time to fully implement it into a school, it allows for teachers to connect in a systematic way, allowing for more flexibility in teaching methods along with offering more support than what is given currently. Within this reading, the Department of Education emphasizes the importance of a specialist being a part of RTI. In particular SLPs are crucial in the process of educating and challenging students.

Roth and Troia's (2009) research look specifically at applying RTI into speech-language pathology. This study puts an emphasis on the significance of teacher-student communication and interaction. This aspect of teaching is vital yet at times undervalued. Many of RTI's ideas are still being tested in the real world. Preliminary studies and clinical data point to its potential for

uncovering new things. In addition to assisting elementary school kids with their early reading issues. Beyond these findings, there is still a lot of speculation. Any effective large-scale iteration of RTI will necessitate meaningful data, which is not speculative. Across all instructional settings, collaboration between general and special education professionals' tiers is essential. SLPs play an important role in this professional collaboration because they bring a variety of skills to the table. Children and teachers are going to form relationships inside and outside of the classroom regardless of whether RTI is implemented or not. It is important for teachers to ensure these relationships are positive ones. RTI's implications have shown positive effects in regard to relationships, amongst school staff, parents, and students. The addition of SLPs add a new dimension to these relationships which brings these relationships to another extent.

Implication 3: Communication is necessary with parents regarding what RTI is and the possible outcomes of it.

Throughout multiple internships in the field of education, there has only been one school where I have witnessed RTI used. Two years ago, I had an internship with a speech-therapist in an elementary school. This internship was very eye-opening for me and helped me realize my interest in this specific field. There was one child in particular that I was able to observe and work with directly. This child grew up in a primarily Spanish speaking household and had just recently immigrated to Rhode Island. It was clear that this child was not only behind in regard to speaking English, but also in generic grade-level knowledge. This child could not only do basic addition and subtraction, but he had a very difficult time reading in both English and Spanish. This child also suffered from major fine motor problems. For example, he could not tie his own

shoes, he had terribly messy handwriting, and he had difficulty manipulating things in his hands.

There were a lot of meetings between this child's general education teacher and the SLP that I was interning with. These meetings often started with addressing both the general education teacher and the SLP's concerns regarding the child. They would then address this child's strengths and review their data. Keeping in mind this child's strengths, they would then go onto set goals and methods they could use so this child could achieve these goals. These meetings would end in possible design and intervention plans for the child. This child in particular was very difficult to create goals for because his parents did not speak English and seemed intimidated by teachers and school personnel.

By the end of this internship that I had, the SLP and the teacher both decided that in order for this child to move on with the rest of his class, he would need a lot more help. This child needed to receive help from a physical therapist to improve his fine motor skills, he needed to go to a reading specialist, and he needed to work hard on his English. Deep down both the general education teacher and the SLP had their doubts in regard to the progression of this student. There was a meeting with the child's parents and both the SLP and his primary teacher in regard to his progression. Although there was communication with this child's parents, the communication was primarily in English, which both parents did not speak. The teachers were able to get a translator to come to this meeting so that his parents could completely and fully understand the seriousness of their child's education.

At the end of the meeting this child's parents were clearly upset. They had no idea of how hard their child was struggling in school. Since most of the communication with the parents of this child was in English, these parents in some way disregarded the information given. The SLP

and teacher noticed that when there were calls made to this child's parents, they rarely ever answered them or called them back. At first, the SLP and teacher thought these parents were not concerned with their child schooling. This was very untrue. There is much more to it than that. Although this is not just the school staff's mistake, there could have been a lot more actions taken to ensure clear communication with parents.

Not only were this child's parents shocked by what they were hearing from the school, but they were quite upset that their child had a slim chance of moving on with the rest of his grade. His parents were upset to hear of all the extra help he needed. This case is a great example of schools not providing clear and concise information on not only RTI, but also the progress of this child. This child's parents had no idea of the extra help that they would need to provide their child in response to the implementation of RTI. Schools need to work harder to provide accurate and helpful information to parents regardless of their first language. Not only should schools know the background of this child, but they should have adjusted the information given to this family based on that.

Future Research

One area future research should examine includes language intervention for ELLs and bilingual students. Since RTI is only a framework, it is important for future research to look into what intervention method is most beneficial. Therefore, there can be more research looking into that particular intervention method and pairing it with RTI. This knowledge would not only progress the outcomes of ELLs and Bilingual students, but it could also add to the outcomes of RTI in schools.

