

TEACHERS' AND SCHOOL PRINCIPALS' PERCEPTION OF BARRIERS AND
FACILITATORS IN RESPONSE TO INTERVENTION IMPLEMENTATION
AND USE FOR SPECIFIC LEARNING DISABILITY
REFERRALS

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ABSTRACT

The use of response to intervention (RTI) in school settings has increased in recent years. RTI is flexible in design and allows school districts to use available resources to carry out the RTI process. Elementary teachers are responsible for much of the RTI process including conducting interventions and monitoring academic progress. However, elementary principals also collaborate with teachers in the RTI process. The purposes of this study were to conduct a qualitative investigation of factors perceived by teachers and school administration to act as *barriers or facilitators* of a) RTI implementation and the b) use of RTI to make SLD referrals at each of the three RTI tiers. In fall 2012, this study used the qualitative design of grounded theory to guide data collection regarding the perceptions of elementary teachers and principals. The study included a total of six general education teachers, three special education teachers, and two school principals (n=11) from five elementary schools, within a single school district, that had begun RTI implementation two years prior to data collection. Data collection included individual interviews, critical incident reports, and field notes that were coded to develop themes within the data and sequentially construct a theory that enabled better understanding of collected data.

In summary, from collected data, five main themes emerged for both barriers and facilitators: district and school administrative leadership, school values and attitude, support for RTI practices and procedures, training and teacher characteristics, and problem-solving and holistic approach.

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CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES.....	v
CHAPTER I: INTRODUCTION.....	1
Response to Intervention.....	1
Legislation Related to RTI.....	3
Perceptions of Teachers, Principals, and School Psychologists.....	3
Roles of Teachers, Principals, and School Psychologists.....	4
Barriers and Facilitators of RTI Implementation.....	6
Statement of the Problem.....	6
Purpose of the Study.....	8
Summary of Method.....	8
Research Questions.....	9
Significance of the Study.....	9
CHAPTER II: LITERATURE REVIEW.....	12
Impact of RTI: Positives and Concerns.....	12
RTI Implementation.....	12
SLD Diagnosis.....	14
RTI Outcomes.....	15

Academic Achievement	15
SLD Referrals and Determinations	16
State RTI Models	18
RTI Implementation and Usage for SLD Referrals	18
Pennsylvania State Model.....	19
Iowa State Model	20
Wisconsin State Model	21
Ohio State Model	22
Roles of Parents, Principals, and Teachers	23
RTI: Potential Barriers and Facilitators	26
Summary of Studies Reporting Barriers and Facilitators	26
Summary of Barriers and Facilitators across Studies	28
Summary.....	30
CHAPTER III: METHODOLOGY	33
Research Questions	31
Overview of Qualitative Methodology: Grounded Theory	32
Brief Overview of Dissertation Study Data Collection	33
Setting and Participants.....	34
School Demographic Information.....	34
Participant Demographic Information	35
School District Implementation of RTI	36
RTI Implementation Schedule	37
Problem-Solving Teams.....	37

Individuals Responsible for Implementation	39
Tier 1 Implementation.....	39
Tier 2 Implementation.....	40
Tier 3 Implementation.....	42
Accommodations versus Interventions	44
Consideration for Special Populations	44
Using RTI for SLD Referrals.....	45
Instruments.....	46
Interviews.....	47
Critical Incident Reports	52
Field Notes	54
Memos.....	55
Procedures.....	55
Approval for Research	55
Participant Selection	56
School selection	56
Teacher selection	56
Principal selection.....	58
Data Collection	59
Interviews.....	59
Critical incident reports.....	60
Field notes.....	61
Memos.....	61

Data Analyses: General Overview	62
Constant Comparative Method	63
Coding Data	63
Specific Data Analyses Procedures	67
Pre-coding Data Organization.....	67
Data collection tools	68
Research question one pre-coding	70
Research question two pre-coding	71
Research question three pre-coding	73
Coding of Data.....	75
Initial coding	75
Focused coding	77
Axial coding.....	78
Theoretical coding	79
Data Analyses for Each Research Question.....	80
Specific Data Analyses: Research Question One	80
Data organization	80
Initial coding	81
Focused coding	84
Axial coding.....	85
Theoretical coding	85
Specific Data Analyses: Research Question Two.....	86
Data organization	86

Initial coding	86
Focused coding	88
Axial coding.....	90
Theoretical coding	90
Specific Data Analyses: Research Question Three.....	91
Data organization	91
Comparison of data.....	92
Factors to Increase Data Quality.....	92
CHAPTER IV: DATA ANALYSIS AND FINDINGS.....	95
Research Questions.....	95
Data Analysis and Findings	96
Codes, Categories, and Themes	97
Tier 1: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals.....	99
Theme 1: District and School Administrative Leadership.....	100
Facilitator categories	100
Administrative provision of scientific, research-based curriculum, and support	100
Principal guidance and support.....	101
Theme 2: School Values and Attitudes.....	102
Facilitator categories	102
School climate.....	102
Common goals	102
Belief in RTI model	103

Barrier categories	103
Vision of long-term goals	103
Pathway to goals	103
Theme 3: Support for RTI Practices and Procedures.....	104
Facilitator categories	104
Professional flexibility	104
Acceptance of tier procedures.....	105
Use of technology	105
Data-based decision making	106
Proper procedure	106
Barrier categories	106
Lack of professional judgment and flexibility with curriculum use.....	107
Lack of time	107
Lack of personnel.....	108
Lack of materials and resources.....	108
Improper procedure.....	108
Theme 4: Training and Teacher Characteristics	109
Facilitator categories	109
Teacher initiative and self-efficacy.....	109
Professional development	109
Education	109
Barrier categories	110

Lack of professional judgment.....	110
Lack of ownership.....	110
Theme 5: Problem-Solving and Holistic Approach.....	111
Facilitator categories.....	111
Collaboration.....	111
Holistic approach	111
Barrier categories	112
Collaboration.....	112
Tier 2: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals.....	115
Theme 1: District and School Administrative Leadership.....	115
Facilitator categories.....	115
Administrative provision of scientific, research-based curriculum, and support	116
Principal guidance and support.....	116
Theme 2: School Values and Attitudes.....	116
Facilitator categories.....	116
School climate.....	117
Common goals	117
Belief in RTI model	117
Barrier categories	118
Vision of long-term goals	118
Pathway to goals	118
Theme 3: Support for RTI Practices and Procedures.....	119

Facilitator categories	119
Professional flexibility	119
Acceptance of tier procedures.....	120
Use of technology	121
Data-based decision making	121
Proper procedure.....	122
Barrier categories	122
Lack of professional judgment and flexibility with curriculum use.....	122
Lack of time	123
Lack of personnel.....	123
Lack of materials and resources.....	123
Improper procedure.....	124
Theme 4: Training and Teacher Characteristics	124
Facilitator categories	124
Teacher initiative and self-efficacy.....	124
Professional development	126
Barrier categories	126
Lack of professional judgment.....	126
Lack of ownership.....	127
Theme 5: Problem-Solving and Holistic Approach.....	127
Facilitator categories	127
Collaboration.....	128

Holistic approach	128
Barrier categories	129
Collaboration.....	129
Tier 3: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals.....	132
Theme 1: District and School Administrative Leadership.....	132
Facilitator categories	132
Administrative provision of scientific, research-based curriculum, and support	133
Principal guidance and support.....	133
Theme 2: School Values and Attitudes.....	133
Facilitator categories	133
School climate.....	134
Common goals	134
Belief in RTI model	134
Barrier categories	134
Vision of long-term goals	135
Pathway to goals	135
Theme 3: Support for RTI Practices and Procedures.....	135
Facilitator categories	135
Professional flexibility	136
Acceptance of tier procedures.....	136
Use of technology	136
Data-based decision making	137

Proper procedure	137
Barrier categories	138
Lack of professional judgment and flexibility with curriculum use.....	138
Improper procedure.....	138
Theme 4: Training and Teacher Characteristics	139
Facilitator categories	139
Teacher initiative and self-efficacy.....	139
Professional development	140
Barrier categories	140
Lack of professional judgment.....	140
Theme 5: Problem-Solving and Holistic Approach.....	140
Facilitator categories	140
Collaboration.....	141
Holistic approach	141
Barrier categories	142
Collaboration.....	142
Research Question 3: Differences in Facilitators for Part A, RTI Implementation.....	144
Research Question 3: Differences in Barriers for Part A, RTI Implementation.....	150
Research Question 3: Differences in Facilitators for Part B, the Use of RTI to Make SLD Referrals	155
Research Question 3: Differences in Barriers for Part B, Use of RTI to Make SLD Referrals	160
Research Question One, Two, and Three: Overall Summary of Main Themes	165

District and School Administrative Leadership	165
School Values and Attitudes	165
Support for RTI Practices and Procedures	166
Training and Teacher Characteristics	167
Problem-Solving and Holistic Approach	168
CHAPTER V: SUMMARY AND DISCUSSION	169
Research Questions	170
Discussion of Themes, Previous Research, and Importance of Main Findings.....	172
Theme 1: District and School Administrative Leadership, Facilitators.....	173
Theme 2: School Values and Attitudes, Facilitators.....	175
Theme 2: School Values and Attitudes, Barriers	175
Theme 3: Support for RTI Practices and Procedures, Facilitators.....	176
Theme 3: Support for RTI Practices and Procedures, Barriers.....	177
Theme 4: Training and Teacher Characteristics, Facilitators	180
Theme 4: Training and Teacher Characteristics, Barriers	182
Theme 5: Problem-Solving and Holistic Approach, Facilitators	183
Theme 5: Problem-Solving and Holistic Approach, Barriers	184
Summary and Discussion.....	185
Implications for Research	188
Implications for Practice	188
Limitations of Study	191
Conclusion	192

REFERENCES	193
APPENDICES	201

LIST OF TABLES

3.1	Pre-coding Data Grouping for Research Question	72
3.2	Pre-coding Data Grouping for Research Question Two	74
3.3	Pre-coding Data Grouping for Research Question Three	75
4.1	Tier 1: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals	113
4.2	Tier 2: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals	130
4.3	Tier 3: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals	143
4.4	Research Question Three Part A: Differences between Participant Groups for Facilitators of RTI Implementation per RTI Tier	147
4.5	Research Question Three Part A: Differences between Participant Groups for Barriers of RTI Implementation per RTI Tier	152
4.6	Research Question Three Part B: Differences between Participant Groups for Facilitators of the Use of RTI to Make SLD Referrals per RTI Tier	158
4.7	Research Question Three Part B: Differences between Participant Groups for Barriers of the Use of RTI to Make SLD Referrals per RTI Tier	163

CHAPTER I:
INTRODUCTION

Many states are implementing or planning to implement a response to intervention (RTI) model within their school systems (O'Connor & Freeman, 2012). Berkeley, Bender, Peaster, and Saunders (2009) indicated that the extent of RTI implementation differs across the country depending on each state's RTI initiative. In addition, the National Center on Response to Intervention (NCRI) [2010] indicated that 49 states allowed the RTI process to be used for determining specific learning disability (SLD) in 2010.

Response to Intervention

RTI is a multi-tiered model (Burns, Deno, & Jimerson, 2007; Skinner, McCleary, Skolits, Poncy & Cates, 2013) intended to increase learning for all students through universal screening, continuous progress monitoring, utilization of research supported curriculum and interventions, and fidelity monitoring of curriculum and interventions (Fuchs, Mock, Morgan, & Young, 2003; Skinner et al., 2013). Glover and DiPerna (2007), Marston (2003), and Restori, Gresham, and Cook (2008) provided a summary of the multiple RTI tiers. RTI typically includes three tiers. Tier 1 of RTI generally includes quality instruction and universal screening in general education via curriculum based measurement (Deno, 1985) or other assessment methods for all students. Students identified by universal assessment as failing to make academic progress, at a rate comparable to their peers, are moved from Tier1 to Tier 2 of the RTI process. Tier 2 consists of increased intensity or frequency of academic instruction that often utilizes small group settings within the general education classroom. Academic progress on Tier 2 continues to be assessed.

During Tier 2, if a student's academic achievement increases to a level comparable to his or her peers, the student will move back to Tier 1. However, if a student does not respond to academic interventions on Tier 2, he or she may be moved to Tier 3. Tier 3 focuses on more intense one-on-one interventions provided with increased frequency of intervention provision. If academic progress is made on Tier 3, students may once again move back down the tiers. Students who do not respond to intervention at Tier 3 may be recommended for special education evaluation. However, within some school districts, a special education evaluation may be included as part of Tier 3 (Canter, Klotz, & Cowen, 2008).

It is important to note that some RTI models (e.g., Shores, 2012) include additional tiers beyond Tier 3. Within these models of RTI, the tiers may represent the degree to which a student is performing below grade level. For example, Tier 3 may provide support for students who are performing academically one year below grade level. Students performing one to two years below grade level would be provided intervention on Tier 4. Lastly, Tier 5 would give support to students with academic performance two or more years below grade level. While five tiered models of the RTI process are in use, this study focused on a three-tiered model of RTI.

Regardless if a special education evaluation occurs during or after Tier 3, the process of using the RTI model to facilitate a special education evaluation requires that a student receive a continuum of service across the RTI tiers. Service should include tracking, data collection, and diversified instruction or intervention that increases in intensity, duration, and individualization over time (i.e., across the three tiers). In order to provide a continuum of service, the collaboration and guided action of school personnel is needed. Consequently, it is important to the a) success of RTI implementation and the b) use of RTI for SLD referrals to better understand the perceptions of personnel involved in implementing RTI and those who have roles

in gathering information for special education eligibility determinations. Thus, the present study focused on elementary teachers' and principals' perceptions of factors that act as barriers and facilitators of a) RTI implementation and the b) use of RTI to make SLD referrals after two years of implementation.

Legislation Related to RTI

Legislation, such as the Individuals with Disabilities Improvement Act (IDEA) [2004], encourages the use of multidimensional assessment that takes into account the appropriateness of academic instruction and interventions, in conjunction with ample opportunity to learn, before referring a student for a special education evaluation. IDEA's guidelines and the RTI process are also in accordance with the regulations of No Child Left Behind (NCLB) [2002], regulations that require all schools to focus on quality instruction and educator accountability.

In addition, IDEA (2004) revised previous eligibility criteria for the special education category of SLD. IDEA criteria indicates that it is no longer necessary for a severe discrepancy to exist between a student's performance on a standardized measure of achievement and a standardized measure of cognitive ability, before a student is considered eligible for special education services under the special education category of SLD. In most states, it is now possible for a student to qualify for special education services by showing a data-based pattern of academic weakness over time, in conjunction with evidence of quality instruction and the implementation of scientifically research-based interventions.

Perceptions of Teachers, Principals, and School Psychologists

The RTI model is thought to help prevent diverse student populations from becoming over represented in special education programs (Klinger & Edwards, 2006; O'Connor & Freeman, 2012), improve instructional practices, and increase student outcomes (Fuchs et al.,

2003; Skinner et al., 2013). Thus, it is to be expected that teachers, principals, and school psychologists would be supportive of a model that benefits students, even if RTI necessitated changes in school procedures and practices.

For instance, Bartle (2009) stated that while some teachers indicated that they were uncomfortable with the level of accountability required by RTI, other teachers reported positive attitudes toward accountability measures increased over time. Danio-Gracia (2008) and Lembke, Hampton, and Beyers (2012) showed that teachers reported that RTI helped them create multiple academic perspectives for students through collaboration and data collection, perspectives that teachers believed might improve academic interventions. Sansosti, Nottlemeyer, and Gross (2010) also indicated findings from a survey distributed to high school principals that indicated most perceived RTI to be important to their schools, regardless of significant school-wide changes needed to implement the model. Research conducted by O'Connor and Freeman (2012) and Unruh and McKellar (2013) found that, overall, school psychologists were supportive of the RTI model and the use of the RTI model to make SLD determinations. Macheck and Nelson (2010) indicated that school psychologists reported that the most promising aspects of the RTI model was its ability to rule out poor instruction as a causative factor in a student's failure to make adequate academic progress, the ability to identify struggling students earlier, and developing formative assessments.

Roles of Teachers, Principals, and School Psychologists

Flexibility within the RTI model gives schools the ability to construct an RTI process that fits their needs and resources. However, the RTI process depends largely on general education teachers for implementation (Burns, Jacob, & Wagner, 2008; Tubpun, 2013). Thus, lack of teacher ability or willingness to implement the RTI model could decrease RTI

effectiveness. Nunn, Jantz, and Butikofer (2009) showed how teachers impact the RTI process. Nunn et al. used data-collected from 429 teachers, administrators, and support professionals trained in RTI. Results from their study concluded that as teachers became more efficacious concerning RTI, perceptions of intervention outcomes improved, along with satisfaction with results, team collaboration process, and data-based decision making.

Just as teachers are important to implementing RTI at a classroom level, principals serve as teacher support and provide overall school guidance at an administrative level (Cutler, 2009; Dulaney, 2010; O'Connor & Freeman, 2012). Principals perform many of the administrative processes linked to RTI; for example, keeping up with mandates and “best practice” (Mitra, 2010), helping develop positive school climate regarding RTI implementation, and facilitating communication between personnel (Lay, 2007). In regard to RTI, O'Connor and Freeman (2012) and Ninni (2010) found the desired tasks of principals included having high expectations, fostering commitment to goals, providing vision, and individual support.

Unruh and McKellar (2013) discussed how school psychologists may act as guides for the RTI model. For instance, school psychologists may encourage collaboration among teachers, assist with teacher understanding of assessment information, determine how outcome data relates to goals and curriculum, and promote understanding of how data can be used to identify students at-risk for academic failure. School psychologists were also reported to assist with determining what interventions are evidenced based and help ensure intervention fidelity. In addition, Sullivan and Long (2010) found that about 71.2% of the school psychologists in their study indicated involvement in academic intervention and participation in setting clear realistic goals for intervention outcomes. Finally, if interventions were not successful, school psychologists were indicated as participants in further assessment and team decision-making.

Barriers and Facilitators of RTI Implementation

Within research pertaining to RTI, researchers (Burns et al. 2013; Cutler, 2009; Dulaney, 2010; Newman-Jacobs, 2008; Tubpun, 2013) discussed *factors* that may increase or decrease the ease with which a) RTI is implemented and b) used for making SLD referrals. These factors may be considered *barriers* or *facilitators*, as they may either improve or decrease the chances of RTI success. For the purposes of the current study, *facilitators* and *barriers* were defined respectively as: factors that promote (e.g., time, training, administrative support, parent support, funding, collaboration, etc.) or factors that decrease (e.g., inadequate training, lack of time, lack of parental support, etc.) the ability of school personnel to implement and use RTI to make SLD referrals. Factors may act as either a *barrier* or *facilitator* depending upon whether the factor is present/absent or adequate/inadequate. For example, if teacher “training” was examined, inadequate training would be a barrier and adequate training would be considered a facilitator.

Statement of the Problem

Previous research has indicated that more investigation is needed to understand the underlying factors that a) impact RTI implementation (Bartle, 2009; Burns et al., 2013; Kimmel, 2008; Lohrmann, Forman, Martin, & Palmieri, 2008; O’Connor & Freeman, 2012; Stollar-Bollinger, 2008) and the b) use of RTI to make SLD referrals (Burns et al., 2008), especially at the elementary level. Studies such as Cutler (2009), Dulaney (2010), Kimmel (2008), and Newman-Jacobs (2008) reported barriers and facilitators of implementation for the overall RTI process. However, the studies did not purposely investigate the barriers and facilitators of each RTI tier separately. These studies found that factors such as: time for intervention implementation (Cutler, 2009), school staff collaboration (Danio-Garcia, 2008), trust between teachers (Bartle, 2009), leadership (Dulaney, 2010), resources (Newman-Jacobs, 2008),

availability of interventions and personnel (Cutler, 2009) could act as barriers or facilitators of RTI implementation depending the availability of each factor.

In addition, other studies have investigated the reliability and accuracy of RTI to data-based decisions (Burns, Scholin, Kosciolk, & Livingston, 2010) and special education eligibility decisions (Orosco & Klinger, 2010). Burns, Scholin, Kosciolk, and Livingston (2010) reported the consistency of decisions regarding student academic progress using two types of RTI decision-making frameworks (i.e., aimline and dual discrepancy). The two RTI frameworks differed in their statistical capabilities to project student progress and evaluate student academic growth. The researchers concluded that the method of student academic data analysis could result in different decisions regarding student progress and transition between RTI tiers. Orosco and Klinger (2010) stated that lack of teacher training or effective interventions limit the ability of the RTI process to rule out lack of appropriate instruction when making data-based decisions regarding an SLD. In summary, the studies suggest factors may impact the use of RTI to make decisions related to student academic progress, and consequently, impact the accuracy of SLD referrals and eligibility determinations.

The RTI process involves many components (e.g., progress monitoring, differentiated instruction, intervention implementation etc.) and collaboration of school staff for implementation at each of its three tiers. In sum, there is a lack of research determining the barriers and facilitators at each tier (i.e., Tier 1, Tier 2, and Tier 3) of the RTI process during a) RTI implementation and the b) use of RTI to make SLD referrals. SLD referrals are not necessarily made on each tier of RTI. However, the components of RTI necessary for a SLD referral after Tier 3, must occur in some form at each tier. If factors that impede or facilitate the use of RTI to make SLD referrals can be identified, then the accuracy of data-based decisions

made using model may be increased. A lack of understanding of barriers and facilitators could lead to faulty decisions regarding SLD referrals and decrease the overall efficacy of the RTI model to promote academic achievement for students.

Purpose of the Study

While research has reported factors that impact overall RTI implementation (Bartle, 2009; Machek & Nelson, 2010), more research is needed in order to determine, at the three tiers (i.e., Tier 1, Tier 2, and Tier 3) of RTI, what *factors* facilitate or inhibit RTI implementation. In addition, information is needed to investigate what factors may impact the use of RTI to make SLD referrals. Thus, the current study investigated elementary teachers' (i.e., special education and general education) and principals' perceived barriers and facilitators per RTI tier for a) RTI implementation and the b) use of RTI to make SLD referrals after two years of RTI implementation.

Summary of Method

The study utilized the qualitative method of grounded theory. Six general education teachers, three special education teachers, and two school principals (n=11) distributed across five elementary schools within a single school district in the southeast participated in the study. Data collection consisted of individual interviews conducted once with each teacher and principal. In addition to interviews, teachers were asked to complete a critical incident report each week for four weeks. Data collected from the interviews and critical incident reports were coded (i.e., initial, focused, axial, and theoretical coding), in order to determine themes and develop a better understanding or theory that described the barriers and facilitators of a) RTI implementation and the b) use RTI to make SLD referrals.

Research Questions

1. What barriers and facilitators do general and special education teachers report about the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

2. What barriers and facilitators do elementary school principals report about the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

3. Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Significance of the Study

Previous studies (Culot, 2011; Cutler, 2009; Newman-Jacobs, 2008; Tubpun, 2013), have investigated the barriers and facilitators for overall RTI implementation. However, there is a lack of information related to the barriers and facilitators at each RTI tier. Understanding barriers and

facilitators at *each RTI tier* may improve the overall success of implementation. Successful implementation may impact the amount of academic progress schools see as a result of the RTI process. Understanding factors that assist in RTI implementation may also promote sustainability of the RTI process within schools (Lohrmann et al., 2008) and help ensure students obtain the continuum of education services that he or she may need.

In addition, the use of RTI to make accurate data-based decisions related to SLD referrals is an important goal for the RTI model (Orosco & Klinger, 2010). Effective utilization of the RTI model is important for making reliable and accurate SLD referrals and determinations. This study intended to gain knowledge that may improve the underlying process of the RTI model, which consequently, may improve the accuracy of future SLD referrals made using the model. By supporting accurate use of the RTI process, schools gain a method to help rule out lack of instruction when making SLD referrals. In addition, the RTI model potentially reduces the disproportionate referral of some ethnic groups and low socio-economic students for SLD evaluations by providing increased academic support and ample opportunity for students to respond to intervention.

For teachers and principals, the study would provide insight as to how to best implement the RTI model and avoid factors that may impede implementation and the use of RTI to make SLD referrals. Identifying these factors pre-implementation may lead to more positive academic gains for students and reduced frustration for teachers and principals. In addition, due to the leadership role of principals, identifying barriers and facilitators could direct principal guidance and support for RTI implementation.

Investigation to clarify what factors impact RTI implementation and its use to make SLD referrals may also have implications for the practice of school psychologists. School

psychologists have the ability to assist with the RTI process by helping to track RTI data, giving recommendations regarding student interventions, and assisting in data-based decisions regarding SLD referrals and eligibility for special education services. By understanding barriers and facilitators of RTI implementation, RTI training for teachers, principals, and school psychologists can be improved. Thus, improved training could lead to improved future RTI implementation.

CHAPTER II: LITERATURE REVIEW

Chapter one introduced the importance of teachers and principals within the RTI process. In addition, Chapter I proposed that there are factors that either facilitate or act as barriers to a) RTI implementation and the b) use of RTI for SLD referrals. Chapter II reports literature that discusses the positives and concerns related to RTI, RTI effectiveness, RTI models at the state level, the role of leadership in RTI implementation, parental involvement in the RTI process, and factors that may act as barriers or facilitators of the RTI process.

