

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

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Received: 03 Jan 2019

Accepted: 17 Jan 2019

Published: 24 Jan 2019

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)*