Another area that research should continue to examine is withholding interviews with teachers and policymakers to understand daily practice as well as global district-wide obstacles.

Within Shenoy's (2014) research, this information would help readers get a better understanding of daily practice along with the referral process and assessment procedures. This is important information for schools to know prior to implementing RTI's framework into their school. This information is also something that should be taught to teachers, school staff, and parents before they are expected to use it. Shenoy (2014) also said that surveying a larger demographic would be beneficial to the research on RTI. Adding different races, sexes, and ages into the mix could give valid information regarding the implications of RTI.

A final area for future research is in the relationship between discipline and RTI. According to Murawski and Hughes' (2010) study, the majority of research in regard to RTI has been based on the areas of reading. This is due to the fact that the majority of students who have learning disabilities also suffer from reading difficulties. There is little to no research-based intervention frameworks in the areas of writing and math. This not only limits the progress of those students who could benefit from writing and math interventions, but it also limits classroom progression. Research regarding the progress of math and writing when RTI is implemented could hold a lot of valuable information.

References

- Band, S., Lindsay, G., Law, J., Soloff, N., Peacey, N., Gascoigne, M., & Radford, J. (2010). Are health and education talking to each other? Perceptions of parents of children with speech and language needs. *European Journal of Special Needs Education, 17*(3), 212-226.
- Baxendale, J., Lockton, E., Adams, C., & Gaile, J. (2013). Parent and teacher perceptions of participation and outcomes in an intensive communication intervention for children with pragmatic language impairment. *International Journal of Language and Communication Disorders, 48*(1), 41-53.
- Bedore, L., & Peña, E. (2008). Assessment of bilingual children for identification of language impairment: Current findings and implications for practice. *The International Journal of Bilingual Education and Bilingualism, 11*(1), 1-21.
- Blom Elma, & Paradis Johanne. (2013). Past tense production by English second language learners with and without language impairment. *Journal of Speech, Language, and Hearing Research, 56*, 281-294.
- Blue-Banning, M., Summers, J., Frankland, M., Nelson, L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children, 70*(2), 167-184.
- Brown, J., & Doolittle, J. (2008). A cultural, linguistic, and ecological framework for response to intervention with English language learners. *Council for Exceptional Children, 40*(5), 66-72.
- Burton, D., & Kappenberg, J. (2011). *Guide to implementing RTI* (1st ed.) SAGE Publications.

- Buysse, V., & Peisner-Feinberg, E. (2013). *Handbook of response to intervention in early childhood*. Baltimore, Maryland: Paul H. Brookes Publishing.
- Byrd, S. (2011). Educating and involving parents in the response to intervention process. The school's important role. *Teaching Exceptional Children, 43*(3), 32-39.
- Cook, B., Cook, S., Shepard, K., & Cook, L. (2012). Facilitating the effective implementation of evidence-based practices through Teacher–Parent collaboration. *Council for Exceptional Children, 44*(3), 22-30.
- Cohen, S. Statistics at RTI international. *RTI International*,
<https://www.rti.org/brochures/statistics-rti>
- Crawford, D., & Saulter, R. (2012). Direct institution news: Effective school practices. *Direct Instruction News, 12*(1), 1-32.
- Dooley-Zawacki, L. (2022). A year in the life of RTI: The first year. *University Libraries, University of Washington*,, 137-144
- Ehren, B., Laster, B., & Watts-Taffe, S. Creating shared language for collaboration in RTI. *RTI Action Network*.
- Ehren, B., Montgomery, J., Rudebusch, J., & Whitmire, K. (2006). Response to intervention: New roles for speech-language pathologists. *American Speech-Language-Hearing Association, , 3-8*.
- Eppolito, A. M. (2011). The response to intervention (rti) decision-making process for English Language Learners (ELLs): Three elementary school case studies (Publication No.

3489515) [Doctoral Dissertation, University of Colorado]. ProQuest Dissertation Publishing.

Ferguson, C. (2005). Organizing family and community connections with schools: How do school staff build meaningful relationships with all stakeholders? *Southwest Educational Development Laboratory*, 1-7.