Impact of RTI: Positives and Concerns

RTI Implementation

Supporters of the RTI model such as Burns et al. (2013), Gersten and Dimino (2011), Mellard (2004), and O’Conner (2005) reported that RTI improves instructional quality for all students and provides useful information as to how students perform contextually within the general classroom setting. In sum, RTI may increase academic outcomes for all students by addressing individual academic needs via diversified instruction, academic tracking, and interventions (Mellard, McKnight, & Jordan, 2010; Skinner et al., 2013). Nonetheless, the positive impact of the model is linked to establishing a properly designed and functional RTI model and to effectively implementing the model (Noell & Gansle, 2006; O’Connor & Freeman, 2012).

On a systems level, there are factors that impact RTI implementation. RTI models depend upon state agencies for RTI design and implementation guidance. Importantly, the design of each RTI model, and specifically, the structure of RTI tiers, may impact successful implementation (Mellard et al., 2010). Berkeley et al. (2009) stated that while many states have developed three-tiered models, the models may differ significantly. For instance, the structure of Tier 3 varies among state models. Furthermore, there are variations of RTI that include additional tiers beyond Tier 3 (e.g., Shores, 2012). Some models consider Tier 4 as special education services. Other versions use the tiers to make distinctions regarding the degree to which a student is below grade level. For instance, a student within Tier 3 could be approximately one year below grade level. A student on Tier 4 would be one to two years below grade level. Tier 5 would provide service to students who were two or more years below grade level. In summary, it becomes necessary for states to make clear when the special education eligibility process begins in relation to Tier 3 and determine what processes must be carried out by instructional staff to ensure timely referrals and a continuum of service.

There are also several concerns related to proper RTI implementation at the school and classroom level. As a foundation, teachers must have the ability and knowledge to provide diversified instruction to their students and successfully track student progress through all RTI tiers (Culot, 2011; Burns et al., 2007). The next component of implementation addresses academic interventions. Noell and Gansle (2006) and Lembke et al. (2012) indicated that the success of RTI lies mainly with the implementation of interventions designed to meet the specific academic needs of students. However, if these interventions are not implemented correctly or fail to be implemented at all, student academic improvement is not likely.

SLD Diagnosis

RTI enables a method of SLD diagnosis that is hoped to reduce the amount of time academically struggling students fail as a result of no intervention. Using the discrepancy model of SLD diagnosis, a student could be academically unsuccessful for a long period of time before he or she met the criteria to for special education services (Fuchs & Fuchs, 1998). Due to the long period of time before students may exhibit the degree of academic failure necessary to qualify for special education services, the discrepancy model is, at times, called the “Wait to Fail Model”. In addition, some suggest that RTI may help prevent disproportionate referral of students at risk for being over identified as having an SLD (Burns et al., 2008; Burns & Ysseldyke, 2005; Fuchs et al., 2003; Gresham et al, 2005; Vaughn & Fuchs, 2003). In sum, supporters of RTI think of the model as an alternative to the previous “Wait to Fail” model.

While there is much support for the RTI model, concerns and dissention exist. Individuals who question the RTI model, such as Reynolds and Shaywitz (2009), believe the RTI process is a “Watch Them Fail” model. Essentially, RTI uses a dual model to diagnosis SLD. Thus, in order to qualify for special education services, the student must a) have low academic performance and b) show poor response to academic interventions (Kovaleski & Prasse, 2004). Thus, the process to determine if a student will respond to intervention could potentially be lengthy (Reynolds & Shaywitz, 2009).

Critics have also stated that interventions used by the model lack research to determine effectiveness (Hill, King, Lemons, & Partanen, 2012). Another problem is related to curriculum based measurement and using local (i.e., classroom and school) norms to determine if students are academically successful. Kovaleski and Prasse (2004) suggested that as a result of the variability in the comparison criterion for scores across states, districts, schools, and even

classrooms, a student may appear successful when compared to one comparison group but unsuccessful when compared with a different group. Consequently, Koutsoftas, Harmon, and Gray (2009) questioned the validity of academic gains obtained from RTI interventions.

RTI Outcomes

Academic Achievement

Given the positives and the concerns discussed above, it is important to consider the effectiveness of the RTI process in meeting its proposed goals. Studies indicate that certain interventions, provided within an RTI framework, improve academic outcomes for students. Koutsoftas et al., (2009) reported that a Tier 2 intervention (i.e., Tempe Early Reading First Partnership) for increasing phonemic awareness skills, resulted in 71% of the students making at least some academic gains in beginning sound awareness for 32 low-income pre-school students. First, baseline data were determined for all 32 student participants. Each of the 32 students received the intervention and progress was monitored through the intervention phase and post-intervention. In summary, after the intervention, 65% of the students met an academic benchmark for reading that had been determined before intervention implementation.

Hagans (2008) also investigated the impact of a specific intervention used within an RTI approach to improve the reading skills of 75 first graders in three elementary schools. The study specifically split the students into high and low socio-economic groups by determining whether or not a student received free or reduced lunch. Within both the high and low socio-economic groups, participants either received an early literacy reading intervention (i.e., *Phonemic Awareness in Young Children*) four days a week for 20 to 25 minutes per day (i.e., experimental group) for 10 weeks or participants received a math intervention (i.e., control group). Reading skills prior to the intervention and academic progress during the intervention were determined

using Dynamic Indicators of Basic Early Literacy (DIBELS): Phoneme Segmentations and Nonsense Word Fluency. The results indicated that 96% of students in the low socio-economic group obtained outcome goal levels, set before the intervention, as compared to 64% of students in the low socio-economic group who did not receive the intervention.

However, there is also evidence that perhaps RTI lacks effectiveness to improve student academic outcomes. Scott (2010) indicated that there was no significant difference between the academic outcomes of students with reading difficulties who attended a high school implementing RTI and struggling readers who attended a school that was not implementing RTI. Allaman (2008) also conducted a study of the impact of RTI on academic achievement. The sample for the study included 170 second grade students, across multiple school districts, who were assessed using the DIBELS: Oral Reading Fluency measure for a two-year time period. One outcome of the study indicated that there were no differences in student academic achievement, over a two-year period, between two demographically similar schools, one of which was implementing RTI.

SLD Referrals and Determinations

There is evidence that RTI may reduce the number of students determined to have learning disabilities. Torgesen (2009) reported that over the course of a three year implementation of a RTI model (i.e., Reading First) that included targeted classroom instruction, tailored interventions, and monitoring of academic progress in 318 Florida schools, the rates of students determined to have SLDs (i.e., reading disability) over the first three years of implementation decreased by 81% for kindergarten students, 67% for first graders, 53% for second graders, and 42% for third graders. Torgesen hypothesized that the reduction may have been due to an actual reduction of reading disabilities or teachers may have felt more capable to

meet the student need, and, therefore, did not refer. However, there is some evidence that reading achievement did improve as a result RTI implementation. Results showed that the number of students ranked below the fifth percentile on Florida's standardized reading comprehension assessments decreased by 30% from the first to third year of implementation for first and second graders.

VanderHeyden, Witt, and Gilbertson (2007) reported that, in a study of five elementary schools implementing a RTI model of student assessment (i.e., System to Enhance Educational Performance), the model led to a reduction in the number of evaluations for special education services, and the students evaluated were more likely to qualify for special education services. For example, at one participating school, the baseline for students who were evaluated for special education services and qualified for services was 41%. With implementation of the RTI method, the percentage that qualified increased to 71%. With the removal of the model, the percentage decreased to 40%. In addition, the study reported that using the RTI method helped increase the accuracy of identification and evaluation for students who were English language learners. Using the RTI method, the number of English language learners who were evaluated and met special education criteria increased from 69% to 83%. In summary, it seemed that RTI allowed for more accurate identification and evaluation, which overtime could reduce costs and time spent with unnecessary special education assessments. The academic performance of the students was not evaluated by the study.

Eversole (2010) studied the impact of RTI implementation across three cohorts (i.e., across all elementary grades) of students who were English language learners within one school. The cohorts selected varied in the phase of RTI implementation. Data regarding reading achievement and SLD eligibility were collected from the first cohort prior to RTI

implementation, the second cohort during partial implementation, and the third cohort during full RTI implementation. The first cohort had 665 students, the second 895, and the third 876. Data showed that adequate yearly progress scores improved with increased RTI implementation. Overall, the percentage of students eligible for special education services decreased as RTI implementation increased.

However, some evidence suggests that using a RTI model may not lead to consistent results for SLD eligibility determinations. The type and quality of RTI implementation within a school may impact total positive outcomes. For example, Burns et al., (2010) reported that the type of RTI decision-making framework chosen by a school could cause different decisions for 40% of the students, meaning that some students might not receive needed services, and some students who did not need help would receive extra support. Therefore, consideration of RTI design and the method of decision-making selected, may be important to improving the accuracy of RTI to make valid SLD referrals.

State RTI Models

The RTI frameworks of Pennsylvania, Iowa, Wisconsin, and Ohio are discussed below. While many other state models exist, the RTI models discussed within the next sections were selected in order to show some differences in the way RTI models are designed and implemented. Similarities will also be discussed. In addition, the models chosen, go beyond the typical three-tiered implementation of RTI and make effort to incorporate other factors (e.g., home-school collaboration and culture) perceived to impact academic success.

RTI Implementation and Usage for SLD Referrals

The structure of an RTI model, including the individuals indicated as responsible for implementation, may determine the resources, collaboration, and communication needed to

obtain positive academic outcomes. While state RTI models are relatively similar, differences do exist. Understanding the differences and commonalities among RTI models provides some insight into potential barriers and facilitators of a) RTI implementation and the b) use of RTI to make SLD referrals.

RTI models typically incorporate a three tiered framework for monitoring and problem solving, as described in chapter one, with the ultimate goal of improving academic outcomes for all students (Burns & Ysseldyke, 2005). However, states may choose to adopt a RTI model that differs slightly in design from the prototypical RTI model. For example, some states incorporated elements that go beyond research-based curriculum, progress monitoring, and interventions (e.g., Iowa Department of Education [IDE], 2007; Ohio Department of Education [ODE], 2007). Models used by Iowa, Pennsylvania, Wisconsin, and Ohio incorporated an ecological approach to academic achievement that included school environment, parental involvement, and family support.

Pennsylvania State Model

In 1990, Pennsylvania implemented the Instructional Support Team model, in order to bridge the gap between special and general education. The model suggested that special education should direct interventions and serve as a guide for effective instruction in the general education setting (Kovaleski et al., 1996). The model incorporated a specially trained teacher who consulted with teachers in order to develop interventions for students in a process that was carried out over a 50 day period, ending with an Instructional Support Team meeting to determine the success of the interventions (Burns & Ysseldyke, 2005). Unlike the RTI model, the Instructional Support Team model had no formal phases or stages, but the process typically incorporated three steps (Pawlowski, 2001). The model was adopted by Pennsylvania's

elementary schools over a five year period (Kovaleski, Tucker, & Duffy, 1995). Pennsylvania's Training and Technical Assistance Network (Pennsylvania Department of Education [PDE], 2008) indicated a Response to Instruction and Intervention model. Pennsylvania's Response to Instruction and Intervention model stated that the goal of the model was to improve student achievement through research-based instruction, universal screening, data-based decision making, shared ownership (i.e., all staff are involved in the process), diversified intervention and service delivery, and maintained implementation fidelity throughout a traditional three tiered RTI framework.

Iowa State Model

Iowa's Department of Education (2007) highlighted an Instructional Decision Making model, a three phase RTI based process for improving student outcomes. The Instructional Decision Making model indicated that the model focused on providing appropriate instruction and curriculum that aligned with Iowa's educational goals, making differentiated instruction available to all students, shared responsibility across the entire school community for the academic success of students, and data-based decision making as a result of multi-source assessment. The Instructional Decision Making model's delivery of service was provided through a framework of three connected and dynamic cycles. The "Core Cycle" provided evidenced based curriculum and instruction (i.e., including differentiated instruction) and progress monitoring for all students. The Core Cycle ensured that the curriculum presented to all students was taught appropriately, effectively sequenced and paced, and was relevant to the lives of students.

For students who needed support that extended beyond the differentiated instruction provided in general education, the "Supplemental Cycle" could be implemented. The

Supplemental Cycle provided more intensive instruction that matched the individualized needs of students but it did not replace general educational curriculum. The Supplemental Cycle allowed for increased immediacy of academic feedback and frequency of assessment, as compared to the Core Cycle, and provided support for students who were highly academically proficient and those students who experienced academic difficulties.

If a student needed academic support greater than the support provided within the Core or Supplemental Cycles, the “Intensive Cycle” was implemented. Instruction provided within the Intensive Cycle was designed to meet identified academic needs based on individualized student data. Once again, students within the Intensive Cycle may have been struggling academically or highly academically proficient. The Intensive Cycle provided more time, greater intensity of instruction, and immediacy of feedback as compared to the Core or Supplemental Cycles. The frequency of assessment also increased within the Intensive Cycle. The assessment data determined if changes or supplements to the curriculum, found in the Core Cycle, were necessary. If the Intensive Cycle did not meet the needs of a student, a reexamination of obtained data and additional diagnostic information could be obtained to guide future strategies. If students accomplished and maintained academic progress on either the Supplemental or Intensive Cycles, students could be moved to either the Supplemental or Core Cycles.

Wisconsin State Model

Wisconsin’s RTI model, as described by the Wisconsin Department of Public Instruction [WDPI] (2010), proposed a target shaped dynamic model to highlight that the essential elements of RTI did not work in isolation but were impacted by other factors. The three essential elements proposed by the model were high quality instruction, balanced assessment, and collaboration. The three elements interacted with a multi-level system of support that provided the outer circle

of the model. Culturally sensitive practices were at the center of the model. The Wisconsin model promoted cultural responsiveness by accounting for and adapting to the broad diversity of race, language, and culture found in Wisconsin schools.

While the Wisconsin model did not utilize a pyramid shaped framework for their RTI process, the WDPI (2010) indicated that school districts had the ability to construct a RTI framework that met their needs, which may have included using the traditional pyramid framework, while maintaining the core guidelines of the Wisconsin model. Within the model, the three essential elements were administered with increasing intensity to meet the academic needs of all students. The implementation of high quality instruction included ensuring that students had access to differentiated instruction and adding additional challenges for students who were excelling academically. Assessment within the model included continuous assessment that may have increased in frequency in order to monitor academic progress and guide academic instruction. The Wisconsin model also insisted that assessment data must come from multiple sources in order to provide for appropriate data-based decision-making. Finally, collaboration included uniting individuals and moving toward accomplishing common goals. Collaboration included working together across school subject areas and interdisciplinary cooperation.

Ohio State Model

Ohio Department of Education (2007) supported an Integrated Systems Model that is based on the traditional three tiered RTI model. However, the traditional pyramid model is transposed on a target shaped framework that is used to indicate other factors (e.g., parent involvement and family support) outside the immediate school environment that may impact academic success, especially at Tier 1 of RTI.

Roles of Parents, Principals, and Teachers

The following subsections integrate information from the state models described above and add additional information discussing the role of parents, principals, and teachers in implementing RTI. The goal of the following sections is to highlight the roles of principals and teachers and help explain their importance within the RTI model. Once again, the above state models were merely selected as examples of RTI models in order to show a range of RTI design. There are other state models not discussed here that may also show unique RTI structure.

There is little information about the impact of parental involvement on RTI model outcomes. However, parental involvement has been linked to improved academic achievement aside from the RTI model (Fan & Williams, 2010; Powell, Son, File, & San Juan, 2010). Powell, Son, File, and San Juan (2010) found that parental school involvement was positively correlated with students' social skills and math skills. Additionally, Wyrick and Rudasill (2009) reported that increased parental involvement was negatively correlated to teacher-child conflict. Thus, it is plausible that parent involvement in the RTI model could lead to improved academic outcomes.

Iowa's Instructional Decision Making model, Wisconsin's RTI model, Ohio's Integrated Systems Model, and Pennsylvania's Response to Instruction and Intervention are examples of models that focus on factors, outside the immediate influence of curriculum and instruction, that impact student learning. For example, the Instructional Decision Making model and the Wisconsin RTI model supported the involvement and participation of families within the RTI process (IDE, 2007; WDPI, 2010). Ohio's Department of Education (2007) indicated that the Integrated Systems Model included a Comprehensive System of Learning Supports that included parent involvement, parent/family support and resource centers, community youth development programs, after school programs, and school climate initiatives. Pennsylvania's Response to

Instruction and Intervention model discussed the importance of parental engagement at all levels of the RTI process. The Response to Instruction and Intervention model included guidelines for providing information to parents regarding his or her child's needs, intervention and implementation descriptions, a report of goals and expectations as a result of the intervention(s), progress reports, and indication that parents maintain the right to request a special education evaluation at any time (PDE, 2008). Overall, helping families, encouraged family-school-community partnerships with the intention of improving student academic outcomes (IDE, 2007).

In terms of leadership and RTI outcomes, there is little evidence pertaining to a quantifiable impact of leadership and RTI outcomes. For instance, Burns and Ysseldyke (2005) indicated that leadership within the RTI model remains an area of needed future research. However, leadership organization within the school setting has also been associated with positive school outcomes (Hornig, Klasik, & Loeb, 2010; Karney, 2007) aside from the RTI model. Karney (2007) reported that support from leadership for community collaboration and school improvement related to improved student outcomes.

Ohio's Integrated Systems Model and Iowa's Instructional Decision Making model incorporated guidelines about the delineation of leadership roles associated with RTI implementation (IDE, 2007; PDE, 2008). The Instructional Decision Making model listed leadership as one of the essential elements of the Instructional Decision Making process. The Instructional Decision Making model insisted that administration must provide support to teachers, supply resources, and promote professional development (IDE, 2007). Lay (2008) surveyed 10 principals and 200 teachers. Other qualitative techniques such as interviews and observations were also used. The study reported that important abilities of school leaders, in

regard to RTI implementation, included communication, input, and knowledge of curriculum. Ninni (2010) also conducted a qualitative study of three principals using interviews and observations. The results indicated that the most difficult part of RTI reform included training and staff development.

Teachers are also associated with helping to determine student outcomes (Burchinal et al., 2008; Cadima, Leal, & Burchinal, 2010) aside from the RTI model. However, teachers carry much of the responsibility of implementing the RTI model. Thus, teachers could impact the success of the model. For instance, Nunn et al., (2009) investigated the relationship between teacher efficacy beliefs (i.e., Teacher Efficacy Beliefs and Behaviors Scale-TEBBS) and indicators of RTI effectiveness (i.e., RTI Effectiveness Scale-IRES). The study included a total of 429, kindergarten-12th grade educators. Results showed that, as teacher efficacy increased, teachers reported improved intervention outcomes, satisfaction with results, and improved communication with others responsible for RTI implementation.

For teachers, RTI also proposes a role shift between general and special education teachers (Mellard, 2004). With RTI, the majority of academic interventions are implemented by general, rather than special education teachers. However, special education teachers may be required to lend support to intervention implementation with students who are part of general education (Mellard, 2004). Therefore, it is plausible, that both general and special education teachers may need time to adjust to this role shift. In sum, teachers may need leadership provided by both principals and other administration in order to carry out the RTI model and learn to adjust to new roles.

Parents were included to address the importance of a home-school connection during the RTI process, and also, in response to studies (Cutler, 2009; Dulaney, 2010) indicating that

adequate parental involvement was a facilitator of RTI implementation and a lack of parental involvement was a barrier. In summary, effective RTI implementation may be contingent upon many individuals, with perhaps teachers and principals having the largest roles in a) RTI implementation and the b) use of RTI to make SLD referrals. It is for this reason, that teachers and principals were selected as participants in the study. By developing a better understanding of their perceptions of barriers and facilitators related to a) RTI implementation and b) its use for SLD referrals, future RTI implementation and use of RTI to make SLD referrals may be more successful and effective.

RTI: Potential Barriers and Facilitators

This section presents potential barriers and facilitators of RTI implementation. Factors acting as either barriers or facilitators indicated in previous research helped construct interview questions in the proposed dissertation study. First, an overview of the studies that report barriers and facilitators of RTI implementation will be given. Primarily, each study's methodology will be discussed. After presenting each study, the findings of the studies will be combined and presented.

Summary of Studies Reporting Barriers and Facilitators

The first set of studies investigated RTI in terms of overall implementation. Danio-Garcia (2008) conducted a study of teachers in three elementary schools regarding RTI implementation. Participants were selected based on their involvement with the RTI process (i.e., RTI related team within the schools). Each team consisted of an assistant principal, special education teacher, teacher members, coordinator, and a community council parent member. Data collection consisted of interviews, observations, and archival documents and data. Also, using a qualitative design, Stollar-Bolinger (2008) collected information from general education teachers in order to

gain a better understanding of how they perceived the RTI process in terms of their RTI knowledge, staff development, and the roles of other individuals involved in the implementation process. Lastly, Dulaney (2010) used qualitative methodology to study one middle school's RTI implementation process. Participants included 10 members of each school's "student success team" an RTI related team. For the purposes of data collection, the study used interviews, observation, and focus group meetings.

The following studies specifically sought to understand the barriers and facilitators related to RTI implementation. However, the studies did not purposely investigate the barriers and facilitators of each RTI tier separately. Bartle (2009) used a qualitative design to investigate the role changes of staff involved with RTI implementation and supportive factors and challenges of RTI implementation reported by general and special teachers at three schools, kindergarten-third grade. The exact number of participants was not specified. Additionally, using qualitative methodology, Newman-Jacobs (2008) investigated educators' perspectives regarding RTI implementation at two schools. Specifically, the study investigated what factors helped or hindered the RTI process at a particular school, educator perceptions of RTI successes and challenges, the model's ability to influence students, and how each school's goals for RTI influenced their implementation efforts. In all, 28 educators participated in the study. Interviews, observations, and documents were used for data collection. Cutler (2008) also conducted a qualitative study to examine the changes related to the first year of RTI implementation. The study specifically looked at the factors that enhanced and factors that inhibited the process. A purposeful sample was selected that included three elementary schools. Within the schools, data were specifically collected from 12 RTI teams, with each team consisting of 10 teachers, two speech pathologists, two social workers, and two psychologists

Summary of Barriers and Facilitators across Studies

The next sections summarize the results of the studies as related to barriers and facilitators. The findings indicate that a single factor may be reported as a barrier or facilitator depending on its presence or absence. For example, a lack of time may be a barrier, but ample time could be viewed as a facilitator.

Time is a factor that has been identified by teachers as having an impact on RTI implementation in several studies (Bartle, 2009; Brinker McCammon, 2012; Palenchar, 2012). Teachers may feel that they lack the time for intervention implementation (Cutler, 2009; Palenchar, 2012) or that individual student assessment costs too much time (Dulaney, 2010). Teachers who were given time for RTI planning (Cutler, 2009) or allowed to rearrange the time used for testing students, reported these factors as facilitators of RTI implementation (Dulaney, 2010).

Successful collaborative efforts were viewed by most teachers as facilitators of the RTI process (Cutler, 2009; Newman-Jacobs, 2008). In one study, teachers reported that collaborative efforts led to increased ability to implement differentiated instruction for students, and other teachers stated that they relied on the collaboration (Cutler, 2009) and expertise of other personnel to carry out the RTI process (Newman-Jacobs, 2008). A lack of school personnel collaboration (Danio-Garcia, 2008; Dulaney, 2010; Stollar-Bollinger, 2008), lack of trust between teachers (Bartle, 2009), and a shortage of personnel (Cutler, 2009) were all reported by teachers as barriers.

Teachers indicated that a lack of RTI knowledge (Bartle, 2009; Cutler, 2009) and a lack of training (Dulaney, 2010; Newman-Jacobs, 2008) were barriers to RTI implementation. For example, Cutler (2009) stated that teachers were unprepared for the tasks required by RTI, such

as analyzing data and differentiation of instruction. Newman-Jacobs (2008) also reported that most of the teachers included in her study did not have a good understanding of the purposes of RTI, especially the use of RTI to make special education referrals and determining SLDs. In addition, Newman-Jacobs indicated that teachers believed professional development facilitated RTI implementation. Overall, teachers indicated training in the implementation of interventions and training in regard to the structure of RTI would be helpful.

Furthermore, redundant and ineffective interventions (Danio-Garcia, 2008) were reported by teachers as inhibitors of the RTI process. Cutler (2009) stated that teachers mentioned pre-packaged interventions as helpful for the RTI process.

Cutler (2009) reported that teachers indicated the lack of parental involvement as a barrier to implementation, and Dulaney (2010) stated that teachers appreciated support from the parent-teacher association (PTA) in regard to the RTI implementation process. Within Cutler's study, it may be important to note that teachers may have refrained from interacting or incorporating parents into the RTI process because of their lack of understanding of RTI and a consequential lack of desire to explain the process to parents.

Newman-Jacobs (2008) and Dulaney (2010) reported that teachers felt a lack of leadership (i.e., support and guidance from principals and district administration) was a barrier. In addition, Cutler (2009) reported that leadership from both teachers and administration was perceived as a facilitator of the RTI process. Newman-Jacobs also reported that one school within her study had difficulty upholding their RTI model after a change in leadership.

A lack of financial resources (Newman-Jacobs, 2008) were perceived to limit intervention and availability of personnel (Cutler, 2009). Thus, a lack of financial resources was reported by teachers as a barrier to RTI implementation. A lack of funding may also have

implications for the overall capability of a school to implement RTI. Newman-Jacobs (2008) indicated that the loss of funding made the RTI model difficult to sustain within a school.

