

DEVELOPING AN EDUCATIONAL INSTRUCTIONAL PLAN BASED ON RESPONSE TO INTERVENTION (RTI) FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

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ABSTRACT

In the present study, researcher aims to provide new insight and better understanding for students and educators about the possible effects of the RTI model on Limited English Proficient students. So that students' individual needs should be catered in the best manner. This research will help the teachers to understand students' capabilities and their problems. Teachers will be able to understand various strategies to solve language learning processes and ways to deal with various types of speaking, reading, writing and listening skill related problems.

A present study is a developmental study which is focused on the development of instructional set on the bases of RTI norms. This help to solve the problem of heterogeneity at the secondary school level. This instruction set helps the teachers and schools to deal with those students who are lacking behind and do not match their language skills as per their grade level. The objective of the study are- To identify the students with limited language proficiency in ESL, To analyze available Response to intervention programs (RTI), To develop Response to intervention (RTI) instruction sets for the students with limited language proficiency in ESL, The finding of the study is there is a significant effect of RTI on LEP students. And for better results the duration of training and intervention can be increased.

This study will be significant to all key stakeholders working within the RTI model. It will provide specific insight into the perceptions of teachers, students, and administrators regarding the number of referrals. This study is noteworthy in that it provides research-based evidence regarding the identification of minorities since the implementation of RTI. Therefore, permitting individuals to target specific sections who may be at risk to avoid over-representation of that subgroup in special education. Students with limited English proficiency suffer not only at the academic level but also at behavioral aspect because of weak expression in ESL. Students face problem in all four skills of ESL (reading, writing, speaking and listening). So the present study will help to identify students with limited English proficiency and help to tackle these problems. It can bring confidence and enhance English proficiency at every level. This research study helps the teachers to help the students at risk in a similar time. The present study will help to create an environment of change to affect referrals to education for students who are at-risk academically as well behaviorally. Since RTI is a new initiative, research and reporting in this area is needed. Further, administrators may use the data from this study to generalize to their own populations. A present study will help to maintain equilibrium in the class.

KEYWORDS: *Response to Intervention (RTI), Limited English Proficiency (LEP), English as Second Language (ESL)*

INTRODUCTION

Language acquisition is a slow and challenging process, but small improvements in due course add up to fluency and sometimes adds up to at least an average grade with the support of their learning process. Teaching English as a foreign language is a challenge for a teacher because the teacher needs to justify all the students, that everyone should be able to learn something in a classroom even though they are having different abilities and different pace while learning the English language. Students' attitudes about their studies, their home situations, literacy, self-confidence, academic level, identification with their native language and country are only a few factors that affect their ability to learn or acquire a new language. Students know that their English needs progress, they ask for help willingly, and they are frequently quite well-prepared and eager to work. As an ESL (English as a second language) teacher, he/ she must learn to constantly adapt to your students' needs. Many times, this means dealing with some varied problems in the classroom, many of which are too common occurrences. A good ESL teacher must be able to recognize these common problems and work to find solutions. Even a small change in the teaching methods can help to create a more fruitful and better environment for both teacher and the students.

Teaching ESL students takes a lot of time as the teacher needs to give an elaborated description on what he/she teaches and waits for the student to respond. ESL classes go slow because the student needs to work on the exercises, which are similar to the content what the teacher taught. The teacher might feel the class disturbed but he should have concentrated only on the progress of his or her students and should be helpful in the interactions with the students. Teacher focuses on reading comprehensions, paragraph writing, and analytical writing, reading span increasing. It is better to save half of the session or one-third of the session for working on the language i.e. Grammar, sentence constructions, communication abilities etc.

Response to Intervention (RTI)

RTI refers to integration assessment and intervention within a multi-tier intervention system to maximize student achievement and to reduce behavioral problems. Response to Instruction is an instructional framework that upholds a well-integrated system (connecting general, gifted, supplemental, and special education services in providing high-quality education); it provides standard based instruction and intervention that should be matched to students' academic, social-emotional, and behavioral needs. Response to Intervention combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavioral problems. Response to Intervention is a process intended to provide students with interventions before they are identified as students who are served through special education services as students who have some kind of disabilities. RTI is an over-all education initiative that allows students to receive targeted interventions in their areas of weakness before they are referred to special education. The implementation of RTI has had a significant effect on education. This study explored the perceptions of how this intervention program going to recognize the students having a problem in ESL (English as a secondary language) and the implementation of RTI to assess and help them. This study will make efforts to help the students having the problem in English language learning.

No Child Left behind (NCLB) requires the use of instructional practices that have been proven through rigorous scientific research to be effective in helping struggling students (DOE Fact Sheet 2004). The U.S. Congress mandated scientific research to help teachers and policymakers recognize the essential skills and instructional methods needed to achieve success (NRP, 2000). Through this mandate, the Response to Intervention (RTI) Model was formed and made. Because of the RTI model process, students with disabilities are being served in general education settings as well. For example, if a student has a documented disability or problem in the area of reading, he or she might be served in an inclusive classroom for all the core areas without direct instruction from the special education, teacher with the allowance of reading. In addition, schools have begun using formative assessments for monitoring instruction and make informed decisions about the student progress toward annual goals. RTI calls for general educators to deliver students with and without disabilities with research-based interventions and monitoring progress regularly to determine growth (Ardoin, 2005). The progress of all students is monitored in the inclusive educational settings throughout the RTI process (Ardoin, 2005).