Goldstein Brian, & Ferenc Bunta. (2010). The effects of measures of language experience and language ability on segmental accuracy in bilingual children. *American Journal of Speech-Language*, 19(3), 238-247.

Guiberson, M., & Atkins, J. (2012). Speech-language pathologists' preparation, practices, and perspectives on serving culturally and linguistically diverse children. *Hammill Institute on Disabilities*, 33(3), 169-180.

Guiberson, M., & Ferris, K. P. (2019). Early language interventions for young dual language learners: A Scoping review. *American Journal of Speech-Language Pathology*, 28(3), 945-963.

Henderson, D. (2018). Staff collaboration for student success: Implementation challenges of professional learning communities and response to intervention. *BU Journal of Graduate Studies in Education*, 10(2), 39-44.

Jago, S., & Radford, J. (2017). SLT beliefs about collaborative practice: Implications for education and learning. *Child Language Teaching and Therapy*, 33(2), 199-213.

- Kashima, Y., Schleich, B., & Spradlin, T. (2009). The core components of RTI: A closer look at leadership, parent involvement, and cultural responsiveness. *Center for Evaluation and Education Policy*, 1-12.
- Leithwood, K., & Riehl, C. (2003). What we know about successful school leadership. *Laboratory for Student Success, Temple University*, 1-8.
- Mire, S., & Montgomery, J. (2009). Early intervening for students with speech sound disorders. *Communication Disorders Quarterly*, 30(3), 155-166.
- Mofield, E. (2020). Benefits and barriers to collaboration and co-teaching: Examining perspectives of gifted education teachers and general education teachers. *Gifted Child Today*, 43(1), 20-33.
- Murawski, W., & Hughes, C. (2010). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. *Routledge Taylor and Francis Group*, 53(4), 267-277.
- Nellis, L., Sickman, L., Newman, D., & Harman, D. (2014a). Schoolwide collaboration to prevent and address reading difficulties: Opportunities for school psychologists and speech-language pathologists. *Journal of Education and Psychological Consultation*, 24(1), 110-127.
- Nellis, L., Sickman, L., Newman, D., & Harman, D. (2014b). Schoolwide collaboration to prevent and address reading difficulties: Opportunities for school psychologists and speech-language pathologists. *Journal of Educational and Psychological Consultation*, 24(1), 110-127.

- Pieretti, R., & Roseberry-McKibbin Celeste. (2015). Assessment for English language learners with primary language impairment: Research-based best practices. *Hammill Institute on Disabilities, 37*(2), 117-128.
- Pomerantz, E., Moorman, E., & Litwack, S. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research, 77*(3), 373-410.
- Preston, A., Wood, C., & Stecker, P. (2015). Response to intervention: Where it came from and where it's going. *Routledge Taylor & Francis Group, 60*(3), 173-182.
- Reschly, A. (2010). Schools, families, and response to intervention. *RTI Action Network, 1-5*.
- Rhoades, E., & Duncan, J. (2017). *Auditory-verbal practice: Family centered early-intervention* (2nd ed.). Springfield, Illinois: Charles C. Thomas Publisher LTD.
- Roth, F., & Troia, G. (2009). Applications of responsiveness to intervention and the speech-language pathologist in elementary school settings. *Seminars In Speech Language, 30*(2), 75-89.
- School--family partnering to enhance learning: Essential elements and responsibilities. (2019). *National Association of School Psychologists, 1-8*.
- Shenoy Sunaina. (2014). Assessment tools to differentiate between language differences and disorders in English language learners. *UC Berkeley Review of Education 5*(1), 33-52.
- Slocum, T., & Marchand-Martella, N. (2001). Introduction to a special issue. Wesley C. Becker: A founding father. *Journal of Direct Instruction, 5-6*.

Snow, P., Sanger, D., Caire, L., Eadie, P., & Dinslage, T. (01/13). Improving communication outcomes for young offenders: A proposed response to intervention framework.

International Journal of Language and Communication Disorders. 50(1), 1-13.

Ukrainetz, T. (2006). The implications of RTI and EBP for SLPs: Commentary on L. M.

justice. *Language, Speech, and Hearing Services in Schools*, 37, 298-303.

Watson, G., & Bellon-Harn, M. (2013). Speech-language pathologist and general educator

collaboration: A model for tier 2 service delivery. *Hammill Institute on Disabilities*, 49(4), 237-243.