Summary

Teachers and principals carry much of the responsibility of a) RTI implementation and the b) use of RTI to make SLD referrals. Other studies (Danio-Garcia, 2008; Dulaney, 2010; Stollar-Bollinger, 2008; Swanson, Solis, Ciullo, & McKenna, 2012) have reported or discussed the impact of barriers and facilitators upon overall RTI implementation. However, there is a lack of research indicating the perceived barriers and facilitators per RTI tier and how barriers and facilitators, per tier, may impact the use of RTI to make SLD referrals.

While school psychologists have leadership roles within the RTI model, much of RTI implementation falls upon teachers and principals. Thus, further investigation of their perceptions regarding the barriers and facilitators of a) RTI implementation and b) its use for SLD referrals may allow for more successful implementation and valid data-based decision making in the future. Unrun and McKeller (2013) discussed that in a survey of 400 school psychologists most were proponents of the RTI model. School psychologists indicated that the RTI model allowed for more diversified roles for school psychologists, which was related to job satisfaction. Thus, better understanding of teacher and principal perceived barriers and facilitators may allow school psychologists to gain knowledge in order to provide targeted support to teachers and principals in order to facilitate a) RTI implementation and b) valid SLD referrals.

CHAPTER III:
METHODOLOGY

The purpose of this study was to obtain information about the barriers and facilitators of RTI implementation and the use of RTI to make SLD referrals at each level of the RTI process (i.e., Tier 1, Tier 2, and Tier 3) as indicated by both elementary teachers (i.e., general, special and education teachers) and principals. Understanding the barriers and facilitators should increase the ability to successfully implement RTI and make accurate and effective SLD referrals in the future. The following research questions guided the study.

Research Questions

1. What barriers and facilitators do general and special education teachers report about the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?
2. What barriers and facilitators do elementary school principals report about the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and

- b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?
- 3. Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Overview of Qualitative Methodology: Grounded Theory

This study used the method of grounded theory in order to investigate the proposed research questions. As described by Glaser and Strauss (1967), grounded theory is a method of inquiry in which a theory is generated from and is grounded by the data collected. While teachers' and principals' perceptions of barriers and facilitators in regard to RTI implementation and the usage of RTI for SLD referrals could be investigated using other methodology, grounded theory was selected in order to help explain the reasoning or thoughts behind the indicated perceptions.

Unlike some methods, grounded theory allows the researcher to better understand the perceptions, feelings, or beliefs related to the occurrence of phenomena (Glaser & Strauss, 1967). Consequently, a goal of the current study was to develop a theory with explanatory power (Birks & Mills, 2011), with the development of hypotheses occurring after data has been analyzed and conceptual ideas formulated (Glaser & Strauss, 1967). Developing a theory with explanatory power may serve to provide direction for future implementation of the RTI model and the use of RTI to make SLD referrals.

Brief Overview of Dissertation Study Data Collection

The initial recruitment plan included six elementary schools being selected at random within a single school district. The names of elementary general education teachers from each of the six elementary schools were compiled, and the names of special education teachers from each of the six elementary school were also compiled together. Two general and two special education teachers were selected at random from each of the six elementary schools, for a total of 24 teachers. Each of the six elementary schools had one principal. Therefore, random sampling was not used to recruit the principals for participation. The principal from each randomly selected elementary school was recruited. A total of six principals were selected for participation.

The total *target* sample size for the study was 30 (24 teachers and six principals). However, the *obtained* sample for the study included six general education teachers, three special education teachers, and two principals (n=11). The obtained sample was distributed over five schools. No participants were obtained from the sixth school. Attempt was made to increase participation by sending reminder emails to selected participants. However, no additional participants were obtained.

The elementary teachers and principals were asked to participate in one individual interview each. Teachers were also asked to complete critical incident reports weekly for four weeks. Field notes were written by the principal researcher during the interviews and used for additional documentation and means to convey the meaning of the data collected during the interviews. As described by Saldaña (2009), the data were coded using initial, focused, axial, and theoretical coding. Memos were kept by the principal researcher during coding to record the process of developing codes, categories, and themes.

Setting and Participants

School Demographic Information

The school district was in a city in the southeastern United States. In 2011, the community surrounding the school district had an approximate population of about 80,000 (U.S. Census Bureau, 2012a), and the median household income from 2006-2012 was approximately \$70,000 (U.S. Census Bureau, 2012b).

As reported for the 2010-2011 school year, the year *prior* to the fall data collection in fall 2012 for the dissertation study, the school district served approximately 13,000 students and about 7% of students served within the district received special education services (National Center for Educational Statistics [NCES], 2010). According to the NCES (2010), the majority of the student population was Caucasian (55-60%). Between 25-30% of the school's student population were African-American, 5-10% were Asian-American, and 1-5% were Hispanic. The percentage of students receiving free or reduced lunch was approximately 20%.

Initially, six elementary schools were selected randomly from the school district's 10 elementary schools. According to the NCES (2010), of the five elementary schools participating, three of the schools were Title-One schools. School A had approximately 600 students, more than half of the student population was Caucasian, and about 20% of students received free or reduced lunch. School B had around 500 students, less than half of the student population was Caucasian, and about 40% of students received free or reduced lunch. School C had roughly 900 students, more than half of the student population was Caucasian, and about 10% received free or reduced lunch. School D had approximately 700 students, more than half of the student population was Caucasian, and about 25% of students received free or reduced lunch. School E had about 300 students, more than half of the student population was Caucasian, and

approximately 30% of students received free or reduced lunch. No participants were obtained from the sixth elementary school. Thus, no demographic information is reported for that elementary school.

Participant Demographic Information

In the six elementary schools initially selected, random sampling was used to select general and special education teachers for participation. General education teacher names from each of the six elementary schools were compiled, and special education teacher names from each of the six elementary schools were also compiled. Two general and two special education teachers were selected at random from each of the six elementary schools, for a total of 24 teachers. Email was used to recruit the selected general and special education teachers for participation.

Random sampling was not used to recruit principals for participation. The principal from each of the six randomly selected elementary schools were selected for participation. Email was also used to recruit principals for participation. Additional information regarding school district, school, and participant selection can be found in the procedures section of this chapter. No participants were obtained from the sixth school. The total number of participants in the obtained sample was 11 (six general education teachers, three special education teachers, and two principals). For the obtained sample, the distribution of teachers and principals across schools was as follows:

1. School A: 1 special education teacher and 1 general education teacher;
2. School B: 1 general education teacher;
3. School C: 1 general education teacher, 1 principal;
4. School D: 2 general education teachers, 2 special education teachers, 1 principal; and
5. School E: 1 general education teacher.

From demographic information collected from participants within the final obtained sample, there was one second-grade teacher, three fourth-grade teachers, and one first-grade teacher for a total of six general education elementary teachers. Five of the general education teachers had master's degrees. Four of the general education teachers had taught for five or more years. Two of the general education teachers had taught two years or less. All six general education teachers were Caucasian females.

Of the three special education teachers in the obtained sample, two teachers had master's degrees. All three teachers had taught special education 10 or more years. All special education teachers were Caucasian females.

Within the obtained sample, the two principals both had advanced graduate degrees, and both had held administrative positions for five or more years. Both of the principals were Caucasian males.

School District Implementation of RTI

The school district officials reported that they followed a comprehensive RTI plan and guiding document for implementation. The RTI model used by the district was based on state guidelines that utilized many recommendations from the U. S. Department of Education (2009) for RTI implementation. These recommendations include a focus on the interaction and collaboration necessary for all three RTI tiers to work together to create a successful academic environment for students. The district's core principles for RTI implementation indicated that the district strove to provide their students with research-based instruction by qualified personnel within the general education setting, and incorporated a multi-tiered model of implementation that included differentiated instruction and intervention. The model was data-driven (i.e.,

universal screening, and progress monitoring), with collected data informing the movement of students through the RTI tiers.

RTI Implementation Schedule

The 2009-2010 school year was listed as a planning and organizing year within the district's RTI manual. The school district's plan for RTI implementation indicated that the 2009-2010 school year would be used for planning, developing and purchasing interventions, clarifying information, and beginning some implementation with students. During the 2009-2010 school year, the tiered RTI process was not fully in place. By the 2010-2011 school year, the district's RTI plan indicated the goal of full implementation of RTI for reading, math, and behavior. The school district adhered to the above schedule of implementation. This study used data collected during the fall 2012. Therefore, this study's data collection occurred after two years of *full* implementation of the model.

Problem-Solving Teams

For each school, the Problem-Solving Team (PST) was responsible for the monitoring of student data and making collaborative decisions regarding student progress and transition through the RTI tiers. The main goal of the PST was to optimize student academic outcomes. After reviewing data, a collaborative decision was made regarding the most appropriate student placement within the tiers, based on student academic data.

The district's RTI guiding document indicated that each school should determine the frequency and duration of PST meetings. However, the guiding document also specified that the PST should review each student's data monthly, and meetings should not exceed one hour. Members of the PST team included an administrator (i.e., principal), classroom teachers, and intervention teachers (i.e., reading coaches or math intervention teacher) for Tier 3 students.

Intervention teachers were not necessarily included in PST meetings regarding Tier 1 or Tier 2 students. Personnel indicated to be included on an as needed bases included reading coaches, math intervention teachers, special education teachers, school counselors, and English language learner teachers.

Typically, elementary general education teachers, per grade level, met together during PST meetings. During the PST meetings, general education teachers reported data for students whom they thought needed extra academic support. Teachers provided documentation of student data to share with team members. For example, the presenting teacher presented and explained the progress monitoring results to be reviewed by the PST. Principals and teachers participating in the study indicated that documentation of student data were necessary for PST meetings.

Elementary principals served a guidance role during the meetings. Principals ensured that all tiers of instruction and intervention were implemented according to the district's guidelines. During meetings teachers and principals gave feedback to the presenting teacher, related to student data and progress. For example, as a team they would decide if the student was making adequate progress and if a student needed to be moved between RTI tiers.

Elementary special education teachers served on the PST as needed. For example, special education teachers provided knowledge or feedback related to student progress, differentiated instruction, or the implementation of interventions for a particular student. Special education teachers also attended meetings if a student was not responding to intervention, was in Tier 3, and there was high potential that the student would be referred for a special education evaluation.

Individuals Responsible for Implementation

Elementary general education teachers served the largest roll in RTI implementation. General education teachers provided differentiated instruction on Tier 1 and academic interventions on Tier 2. Additionally, they monitored and tracked student data on Tier 1 and Tier 2. Instructional aides could not provide service on any tier. Math intervention teachers and reading coaches provided Tier 3 intervention for students. The math intervention teachers and the reading coaches also tracked student data on Tier 3. The general education teachers did not track data or provide intervention on Tier 3. However, the general education teachers provided differentiated instruction based off of the data collected during Tier 3, during Tier 1 instruction.

Elementary principals were responsible for monitoring student data and the fidelity of interventions and data-tracking procedures. Principals provided guidance to ensure that the RTI process was implemented in line with the guidelines set forth by the school district.

Elementary special education teachers served a limited role within the district's RTI model. On an as needed basis, special education teachers attended PST meetings and gave feedback regarding student academic progress and instruction. Special education teachers did not implement interventions on any RTI tier.

Tier 1 Implementation

All students, including those identified as having special needs (i.e., English language learners, 504, and special education), received Tier 1 instruction. Tier 1 instruction was provided daily by general education teachers. Tier 1 instruction for reading was provided during a 90-minute block, and math was provided during a 60-minute block. Therefore, students were not pulled for other services (e.g., Tier 2 instruction) during Tier 1 reading or math instruction.

On Tier 1, universal screenings were administered to all students in order to determine each student's level of mastery with grade level standards. Universal screenings were administered for reading and math at the beginning, middle, and end of the school year. The universal screenings provided an initial baseline as to which students entered the school year at risk of academic difficulties, as well as, which students needed more challenging curriculum (i.e., gifted).

For Tier 1 reading instruction, the school district used the *Making Meaning* (Developmental Studies Center, 2011) reading program for kindergarten through fifth-grade and *Fountas & Pinnell Phonics Lessons* (Fountas & Pinnell, 2011) for kindergarten through third-grade. Reading baselines and continued monitoring were established through the use of several assessments depending on grade level. For kindergarten, DIBELS (i.e., Dynamic Indicators of Basic Early Literacy Skills) and an oral language assessment was used to determine a baseline. For first through fifth-grade, baseline screenings were determined by Fountas and Pinnell (2011) benchmark assessments. Any student who scored below certain set benchmarks on Tier 1 reading assessments could be considered for Tier 2 intervention.

The school district used *Investigations* (TERC, 2007) curriculum to provide math instruction for students. Math baselines were established by the school district's math assessment. Benchmarks were indicated for each grade level, and students who scored certain set criteria on Tier 1 math assessments could be considered for Tier 2 intervention.

Tier 2 Implementation

For reading and math, the district's guiding document indicated the duration of Tier 2 intervention was 18 to 24 weeks or 30 lessons. Tier 2 intervention began for each student within one week after a recommendation from the PST for Tier 2 intervention. The district guidelines

indicated that materials and instruction for Tier 2 intervention should be aligned with Tier 1 instruction. Students who received Tier 2 intervention were placed into small groups with a maximum number of four students per group, in order to receive more individualized academic instruction and support.

Elementary general education teachers provided Tier 2 intervention in 30 minute blocks for reading or math. A general education teacher, on the same grade-level, could provide reading or math Tier 2 intervention for students whom were not in their Tier 1 instruction for reading or math. These sessions could occur daily or in a 3-2/2-3 day sequence. For example, within one week, a teacher could teach three days of reading intervention followed by two days of math intervention. The 3-2/2-3 sequences would then repeat. This schedule allowed for five consecutive days of intervention in the given areas.

Reading interventions for Tier 2 included *Leveled Literacy Intervention: Orange, Green, and Blue Systems* by Fountas and Pinnell (2011). *Mondo Intervention Kits* (Developmental Studies Center, 2011) number 12 and number 13 were used for some fourth and fifth grade students who exceeded certain Fountas and Pinnell (2011) levels and *Mondo Bookshop Assessment Kit* was used for progress monitoring. *Let's Talk About It* (Developmental Studies Center, 2011) was used for ELL students.

Tier 2 intervention used the *Leveled Literacy Intervention* (Fountas & Pinnell, 2011) progress monitoring assessments that were administered every even numbered lesson and recorded using the *Leveled Literacy Intervention Data Management System*. *Mondo Bookshop Assessment Kit* (Developmental Studies Center, 2011) tests were administered after instruction on two books of the same level and recorded on the *Mondo Reading Intervention Data Management* spreadsheet. In addition, the *Let's Talk About It: Intervention Data Management*

spreadsheet was used for students who received that intervention (Developmental Studies Center, 2011).

At the end of Tier 2 instruction (i.e., 18-24 weeks, 30 sessions), data generated from the use of the various assessments and interventions was given to the PST. The PST then made a recommendation, based on benchmarks in the Fountas and Pinnell (2011) grid, for each student for movement to Tier 1 instruction, movement to Tier 3 intervention, or continued intervention on Tier 2. Students, who were English language learners, could be given extra time to meet benchmark goals. If a student made progress in less than 30 sessions, and was not within the “Does Not Meet Expectations” portion of the Fountas and Pinnell grid, the PST had the latitude to decide to shorten the Tier 2 intervention period (Fountas & Pinnell, 2011).

Math interventions for Tier 2 included *Do the Math* (Burns, 2011) and *Developing Numbers* (Wright, Ellemor-Collins, & Tabor, 2012). Students that benchmarked at 80% on the *Do the Math* continued to the next five lessons. Otherwise, teachers referred to the differentiated instruction options for students who needed more of a challenge or more support.

At the end of Tier 2 instruction (i.e., 18-24 weeks, 30 sessions), data were given to the PST. In order to return to Tier 1 instruction, students met grade level expectations on district assessments. If a student did not meet benchmark goals in Tier 2 intervention, the student was considered for Tier 3 intervention.

Tier 3 Implementation

The instruction on Tier 3 was provided in small groups with no more than three students. The district’s RTI guiding document indicated that materials and strategies should be aligned with Tier 1 instruction. All students identified as at risk on Tier 2 were considered for service on Tier 3. Math intervention teachers provided instruction on Tier 3.

Tier 2 intervention was discontinued when Tier 3 intervention began. Tier 3 intervention began within one week of the recommendation for service by the PST, and was provided for approximately 30 minutes for a 10-12 week period. If a student met benchmarks, then the student could be moved back to Tier 2 intervention. However, it could be determined that the student was to continue service on Tier 3, given that the student continued to make progress. If a student did not adequately respond to Tier 3 intervention, determination was made if the student should be tested in order to determine the need for special education services. If the special education referral process was initiated, then the student continued to participate in Tier 3 intervention throughout the referral process.

The reading coach provided Tier 3 intervention. Interventions used were *Leveled Literacy Intervention: Orange, Green, or Blue Systems* (Fountas & Pinnell, 2011). *Mondo Intervention Kits* (Developmental Studies Center, 2011) number 12 and number 13 were used for some fourth and fifth grade students, and the *Mondo BookShop Assessment* (Developmental Studies Center, 2011) kit was used for progress monitoring. Other materials were also used that were deemed necessary by the reading coach.

For Tier 3, progress monitoring occurred based upon what materials were used by the reading coach. Decisions to transition a student between the RTI tiers, or make an SLD referral, were based upon the data collected by the reading coaches. Generally, progress on Tier 3 was viewed as the student making incremental progress and meeting the learning goal established by the PST.

For math, interventions on Tier 3 consisted of *Do the Math* (Burns, 2011) and *Developing Number Concepts* (Wright et al., 2012) modules. Overall, the math interventionist, based upon

which materials were used for Tier 3 instruction, determined progress monitoring for Tier 3. Progress monitoring options were included in the chosen programs.

Accommodations versus Interventions

The district's RTI plan made a distinction between accommodations versus interventions. Interventions were intended to improve a student's skill in a certain area. Whereas, accommodations designed to "level the playing field" were not designed to increase skill level. Accommodations are not scientific research-based interventions.

Consideration for Special Populations

All students received Tier 1 instruction, including those receiving special education services, with the exception of those students identified as having a severe cognitive disability. Differentiated instruction was used to increase the ability of students with special needs to participate in the general education curriculum. Gifted students also participated in tiered instruction.

Gifted, English language learners, students who receive Title-One, and 504 were given the same criteria as all other students for transition between RTI tiers. Students who received special education services could be considered for Tier 2 or Tier 3 interventions dependent upon their disability. For example, if the student's primary disability impacted social skills or organization, and the student was struggling academically, but not significantly, then the student's needs could be addressed through Tier 2 intervention without addressing the areas through special education.

Using RTI for SLD Referrals

The school district used its state's required discrepancy model as the most prevalent method for determining a SLD. The discrepancy model uses the existence of a significant discrepancy between a student's predicted academic achievement, which is based upon his or her ability (i.e., intelligence quotient), and his or her obtained achievement, in order to determine the existence of an SLD. However, the school district stated that it would like to move toward using the RTI model to make SLD determinations. The district indicated that it would continue to use the discrepancy model until the effectiveness and impact of the RTI interventions used could be determined.

The district's RTI model indicated that students must pass through each of the three RTI tiers before a referral for a special education assessment was made. RTI referrals could be made at any RTI tier per parent request. A parent request to initiate the SLD referral process could not be denied due to state law. If a student did not complete each RTI tier before a SLD referral was made, it was due to parent request to begin the referral process. For the majority of students, a SLD referral was not made until the student completed all RTI tiers.

By allowing students to complete all RTI tiers, the information collected on each tier contributed to the PST's ability to make a more accurate SLD referral decision, after Tier 3 intervention was completed. A SLD referral took place at the end of Tier 3 intervention, if data on Tier 3 indicated a student was not meeting benchmarks that represented academic progress was being made. The PST team, including a special education teacher, made the final decision to make a SLD referral. In some cases, the PST team could decide to extend Tier 3 interventions due to factors such as a student being an English language learner or the presence of other environmental factors regarded to negatively impact learning.

Additionally, the interventions a student received, for each RTI tier, were included as part of the academic documentation completed as part of the SLD referral process. According to state criteria and the school district's expectations, two items of documentation were required before special education eligibility determinations could be made. First, it was documented that a student was provided with appropriate instruction in the general education setting, delivered by highly qualified personnel. In order to document the provision of scientific research-based instruction and intervention(s), the school's Tier 1 curriculum and the interventions used for each student on Tier 2 and Tier 3 were documented. The time a student spent on each RTI tier, how much time was devoted to interventions, and how much a student responded to intervention were also documented. In addition, the qualifications of the elementary teachers and interventionists providing service were provided. Second, it was documented that each student participated in repeated assessments of achievement at reasonable intervals. Thus, the results of benchmark assessments at each tier, report card grades, and the results of district and state assessments were recorded and included within SLD referral documentation.

Instruments

As indicated by Glaser and Strauss (1967) credibility or trustworthiness in qualitative research is increased by using multiple techniques to gather data. Using multiple techniques enables the researcher to triangulate data, which in turn aids in establishing credibility. Triangulation is the use of more than one data collection technique to collect data pertaining to the same research question(s). It is hoped that each data collection technique provides similar information during the analysis process. However, data found to be inconsistent may be verified by a technique called member checking. Member checking refers to asking participants to verify the exact information given or the researcher's interpretation of the information. Thus, the

process of triangulation through multiple data collection techniques assists in substantiating the data collected, and consequently, adds to the credibility of the study.

Three data collection techniques were used in this study. Individual interviews, critical incident reports, and field notes were used to collect data describing the teachers' and principals' perspectives of facilitators and barriers regarding RTI implementation and the use of RTI to make SLD referrals. Memoing was also used during the data collection process. However, memoing was not used a data collection technique but as a method for the primary researcher to track and reflect upon how the data collected was interpreted and coded.

Interviews

Formal, standardized open-ended interviews (Patton, 1990), the content of which were guided by the constructs and components that define the RTI process, and lasting approximately one hour in length, were conducted once with each teacher and principal who agreed to participate in the study. Standardized open-ended interviews provided consistent interview questions, in a set order, across participants (Patton, 1990). The individual interviews contained questions (see Appendix A and Appendix B) that specifically investigated perceptions of barriers and facilitators of RTI implementation, after two years of implementing the full RTI process and the use of RTI for making SLD referrals.

All three research questions proposed by the current study were answered using the same sets of interview questions. Using the same sets of interview questions allowed for better comparison of barriers and facilitators reported across elementary special education teachers, general education teachers, and principals. For example, since the sets of interview questions were used to answer each research question, it was possible to compare the answers given across

special education teachers, general education teachers, and principals for each question used on the two interview protocols.

Elementary teachers' and principals' overall perspectives of the RTI process, as related to system change and implementation within the school, were assessed by the *Response to Intervention: Implementation and Change Interview Protocol* (Greenfield, Rinaldi, Proctor, & Cardarelli, 2010; see Appendix A). The information was used to provide the primary researcher a general context and each participant's overall perception of RTI implementation. The questions within this protocol were developed by Greenfield, Rinaldi, Proctor, and Cardarelli (2010). The protocol *did not* specify for participants to discuss a particular RTI tier *nor* to indicate barriers or facilitators in regard to implementing the components of RTI or the use of RTI to make SLD referrals. The questions with this protocol mainly focused on the *overall process and components* of RTI implementation and the use of RTI to make SLD referrals. To reference the interview protocol, please see Appendix A. Examples of protocol questions included the following:

1. Please describe what RTI 'looks like' at your elementary school;
2. Do you think all stakeholders share the same goal(s);
3. Can you describe the culture of the school during this implementation; and
4. Can you talk about progress monitoring and its impact in your classroom/work, since the implementation of RTI?

RTI implementation and its use to make SLD referrals were assessed by the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* (see Appendix B). The interview questions developed for the protocol included *components* (i.e., universal progress monitoring, differentiated instruction, tiered intervention, tracking of student progress) *of RTI implementation* (Bartle, 2009; Cutler, 2009; Dulaney, 2010;

Palenchar, 2012) that were noted to be influenced by *factors* (i.e., barriers or facilitators) identified in previous research (Bartle, 2009; Brinker McCammon, 2012; Palenchar, 2012) that impacted the implementation of the RTI and its use to make SLD referrals.

Components of RTI implementation and its use to make SLD referrals were determined by reviewing RTI components reported in models of the RTI process (NCRI, 2010) and previous research (Bartle, 2009; Cutler, 2009; Dulaney, 2010; Palenchar, 2012). In sum, the *components of RTI* that *factors* (i.e., barriers or facilitators) could impact were used to develop the interview protocol. Examples of RTI components included the following: research-based curriculum, diversified instruction, universal benchmarking, progress monitoring, data review, interpretation of data and data-based decision making, Tier 2 interventions, Tier 3 interventions, and the SLD referral process.

This paragraph reviews factors (i.e., barriers and facilitators) indicated in previous research to impact (i.e., impede or facilitate) the implementation of RTI components (e.g., progress monitoring, Tier 2 intervention). For example, teachers reported that collaboration (i.e., factor) increased the ability to implement differentiated instruction (i.e., component of RTI) (Cutler, 2009). Teachers may perceive a lack the time to provide tiered interventions (Cutler, 2009; Palenchar, 2012), or that individual assessment (i.e., component of RTI) expended too much time (Dulaney, 2010). Increased time (i.e., factor) for RTI planning (Cutler, 2009) facilitated implementation of progress monitoring (i.e., component of RTI) and tiered intervention (Dulaney, 2010). In addition, Cutler (2009) stated teachers were unprepared (i.e., factor) for the tasks, such as analyzing data (i.e., component of RTI). Furthermore, Newman-Jacobs (2008) reported that most teachers did not have adequate understanding (i.e., component

of RTI) of RTI purpose, especially the use of RTI to make special education referrals (i.e., component of RTI).