In the absence of enlarged time to devote to individual students, some teachers assume that the students in general education will miss key concepts, because of the amount of time the teachers spend with students with disabilities. Therefore, the practice of recognizing and removing students with disabilities from the general education setting was a common core practice before the RTI model was implemented (Ardoin, 2005).

The resource model was designed to provide individualized instruction to students with disabilities (i.e. reading problem) in a separate setting other than the general education classroom (Ardoin, 2005). However, in the qualitative cross-study analysis by Klinger and Vaughn (1998), researchers required to determine the perception of students in inclusive educational settings. Forty students participated in the study. Researchers found that, in some cases, students with disabilities helped more from being pulled out of the general classroom rather than remaining in it. All services for disabled students should be based on the least restrictive environment.

Further, accessibility and access to the curriculum in the least restrictive environment should remain the central point of the decision-making process. It is during the decision-making process, that it is most important to look at every early intervention service and how RTI can meet the needs of a student without the student being recognized as having a disability. Which help the student to grow further and explore? Students receive high-quality, research-based instruction and monitoring by the researcher in their general education setting. A fundamental principle of RTI model can be

- Use of a multi-tiered model of service delivery facilitates distinguished instruction and early intervening services for struggling language learners.
- Movement between tiers should be directed by a data-driven decision-making process.
- Universal screening and progress monitoring are the roots for instructional decisions.
- Clearly specified outcomes that are connected to academic achievement and social competence.
- Data-based decision making that monitors selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.
- Evidence-based practices that have a high chance of outcome achievement for students.
- Systems which support adult adoption, high fidelity implementation, and sustained use of effective practices.

METHOD OF THE STUDY

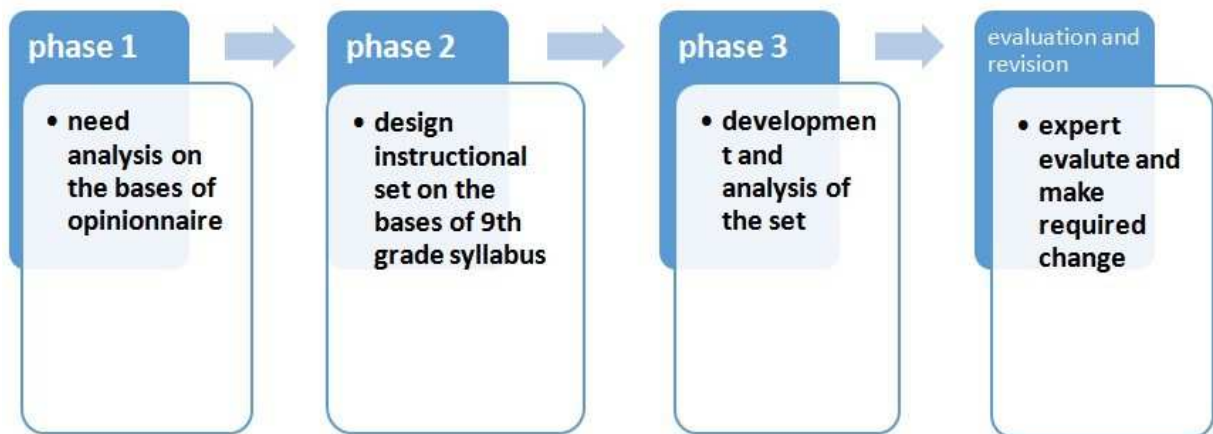


Figure 1: Process of Plan/Program Development

According to the nature of the problem, the researcher conceded out the present study on the lines of a developmental method which is a kind of creative method. This research study will be designed to obtain improvement of the language learning students. Present study follows the given procedure to develop instructional sets.

Instructional set which is going to develop follow the basic concept of response to intervention model which shows the stages of teaching as per its format –



Figure 2: Process of Tool Construction

This phase deal with the developmental procedure of the instructional set of English language for limited English

language proficient students. It will consider content, time, structure, activities involved and support plan.

Table 1: Structure of RTI Plan

	Orientation	TIER 1	TIER 2	TIER
Time	20 min	35 min/everyday	45min/ everyday	45min /everyday
Curricular focus	All four skills	All four skills	45min/ everyday	One skill at a time
Curricular Breadth	All three	Core	2 skills at a time	Core + supplemental + intensive
Frequency of Progress Monitoring	At very first day	Weekly	Core + supplemental	Everyday + weekly (summative)
Activity	Every activity	4 activities each skill	After 3 days	2 activities each skill

RTI is a more effective method for the early identification of students that are at- risk. The RTI method provides interventions for the students identified at-risk prior to a special education referral and involves families in the tiered process if desired. The early identification and intervention for students considered at-risk are long-awaited concepts in the field of education that can become reality with the RTI method. The whole procedure of the study identifies students with a problem in language proficiency and divide these students into three groups and prepare framework intervention for all three groups- students with minor problems, students with moderate problems and students with a major problem.

CONCLUSIONS

The research study proposes that English language teachers can help their learners to develop good language skills with the help of RTI instructions. To achieve teacher not only need to be qualified in the methods of incorporating strategy instruction but also they need to be convinced that learning instruction can be effective for their students.

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