In summary, each question developed for the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* indicated a specific RTI tier (i.e., Tier 1, Tier 2, and Tier 3), RTI implementation or its use to make SLD referrals, and indication to discuss either *barriers or facilitators* (i.e., factors) perceived to impact the implementation of RTI *components* and its use to make SLD referrals. The factors (i.e., barrier or facilitators) themselves (e.g., lack of time) *were not indicated* by the interview questions. This allowed participants to state their perceptions without influence from the researcher.

Interview questions for the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* were similar for each RTI tier. However, each RTI tier had questions that specifically addressed RTI components that were relevant for that tier. For example, interview questions and related probes for Tier 1 specified specific RTI components (e.g., diversified instruction, universal screening, tier placement decisions, etc.) related to that tier (i.e., Tier 1), and requested participants to indicate factors (e.g., lack of time) they perceived to impact (i.e., barriers or facilitators) the RTI components (e.g., diversified instruction). Interview questions for Tier 2 specified RTI components such as Tier 2 intervention, progress monitoring, data-based decisions regarding student transition within the tiers. Interview questions for Tier 3 questions specified RTI components such as Tier 3 interventions and use of RTI to make SLD referrals. While SLD referrals would typically take place in Tier 3, questions for each RTI tier (i.e., Tier 1, Tier 2, and Tier 3) included questions related factors (i.e., barriers or facilitators) that impacted the RTI components (e.g., tier intervention, progress monitoring, etc.) that were necessary to make a future SLD referral.

Again, interview questions specified components (e.g., tier intervention, progress monitoring, etc.) fundamental to the RTI process and its use to make SLD referrals. To reference the interview protocol, please see Appendix B. However, examples of questions used by the protocol are as follows:

1. What is your understanding of Tier 1 in the RTI process;
2. Is there anything that increased your understanding;
3. What helps you provide diversified instruction;
4. Is there anything that hinders (i.e., acts as a barrier) your ability to provide diversified instruction;
5. What increase your ability to carry out student tracking; and
6. What decreased your ability to carry out student tracking?

Interviews took place during fall 2012 (i.e., October 24- November 7, 2012). Interviews were scheduled by email. Elementary teachers and principals who signed informed consent participated in individual interviews. After informed consent was signed, the principal researcher sent an email to each participant asking for a time to conduct the interview within the next two weeks. Individual interviews were conducted at a time agreed upon by both the principal researcher and participant. The interviews were conducted in one session. The length of the interviews ranged from 40 minutes to 73 minutes. The average interview was 52 minutes in length.

All interviews were conducted by the researcher, on an individual bases with each participant, after school hours by phone. All interviews were digitally recorded. Before beginning the phone interview, informed consent was reviewed by the researcher with each participant. The primary researcher would inform the participant when digital recording began.

When recording began, the phone conversation was placed on speaker phone, and the digital recorder was started.

During the interview, questions from the interview protocols were read verbatim to participants. For each interview conducted, all questions on the interview protocols were read to participants and all probes for each question were read to every participant. Participants were asked for clarification if answers provided for the interview questions were unclear to the researcher. After the participants gave clarification, the primary researcher stated her understanding of the information reported by the participant in order for the participant to verify that the given information had been interpreted correctly. For example, the primary researcher might restate information to clarify how the participant was indicating technology was used and the role technology had at each RTI tier. Additionally, clarification was sometimes needed to verify which RTI tier the teacher or principal was discussing. Clarifications of interview information was written and recorded within the primary researcher's field notes.

Critical Incident Reports

Critical incident reports are factual reports given by participants regarding events that may increase insight into a topic of interest. Flanagan (1954) indicated that critical incident reports could follow four steps. First, it is important to identify the aims of a study. Second, situations to be observed must be identified. Third, data must be collected, and fourth, collected data must be coded. Critical incident reports may follow several possible formats for data collection that include interviews, questionnaires, record forms, and self-report.

As discussed by O'Sullivan and Tsangaridou (1992), the critical incident reports used in this study asked elementary teachers to self-report an incident that they found important or "critical" to implementing the RTI process and its use to make SLD referrals. The critical

incident reports followed a standard format (see Appendix C) to facilitate the process of general education teachers and special education teachers providing information that focused on the study's research questions.

The critical incident reports included questions pertaining to each RTI tier. The questions for each RTI tier were the same. The questions asked the participant to describe an incident related to the RTI tier indicated and then report what factors (i.e., barriers, facilitators) impacted RTI implementation and its use to make SLD referrals (i.e., components of the RTI process). The questions on the critical incident protocol stated the following questions:

1. Describe and incident during the past week that made you reflect upon the processes included in Tier 1 of the RTI model;
2. What acted as a barrier or facilitator of the implementation of RTI at the Tier 1 level during the incident; and
3. What acted as a barrier or facilitator in relation to using RTI for making SLD referrals?

These questions were repeated for each RTI tier (i.e., Tier 1, Tier 2, and Tier 3). While the questions did not indicate specific factors (i.e., barriers or facilitators) and or components of RTI, the questions were intended to be non-specific. Therefore, if there were additional factors (i.e., barriers or facilitators) or RTI components (e.g., progress monitoring) not addressed by previous research, these questions gave teachers some opportunity to indicate those factors and components.

The critical incident reports were collected after the individual interviews were conducted. Only general education teachers and special education teachers completed critical incident reports. The collection of critical incident reports began November 9, 2012. Critical

incident reports were collected once a week for four weeks from each teacher, except the week of Thanksgiving holidays, until December 7, 2012.

On the Friday morning of each of the four weeks, the principal researcher emailed the critical incident report form (see Appendix C), to each teacher participating in the study. The email acted as a way to provide the form, as well as, a reminder to the teacher. The elementary teachers completed the form and returned it to the primary researcher by email. All teachers completed critical incident reports on the same week. Occasionally, teachers forgot to email the report back on Friday. If the report was not received by the following Monday, a reminder email was sent to the teacher. With the exception of returning the form late, compliance for completion of the critical incident reports was perfect.

Field Notes

Descriptive field notes were used in this study. A descriptive field note can be made by the researcher after an interview has already occurred. Field notes were written immediately by the researcher after the interview with each participant. The intention of the field notes was to help the researcher correctly convey the meaning of the data collected from participants during the interviews.

Field notes are generally collected within the location where the interviews took place and are used, in part, to document details of the physical environment and participant non-verbal behavior. Due to the fact that interviews within this study were collected via phone, it was difficult to record the participant's physical environment or the participant's non-verbal behavior.

Field notes for this study were used to record the primary researcher's immediate thoughts pertaining to each participant interview and the researcher's perception of participant

reactions to interview questions (i.e., While answering question 16, the participant asked for clarification.). Additionally, any clarifications of participant responses were documented in the field notes.

Memos

Memos were *not* used as a data collection method. However, the primary researcher kept memos during data analysis. Memos were a way to record the researcher's thinking process about how codes, categories, and themes were formed. Memos allowed the researcher to track her underlying reasoning regarding why codes, categories, and themes were formed and grouped.

The information written in the memos was very brief (i.e., paragraph or less) and was used to remind the primary researcher of the relationships between previously formulated codes, categories, sub-themes, and themes. Memos helped maintain consistency throughout the coding process.

Procedures

Approval for Research

The approval of The University of Alabama Institutional Review Board (IRB) was obtained, prior to any data collection. Additionally, permission to conduct the study was obtained from the school district. In order to obtain the permission of the school district, a *Request for Research Approval* form was completed and submitted to the Director of Elementary Instruction. The Director of Elementary Instruction sent an email granting approval to conduct the study (see Appendix D). In addition, a copy of the research proposal and the informed consent reviewed by the researcher's internal review board was submitted to the district. Furthermore, in accordance with the policies and procedures set forth by the IRB of the principal researcher's university, all individual participants in the study were required to consent to their participation by signing an

informed consent form (see Appendix E and Appendix F). For a copy of the IRB approval, see Appendix G.

Participant Selection

School selection. The school district selected for the study was chosen because, at the time of data collection, it had begun the process of RTI implementation within the past five years. The names of the district's 10 elementary schools were compiled, and six elementary schools were selected at random. No participants were obtained from one of the six selected elementary schools. Thus, only five schools participated in the study.

Teacher selection. The elementary teachers were recruited by email. Random sampling (i.e., Names of teachers were compiled. Then names were randomly chosen in order to select the teachers for participation in the study. The names of general and special education teachers, from each elementary school were compiled separately. When compiling the names of general education teachers, general education teachers who taught related arts (i.e., music or art) or physical education were not included within compiled group. The number of general and special education teachers within each of the five schools before random selection was as follows:

1. School A: 32 general education teachers and 2 special education teachers;
2. School B: 22 general education teachers and 3 special education teachers;
3. School C: 20 general education teachers and 1 special education teacher;
4. School D: 34 general education teachers and 2 special education teachers; and
5. School E: 40 general education teachers and 3 special education teachers.

Two general and two special education teachers were selected at random from each of the six elementary schools, for a total of 24 teachers. Random sampling was used to identify 24 teachers for recruitment, versus recruiting all teachers to participate, in attempt to control for

teachers who were extremely biased for or against the RTI model. For instance, teachers with strong opinions (i.e., positive or negative) regarding the RTI model may have been more likely to volunteer to participate in order to express their opinions.

The information, regarding the study, provided to the elementary teachers was the informed consent and a brief description of the study and research questions. The Director of Elementary Instruction distributed the information to the selected teachers in each of the six schools. The Director of Elementary Instruction provided a letter in the body of the email that stated the study was approved by the district and encouraged everyone to participate. A week after the first email was sent, the Director of Elementary Instruction sent a reminder email to the selected teachers. The second email did not gain additional participants.

Elementary teachers who consented to participate were asked to email the primary investigator. The informed consents were collected from those who indicated they wanted to participate, and the researcher set up a time to conduct a phone interview. Due to a lack of participation, the current study was not able to obtain two general and two special education teachers from each of the six elementary schools. In total, nine teachers (i.e., six general education, three special education teachers) across five elementary schools agreed to participate in the study.

Attempt was made to increase participation by sending reminder emails to the teachers who were selected. However, no additional participation was obtained. The process of selecting additional teachers by random sampling was not carried out due to the possibility that the teachers who eventually consented might be less representative of an “average” teacher. Such as, if sampling continued, there might be a greater chance that the teachers who eventually

consented to participate, had strong positive or negative beliefs regarding RTI. The distribution of the elementary teachers over the five schools was as follows:

1. School A: 1 special education teacher and 1 general education teacher;
2. School B: 1 general education teacher;
3. School C: 1 general education teacher;
4. School D: 2 general education teachers, 2 special education teachers; and
5. School E: 1 general education teacher

Principal selection. Random selection was not used to select principals for participation. Instead, the principal, from each of the six randomly selected elementary schools, was chosen for participation. Principals were recruited by email. The information provided to the principals regarding the study was the informed consent and a brief description of the study and research questions.

The Director of Elementary Instruction distributed the information to the principals in each of the six schools. The Director of Elementary Instruction provided a letter in the body of the email that stated the study was approved by the district and encouraged everyone to participate. Two principals consented to participate. A week after the first email was sent, The Director of Elementary Instruction, sent a reminder email to the principals. The second email did not gain additional participants.

Principals who agreed to participate emailed the primary investigator. Informed consent was collected from principals who indicated they wanted to participate and a time was set up to conduct an interview. Initially, the goal was to obtain the principal from each of the six elementary schools. In total, two principals participated in this study.

A lower level of participation from principals could be related to the fact that some principals were new to the district. Being new to the district may have impacted comfort level with the study or decreased the amount of time available to participate. The principals who agreed to participate indicated that a lack of time was a major factor in their ability to schedule an interview.

The distribution of the elementary principals over the five schools was as follows:

1. School A: None;
2. School B: None;
3. School C: 1 principal;
4. School D: 1 principal; and
5. School E: None.

Data Collection

Interviews. Elementary teachers and principals who agreed to participate in the study first signed informed consent and then completed individual interviews with the researcher. After signing informed consent, the principal researcher sent an email to each participant asking for a time to conduct the interview within the next two weeks. A copy of the interview questions can be found in the Appendix A and Appendix B. Interviews took place during fall 2012 (i.e., October 24- November 7, 2012).

During the interview, questions from the interview protocols were read verbatim to participants. For each interview conducted, all questions on the interview protocols were read to participants and all probes for each question were read to every participant. During the interviews, participants were asked for clarification if answers provided for the interview questions were unclear to the researcher. After the participants gave clarification, the primary

researcher stated her understanding of the information reported by the participant in order for the participant to verify that the given information had been correctly interpreted. For example, the primary researcher might restate information to clarify how the participant was indicating the impact of technology use at each RTI tier. In addition, at times, clarification was needed to verify which RTI tier a teacher or principal was discussing. Clarifications of interview information was written and recorded within the primary researcher's field notes.

All interviews were conducted after school hours by phone at a time agreed upon by both the primary researcher and the participant. Before beginning each phone interview, informed consent was reviewed with participant. Each participant was informed about the purposes of the study, confidentiality or limits of confidentiality concerning information disclosed during the interview, and his or her right to discontinue the interview and participation in the study at any time without penalty.

The primary researcher informed the participant when digital recording began. When recording began, the phone conversation was placed on speaker phone, and the digital recorder was started. All interviews were digitally recorded and conducted in one session. The length of the interviews ranged from 40 minutes to 73 minutes. The average interview was 52 minutes in length.

Data collected by each interview digital recording were transcribed (i.e., typed) verbatim, by the primary researcher, from the digital recording into a Word document by the primary researcher. The primary researcher listened to and transcribed the digital recording into a Word document without the assistance transcription software.

Critical incident reports. The critical incident reports were collected after individual interviews were conducted. The collection of critical incident reports began November 9, 2012.

Critical incident reports were collected once a week for four weeks, except the week of Thanksgiving holidays, until December 7, 2012. Only elementary general and special education teachers completed critical incident reports; principals were not asked to complete critical incident reports. All elementary teachers completed critical incident reports on the same week(s).

On the Friday morning of each of the four weeks, the researcher emailed the critical incident report form to each teacher participating in the study. The email acted as a way to provide the form, as well as, a reminder to the teacher. The elementary teachers completed the form and returned it to the primary researcher by email. Occasionally, teachers forgot to email the report back on Friday. If the report was not received by the following Monday, a reminder email was sent to the teacher. With the exception of returning the form late, compliance for completion of the critical incident reports was perfect.

Field notes. Field notes were typed into a Microsoft Word file by the researcher after the interview with each teacher and principal. Thus, field notes were also collected during fall 2012 (i.e., October 24- November 7, 2012). Field notes were used to record the primary researcher's immediate thoughts pertaining to the participant interviews, the researcher's perception of participant reactions to interview questions, and any clarifications of participant responses to interview questions.

Memos. Memos were not used as a data collection method to obtain information from participants. However, because memos were kept during data collection and the coding process, they are discussed here. Memos were hand written or typed into a Word file by the primary researcher during the data collection and coding process. The purpose of the memos were to provide the primary researcher the opportunity for reflection upon the data collection and coding process. The memos were recorded during coding in order to help document the primary

researcher's underlying thought process behind the development codes and themes, and to maintain coding consistency.

Data Analyses: General Overview

Data were analyzed using standard interpretive methods typically used in grounded theories. Data collected by the individual interviews were transcribed verbatim from the digital recordings and typed (i.e., by hand) into a Word file by the primary researcher. Critical incident reports and field notes were not transcribed because they were already in written format. Critical incident reports and field notes were copied and pasted into a Word file. The primary researcher listened to the interviews from the digital recordings and typed or transcribed the information into a Word file without the assistance of any transcription software.

Interviews, critical incident reports, and field notes were coded by the principal researcher. Coding took place using *analytic induction* and *constant comparison* (Goetz & LeCompte, 1984), which are part of the Constant Comparative Method, as described below. Through this process, the data were descriptively organized and interpreted by the use of codes, categories, and themes applied.

The next sections within this chapter describe basic information regarding the Constant-Comparative Method, data organization, and each coding process (i.e., initial coding, focused coding, axial coding, theoretical coding) utilized by this study. *Please note*, more descriptive information regarding how each technique was applied to each data form (i.e., interviews, field notes, and critical incident reports) and used for each research question is included in future sections of this chapter.

Constant Comparative Method

The Constant-Comparative Method is a method of analysis used in grounded theory discussed by Glaser and Strauss (1967). The Constant-Comparative Method uses *analytic induction* and the *constant comparison* of all data collected and coded (Lecompte & Preissle, 1984). Analytic induction refers to the review of data in order to establish categories of related data and develop relationships between established categories (Glaser & Strauss, 1967). Analytic induction allows for hypotheses, patterns, and themes to develop from the data collected instead of the data being forced to fit preconceived researcher expectations (Patton, 1990). As indicated by Lecompte and Preissle (1984), what sets the Constant-Comparative Method apart from using analytic induction alone is the constant comparison of developed codes with all other data. No data collected is excluded from these comparisons. This constant comparison of data allows for data that may be discrepant from its established category to be examined.

During each of the four coding processes (i.e., initial, focused, axial, and theoretical) utilized by the study, the Constant-Comparative Method was used. Constant-Comparative Method was used during the coding of all data forms (i.e., interviews, critical incident reports, and field notes) used by the study. Comparative attention across data were used to determine if specific data best fit the code, category, or theme that had been applied.

Coding Data

Saldaña (2009) described the coding processes used by the current study. The coding processes selected by the study and described below are initial coding, focused coding, axial coding, and theoretical coding. In the nomenclature used by Glaser and Strauss (1967), initial coding would be referred to as open coding, and focused coding would be defined as selective coding. Strauss and Corbin (1990) also proposed axial coding. Thus, the term axial coding would

remain the same. Finally, Glaser and Strauss (1967) makes reference to developing theoretical codes, which correlates to the term theoretical coding used by this study.

Coding allows for descriptive patterns to develop within a data set by finding links within the data. Coding of data essentially means that words or phrases within the collected data were assigned a descriptive term or *code* that attempted to capture a feature of the data, and then the codes were grouped together or categorized (i.e., categories are formed) based on commonalities or some linking factor. Thus, when *categories* are formulated from codes, some categories may occur not because the codes are exactly alike, but because the codes are perceived to have something in common. It is possible for codes within a category may have a commonality of differences. In summary, coding is the transitional process between data collection and data analysis.

Coding typically happens in stages. Saldaña (2009) indicated that the selection of the coding methods used must be determined by the researcher in order to best fit the nature of the data collected and in order to answer research questions. First and second cycle coding methods are discussed by Saldaña. First cycle coding methods included several different coding methods that overlap slightly and can be “mixed and matched” to meet the needs of a particular study. During second cycle coding, coding is more focused on reorganization and reanalysis of the data in ways that give meaning to the data as a whole. Second cycle coding procedures may also be used in combination to best organize the data.

The current study selected four types of coding processes that occurred in two cycles (i.e., first cycle and second cycle). First cycle coding was concerned with separating the data. While separating or splitting data is the focus of first cycle coding, how the data is split can vary from a single word to large passages of text. How the data is separated or split is determined by

the interpreted meaning of the data. Thus, at times, the separated data may be a larger section of data that conveys a certain meaning or characteristic as a whole.

During the first cycle, the process of initial coding was used to form codes. The goal of second cycle coding was to re-group and combine the codes into categories, sub-categories (i.e., if needed), and finally, themes. The sections of data coded during second cycle coding processes can be the same exact data coded during initial coding. Second cycle coding can include reconfiguration of the already developed codes or categories. The current study selected the second cycle coding processes of focused, axial, and theoretical coding.

Please note, specific information pertaining to this study's data organization and the four coding processes as applied to this study's data collection forms (i.e., interviews, field notes, and critical incident reports) for each research question is discussed in detail within later sections of this chapter. The following subsections discuss general information regarding the *products* (i.e., codes, categories, subcategories, themes, and theory) of coding processes (i.e., initial, focused, axial, and theoretical). As the data were analyzed and interpreted using the four coding processes, the products of the coding processes, that is codes, categories, subcategories, themes, and theory, were developed. During the coding processes, the data essentially progresses from concrete descriptions (i.e., codes) to more theoretical and interpreted labels imposed by the researcher (i.e., theory). Thus, having an understanding of codes, categories, subcategories, themes, and theory may allow for better understanding of how the data were structured and interpreted during the coding processes (i.e., initial, focused, axial, and theoretical) selected by the study.

Saldaña (2009) stated that a code can be a word, short phrase, paragraph, or entire page of information that symbolically captures a characteristic or feature of data. The act of a

researcher developing a code is interpretative. A code may *summarize* data and not necessarily *condense* data. A code should describe the data coded in its most natural or “real” state. By itself, a single code does not provide summarized, descriptive, or abstract information regarding collected data. In order for codes to provide consolidated and descriptive information regarding the data, *codes* must be *grouped* and refined *into* more *generalized* or refined *categories*, *sub-categories*, and *themes*. The process of describing how the *categories*, *sub-categories*, and *themes* are interrelated leads the study toward developing a theory (Saldaña, 2009).

Saldaña (2009) indicated that a *category* describes a group of *codes*. The codes grouped together in the category should be related by some feature or commonality as determined by the researcher. A category provides a slightly more interpreted or abstract imposed meaning onto the individual codes. Saldaña (2009) stated that, at times, a *category* may be too diverse or generalized to adequately describe the *codes* it represents. Therefore, sub-categories for a particular category may be formed in order to best represent the data.

Saldaña (2009) described *themes* as overarching phrases or sentences that provide an overall or even more interpretive meaning for the developed *categories* and any *sub-categories*. Themes help move the collected data closer toward developing a *theory*. Saldaña (2009) stated that a *theory* attempts to apply analytic reflection to the data and attempts to make more generalized assertions regarding the outcomes of the coded data. The generalized assertions are typically how qualitative studies attempt to convey potential predicting patterns that may be transferred to other situations or contexts that are similar to the situations or contexts from which the original data were collected.

Specific Data Analyses Procedures

Pre-coding Data Organization

The current study used *data organization* before coding began to restructure or organize the data collected from interview, field notes, and critical incident reports in order to facilitate the coding process. The process of data restructuring was not considered a type of coding method, but *pre-coding organization* to help sort and aid the coding of collected data. The pre-organization of data resulted in several sets of data. The data sets developed and used to answer the three research questions are as follows. *Please note* that data used to answer research question three was the same data coded for research questions one and two.

1. General Education Teachers: RTI Implementation per Tier 1, Tier 2, and Tier 3;
2. General Education Teachers: SLD Referrals per Tier 1, Tier 2, and Tier 3;
3. Special Education Teachers: RTI Implementation per Tier 1, Tier 2, and Tier 3;
4. Special Education Teachers: SLD Referrals per Tier 1, Tier 2, and Tier 3;
5. Principals: RTI Implementation per Tier 1, Tier 2, and Tier 3; and
6. Principals: SLD Referrals per Tier 1, Tier 2, and Tier 3.

In summary, pre-coding data organization help structure the data for coding. However, the coding processes used the Constant-Comparative Method as a framework to guide coding. Therefore, during the coding process for each research question, no data within *any data set* established for a research question, were excluded from comparisons with other data in data sets comprising the *same* research question *and* participant group (i.e., general education teachers, special education teachers, and principals). Thus, if needed, data were moved during the coding processes to best represent the data.

Data collection tools. Data collection tools included interview protocols, critical incident reports, and field notes. These data collection tools are discussed within the next sections.

The interview question protocol questions within the *Response to Intervention: Implementation and Change Interview Protocol* (Greenfield et al., 2010; see Appendix A) consisted of seven main questions and related probes. The seven main questions and the probes related to each main question were distributed to every RTI (i.e., Tier 1, Tier 2, and Tier 3) and participant group (i.e., special education teachers, general education teachers, and principals). This allowed for data to easily be reviewed and placed where it best fit during future coding.

The questions developed for the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* (see Appendix B) each indicated a specific RTI tier, RTI implementation and the use of RTI for making SLD referrals, and also, indicated for the participants to discuss either barriers or facilitators. Questions and participant answers for the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* were organized by participants (i.e., special education teachers, general education teachers, and principals) and RTI tier. For these interview questions, they were distributed into the data sets based on the RTI tier indicated by the question. For general education teachers, special education teachers, and principals, the questions within the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* were divided as follows:

1. General Education Teachers, Special Education Teachers, and Principals: RTI Implementation per Tier 1: Questions 1,2,3,4, and 6; Tier 2: Questions 7, 8,9,10, and 12; Tier 3: Questions 13,14,15,16, and 18;

2. General Education Teachers, Special Education Teachers, and Principals: SLD Referrals per Tier 1: Questions 2 and 5; Tier 2: Question 11; and Tier 3: Question 17.

As noted, questions within the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* indicated for the participant to discuss barriers and facilitators. While the questions within the protocol could have been pre-organized by barriers and facilitators, this step was not taken. The researcher felt that participants often discussed barriers and facilitators together, regardless of what the research questions indicated. Therefore, it was best to determine barrier and facilitators within the coding process rather than trying to pre-determine this during the pre-organization of data. Furthermore, the questions within the *Response to Intervention: Implementation and Change Interview Protocol* did not indicate for the participant to discuss either barriers or facilitators. Thus, attempting to split the data sets by barriers and facilitators was not practical for the pre-organization process.

Critical incident reports were also reorganized. Questions developed for the critical incident reports indicated a specific RTI tier. The critical incident reports asked similar questions for each RTI tier. Critical incident report questions were regrouped according to RTI tier and by special education and general education teachers. Critical incident reports were not collected for principals. Therefore, critical incident reports were not included for research question two.

Each field note used by the study pertained to a specific question asked by either interview protocol. Therefore, the field notes were organized into the appropriate RTI tier and participant group dependent upon the question to which they correlated.

Research question one pre-coding. What barriers and facilitators do general and special education teachers report about the following: a) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and b) use of Response to Intervention for specific learning disability referrals, after a two- year period of implementation?

First, interview protocols with general and special education teachers were transcribed verbatim from the digital recordings to a word file. Critical incident reports and field notes were already in text form and thus, did not need to be transcribed.

Data for general and special education teachers were separated. Next, data (i.e., interviews, critical incident reports, and field notes) were separated again by data pertaining to RTI implementation or data regarding the use of RTI to make SLD referrals *per* RTI tier. The pre-coding organization resulted in the following four sets of data:

1. General Education Teachers: RTI Implementation per Tier 1, Tier 2, and Tier 3;
2. General Education Teachers: SLD Referrals per Tier 1, Tier 2, and Tier 3;
3. Special Education Teachers: RTI Implementation per Tier 1, Tier 2, and Tier 3; and
4. Special Education Teachers: SLD Referrals per Tier 1, Tier 2, and Tier 3.

For the *RTI: Implementation and Change Interview Protocol*, questions did not indicate participants to discuss RTI implementation versus the use of RTI to make SLD referrals. In addition, these questions did not specify a RTI tier. Thus, the seven questions within the interview protocol were added to each data set.

Questions within the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* (PBF) specified whether each question pertained to RTI implementation or its use to make SLD referrals. Questions within the protocol

also specified RTI tier. Therefore, questions from this interview protocol were pre-organized by RTI implementation, the use of RTI to make SLD referrals, participant group, and RTI tier. The organization of the specific interview questions can be found in Table 3.1.

Critical incident reports (CRI) were also reorganized before coding. Questions developed for the critical incident reports either indicated RTI implementation or addressed the use of RTI to make SLD referrals. Critical incident report questions also specified RTI tier. Thus, questions were organized by RTI implementation, the use of RTI to make SLD referrals, participant group, and RTI tier. The specific organization of each critical incident report questions can be found in Table 3.1.

Each field note used by the study correlated to a specific question asked by either interview protocol. Therefore, the field notes were organized dependent upon the question to which they correlated.

Research question two pre-coding. What barriers and facilitators do elementary school principals report about the following: a) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and b) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

First, interview protocols with principals were transcribed verbatim from the digital recordings to a Word file. Field notes were already in text form and thus, did not need to be transcribed. Next, data (i.e., interviews and field notes) were separated by questions pertaining to RTI implementation, the use of RTI to make SLD referrals, and by RTI tier. This resulted in the following two sets of data: 1) Principals: Interview Questions Pertaining to RTI Implementation

per Tier 1, Tier 2, and Tier 3; and 2) 2. Principals: Interview Questions Pertaining to SLD Referrals per Tier 1, Tier 2, and Tier 3.

Table 3.1

Pre-coding Data Grouping for Research Question One

General Education Teachers: RTI Implementation	Special Education Teachers: RTI Implementation	General Education Teachers: SLD Referrals	Special Education Teachers: SLD Referrals
Tier 1 Questions RTI: Implementation and Change Interview questions 1-7	Tier 1 Questions RTI: Implementation and Change Interview questions 1-7	Tier 1 Questions RTI: Implementation and Change Interview questions 1-7	Tier 1 Questions RTI: Implementation and Change Interview questions 1-7
PBF Interview questions 1,2,3,4,6	PBF Interview questions 1,2,3,4,6	PBF Interview questions 2,5	PBF Interview questions 2,5
CRI question 1 (part A)	CRI question 1 (part A)	CRI question 1 (part B)	CRI question 1 (part B)
Field Notes	Field Notes	Field Notes	Field Notes
Tier 2 Questions RTI: Implementation and Change Interview questions 1-7	Tier 2 Questions RTI: Implementation and Change Interview questions 1-7	Tier 2 Questions RTI: Implementation and Change Interview questions 1-7	Tier 2 Questions RTI: Implementation and Change Interview questions 1-7
PBF Interview questions 7,8,9,10,12	PBF Interview questions 7,8,9,10,12	PBF Interview question 11	PBF Interview question 11
CRI question 2 (part A)	CRI question 2 (part A)	CRI question 2 (part B)	CRI question 2 (part B)
Field Notes	Field Notes	Field Notes	Field Notes
Tier 3 Questions RTI: Implementation and Change Interview questions 1-7	Tier 3 Questions RTI: Implementation and Change Interview questions 1-7	Tier 3 Questions RTI: Implementation and Change Interview questions 1-7	Tier 3 Questions RTI: Implementation and Change Interview questions 1-7
PBF Interview questions 13,14,15,16,18	PBF Interview questions 13,14,15,16,18	PBF Interview question 17	PBF Interview question 17
CRI question 3 (part A)	CRI question 3 (part A)	CRI question 3 (part B)	CRI question 3 (part B)
Field Notes	Field Notes	Field Notes	Field Notes

Note. Interview protocols and critical incident reports can be respectively found in Appendices A, B, and C.

The separation of data into two data sets resulted in the following grouping of data as shown in Table 3.2. For the *RTI: Implementation and Change Interview Protocol*, it was difficult to pre-determine if the participant answers to the interview questions would pertain to RTI implementation or SLD referrals. In addition, the interview questions did not indicate a specific RTI tier. Thus, the seven questions within the interview protocol were added to each data set.

Questions within the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* (PBF) were organized by RTI implementation, the use of RTI to make SLD referrals, and by RTI tier.

Each field note used by the study correlated to a specific question asked by either interview protocol. Therefore, field notes were placed into the appropriate RTI tier and participant group dependent upon the question to which they correlated.

Research question three pre-coding. Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following: a) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Table 3.2

Pre-coding Data Grouping for Research Question Two

Principals: RTI Implementation	Principals: SLD Referrals
<p>Tier 1 Questions RTI: Implementation and Change Interview questions 1-7</p> <p>PBF Interview questions 1,2,3,4,6</p> <p>Field Notes</p>	<p>Tier 1 Questions RTI: Implementation and Change Interview questions 1-7</p> <p>PBF Interview questions 2,5</p> <p>Field Notes</p>
<p>Tier 2 Questions RTI: Implementation and Change Interview questions 1-7</p> <p>PBF Interview questions 7,8,9,10,12</p> <p>Field Notes</p>	<p>Tier 2 Questions RTI: Implementation and Change Interview questions 1-7</p> <p>PBF Interview question 11</p> <p>Field Notes</p>
<p>Tier 3 Questions RTI: Implementation and Change Interview questions 1-7</p> <p>PBF Interview questions 13,14,15,16,18</p> <p>Field Notes</p>	<p>Tier 3 Questions RTI: Implementation and Change Interview questions 1-7</p> <p>PBF Interview question 17</p> <p>Field Notes</p>

Note. Interview protocols and critical incident reports can be respectively found in the Appendices A, B, and C.

The data organization for research question three consisted of compiling data from research questions one and two. However, the data organization structure would appear as shown in Table 3.3. The table is showing that, in order to answer research question three, data were compared across special education teachers, general education teachers, and principals to determine differences in perceived barriers and facilitators regarding RTI implementation and the use of RTI to make SLD referrals per RTI tier.

Table 3.3

Pre-coding Data Grouping for Research Question Three

RTI Implementation	Use of RTI for SLD Referrals
Tier 1, 2, and 3 Interview Questions, Critical Incident Reports, and Field Notes: Special Education Teachers	Tier 1, 2, and 3 Interview Questions, Critical Incident Reports, and Field Notes: Special Education Teachers
Tier 1, 2, and 3 Interview Questions, Critical Incident Reports, and Field Notes: General Education Teacher	Tier 1, 2, and 3 Interview Questions, Critical Incident Reports, and Field Notes: General Education Teacher
Tier 1, 2, and 3 Interview Questions and Field Notes: Principals	Tier 1, 2, and 3 Interview Questions and Field Notes: Principals

Note. Interview protocols and critical incident reports can be respectively found in the Appendices A, B, and C.

Coding of Data

The study used four coding methods that were described by Saldaña (2009). The coding methods selected for the study were coding methods that are typically used for grounded theory because the coding allowed for meaning to be developed from the data without preconceived ideas or interpretations of the data. The four coding methods used were initial coding, focused coding, axial coding, and theoretical coding. The coding methods began with concrete labeling of the data (i.e., initial coding) and proceeded to more generalized interpretations of the data constructed by the researcher. The next sections further describe each coding method.

Initial coding. Saldaña (2009) indicated that initial coding is a first cycle coding method useful for most types of qualitative studies, but particularly for studies that incorporate a wide variety of data types (e.g., interviews, field notes, and critical incident reports). For the current study, initial coding included breaking or separating data into distinct segments of data (i.e., participant responses) that had particular meaning.

In the process of separating data into segments, the segments were examined and compared to each other for similarities and differences using the Constant Comparative Method. Thus, *constant comparison* and *analytic induction* were used to determine if codes applied to the segments best represented the codes, and to also check the consistency of coding. During the process, each segment of data were compared to others to determine which codes could receive the same initial code. Similar segments of data received the same code.

Memoing was used to document how the primary researcher developed codes applied to the data. Overall, segments were then given initial labels or *codes* that were descriptive of the segments. Creating *codes* was the main focusing of initial coding. Codes may be applied to segments that vary in length. For example, segments within the current study varied in length from partial sentences to paragraphs. The codes applied during the initial coding process were viewed as provisional and were changed or reworded during future coding. The codes given during the initial coding phase were also typically concrete descriptions of the segments, and did not provide much analytic interpretation of the data.

The initial coding process for research question one included reading line by line the information from the interviews, critical incident reports, and field notes from data grouped during pre-coding organization. Initial coding for research question two included coding data from only interviews and field notes. Critical incident reports were not distributed to principals. Thus, critical incident reports were not included in the initial coding process for research question two. Research question three focused on the differences of reported barriers and facilitators for RTI implementation and the use of RTI to make SLD referrals by special education teachers, general education teachers, and principals per RTI tier. Because research question three focused on comparing barriers and facilitators across elementary special education

teachers, general education teachers, and principals no additional data needed to be coded during initial coding. The data necessary for comparison were coded during initial coding for research questions one and two.

Focused coding. Saldaña (2009) stated that focused coding is a second cycle coding method that follows initial coding and is appropriate for studies using grounded theory and attempting to develop categories or themes from collected data. During focused coding, effort is made to find reoccurring initial codes and decide how codes could be grouped without being distracted by the dimensions or properties (i.e., specific details) of the segments. Focused coding is used to create *categories*. Therefore, categories are the product of focused coding.

Thus, for the current study, focused coding identified codes that could be grouped together using a broader encompassing descriptive phrase. During this process, *constant comparison* and *analytic induction* were used to determine which codes could be inducted into a group by constantly comparing each piece of coded data to other pieces of coded data in order to determine if the data being examined by the researcher are being placed in the most appropriate group. After similar codes were grouped, the grouped codes were given a categorical label (i.e., categories) that attempted to provide more interpretive insight into the data. Memoing was used during focused coding to document how the primary researcher formulated connections between similarly coded segments.

During focused coding for research questions one and two, the segments initially coded from the interviews and field notes were reviewed by the primary researcher. Critical incident reports were included for research question one but not for research question two due to the fact critical incident reports were not collected from principals. Once again, reoccurring codes (i.e.,

codes that occurred at least twice) within the data sets were reviewed and segments with similar codes were grouped. *Categories* were developed and applied to each group of codes.

Research question three did not require additional coding during focused coding. The data coded for both research question one and two were the same data needed to answer research question three.

Axial coding. Saldaña (2009) stated that axial coding expands, to some degree, the coding developed during focused coding. The purpose is to reassemble or regroup the data in a way that constructs meaning, while attending to the properties and dimensions of a category. During this process, analytic induction and constant comparison were used to review categories and determine if *subcategories* were needed to represent dimensions of the data within each category. Thus, axial coding is mainly to determine if *subcategories* are needed to represent dimensions of a category previously developed by focused coding. A subcategory was needed if the properties and dimensions of a category were too broad to be adequately represented by the main category developed during focused coding.

Constant comparison and analytic induction were used to review data segments within each category and compare those data segments to other data segments *within* each category, as well as, data segments in other categories to determine if each category represented the data appropriately. In sum, axial coding helped to create and connect subcategories to categories, if subcategories were needed given the nature of the data.

For research question one and two, axial coding consisted of reviewing the properties of categories developed during focused coding. Data from the interviews and field notes were included for research questions one and two. Data from the critical incident reports were only included for research question one.

During axial coding, research question three did not require coding of additional data. Coded data from research questions one and two were evaluated across special education teachers, general education teachers, and principals to determine if differences occurred in the categories (i.e., facilitators and barriers) reported by each participant group per RTI tier. These comparisons were made after axial coding to help ensure that comparisons were consistent across groups and decrease the likelihood of a code or categories changing after comparisons were made. Additionally, it did not seem necessary to make comparisons at the initial or focused coding level. Data during those two coding phases were unrefined and the attempt to make comparisons confusing.

Theoretical coding. Saldaña (2009) indicated theoretical coding is an appropriate end step in developing a grounded theory. Saldaña stated a theoretical code (i.e., theme) should specify relationship between categories and move data in a theoretical direction. By becoming more conceptual or theoretical a study develops *transferability*. Transferability suggests that there is a change from the particular to more generalized information that may serve as a way to predict occurrences of what may happen in comparable future contexts and sites. *After theoretical coding was completed, the axial codes or categories developed at the axial coding level, were used as the starting point to evaluate differences in reported barriers and facilitators across participant groups.*

During this process, *analytic induction* and *constant comparison* were used to review categories and determine what themes would best represent a group of data. Categories were compared to other categories to determine which categories could be grouped together, and could be represented by a particular theme. Theoretical coding resulted in over-arching descriptive *themes* that encompassed codes, categories, and subcategories that were developed and refined

during initial, focused, and axial coding. The theoretical codes attempted to bring cohesiveness to the codes, categories, and subcategories to which they applied. The details of coded segments within the categories and subcategories highlighted the dimension and variation within a theoretical code or theme.

After axial coding for research question one and two occurred, the data collected from the interviews, field notes, and critical incident reports (i.e., not included for research question two) were reviewed and descriptive themes were applied to categories. The themes intended to provide broader interpretation of the categories.

For research question three, after theoretical coding was completed, the *axial codes or categories* developed at the axial coding level, were used as the starting point to evaluate differences in reported barriers and facilitators across participant groups. The themes that were developed to describe the axial categories that differed for participant groups or RTI tiers were indicated. The axial categories described by the themes were thought to be the most descriptive of differences between participant groups or RTI tiers.

Data Analyses for Each Research Question

Specific Data Analyses: Research Question One

What barriers and facilitators do general and special education teachers report about the following: a) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and b) Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Data organization. First, interview protocols with general and special education teachers were transcribed verbatim from the digital recordings to a Word file. Critical incident reports and field notes were already in text form and thus, did not need to be transcribed.

Data for general and special education teachers were separated. Next, data (i.e., interviews, critical incident reports, and field notes) were separated again by data pertaining to RTI implementation or data regarding the use of RTI to make SLD referrals *per* RTI tier. The pre-coding organization resulted in the following four sets of data:

1. General Education Teachers: RTI Implementation per Tier 1, Tier 2, and Tier 3;
2. General Education Teachers: SLD Referrals per Tier 1, Tier 2, and Tier 3;
3. Special Education Teachers: RTI Implementation per Tier 1, Tier 2, and Tier 3; and
4. Special Education Teachers: SLD Referrals per Tier 1, Tier 2, and Tier 3.

Initial coding. As indicated above, data within each pre-organized set were read line-by-line. For research question one, data collected using interviews, field notes, and critical incident reports were included in the coding process.

First, segments of data (i.e., interviews, critical incident reports, and field notes) were coded as barriers or facilitators. Questions within the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* and the critical incident report questions indicated whether a participant should discuss either barriers or facilitators per question. The questions within the *RTI: Implementation and Change Interview Protocol* did not directly indicate for a participant to discuss barriers or facilitators. Therefore, to maintain consistency across both interview protocols, critical incident reports, and field notes, a teacher needed to *state* whether a factor was a barrier or facilitator in order for a segment to be labeled accordingly. Coding in this manner also helped maintain the purpose of initial coding and allowed for the meaning (i.e., barrier or facilitator) to be developed from the data and not pre-assumed. It also allowed for instances where a participant may have discussed barriers and

facilitators simultaneously for an interview question despite the interview question specifying to discuss barriers or facilitators (i.e., not both).

After receiving a code of barrier or facilitator, segments also received a code that indicated a property or descriptor of the segment. For example, a code indicating “technology” could be a barrier or facilitator dependent upon how it was indicated (i.e., barrier or facilitator) by the participant or question. Initial property or descriptive codes (i.e., initial codes) were concrete in description of a data segment. Some segments received *two* property codes based on the properties of the segments. The codes given during initial coding did not focus on interpreting the data.

Codes were also given indicating whether the segment pertained to RTI implementation or its use to make SLD referrals. The questions within the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* and the questions used by the critical incident reports specified for a participant to either discuss factors (i.e., barriers or facilitators) pertaining to RTI implementation or its use to make SLD referrals. Questions within the *RTI: Implementation and Change Interview Protocol* did not specify for a participant to discuss either RTI implementation or its use to make SLD referrals. Regardless, initial coding for RTI implementation or its use to make SLD referrals took place across both interview protocols, critical incident reports, and field notes. This allowed for instances where a participant indicated information regarding SLD referrals while answering a question pertaining to RTI implementation. It should be noted that there was overlap between data segments with the labels of RTI implementation and its use to make SLD referrals. For instance, factors that impeded or facilitated RTI implementation process were likely to be viewed as also impacting the use of RTI to make SLD referrals.

In addition, the segments received a code indicating RTI tier. To some degree, data were pre-organized by RTI tier. The questions within the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* and the questions used by the critical incident reports indicated a specific RTI tier per question. However, the questions within the *RTI: Implementation and Change Interview Protocol* did not indicate a specific RTI tier. Coding for RTI tier took place across both interview protocols, critical incident reports, and field notes and allowed for instances where a participant could have indicated information regarding Tier 2 and Tier 3 for a question that specified Tier 2. Overall, RTI tier was stated by the interview question, critical incident report question, or indicated by the participant. It should be noted that there was some overlap of data segments across RTI tiers. For instance, participants may have indicated that a data segment applied to more than one RTI tier.

Constant comparison and *analytic induction* were used to determine if codes applied best represented the data segments, and to check the consistency of coding. During the process, each segment of data were compared to other data segments to determine which codes could receive the same initial code. Memos were kept during initial coding to document how initial codes were applied to the data sets. Memos attempted to keep coding consistent within a data set, but also, consistent across the four pre-organized sets of data. For example, the primary researcher used memos to keep wording for initial codes consistent.

Overall, the goal of the initial coding was to identify segments of data pertinent to answering both part A and part B of research question one. Thus, segments within each data set were given a code for the following: barriers or facilitators, descriptive property, RTI implementation or its use to make SLD referrals, and RTI tier. The product of initial coding was initial codes.

Focused coding. To begin focused coding, any regrouping of segments with codes pertaining to RTI implementation and its use to make SLD referrals occurred per data set. For example, if information provided under a question related to RTI implementation also included information related to the use of RTI to make SLD referrals, that information was moved to the appropriate section of data. Next, for each data set, facilitators and barriers were separated from each other and grouped per RTI. Then focused coding was applied to the barriers and facilitators per RTI tier based on the property codes given to the segments during initial coding.

The focused codes served as a way to provide unifying *categories* for the initial codes. Focused coding determined which initial codes that could be grouped together based on some commonality. Focused coding identified codes that could be grouped together by a unifying *category*. In sum, focused coding developed broader interpretive *focused codes* or *categories* based on the properties identified by the initial codes. For example, during focused coding, initial codes of “support” could be grouped together under the *category* or *focused code* of “Administrative Support”. The focused code of “Administrative Support” provides a more interpretive category (i.e., focused code) that helps bring overall meaning to the segments labeled with the code of “support”.

During this process, *constant comparison* and *analytic induction* were used to determine which codes could be inducted into a group by constantly comparing each piece of coded data to other pieces of coded data in order to determine if the data are being placed in the most appropriate group. Memos were used during the focused coding in order to document the researcher’s reasoning in the development of focused codes. The memos allowed for the coding to be consistent across the data sets. The primary researcher made effort to keep wording of focused codes consistent across the four pre-organized groups of data. As focused coding was

applied, it was possible to use the same descriptive categories or focused codes to describe data across the four sets of pre-organized data.

Axial coding. Axial coding allowed for the refinement of *focused codes* or *categories*. In addition, axial coding examined the focused codes to determine if *subcategories* were needed to convey the dimensions of the categories. During this process, *analytic induction* and *constant comparison* were used to review categories and determine if subcategories were needed to represent dimensions of the data within each category. Data segments within each category were compared to other data segments within each category, as well as, data segments within other categories to determine if each category represented the data appropriately.

Theoretical coding. Theoretical coding was applied to the categories developed from barriers or facilitators per data set and RTI tier. Theoretical coding was used to develop main *themes*. During theoretical coding, categories and subcategories formed during focused coding and to some degree refined during axial coding were reviewed and over-arching themes were applied to unify groups of categories. The themes attempted to provide broader interpretation of the data.

During this process, *analytic induction* and *constant comparison* were used to review categories and subcategories to determine what themes would best represent a group of data. Categories were compared to other categories to determine which categories could be grouped together, and could be represented by a particular theme. Theoretical codes emerged through the data process. They are not imposed prior to the coding processes (i.e., initial coding, focused coding, and axial coding). Imposing theoretical codes prior to other coding processes would force the data to fit preconceived interpretations of the data, rather than allowing for the theoretical codes to emerge from the data.

Specific Data Analyses: Research Question Two

What barriers and facilitators do elementary school principals report about the following:

1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Data organization. First, interview protocols with principals were transcribed verbatim from the digital recordings to a Word file. Field notes were already in text form and thus, did not need to be transcribed. Next, data (i.e., interviews and field notes) were separated again by interview questions pertaining to RTI implementation, the use of RTI to make SLD referrals, and RTI tier. This resulted in the following two sets of data: 1) Principals: Interview Questions Pertaining to RTI Implementation for Tier 1, Tier 2, and Tier 3; and 2) Principals: Interview Questions Pertaining to SLD Referrals for Tier 1, Tier 2, and Tier 3.

Initial coding. As indicated above, the data within each pre-organized set of data were read line-by-line. For research question two, interviews and field notes were included in the coding process.

First, segments of data (i.e., interviews and field notes) were identified as barriers or facilitators. Questions within the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* (see Appendix B) and the critical incident reports indicated whether a participant should discuss either barriers or facilitators per question. The questions within the *RTI: Implementation and Change Interview Protocol* (see Appendix A) did not directly indicate for a participant to discuss either barrier or facilitators. Therefore, a principal needed to *state* whether a factor was a barrier or facilitator in order for the segment to be labeled accordingly. Coding for barriers or facilitators took place across both interview

protocols and field notes. This allowed for instances where a participant indicated a barrier while providing information for a question that had specified facilitators.

After receiving a code of barrier or facilitator, segments also received a code that indicated a property or descriptor of the segment. For example, a code indicating “technology” could be either a barrier or facilitator dependent upon how it was indicated (i.e., barrier or facilitator) by the participant. Initial codes the product of initial coding were concrete in description of the data segment. Some segments received two property codes based on the properties of the segments. Initial coding did not focus on interpreting the data.

Codes also indicated if the data segment pertained to RTI implementation or its use make SLD referrals. The questions within the *Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals Interview Protocol* and the questions used by the critical incident reports specified for a participant to either discuss factors (i.e., barriers or facilitators) pertaining to RTI implementation or its use to make SLD referrals. However, questions within the *RTI: Implementation and Change Interview Protocol* did not specific a participant to discuss either RTI implementation or its use to make SLD referrals. Thus, coding for RTI implementation or its use to make SLD referrals took place across both interview protocols and field notes. This allowed for instances where a participant indicated information regarding SLD referrals while answering a question that specified RTI implementation. It should be noted that there was overlap between data segments with the labels of RTI implementation and its use to make SLD referrals. For instance, factors that impeded or facilitated RTI implementation were likely to also impact the use of RTI to make SLD referrals. In addition, the data segments received a code indicating RTI tier. To some degree, data were pre-organized by RTI tier. The questions within the *Perceived Barriers and Facilitators of RTI*

Implementation and the Use of RTI for SLD Referrals Interview Protocol specified a RTI tier per question. However, the questions within the *RTI: Implementation and Change Interview Protocol* did not indicate a specific RTI tier. Coding for RTI tier across both interview protocols, critical incident reports, and field notes allowed for any occasions where a participant indicated a barrier or facilitator for Tier 2, while providing information to a question pertaining to Tier 3. It should be noted that there were some overlap of data segments across RTI tiers. For instance, participants may have indicated that a data segment applied to more than one RTI tier.

Constant comparison and *analytic induction* were used to determine if *initial codes* applied to the data segments best represented the codes, and to also check the consistency of coding. During the process, each segment of data were compared to others to determine which codes could receive the same initial code. Memos were kept during initial coding to document how initial codes were applied to the data sets. Memos attempted to keep coding consistent within a data set, but also, across the two sets pre-organized sets of data for research question two. For example, the primary researcher used memos to keep wording for initial codes consistent. In addition, attempt was made to keep the wording and coding consistent across coding for research question one and two.

In sum, the goal of the initial coding was to develop *initial codes* pertinent to answering both part A and part B of research question two. Thus, segments within each data set were given a code for the following: barriers or facilitators, descriptive property, RTI implementation or use of RTI to make SLD referrals, and RTI tier.

Focused coding. To begin focused coding, any regrouping of segments with codes pertaining to RTI implementation versus the use of RTI to make SLD referrals occurred per data set. For example, if information provided under a question related to RTI implementation also

included information related to the use of RTI to make SLD referrals, that information was moved the appropriate section of data. Next, for each data set, facilitators and barriers were separated from each other and grouped per RTI. Then focused coding was applied to the barriers and facilitators per RTI tier based on the property codes given to the segments during initial coding.

The focused codes served as a way to provide unifying *categories* for the initial codes. Focused coding determined which initial codes that could be grouped together based on some commonality. Focused coding identified codes that could be grouped together by a unifying *category*. In sum, focused coding developed broader interpretive *focused codes* or *categories* based on the properties identified by the initial codes. For example, during focused coding, initial codes of “support” could be grouped together under the *category* or *focused code* of “Administrative Support”. The focused code of “Administrative Support” provides a more interpretive category (i.e., focused code) that helps bring overall meaning to the segments labeled with the code of “support”.

During this process, analytic induction was used to determine which codes could be inducted into a group by constantly comparing each piece of coded data to other pieces of coded data in order to determine if the data are being placed in the most appropriate group or label. Memos were used during the focused coding in order to document the researcher’s reasoning in the development of focused codes. The memos allowed for the coding to be consistent across the data sets. The primary researcher made effort to keep wording of focused codes consistent across the two pre-organized groups of data. As focused coding was applied, it was possible to use the same descriptive categories or focused codes to describe data across the two sets of pre-

organized data. Once again, attempt was also made to keep focused coding in research question two consistent with the coding and wording used during coding for research question one.

Axial coding. Axial coding allowed for the refinement of *focused codes* or *categories*. In addition, axial coding examined the focused codes to determine if *subcategories* were needed to convey the dimensions of the categories.

During this process, *analytic induction* and *constant comparison* were used to review categories and determine if subcategories were needed to represent dimensions of the data within each category. Data segments within each category were compared to other data segments within each category, as well as, data segments within other categories to determine if each category represented the data appropriately. Additionally, during axial coding, the wording of some categories was changed across data sets in order to make each category more descriptive of the data. Memos were used during the axial coding in order to document the researcher's reasoning in the development of categories.

Theoretical coding. Theoretical coding was applied to the categories developed from barriers or facilitators per data set and RTI tier. Theoretical coding was used to develop main *themes*. During theoretical coding, categories formed during focused coding and to some degree refined (i.e., subcategories) during axial coding were reviewed and over-arching themes were applied to unify groups of categories. The themes attempted to provide broader interpretation of the data.

During this process, *analytic induction* and *constant comparison* were used to review categories and determine what themes would best represent a group of data. Categories were compared to other categories to determine which categories could be grouped together and

represented by a particular theme. Memos were used during theoretical coding in order to document the researcher's reasoning in the development of themes.

Theoretical codes emerge through the data process. They are not imposed prior to the coding processes (i.e., initial coding, focused coding, and axial coding). Imposing theoretical codes prior to other coding processes would force the data to fit preconceived interpretations of the data, rather than allowing for the theoretical codes to emerge from the data.

Specific Data Analyses: Research Question Three

Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Data organization. The data organization for research question three consisted of compiling data from research questions one and two. Data organization took the form as shown below. In order to answer research question three, data were compared across special education teachers, general education teachers, and principals to determine differences in perceived barriers and facilitators regarding RTI implementation and its use to make SLD referrals per RTI tier.

1. General Education Teachers: RTI Implementation per Tier 1, Tier 2, and Tier 3;
2. General Education Teachers: SLD Referrals per Tier 1, Tier 2, and Tier 3;
3. Special Education Teachers: RTI Implementation per Tier 1, Tier 2, and Tier 3;
4. Special Education Teachers: SLD Referrals per Tier 1, Tier 2, and Tier 3;
5. Principals: RTI Implementation per Tier 1, Tier 2, and Tier 3; and
6. Principals: SLD Referrals per Tier 1, Tier 2, and Tier 3.

Comparison of data. As indicated above, data compared for research question three were separated into information pertaining to RTI implementation or its use to make SLD referrals per RTI tier. The data needed to answer research question three were coded during the four coding processes (i.e., initial, focused, axial, and theoretical) for research question one and two.

The comparison of data across special education teachers, general education teachers, and principals took place after theoretical coding for each data set. After *themes* (i.e., theoretical coding) were established for research questions one and two, axial codes or *categories* described by each theme were compared and differences were noted for research question one and two.

In order to determine differences across data sets, categories developed after axial coding, were constantly compared to determine if the categories were or were not indicated for each data set per RTI tier. When categories were absent from a data set or RTI tier, the primary researcher indicated this to be a difference between participant groups. For example, if a category was present for principals and general education teachers on Tier 1 for a specific data set, but the category was not present for special education teachers, the category would be indicated as a difference. It should be noted that, while a category may have developed for all three participant groups across a specific data set, if there were notable differences in category content across a specific data set, differences in category content were indicated. This was done to give a more accurate view of the participants' perceptions.

Factors to Increase Data Quality

While the study had limitations, measures were taken to increase credibility (i.e., trustworthiness), confirmability, dependability, transferability. Goetz and LeCompte (1984) provide a description of the terms. Transferability refers to the ability of the study's results to be

transferred to other settings or contexts. Credibility is related to establishing that the results of the study are actually representative of the participants' perspectives concerning the topic of research. Dependability means that the study's finding would be "reliable" to some degree if the study was replicated. Confirmability suggests that the results of the study could be confirmed by another individual other than the primary researcher.

Credibility or trustworthiness of the data were increased by checking the consistency of information across the interviews, critical incident reports, field notes, and by resolving any vague or inconsistent information with each research participant. For example, data were clarified with each participant during the interviews as needed. Additionally, information was restated to participants in order to determine if the primary researcher was correctly interpreting each participant's meaning. The clarification of collected data during the participant interviews was recorded in field notes by the primary researcher. No information collected by the critical incident reports needed clarification. Information collected by the interviews, critical incident reports, and field notes was consistent. For instance, the data collected for each participant per data collection method seemed to align. In sum, each participant reported similar information across data collection methods.

Confirmability was also supported by reviewing all collected data during the coding process. During the coding process, the primary researcher looked for information, given by participants that was consistent with or confirmed other information stated by participants. Within the data collected, there were no cases where another participant did not report similar information. Therefore, the information reported by one participant was confirmed by other participants and seemed to expand the context under study.

Transferability and dependability was addressed by explaining the context in which data were collected and the process of data collection, as done previously in chapter three. By reporting these factors, it may be easier to determine if the results reported in this study would be transferable to another situation or be able to be replicated.

CHAPTER IV:

DATA ANALYSIS AND FINDINGS

The purpose of this study was to obtain information about the barriers and facilitators of RTI implementation and the use of RTI to make SLD referrals at each level of the RTI process (i.e., Tier 1, Tier 2, and Tier 3) as indicated by both teachers (i.e., general and special education teachers) and principals. The obtained participants for the study included six general education teachers, three special education teachers, and two principals (n=11). The participants were distributed over five schools within the same school district.

The teachers and principals were asked to participate in one individual interview each. Teachers were also asked to complete critical incident reports weekly for four weeks. As recommended by Saldaña (2009), after data collection, data (i.e., interview, critical incident reports, and field notes) were coded using initial, focused, axial, and theoretical coding.

Research Questions

1. What barriers and facilitators do general and special education teachers report about the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?
2. What barriers and facilitators do elementary school principals report about the following:

- a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?
3. Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following:
- a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Data Analysis and Findings

The first sections of this chapter review the use of codes, categories, and themes to interpret data (i.e., interviews, critical incident reports, and field notes) collected by the study. The specific results for each coding cycle are *not* given within this chapter's text. *For specific examples of how data were interpreted within each coding method (i.e., initial coding, focused coding, axial coding, and theoretical coding), for each portion of research questions one and two, see Appendix H.* Not all coded data segments were included within the tables. Tables within Appendix H show data segments selected as a representation of the coded data.

The data used to answer research question three were the same data coded for both research question one and two. In order to answer research question three, the data coded for research question one and two were compared at the level of axial coding to determine differences between data sets. Therefore, tables for research question three are not included in

Appendix H. Tables with results for research question three are provided within this chapter's text.

Codes, Categories, and Themes

Data for both research questions one and two were read line-by-line and, during initial coding, segments of data were labeled with *codes* (i.e., labels) that indicated a specific and concrete meaning of a data segment. The purpose and product of *initial coding* was to create *codes* (i.e., initial codes).

After segments were given initial codes, codes with perceived common factors were grouped together and given categorical labels. Thus, categories were formed. Categories attempted to unify codes by providing a broader and slightly more interpretive meaning of the data. Overall, the purpose of *focused coding* was to create *categories*.

After categories were formed during focused coding, data within each category were re-examined by *axial coding* to determine if *subcategories* were needed to represent the dimensions of the data within each category. In addition, the category names developed from focused coding were refined during axial coding. In sum, *subcategories* (i.e., as needed) and the refinement of categorical labels were the product of *axial coding*. The refined categorical names obtained from axial coding *were most often used* during the representation and discussion of the study's findings. Categories developed from axial coding provided broader descriptive labels for data segments that enabled easier comparison and discussion. However, the categories were specific enough to indicate the meaning of the represented data segments.

Lastly, categories were grouped by perceived common factors and labeled with themes. Themes were developed to give a broader more interpretive meaning to the data. *Theoretical*

coding was used by the study to develop *themes*. Themes provided over-arching structure for the coded data.

During initial, focused, axial, and theoretical coding, *analytic induction* and *constant comparison* were used to review data segments, codes, categories, and subcategories. Coded data were compared with other data during each coding cycle to determine if the data were coded appropriately. Memos were used during each coding cycle to document the researcher's reasoning in the development of codes, categories, subcategories, and themes.

The following sections provide results for each part of research questions one, two and three. *Please note* that detailed tables with data segments depicting the transition of data for each of the coding cycles (i.e., initial codes, focused coding, axial coding, and theoretical coding) can be found in Appendix H. Within the next sections, results for research questions one, two, and three are presented in the following format. *Please note that each RTI tier is presented separately*. Tables within this chapter's text do *not* include data segments and only represent if barrier and facilitator categories occurred per RTI tier and participant group. The following outline shows the structure of how data are discussed within this chapter's text:

1. Tier 1: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals;
2. Tier 2: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals;

3. Tier 3: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals;
4. Research Question Three: Differences in Facilitators for Part A, RTI Implementation, per Tier 1, Tier 2, and Tier 3;
5. Research Question Three: Differences in Barriers for Part A, RTI Implementation per Tier 1, Tier 2, and Tier 3 ;
6. Research Question Three: Differences in Facilitators for Part B, the Use of RTI for SLD referrals per Tier 1, Tier 2, and Tier 3; and
7. Research Question Three: Differences in Barriers for Part B, the Use of RTI for SLD Referrals per Tier 1, Tier 2, and Tier 3.

After the results in the above format are provided, a summary of the themes and categories that developed for the research questions is given. The summary of themes and categories provides an overview of the study's salient findings.

Tier 1: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals

Within the next sections, the results for both research questions one and two are presented for *Tier 1*. Results for both questions are reported together due to a large amount of similarity between the results for each question. Reporting the results in a combined format decreased repetitiveness within the results presentation. For a more detailed representation of the coding results, see Appendix H. Table 4.1, within this chapter's text, provides information regarding the results reported in this section. The table indicates if, for Tier 1, a category

occurred per participant group for RTI implementation and the use of RTI to make SLD referrals.

What barriers and facilitators do general and special education teachers report about the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

What barriers and facilitators do elementary school principals report about the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Theme 1: District and School Administrative Leadership

Facilitator categories. The theme *district and school administrative leadership* only developed from the data to describe categories representing factors perceived to be *facilitators* of RTI implementation and the use of RTI to make SLD referrals. The theme linked two categories that described factors related to the provision of research-based curriculum and the support and guidance provided by school principals. The primary researcher perceived that the categories shared the commonality that leadership and support from administration increased the integrity of the RTI process.

Administrative provision of scientific, research-based curriculum, and support. Factors described by the category were perceived by general education teachers, special education teachers, and principals to support both the effectiveness of RTI implementation and its use to make accurate SLD referrals. For example, a general education teacher stated, “We know that they [district administration] do not buy anything that isn’t researched based.” In addition, all

participant groups seemed to perceive research-based curriculum as a way to help rule out lack of instruction as a factor impeding academic progress. For instance, a general education teacher stated, "...if students don't receive good instruction it is difficult to determine why they are struggling." Responses from all participant groups were similar. However, principals distinctly indicated that the school district also supplied training that supported core curriculum implementation and the differentiation of instruction.

Principal guidance and support. The category described factors related to the perceived guidance and support supplied by principals. For example, a general education teacher reported, "Our principal provided guidance for the implementation of the model by guiding problem-solving team meetings (PST) and oversight of data." Special education teachers indicated perceptions similar to general education teachers. In comparison, principals perceived that, in addition to supervising PST meetings and reviewing data, that they supplied teachers with non-evaluative feedback regarding the implementation of core instruction. For example, a principal stated,

One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don't even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.

In conclusion, principal support of RTI and guidance of data-based decision making were reported by all participant groups to improve the accuracy of decisions regarding student academic progress and placement within the RTI tiers. These factors were linked to improved accuracy of future SLD referrals. Thus, general education teachers, special education teachers, and principals indicated that support from principals improved the integrity of RTI implementation and accuracy of SLD referrals.

Theme 2: School Values and Attitudes

Facilitator categories. The theme *school values and attitudes* developed from the data to describe categories representing factors related to positive school climate, common goals, and a belief in the RTI model. Facilitator categories within the theme were perceived by the researcher to share the commonality that values (i.e., common goals) and attitudes (i.e., school climate and belief in the RTI model) of school members regarding RTI impacted its implementation. The factors represented by the categories were perceived to facilitate *only* RTI implementation.

School climate. Each participant group (i.e., general education teachers, special education teachers, and principals) perceived that a positive school climate that was open to the RTI process facilitated RTI implementation. While all participant groups reported a positive school climate, special education teachers and principals indicated that a positive school climate developed over time. For example, a special education teacher stated, “I think teachers [general education teachers] were skeptical at first, but they are beginning to be more open to the process [RTI] now.” Also, principals perceived that RTI itself generated a stronger sense of community within their schools.

Common goals. The sharing of similar goals was reported by all participant groups to facilitate RTI implementation. The category reflected that general education teachers, special education teachers, and principals perceived that all individuals implementing RTI shared the goal of improving student academic outcomes. For instance, a principal stated, “Yes. I do [think school members share the same goal]. I think that we all acknowledge that RTI is to see that they [students] do respond to the instruction.”

Belief in RTI model. The category developed to indicate that general education teachers, special education teachers, and principals perceived that RTI improved academic outcomes for students. For example, in regard to differentiated instruction, a special education teacher indicated, “I think that teachers have become more aware that each child has his or her own set of needs and that teaching to the mass isn’t always the best thing.” In sum, all participant groups reported a belief in the RTI model improved RTI implementation.

Barrier categories. The theme *school values and attitudes* developed from data to represent categories describing factors related to a lack of information regarding the long-term outcomes of RTI and a failure to perceive RTI as a pathway to improve academic progress. Barrier categories were perceived by the researcher to share the commonality that a lack of knowledge, concerning the purposes and outcomes of RTI, impacted the positive incorporation of the RTI model as a pathway to meet school values (i.e., route to achieve common goals) and development of positive school attitudes (i.e., school climate).

Vision of long-term goals. General education teachers indicated a lack of information regarding the long-term benefits of RTI. Some general education teachers were unsure of the model’s long-term purposes and stated they would like to see data indicating the long-term outcomes. Therefore, poor understanding of RTI purposes and outcomes was perceived by general education teachers to impede *only* RTI implementation.

Pathways to goals. The category represented that failure to perceive RTI as a pathway to obtain student academic support was perceived by all participants as a barrier to RTI implementation. In addition, special education teachers and principals perceived that factors described by the category impeded the accuracy of SLD referrals. If other routes (i.e., special education services) to obtain academic support for students were perceived and encouraged (i.e.,

parent request for SLD evaluation), a student's time within the RTI tiers could be reduced. In sum, if parent request for SLD evaluation was encouraged, or if a student was prematurely placed into Tier 2, a student's time to respond to instruction could be limited. Thus, limiting a student's time within the RTI tiers was perceived to decrease the effectiveness of RTI. For example, a special education teacher stated,

The down side to that is because of the length of moving through the tiers and sometimes the cumbersome data-taking, record-keeping, and sheer paperwork; it has caused teachers to tell parents, "If you go ahead and write a letter for special education referral it will circumvent all of this."

Theme 3: Support for RTI Practices and Procedures

Facilitator categories. The theme *support for RTI practices and procedures* developed from data to describe facilitator categories representing factors related to professional flexibility, acceptability of tier procedures, use of technology, data-based decision making, and fidelity of implementation. These factors were reported consistently across participant groups. The categories represented by the theme were perceived by the researcher to share the commonality that support for the implementation of RTI procedures (i.e., making procedures easier to implement or acceptable) and perceived usefulness of its practices (i.e., RTI practices provide valuable information) was reported to improve RTI implementation and accuracy of SLD referrals.

Professional flexibility. The category represented the ability of general education teachers to problem-solve and make instructional decisions for students. All participant groups perceived that general education teachers had the flexibility to adjust curriculum (i.e., differentiated instruction) to meet a specific student's academic needs. In addition, general education teachers and principals stated that teachers had the ability to use their professional judgment to interpret data and make instructional decisions for students. For example, a general

education teacher indicated, “We have a lot of professional judgment for ourselves as a team [grade-level team] and as a teacher.” The ability to adjust or differentiate curriculum to meet the individual instructional needs of students was perceived to help rule out lack of instruction as a factor impeding academic progress. In sum, general education teachers, special education teachers, and principals reported factors represented by the category to facilitate effective RTI implementation and accurate SLD referrals.

Acceptance of tier procedures. The category reflected that tier procedures (i.e., differentiated instruction) were part of general education teachers’ typical instruction and were accepted procedures. The acceptance of differentiated instruction was perceived by all participant groups to improve the effectiveness of RTI implementation and the use of RTI to make SLD referrals. For instance, a special education teacher indicated,

I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.

In addition, principals indicated that they worked to increase the acceptability of tier procedures such as progress monitoring. For example, a principal reported,

We tried to set it up to make it easy for them [general education teachers]. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.

Use of technology. The category represented the perceived ability of technology to facilitate consistent data collection and differentiated instruction. Mainly, the use of technology was perceived by all participants to facilitate progress monitoring (i.e., data collection). However, general education teachers indicated that technology (i.e., Nooks) could be used to adjust reading levels for students. In sum, differentiated instruction was perceived to help rule

out lack of instruction as a factor impeding academic progress, and consistent progress monitoring was reported to improve the accuracy of data-based decisions. Thus, all participant groups perceived technology to facilitate effective RTI implementation and accurate SLD referrals.

Data-based decision making. The category indicated that all participant groups perceived that data allowed objective decisions to be made regarding student academic progress and student tier placement. For example, a general education teacher reported, "...we enter on a spreadsheet what lesson we have tried and whether the child got it or not. Thus, we are able to see if the child is making progress." In addition, data was perceived to inform instructional practices. For instance, a special education teacher reported, "It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices... It [data collected by progress monitoring] is important for each RTI tier." Thus, the use of data was viewed by general education teachers, special education teachers, and principals to facilitate effective RTI implementation and valid SLD referrals.

Proper procedure. The category represented perceptions that fidelity of RTI implementation increased the accuracy of data-based decisions regarding student progress and tier placement. RTI is a data-driven process. Therefore, implementing RTI practices and procedures with fidelity was perceived by general education teachers, special education teachers, and principals to increase the integrity of RTI and accuracy of SLD referrals.

Barrier categories. The theme *support for RTI practices and procedures* developed from data to describe barrier categories representing factors such as perceived lack of professional judgment, inability to change curriculum, improper procedure, lack of time, lack of personnel, and lack of materials. The barrier categories represented by the theme were perceived by the

researcher to share the commonality that lack of support, for implementation of RTI procedures (i.e., difficulties with implementation) and lack of perceived usefulness of its practices, was indicated as a barrier to RTI implementation and its use to make SLD referrals.

Lack of professional judgment and flexibility with curriculum use. The category represented perceived lack of control to make decisions regarding student needs and perceived limitations by set curriculum. For example, a general education teacher stated, “I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.” If curriculum did meet a student’s individual academic need, the effectiveness of RTI to rule out lack of instruction as a factor impeding academic progress was perceived to be reduced. In summary, all participant groups perceived factors described by the category to impede RTI implementation and accuracy of SLD referrals.

Lack of time. The category represented factors related to time restraints. A lack of time was perceived by all participant groups to impede the provision of differentiated instruction and consequently, the integrity of RTI implementation and any subsequent SLD referrals. For example, a general education teacher reported, “The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.” A special education teacher stated, “As far as hindering goes, just having the number of children in the classroom who need diversified instruction...just time, because if you have a class of 18 or 19 that need diversified instruction.” Finally, another special education teacher indicated,

I think that sometimes teachers just feel overwhelmed. I think that they have so many needs they need to meet in their classroom, and even though we have resource people, it all comes down to it falls on them to provide diversified instruction. So, I am sure that it is very time consuming to try to pull those resources for that general education teacher.

Lack of personnel. The category reflected that all participant groups perceived a lack of personnel to impede both RTI implementation and the use of RTI to make SLD referrals. A lack of personnel was reported to increase the time demands placed on teachers and reduce their ability to provide service. For example, a principal reported, "...that truly even though the numbers are reasonable (i.e., 18), there are students who require one-on-one support and we just don't have the personnel to cover it."

Lack of materials and resources. The category represented factors related to need for additional materials, and resources to obtain those materials. General education teachers indicated that some materials were limited and additional materials were needed for supplemental practice. Thus, general education teachers indicated that a lack of materials and resources impeded RTI implementation and the use of RTI to make SLD referrals. For example, a general education teacher indicated the following,

Like if I had more things to pull from, I know that the Harcourt pulls in vocabulary too, and I know that the Making Meanings has the vocabulary too...just supplemental things for them to do. We have to pull and create them on our own.

Improper procedure. The category represented factors regarding the quality of intervention and progress monitoring documentation. For instance, a general education teacher stated, "I wouldn't say there is not as much progress monitoring, in terms of Tier 1, as there probably should be." In addition, a principal stated, "...when we don't have Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability." Furthermore, special education teachers specifically indicated concerns regarding accurate documentation of differentiated instruction. RTI is a data-driven process. Thus, a lack of accurate data collection was perceived by all participant groups to impede RTI implementation and the accuracy of SLD referrals.

Theme 4: Training and Teacher Characteristics

Facilitator categories. The theme *training and teacher characteristics* developed from data to describe facilitator categories representing factors related to teacher initiative and self-efficacy, professional development, and education. The primary researcher perceived that the categories represented by the theme shared the commonality that all factors indicated were reported to improve the ability of teachers to implement RTI. It is noteworthy, that teacher initiative and self-efficacy seemed to be related to teacher willingness to problem-solve and to seek out learning opportunities and professional development.

Teacher initiative and self-efficacy. The category represented factors related to the ability of general education teachers to problem-solve and the perception that general education teachers viewed themselves to be efficacious implementers of RTI and as serving an important role within the RTI process. Overall, the ability to problem-solve was viewed to improve the delivery of core instruction. Thus, both general education teachers and principals perceived that factors related to teacher initiative and self-efficacy improved both RTI implementation and the validity of SLD referrals.

Professional development. The category indicated that training was perceived to increase the ability of general education teachers to accurately implement the components of RTI. Therefore, all participant groups indicated professional development to facilitate the integrity of RTI implementation and accuracy of SLD referrals.

Education. The category represented that teacher education was perceived to positively impact implementation of core instruction. General education teachers reported that their college education provided them with knowledge to implement core curriculum. In addition, general education teachers indicated that they turned to information obtained in college to problem-solve

and supplement teaching practices to meet the individual academic needs of their students. Thus, general education teachers perceived that their education facilitated RTI implementation and improved the accuracy of SLD referrals.

Barrier categories. The theme *training and teacher characteristics* developed from data to describe barrier categories representing factors related to lack of professional development and lack of teacher ownership. The primary researcher perceived that the categories represented by the theme shared the commonality that all factors indicated were perceived to impede the ability or willingness of teachers to implement RTI.

Lack of professional development. The category indicated that lack of training was perceived to decrease the ability of general education teachers to accurately implement the components of RTI. General education teachers, special education teachers, and principals perceived that general education teachers varied in implementation skill level. Thus, a lack of knowledge regarding RTI procedures needed on Tier 1 (i.e., differentiated instruction) was perceived by general education teachers, special education teachers, and principals to decrease the accuracy of RTI implementation. In addition, special education teachers and general education teachers perceived that lack of professional development impeded accurate SLD referrals. For example, a general education teacher stated,

You are already supposed to have tried all things with students by the time you bring them up to the PST teams. It is not how it is anymore. So, it is not like try these ideas and see if they work. Now, it is like you have already tried everything, which if you are a good teacher you have. But what if you are a first year teacher, and you don't know all of that and you haven't made those accommodations?

Lack of ownership. The category developed to reflect a perceived lack of teacher ownership regarding the RTI process. Principals perceived that a lack of teacher ownership impeded RTI implementation. A principal stated, "I think that the negative is, every now and

then, you feel like teachers are moving students into Tier 2 from Tier 1 so that they don't have to deal with them. Someone else is dealing with them." Thus, premature moving of students into Tier 2 from Tier 1 was perceived to limit the effectiveness of RTI to rule out lack of instruction as a factor impeding academic progress.

Theme 5: Problem-Solving and Holistic Approach

Facilitator categories. The theme *problem-solving and holistic approach* developed from data to represent facilitator categories describing factors related to collaboration and the use of a holistic approach (i.e., considering individual student factors) during data-based decision making. The primary researcher perceived that the categories shared the commonality that collaboration and a holistic approach encouraged problem-solving. However, the use of a holistic approach was a broad construct and thus, it was also included within the theme name.

Collaboration. The category represented that collaboration with peers and collaboration within PST meetings were perceived as facilitating factors. All participant groups perceived that collaboration improved the implementation of RTI and accuracy of SLD referrals. In summary, collaboration was perceived to encourage problem-solving. A general education teacher stated, "It is always stressed the importance of talking to your colleagues and having people...figuring out how other teachers do it." Furthermore, collaboration with team members encouraged the use of a holistic approach during data-based decision making. Collaboration allowed for environmental and individual student factors to be collected from PST members and reviewed.

Holistic approach. The category indicated that the consideration of individual student factors was perceived to increase RTI effectiveness and facilitate accurate data-based decision making. Thus, all participant groups perceived that a holistic approach increased the effectiveness of RTI implementation and accurate SLD referrals. In sum, a holistic approach

facilitated the consideration of individual student factors (i.e., home environment, cultural factors, language barriers, etc.) that could impede academic progress. Depending on these individual factors, some students were indicated to need additional time to respond to instruction. For example, a special education teacher stated, “I think that it has been beneficial in that teachers [general education teachers] are looking at the whole child.” In addition, a principal stated,

We take into account any outside distracters. So, if there are outside factors that we can address, we try to minimize those factors. Additionally, ELL [English language learners] students we look at them a little differently as well. We need to make sure that acquisition of language is not impairing their academic progress.

Barrier categories. The theme *problem-solving and holistic approach* developed from data to represent barrier categories describing factors related to collaboration. The primary researcher perceived that the category was linked with the theme because a lack of collaboration inhibited knowledge of documentation, involvement within PST meetings, and most importantly, reduced problem-solving.

Collaboration. Special education teachers perceived that a lack of collaboration impeded RTI implementation and accurate SLD referrals. Special education teachers indicated that they often were not part of PST meetings. Therefore, they lacked information regarding student progress within the RTI tiers. The lack of information included documentation of student progress and lack of information regarding intervention implementation.

Table 4.1

Tier 1: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals

Themes and Categories	Tier 1: RTI Implementation Facilitators			Tier 1: RTI Implementation Barriers			Tier 1: Use of RTI to Make SLD Referral Facilitators			Tier 1: Use of RTI to Make SLD Referral Barriers			
	GE	SE	P	GE	SE	P	GE	SE	P	GE	SE	P	
Theme 1: District and School Administrative Leadership													
Administrative Provision of Scientific, Research-Based Curriculum and Support (FC)	X	X	X				X	X	X				
Principal Guidance and Support (FC)	X	X	X				X	X	X				
Theme 2: School Values and Attitudes													
School Climate (FC)	X	X	X										
Common Goals (FC)	X	X	X										
Belief in RTI Model (FC)	X	X	X										
Vision of Long Term Goals (BC)				X									
Pathway to Goals (BC)				X	X	X					X	X	
Theme 3: Support for RTI Practice and Procedures													
Professional Flexibility (FC)	X	X	X				X	X	X				
Acceptance of Tier Procedures (FC)	X	X	X				X	X	X				
Use of Technology (FC)	X	X	X				X	X	X				
Data-based Decision Making (FC)	X	X	X				X	X	X				
Proper Procedure (FC)	X	X	X				X	X	X				
Lack of Professional Judgment and Flexibility w/Curriculum Use (BC)				X	X	X					X	X	X
Lack of Time (BC)				X	X	X					X	X	X
Lack of Personnel (BC)				X	X	X					X	X	X
Lack of Materials and Resources (BC)				X							X		
Improper Procedure (BC)				X	X	X					X	X	X

Table 4.1 continued...

Themes and Categories	Tier 1: RTI Implementation Facilitators			Tier 1: RTI Implementation Barriers			Tier 1: Use of RTI to Make SLD Referral Facilitators			Tier 1: Use of RTI to Make SLD Referral Barriers		
	GE	SE	P	GE	SE	P	GE	SE	P	GE	SE	P
Theme 4: Training and Teacher Characteristics												
Teacher Initiative and Self-Efficacy (FC)	X		X				X		X			
Professional Development (FC)	X	X	X				X	X	X			
Education (FC)	X						X					
Lack of Professional Development (BC)				X	X	X					X	X
Lack of Ownership (BC)						X						
Theme 5: Problem-Solving and Holistic Approach												
Collaboration (FC)	X	X	X				X	X	X			
Holistic Approach (FC)	X	X	X				X	X	X			
Collaboration						X						X

Note. The table indicates if a category representing factors perceived as barriers or facilitators occurred for general education teachers (GE), special education teachers (SE), and principals (P) per Tier 1 for RTI implementation and the use of RTI to make SLD referrals.

Note. FC (Facilitator Category); BC (Barrier Category)

Tier 2: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals

Within the next sections, the results for both research questions one and two are presented for *Tier 2*. Results for both questions are reported together due to a large amount of similarity between the results for each question. Reporting the results in a combined format decreased repetitiveness within the results presentation. For a more detailed representation of coding results, see Appendix H. Table 4.2, within this chapter's text, provides information regarding the results reported in this section. The table indicates, for Tier 2, if a category occurred per participant group for RTI implementation and the use of RTI to make SLD referrals.

What barriers and facilitators do general and special education teachers report about the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

What barriers and facilitators do elementary school principals report about the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Theme 1: District and School Administrative Leadership

Facilitator categories. The theme *district and school administrative leadership* only developed from the data to describe categories representing factors perceived to be facilitators of RTI implementation and the use of RTI to make SLD referrals. The theme linked two categories that described factors related to the provision of research-based curriculum and the support and

guidance provided by school principals. These categories were perceived by the primary researcher to share the commonality that factors represented were reported by participants to increase the integrity of the RTI process.

Administrative provision of scientific, research-based curriculum, and support. The category reflected that the school district was indicated to provide research-based interventions. Research-based interventions were viewed to improve the ability of RTI to rule out lack of instruction as a primary cause of poor academic progress and, consequently, improve the accuracy of decisions made using RTI data. Thus, the provision of research-based interventions was perceived by all participant groups to facilitate RTI implementation and accuracy of SLD referrals.

Principal guidance and support. The category described factors related to the perceived guidance and support supplied by principals. All participant groups perceived that principal guidance and support increased the effectiveness of RTI implementation and accuracy of SLD referrals. Principals were viewed to moderate PST meetings and to provide data management. For example a principal stated, “We provide support during the PST meetings and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.” In sum, principal support was perceived to facilitate more accurate RTI implementation and data-based decision making.

Theme 2: School Values and Attitudes

Facilitator categories. The theme *school values and attitudes* developed from the data to describe categories representing factors related to positive school climate, common goals, and a belief in the RTI model. Facilitator categories within the theme were perceived by the researcher to share the commonality that values (i.e., common goals) and attitudes (i.e., school climate and

belief in the RTI model) of school members regarding RTI impacted its implementation. The factors represented by the categories were perceived to facilitate *only* RTI implementation.

School climate. All participant groups (i.e., general education teachers, special education teachers, and principals) perceived that a positive school climate that was open to the RTI process facilitated RTI implementation. For example, a general education teacher stated, "...open [school climate] to ideas pertaining to how to incorporate progress monitoring and bringing them [students] up to where they [students] need to be." While principals and special education teachers indicated a positive school climate, they perceived that a positive climate developed over time.

Common goals. The sharing of similar goals was reported by all participant groups to facilitate RTI implementation. General education teachers, special education teachers, and principals perceived that all school members shared the common goal of obtaining academic support for students and improving academic outcomes. Therefore, all participant groups indicated sharing common goals improved RTI implementation.

Belief in RTI model. The category reflected perceptions that RTI improved academic outcomes for students. In summary, general education teachers, special education teachers, and principals all perceived that a belief in the RTI model improved RTI implementation. For example, a general education teacher stated, "It is very encouraging to see them [students] start to use their problem-solving skills. It takes a little more of a small group setting for them to catch on." Special education teachers and principals both reported that a belief in the RTI model facilitated implementation. However, both special education teachers and principals stated that those beliefs developed over time. For instance, principal indicated,

I would say that the majority for sure, at least 95 percent or higher [teacher support of RTI]...I would say that last year we made sure to paint the success stories of how many kids were in Tier 2 and how many kids that we got out of Tier 2. We had to show them. The teachers were extremely skeptical in the beginning. We really celebrated the move back to Tier 1, and we saw that number be much larger than everyone anticipated.

In addition, a special education teacher stated the following,

I think that it [RTI] is a lot better than when it got started, because I think a lot of teachers are starting to get that we don't just need to label kids as special education because they need more help. They [general education teachers] are starting to get that having a special education label is a big deal.

Barrier categories. The theme *school values and attitudes* developed from data to represent categories describing factors related to a lack of information regarding the long-term outcomes of RTI and a failure to perceive RTI as a pathway to improve student academic outcomes. Barrier categories were perceived by the researcher to share the commonality that lack of knowledge, concerning the purposes and outcomes of RTI, impacted the positive incorporation of the model as a pathway to meet school values (i.e., route to achieve common goals) and development of positive school attitudes (i.e., school climate).

Vision of long-term goals. General education teachers indicated that some teachers did not have clear perceptions of RTI and its intended goals and outcomes. Some general education teachers were unsure of the model's long-term purposes and stated they would like to see data indicating long-term outcomes. For example, a general education teacher stated, "I would like to see long-term pay off. What is the benefit in the long-term?" Therefore, general education teachers perceived that a lack of vision regarding long-term goals impeded RTI implementation.

Pathways to goals. The category reflected that pathways (i.e., special education services) other than RTI could be perceived to obtain academic support for students. In summary, if other routes (i.e., special education services) to obtain academic support for students were perceived and encouraged (i.e., parent request for SLD evaluation), a student's time within the RTI tiers

could be reduced. In sum, if parent request for SLD evaluation was made, a student's time to respond to intervention could be limited. Limited time to respond to intervention was perceived to impact both the effectiveness of RTI implementation and also, limit the ability of the model to make data-based SLD referrals. Therefore, special education teachers and principals indicated that encouragement of parent requests for SLD evaluations impeded RTI implementation and reduced the validity of SLD referrals. However, general education teachers indicated that differences in perceived pathways only impeded RTI implementation. For example, a general education teacher stated,

As far as the same path to get there, I don't think we share the same path to get there. I don't think we share the same visions, but that is typical. I would say that there are sometimes where you don't think the curriculum [intervention] is always the best for the students. You may feel that something else would be more beneficial based on the individual student or there is something that they may need a little more help in that the curriculum isn't meeting.

Theme 3: Support for RTI Practices and Procedures

Facilitator categories. The theme *support for RTI practices and procedures* developed from data to describe facilitator categories representing factors related to professional flexibility, acceptability of tier procedures, use of technology, data-based decision making, and fidelity of implementation. These factors were reported consistently across participant groups. The categories represented by the theme were perceived by the researcher to share the commonality that support for implementation of RTI procedures (i.e., making procedures easier to implement or acceptable) and perceived usefulness of its practices (i.e., RTI practices provide valuable information) was reported to improve RTI implementation and accuracy of SLD referrals.

Professional flexibility. The category represented the ability of general education teachers to problem-solve and make instructional decisions for students. General education teachers reported the flexibility to problem-solve and fill instructional gaps. Filling instructional

gaps was perceived to help meet the individual needs of students. Special education teachers also perceived that general education teachers had the ability to meet student need. Furthermore, principals perceived general education teachers to be the primary implementers of RTI and indicated that teachers had the ability to interpret RTI data and adjust instructional practices accordingly. For instance, a principal stated, “It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.” In sum, it seemed professional flexibility was reported to improve the ability of general education teachers to meet the individual academic needs of students and consequently, improve the ability of RTI to help rule out lack of instruction as a factor impeding academic progress. Therefore, all participant groups perceived that professional flexibility facilitated both RTI implementation and accuracy of SLD referrals.

Acceptance of tier procedures. Factors described by the category suggested that RTI practices and procedures were accepted by general education teachers. General education teachers, special education teachers, and principals all perceived that acceptance of tier practices and procedures improved effective RTI implementation and accuracy of SLD referrals. For instance, a general education teacher stated, “I think that it [progress monitoring] is the mark of what you should be doing as a teacher.” In addition, special education teachers and principals indicated that while progress monitoring took additional time, general education teachers realized over time that it was a necessary process. For instance, a principal stated,

The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring, and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.

Use of technology. The category represented the perceived ability of technology to facilitate consistent data collection. The accuracy of progress monitoring was perceived by all participant groups to improve RTI integrity. For example, a principal stated, “We use technology and structure for progress monitoring. It seems to make implementation and tracking easier.” Therefore, general education teachers, special education teachers, and principals indicated that using technology improved RTI implementation and the accuracy of SLD referrals.

Data-based decision making. The category indicated that all participant groups perceived that data allowed objective decisions to be made regarding student academic progress, accountability, and student tier placement. Therefore, the use of progress monitoring data to make objective student related decisions was perceived by all participant groups to facilitate effective RTI implementation and the validity of SLD referrals. In regard to accountability, a general education teacher reported, “Yes. Documentation is different on Tier 2. I have to document the lessons that we have done and keep up with that so that there is a paper trail.” In addition, a special education teacher stated, “It [data-based decision making] is very helpful in determining what kind of progress they have made.” Another special education teacher stated,

Back when I first started we really didn’t have any kind of intervention, it wasn’t set in stone and there was not a lot of wiggle room. I guess you could say, there was a lot of kids that I felt like were not learning disabled, they just needed that small group instruction, that qualified because we really didn’t have that [plan] set in stone and in place. I think that it has cut down on having kids that don’t truly have a disability show up. When you give them [students] small group instruction, and they start progressing and they start moving back out of the tiers, they just needed a push.

Furthermore, a principal stated,

When a child is struggling, we put them into Tier 2 for a period of time. Then we go into Tier 3, and then we are closer to [accurately] saying that we may need to refer this student for special education testing.

Proper procedure. The category represented perceptions that fidelity of RTI implementation increased the accuracy of data-based decisions regarding student progress and tier placement. For example, a principal stated, “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.” Therefore, general education teachers, special education teachers, and principals perceived that the use of proper procedure increased the effectiveness of RTI implementation and accuracy of SLD referrals.

Barriers categories. The theme *support for RTI practices and procedures* developed from data to describe categories representing factors such as perceived lack of professional judgment, inability to change curriculum, lack of professional judgment, improper procedure, lack of time, lack of personnel, and lack of materials. The categories represented by the theme were perceived by the researcher to share the commonality that lack of support, for implementation of RTI procedures (i.e., difficulties with implementation) and lack of perceived usefulness of its practices, was reported as a barrier to RTI implementation and its use to make SLD referrals.

Lack of professional judgment and flexibility with curriculum use. The category indicated inflexibility with intervention selection, need for additional interventions, gaps between selected interventions and core instruction, and perceived lack of ability to use professional judgment. In sum, general education teachers, special education teachers and principals reported that factors represented by the category acted as barriers to RTI implementation and accurate SLD referrals. For example, in regard to lack of curriculum flexibility, a principal indicated, “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.” In addition, a special education teacher indicated,

And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it's not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.

General education teachers indicated that there were some instructional gaps between Tier 2 interventions and Tier 1 instruction. The instructional gaps were perceived to impede the ability of RTI to help rule out lack of instruction as a factor impeding academic progress.

Furthermore, general education teachers perceived, at times, RTI interventions were not meeting the academic needs of their students. For example, a general education teacher stated,

It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons [math] because they are not the same. For reading, it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill in the gaps and try to figure out what they are not getting. So, that is hard. Sometimes, if they are successful on Tier 2 interventions, they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.

Another general education teacher reported the following:

The negative is when you have those kids that you know for sure, that based on your professional opinion and things that you have seen over the years, you know there is something there that I cannot fix as a classroom teacher and having to wait that process out is very frustrating for a teacher, because during that time the child is becoming further and further behind. So, I think that is one of the negative things teachers feel about the RTI process is the lengthening of the whole process.

Lack of time. The category represented factors related to time restraints. A lack of time indicated perceptions that a lack of time to implement interventions and progress monitoring reduced the quality of the RTI process. For example, a special education teacher stated, "I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation]." In addition, general education teachers reported factors related to classroom management, student absences, data

collection, and increased paperwork decreased the amount of time available to implement Tier 2 interventions. In sum, all participant groups reported that a lack of time impeded effective RTI implementation and the accuracy of SLD referrals.

Lack of personnel. The category indicated the perceptions of all participant groups that additional personnel would support RTI implementation. All participant groups perceived that additional personnel could help reduce the time demands placed upon general education teachers during RTI implementation. Therefore, all participant groups indicated that a lack of personnel impeded RTI implementation and its use to make SLD referrals. For example, a principal reported,

When you are talking about a wide range of reading needs and math needs, you are not going to have enough teachers to implement Tier 2 interventions five days a week. So you have to use a three-two model. That is probably the biggest frustration, just trying to get the kids the biggest amount of intervention without diminishing the needs of others.

In addition, a general education teachers stated,

Of course, I would like for our Title 1 math and reading coach to be able to do Tier 2. I know that it is supposed to be in the classroom though. That makes it more difficult, but if we could have additional help outside the classroom, that would be great.

Lack of materials and resources. The category represented factors related to need for additional materials and resources to obtain those materials. General education teachers indicated that additional materials would be helpful in providing academic practice for students. In addition, they reported a need for additional materials to fill perceived instructional gaps between Tier 2 interventions and Tier 1 instruction. In sum, general education teachers reported that a lack of materials and resources impeded both the implementation of RTI and its use to make SLD referrals.

Improper procedure. The category represented the perceptions of general education teachers, special education teachers, and principals that failure to implement RTI practices and procedures with fidelity reduced the effectiveness of RTI implementation and the accuracy of SLD referrals. For instance, a special education teacher indicated the following,

The only thing or hindrance is the quality of the documentation on all tiers, which can be frustrating for me, if the records have not been taken care of, or completed. It can be frustrating trying to enter that information, since I am not a part of that. . . . trying to enter that information into an eligibility report, so that it reflects the interventions that the child has received.

In addition, a principal stated,

We have been looking at some data from last week and the beginning of the year that we thought didn't show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being caused, and developed a little professional development model to correct the problem.

Theme 4: Training and Teacher Characteristics

Facilitator categories. The theme *training and teacher characteristics* developed from data to describe facilitator categories representing factors related to teacher initiative and self-efficacy and professional development. The primary researcher perceived that categories represented by the theme shared the commonality that all factors indicated were perceived to improve the ability of teachers to implement RTI.

Teacher initiative and self-efficacy. The category represented factors related to the ability of general education teachers to problem-solve and the perception that general education teachers viewed themselves to be efficacious implementers of RTI and to serve an important role within the RTI process. Principals and general education teachers perceived general education teachers to be the primary implementers of RTI and indicated that general education teachers had the ability to interpret the RTI data and adjust instructional practices accordingly. For example, a principal indicated, "Teachers look at the data and have to make sense of it." In addition, a

general education teacher stated, "...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are..." Making instructional adjustments to meet student needs and the ability to implement the process correctly were perceived by principals and general education teachers to increase the effectiveness of RTI implementation and the accuracy SLD referrals.

Professional development. The category indicated that training was perceived to increase the ability of general education teachers to accurately implement the components of RTI. General education teachers, special education teachers, and principals all indicated that professional development or training increased the ability of general education teachers to implement the RTI process with fidelity. Fidelity of implementation was perceived to improve the validity the academic data generated from the RTI process. For instance, a general education teacher stated, "We [general education teachers] received training on how to track progress and implement interventions." Therefore, all participant groups perceived that professional development improved the accuracy of RTI implementation and its use to make SLD referrals.

Barrier categories. The theme *training and teacher characteristics* developed from data to describe barrier categories representing factors related to lack of professional development and lack of teacher ownership. The primary researcher perceived that the categories represented by the theme shared the commonality that all factors indicated were perceived to impede the ability or willingness of teachers to implement RTI.

Lack of professional development. The category indicated that lack of training was perceived to decrease the ability of general education teachers to accurately implement the components of RTI. A lack of professional development was perceived by general education teachers and special education teachers to decrease the fidelity of RTI implementation and the

accuracy of SLD referrals. Principals perceived that a lack of professional development impeded RTI implementation. For instance, a special education teacher stated,

I think that one of the things that can be a challenge with RTI, a lot of times, teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like. And they don't want to look like they don't have as good of a grasp on it as their peers, so they don't say anything.

A general education teacher indicated,

I was kind of displeased with the amount of information that I received in terms of how to teach Tier 2 interventions. I felt much more prepared to teach Tier 1 than I did Tier 2. I was kind of surprised there weren't kind of facilitators I guess to teach new teachers or those who are new to teaching Tier 2. I just found the 'figure it out on your own' a little bit too trustworthy. I feel that that would make it more effective. We spend four years learning how to teach Tier 1, and with Tier 2, we are just thrown in.

Lack of ownership. The category developed to reflect a perceived lack of teacher ownership regarding the RTI process. A lack of ownership developed to represent the perceptions of principals that general education teachers may move students prematurely into Tier 2, in order to reduce their personal responsibility for the student's academic growth. Tier 2 interventions were provided by a teacher other than a student's homeroom teacher. Therefore, at times, moving a student into Tier 2 was perceived as a way to reduce ownership. Principals perceived that a lack of ownership impeded RTI implementation.

Theme 5: Problem-Solving and Holistic Approach

Facilitator categories. The theme *problem-solving and holistic approach* developed from data to represent facilitator categories describing factors related to collaboration and the use of a holistic approach (i.e., considering individual student factors) during data-based decision making. The primary researcher perceived that the categories represented by the theme shared the commonality that collaboration and a holistic approach encouraged problem-solving.

However, the use of a holistic approach was a broad construct and thus, was also included within the theme name.

Collaboration. Collaboration was perceived by all participant groups to improve RTI implementation and the accuracy of SLD referrals. Collaboration was indicated to facilitate factors related problem-solving and a use of a holistic approach (i.e., consideration of individual student factors), which were perceived to increase the accuracy of data-based decisions made using the model. For example, a principal stated,

The opportunity for a student to work with another teacher on staff has always been a very positive thing. I think that I can appreciate the fact that it is like getting a second opinion from a doctor, because now you have two teachers that are concerned for the child. So, that is a positive thing.

A general education teacher indicated,

I would say one thing that helps is just the PST team, and being able to talk about it with our grade level, the assistant principal, and the principal, all of us giving our input about it [decision-making]. So, it isn't just you having to think about it and deciding for yourself. It is a group effort.

Holistic approach. The use of a holistic approach was viewed by all participant groups to increase the effectiveness of RTI implementation and the accuracy of SLD referrals. Considering individual student factors (i.e., English language learner status, home environment, emotional/behavioral factors, and attendance) was viewed to improve the accuracy of decisions made regarding student progress and placement within the RTI tiers. For example, a general education teacher reported, "You know you just have to know your children. I think it is multiple aspects that go into determining when they should be referred to Tier 3. In addition, a principal reported,

As far as my position, I don't argue with the teachers' perceptions. I agree with it, and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.

Barrier categories. The theme *problem-solving and holistic approach* developed from data to represent barrier categories describing factors related to collaboration. The primary researcher perceived that the commonality of the category, with other categories represented by the theme, was that a lack of collaboration inhibited knowledge of documentation, involvement within PST meetings, and most importantly, problem-solving.

Collaboration. Special education teachers indicated that they were not included in the PST meetings throughout the entire RTI process. Therefore, special education teachers perceived that they had less awareness of student progress between the RTI tiers. In addition, special education teachers indicated concerns regarding their understanding of intervention documentation. In sum, special education teachers reported that a lack of collaboration impacted RTI implementation and its use to make SLD referrals.

Table 4.2

Tier 2: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals

Themes and Categories	Tier 2: RTI Implementation Facilitators			Tier 2: RTI Implementation Barriers			Tier 2: Use of RTI to Make SLD Referral Facilitators			Tier 2: Use of RTI to Make SLD Referral Barriers			
	GE	SE	P	GE	SE	P	GE	SE	P	GE	SE	P	
Theme 1: District and School Administrative Leadership													
Administrative Provision of Scientific, Research-Based Curriculum and Support (FC)	X	X	X				X	X	X				
Principal Guidance and Support (FC)	X	X	X				X	X	X				
Theme 2: School Values and Attitudes													
School Climate (FC)	X	X	X										
Common Goals (FC)	X	X	X										
Belief in RTI Model (FC)	X	X	X										
Vision of Long Term Goals (BC)				X									
Pathway to Goals (BC)				X	X	X					X	X	
Theme 3: Support for RTI Practice and Procedures													
Professional Flexibility (FC)	X	X	X				X	X	X				
Acceptance of Tier Procedures (FC)	X	X	X				X	X	X				
Use of Technology (FC)	X	X	X				X	X	X				
Data-based Decision Making (FC)	X	X	X				X	X	X				
Proper Procedure (FC)	X	X	X				X	X	X				
Lack of Professional Judgment and Flexibility with Curriculum Use (BC)				X	X	X					X	X	X
Lack of Time (BC)				X	X	X					X	X	X
Lack of Personnel (BC)				X	X	X					X	X	X
Lack of Materials and Resources (BC)				X							X		
Improper Procedure (BC)				X	X	X					X	X	X

Table 4.2 continued...

Themes and Categories	Tier 2: RTI Implementation Facilitators			Tier 2: RTI Implementation Barriers			Tier 2: Use of RTI to Make SLD Referral Facilitators			Tier 2: Use of RTI to Make SLD Referral Barriers		
	GE	SE	P	GE	SE	P	GE	SE	P	GE	SE	P
Teacher Initiative and Self-Efficacy (FC)	X		X				X		X			
Professional Development (FC)	X	X	X				X	X	X			
Lack of Professional Development (BC)				X	X	X					X	X
Lack of Ownership (BC)						X						
Theme 5: Problem-Solving and Holistic Approach												
Collaboration (FC)	X	X	X				X	X	X			
Holistic Approach (FC)	X	X	X				X	X	X			
Collaboration (BC)					X							X

Note. The table indicates if a category representing factors perceived as barriers or facilitators occurred for general education teachers (GE), special education teachers (SE), and principals (P) per Tier 1 for RTI implementation and the use of RTI to make SLD referrals.

Note. FC (Facilitator Category); BC (Barrier Category)

Tier 3: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals

Within the next sections, the results for both research questions one and two are presented for *Tier 3*. Results for both questions are reported together due to a large amount of similarity between the results for each question. Reporting the results in a combined format decreased some repetitiveness within the results presentation. For a more detailed representation of coding results, see Appendix H. Table 4.3, within this chapter's text, provides information regarding the results reported in this section. The table indicates, for Tier 3, if a category occurred per participant group for RTI implementation and the use of RTI to make SLD referrals.

What barriers and facilitators do general and special education teachers report about the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

What barriers and facilitators do elementary school principals report about the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Theme 1: District and School Administrative Leadership

Facilitator categories. The theme *district and school administrative leadership* only developed from the data to describe categories representing factors perceived to be facilitators of RTI implementation and the use of RTI to make SLD referrals. The theme linked two categories that described factors related to the provision of research-based curriculum and principal

guidance and support. These categories were perceived by the primary researcher to share the commonality that factors represented were reported by participants to increase the integrity of the RTI process.

Administrative provision of scientific, research-based curriculum, and support. The school district was perceived to provide researched-based interventions. Research-based interventions were indicated to help rule out lack of instruction as a factor impeding a student's academic growth. In summary, general education teachers, special education teachers, and principals perceived that the provision of research-based interventions improved the effectiveness of RTI implementation and accuracy of SLD referrals.

Principal guidance and support. The category described factors related to the perceived guidance and support supplied by principals. Principals were perceived by all participant groups to provide guidance during problem-solving team meetings (i.e., data review) and to provide non-evaluative feedback regarding the teachers' instructional practices. The guidance of problem-solving team meetings and teacher support were perceived to improve the effectiveness of RTI. All participants groups indicated that principal guidance and support facilitated the effectiveness of RTI implementation and its use to make SLD referrals.

Theme 2: School Values and Attitudes

Facilitator categories. The theme *school values and attitudes* developed from the data to describe categories representing factors related to positive school climate, common goals, and a belief in the RTI model. Facilitator categories within the theme were perceived by the researcher to share the commonality that values (i.e., common goals) and attitudes (i.e., school climate and belief in the RTI model) of school members regarding RTI impacted its implementation. The factors represented by the categories were perceived to facilitate *only* RTI implementation.

School climate. Each participant group (i.e., general education teachers, special education teachers, and principals) perceived that a positive school climate that was open to the RTI process facilitated RTI implementation. While all participant groups reported a positive school climate, principals and special education teachers reported that positive school climate developed over time. In sum, a positive school climate was perceived by all participant groups to improve the effectiveness of RTI implementation.

Common goals. The category reflected the perceptions of all participant groups that RTI stakeholders shared the common goal of providing academic support and increasing academic gains for students. Thus, general education teachers, special education teachers, and principals all indicated that shared goals improved RTI implementation.

Belief in RTI model. The category developed to indicate that general education teachers, special education teachers, and principals perceived that RTI improved academic outcomes for students. The factors related to belief in the RTI model were perceived by all participant groups to facilitate RTI implementation. However, special education teachers and principals indicated that belief in the RTI model developed over time. For example, a special education teacher stated, “I think that teachers have started to buy into the process.”

Barrier categories. The theme *school values and attitudes* developed from data to represent categories describing factors related to a lack of information regarding the long-term outcomes of RTI and a failure to perceive RTI as a pathway to improve student academic outcomes. Barrier categories were perceived by the researcher to share the commonality that a lack of knowledge, concerning the purposes and outcomes of RTI, impacted the positive incorporation of the model as a pathway to meet school values (i.e., route to achieve common goals) and developing positive school attitudes (i.e., school climate).

Vision of long-term goals. General education teachers indicated a lack of information regarding the long-term benefits of RTI. Some general education teachers were unsure of the model's long-term purposes and stated they would like to see data indicating the long-term outcomes of RTI. Therefore, poor understanding of RTI purposes and intended outcomes was perceived by general education teachers to impede *only* RTI implementation. For instance, a general education teacher stated,

So, it is frustrating to a lot of teachers who feel that there is something else going on, and we need to get them into that testing process. But we can't because the data shows that that are making limited progress, but it is progress.

Pathways to goals. All participant groups indicated that general education teachers may perceive pathways (i.e., special education services), other than RTI, to obtain academic support for students. For example, parent request for SLD assessment could be encouraged. Parent request would circumvent the RTI process. Limiting a student's time within the RTI tiers was perceived to decrease the effectiveness of RTI to rule out lack of instruction. Therefore, principals and special education teachers perceived that factors described by the category impeded RTI implementation and its ability to make SLD referrals. General education teachers perceived factors described by the category to impede *only* RTI implementation.

Theme 3: Support for RTI Practices and Procedures

Facilitator categories. The theme *support for RTI practices and procedures* developed from data to describe facilitator categories representing factors related to professional flexibility, acceptability of tier procedures, use of technology, data-based decision making, and fidelity of implementation. These factors were reported consistently across participant groups. The categories represented by the theme were perceived by the researcher to share the commonality that support for implementation of RTI procedures (i.e., making procedures easier to implement

or acceptable) and perceived usefulness of its practices (i.e., RTI practices provide valuable information) was reported to improve RTI implementation and accuracy of SLD referrals.

Professional flexibility. The category represented the ability of general education teachers to problem-solve and make instructional decisions for students. All participant groups perceived that professional flexibility facilitated both RTI implementation and accurate SLD referrals. On Tier 3, professional flexibility reflected the ability of instructional coaches to change interventions to meet individual student need. Change of intervention was perceived to help rule out factors, such as the lack of appropriate instruction, as contributing to a student's learning difficulties. This helped ensure that referrals for SLD evaluations were valid. For instance, a special education teacher indicated,

Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.

Acceptance of tier procedures. RTI procedures were implemented by instructional coaches on Tier 3. This fact increased the perceived acceptability of Tier 3 procedures by general education teachers. For example, a general education teacher stated, "The reading and math coaches provide intervention on Tier 3. It doesn't take time away from instruction or the Tier 2 interventions we [general education teachers] provide." In addition, principals indicated they attempted to make tier procedures easy to implement, which may have increased the acceptability of tier procedures. Therefore, all participant groups indicated that acceptance of tier procedures improved RTI implementation and its use to make SLD referrals.

Use of technology. Technology was perceived to increase accurate data collection. Mainly, the use of technology was perceived by all participants to facilitate consistent progress monitoring (i.e., data collection). For example, a special education teacher reported, "Our

principal tracks data on Tier 3 using his IPAD.” Thus, the use of technology was perceived by all participant groups to improve RTI implementation and the integrity of SLD referrals.

Data-based decision making. The category indicated that all participant groups perceived that data allowed objective decisions to be made regarding student academic progress and student tier placement. In summary, all participant groups perceived data-based decision making to improve RTI implementation and accurate SLD referrals. Furthermore, special education teachers specifically stated that Tier 3 interventions were not implemented by general education teachers. Special education teachers specifically indicated that this was a way to improve the objectivity of student data. For instance, a special education teacher reported,

Tier 3 is not up to general education teachers. I think that Tier 3 kind of takes it out of the general education teachers’ hands. Kind of takes it out of the picture. Not that she [general education teacher] is not part of the team, but if she is one of those teachers who you know... has a mindset that they [students] are special education, that is where they need to be, this is an unbiased force.

Proper procedure. The category represented perceptions that fidelity of RTI implementation increased the accuracy of data-based decisions regarding student progress and tier placement. In summary, proper procedure indicated that, if progress monitoring data was accurate and interventions were implemented appropriately, then the RTI process improved the validity of SLD referrals. Therefore, all participant groups perceived that proper procedure facilitated RTI implementation and the accuracy of SLD referrals. For example, a special education teacher reported,

The positive is, if a child that has gone through all the steps and has arrived at a special education referral, if those tiers have been implemented appropriately, and intervention has been appropriate, it provides us with excellent data to look at the puzzle pieces and say this is an excellent referral for special education, because we have to a, b, and c, and the child has made very little progress with all of these interventions.

Barrier categories. The theme *support for RTI practices and procedures* developed from data to describe categories representing factors such as perceived lack of professional judgment, inability to change curriculum, and improper procedure. The categories represented by the theme were perceived by the researcher to share the commonality that lack of support for implementation of RTI procedures (i.e., difficulties with implementation) and lack of perceived usefulness of its practices was reported to act as a barrier to RTI implementation and accuracy of SLD referrals.

Lack of professional judgment and flexibility with curriculum use. The category represented perceived lack of control to make decisions regarding student needs and perceived limitations by set curriculum. Structured interventions were perceived to not always address a student's specific academic needs. In addition, general education teachers perceived that, in some instances, the interventions provided by RTI may not have been the best match for a student's academic need. In summary, general education teachers, special education teachers, and principals perceived factors represented by the category to impede RTI implementation and its use to make SLD referrals. For example, a general education teacher stated,

It is frustrating when you have a child who is really not progressing and for them to have to complete a certain number of lessons and still make no progress, for them to be able to be evaluated for special education services.

Improper procedure. The category represented factors regarding the quality of intervention and progress monitoring documentation. Factors within the category were perceived to impair the collection or validity of progress monitoring data. Overall, all participant groups indicated that improper procedure impeded RTI implementation and the accuracy of SLD referrals. The category suggested there was some confusion regarding the cutoffs necessary to transition a student into Tier 3 and some stigma associated with transitioning a student to Tier 3.

For example, a general education teacher stated, “Feeling like let’s not move them to Tier 3 because it labels them.” In addition, special education teachers indicated that it is frustrating to receive a SLD referral if the records or documentation of student progress were done incorrectly.

For instance, a special education teacher stated,

The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information, since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.

Theme 4: Training and Teacher Characteristics

Facilitator categories. The theme *training and teacher characteristics* developed from data to describe facilitator categories representing factors related to teacher initiative and self-efficacy and professional development. The primary researcher perceived that the categories represented by the theme shared the commonality that all factors indicated were perceived to improve the ability of teachers to implement RTI.

Teacher initiative and self-efficacy. The category represented factors related to the ability of general education teachers to problem-solve and the perception that general education teachers viewed themselves to be efficacious implementers of RTI and to serve an important role within the RTI process. Principals perceived that teachers had an important role in interpreting data and that teachers understood the importance of their role. Principals perceived that teachers exhibited the self-efficacy to use data from Tier 3 to inform instructional practices within core curriculum. Thus, principals reported that teacher initiative and self-efficacy improved both RTI implementation and the accuracy of SLD referrals.

Professional development. The category indicated that training was perceived to increase the ability of general education teachers to accurately implement the components of RTI. Special education teachers and principals indicated the belief that professional development was provided regarding the correct implementation of Tier 3 intervention. Correct implementation of tier procedures was perceived to improve the accuracy of RTI. Thus, principals and special education teachers perceived that professional development improved the effectiveness of RTI implementation and accurate SLD referrals.

Barrier categories. The theme *training and teacher characteristics* developed from data to describe barrier categories representing factors related to lack of professional development and lack of teacher ownership. The primary researcher perceived that the categories represented by the theme shared the commonality that all factors indicated were perceived to impede the ability of teachers to implement RTI.

Lack of professional development. The category indicated that lack of training was perceived to decrease the ability of general education teachers to accurately implement the components of RTI. This specifically related to understanding cutoffs regarding the transition into Tier 3 from Tier 2. Special education teachers perceived that a lack of professional development impeded both RTI implementation and the accuracy of SLD referrals. Principals indicated that a lack of professional development impeded RTI implementation.

Theme 5: Problem-Solving and Holistic Approach

Facilitator categories. The theme *problem-solving and holistic approach* developed from data to represent categories describing factors related to collaboration and the use of a holistic approach (i.e., considering individual student factors) during data-based decision making. The primary researcher perceived that the categories represented by the theme shared

the commonality that collaboration and a holistic approach encouraged problem-solving. However, the use of a holistic approach was a broad construct and thus, was also included within the theme name.

Collaboration. The category reflected perceived collaboration with team members to make data-based decisions and problem-solve. All participant groups perceived that collaboration improved the implementation of RTI and its use to make SLD referrals. Collaboration encouraged problem-solving. In addition, collaboration indicated the importance of making team decisions regarding student placement and referrals for SLD assessment. Therefore, collaboration was perceived by all participant groups to facilitate both RTI implementation and the use of RTI to make SLD referrals. For example, a special education teacher indicated, “It would say that the special education teacher, principal, aides, and math and reading coaches are part of a team decision to refer a student for testing for special education services.” Another special education teacher stated,

Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.

Holistic approach. The use of a holistic approach was perceived to facilitate the consideration of multiple factors impacting a student’s academic growth and therefore, improved accurate decisions regarding student progress. Thus, all participant groups perceived that a use of a holistic approach facilitated both RTI implementation and the accuracy of SLD referrals. For instance, a special education teacher stated, “...if they are looking to refer them they look at all of it as a big picture rather than just isolating what they have done outside of that.” In addition, another special education teacher reported,

Maybe a child moves into the district and they don't understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time [in Tier 2 or Tier 3 intervention].

Barriers categories. The theme *problem-solving and holistic approach* developed from data to represent barrier categories describing factors related to collaboration. The primary researcher perceived that the commonality of the category with other categories represented by the theme was that collaboration inhibited knowledge of documentation, involvement within PST meetings, and most importantly, problem-solving.

Collaboration. Collaboration indicated that special education teachers were not always involved in the problem-solving team meetings. A lack of collaboration limited a special education teacher's knowledge of a student's progress throughout the RTI tiers, their ability to collaborate in decisions regarding student RTI placement, and knowledge regarding interventions implemented. Thus, special education teachers perceived that a lack of collaboration was a barrier to both RTI implementation and its use to make SLD referrals.

Table 4.3

Tier 3: Facilitators and Barriers for RTI Implementation and the Use of RTI to Make SLD Referrals per General Education Teachers, Special Education Teachers, and Principals

Themes and Categories	Tier 3: RTI Implementation Facilitators			Tier 3: RTI Implementation Barriers			Tier 3: Use of RTI to Make SLD Referral Facilitators			Tier 3: Use of RTI to Make SLD Referral Barriers			
	GE	SE	P	GE	SE	P	GE	SE	P	GE	SE	P	
Theme 1: District and School Administrative Leadership													
Administrative Provision of Scientific, Research-Based Curriculum and Support (FC)	X	X	X				X	X	X				
Principal Guidance and Support (FC)	X	X	X				X	X	X				
Theme 2: School Values and Attitudes													
School Climate (FC)	X	X	X										
Common Goals (FC)	X	X	X										
Belief in RTI Model (FC)	X	X	X										
Vision of Long Term Goals (BC)				X									
Pathway to Goals (BC)				X	X	X					X	X	
Theme 3: Support for RTI Practice and Procedures													
Professional Flexibility (FC)	X	X	X				X	X	X				
Acceptance of Tier Procedures (FC)	X	X	X				X	X	X				
Use of Technology (FC)	X	X	X				X	X	X				
Data-based Decision Making (FC)	X	X	X				X	X	X				
Proper Procedure (FC)	X	X	X				X	X	X				
Lack of Professional Judgment and Flexibility with Curriculum Use (BC)				X	X	X					X	X	X
Improper Procedure (BC)				X	X	X					X	X	X
Theme 4: Training and Teacher Characteristics													
Teacher Initiative and Self-Efficacy (FC)			X								X		
Professional Development (FC)		X	X						X	X			
Lack of Professional Development (BC)					X	X						X	
Theme 5: Problem-Solving and Holistic Approach													
Collaboration (FC)	X	X	X				X	X	X				
Holistic Approach (FC)	X	X	X				X	X	X				
Collaboration (BC)					X							X	

Note. The table indicates if a category representing factors perceived as barriers or facilitators occurred for general education teachers (GE), special education teachers (SE), and principals (P) per Tier 1 for RTI implementation and the use of RTI to make SLD referrals

Note. FC (Facilitator Category); BC (Barrier Category)

Research Question 3: Differences in Facilitators for Part A, RTI Implementation

Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Results for research question three are presented separately to highlight the differences between participant groups per RTI tier for RTI implementation and its use to make SLD referrals. Within the following sections, the main headings are used to distinguish RTI implementation, the use of RTI to make SLD referrals, or facilitators/barriers. However, results are combined for RTI tiers and participant groups.

Table 4.4 shows the differences between general education teachers, special education teachers, and principals regarding the reported facilitators for RTI implementation. The data used to answer research question three were the data coded for research questions one and two. After the data were coded for research questions one and two, comparisons were made using the final form of the categories (i.e., axial coding level) and themes after theoretical coding. Categories were compared across participant groups per RTI tier. Thus, the primary researcher determined if a category was or was not present across all participant groups per RTI tier. If the category was present across all participant groups, the primary researcher also examined the category content. This was done to indicate any noteworthy differences within the category content across participant groups. In sum, while a category may have developed for all three participant groups, if the data within the category varied between participant groups, the differences within the categories were reported.

General education teachers, special education teachers, and principals indicated the category of *school climate* for all RTI tiers. While all participant groups reported the category, special education teachers and principals specified that a positive school climate developed over time. General education teachers did not report that a positive school climate developed over time.

General education teachers, special education teachers, and principals reported the category *acceptance of tier procedures* for all RTI tiers. While all participant groups reported the category, principals indicated that they personally worked to make tier procedures acceptable for teachers by making progress monitoring methods simple and easy to implement.

Principals and general education teachers indicated the category *teacher initiative and self-efficacy* for Tier 1 and Tier 2. Principals also reported the category for Tier 3. However, general education teachers did not report the category for Tier 3. In addition, special education teachers did not report the category of *teacher initiative and self-efficacy* for any RTI tier.

General education teachers indicated the category *education* for Tier 1. Principals and special education teachers did not report the category of *education* for any RTI tier. General education teachers stated they used materials from college to support the implementation of core curriculum and to differentiate instruction.

Special education teachers and principals indicated the category *professional development* for each RTI tier. General education teachers reported the category *professional development* for Tier 1 and Tier 2. General education teachers did not indicate the category for Tier 3.

In summary, there were few differences between participants groups per RTI tier. Differences developed for categories represented by the theme *training and teacher*

characteristics. Participant perceptions regarding factors represent by the categories *teacher initiative and self-efficacy*, *professional development*, and *education* differed across RTI tiers.

Differences *within* two categories were discussed. The two categories developed for each RTI tier across participant groups. However, differences within the categories of *school climate* and *acceptance of tier procedures* were discussed to give a better account of the participant group's perceptions of RTI implementation.

Table 4.4

Research Question Three Part A: Differences between Participant Groups for Facilitators of RTI Implementation per RTI Tier

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
1	<p>2. School Values and Attitudes</p> <p>School Climate School climate was indicated as a facilitator of RTI implementation by general education teachers, special education teachers, and principals. However, special education teachers and principals indicated that the school climate improved as RTI data indicated student improvement.</p> <p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p> <p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p> <p>Education General education teachers indicated the importance of college education on the implementation of the RTI process. However, this was not indicated by special education teachers or principals.</p>	<p>2. School Values and Attitudes</p> <p>School Climate School climate was indicated as a facilitator of RTI implementation by general education teachers, special education teachers, and principals. However, special education teachers and principals indicated that the school climate improved as RTI data indicated student improvement.</p> <p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p> <p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p> <p>Education General education teachers indicated the importance of college education on the implementation of the RTI process. However, this was not indicated by special education teachers or principals.</p>	<p>2. School Values and Attitudes</p> <p>School Climate School climate was indicated as a facilitator of RTI implementation by general education teachers, special education teachers, and principals. However, special education teachers and principals indicated that the school climate improved as RTI data indicated student improvement.</p> <p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p> <p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p> <p>Education General education teachers indicated the importance of college education on the implementation of the RTI process. However, this was not indicated by special education teachers or principals.</p>

Table 4.4 continued...

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
1	2. School Values and Attitudes	2. School Values and Attitudes	2. School Values and Attitudes
	<p>School Climate School climate was indicated as a facilitator of RTI implementation by general education teachers, special education teachers, and principals. However, special education teachers and principals indicated that the school climate improved as RTI data indicated student improvement.</p>	<p>School Climate School climate was indicated as a facilitator of RTI implementation by general education teachers, special education teachers, and principals. However, special education teachers and principals indicated that the school climate improved as RTI data indicated student improvement.</p>	<p>School Climate School climate was indicated as a facilitator of RTI implementation by general education teachers, special education teachers, and principals. However, special education teachers and principals indicated that the school climate improved as RTI data indicated student improvement.</p>
2	3. Support for RTI Practices and Procedures	3. Support for RTI Practices and Procedures	3. Support for RTI Practices and Procedures
	<p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p>	<p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p>	<p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p>
	4. Training and Teacher Characteristics	4. Training and Teacher Characteristics	4. Training and Teacher Characteristics
	<p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p>	<p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p>	<p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p>

Table 4.4 continued...

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
3	2.School Values and Attitudes	2. School Values and Attitudes	2. School Values and Attitudes
	<p>School Climate School climate was indicated as a facilitator of RTI implementation by general education teachers, special education teachers, and principals. However, special education teachers and principals indicated that the school climate improved as RTI data indicated student improvement.</p>	<p>School Climate School climate was indicated as a facilitator of RTI implementation by general education teachers, special education teachers, and principals. However, special education teachers and principals indicated that the school climate improved as RTI data indicated student improvement.</p>	<p>School Climate School climate was indicated as a facilitator of RTI implementation by general education teachers, special education teachers, and principals. However, special education teachers and principals indicated that the school climate improved as RTI data indicated student improvement.</p>
	3. Support for RTI Practices and Procedures	3. Support for RTI Practices and Procedures	3. Support for RTI Practices and Procedures
	<p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p>	<p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p>	<p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p>
3	4. Training and Teacher Characteristics	4. Training and Teacher Characteristics	4. Training and Teacher Characteristics
	<p>Teacher Initiative and Self-Efficacy On Tier 3, neither general education teachers nor special education teachers indicated teacher initiative or self-efficacy. However, principals reported teacher initiative and self-efficacy for Tier 3.</p>	<p>Teacher Initiative and Self-Efficacy On Tier 3, neither general education teachers nor special education teachers indicated teacher initiative or self-efficacy. However, principals reported teacher initiative and self-efficacy for Tier 3.</p>	<p>Teacher Initiative and Self-Efficacy On Tier 3, neither general education teachers nor special education teachers indicated teacher initiative or self-efficacy. However, principals reported teacher initiative and self-efficacy for Tier 3.</p>
	<p>Professional Development Special education teachers and principals indicated that professional development was a facilitator for RTI implementation on Tier 3. General education teachers did not report professional development for Tier 3.</p>	<p>Professional Development Special education teachers and principals indicated that professional development was a facilitator for RTI implementation on Tier 3. General education teachers did not report professional development for Tier 3.</p>	<p>Professional Development Special education teachers and principals indicated that professional development was a facilitator for RTI implementation on Tier 3. General education teachers did not report professional development for Tier 3.</p>

Research Question 3: Differences in Barriers for Part A, RTI Implementation

Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Results for research question three are presented separately to highlight the differences between participant groups per RTI tier for RTI implementation and its use to make SLD referrals. Within the following sections, the main headings are used to distinguish RTI implementation, the use of RTI to make SLD referrals, and facilitators or barriers. However, the results for participant groups and RTI tiers are combined.

Table 4.5 shows the differences of reported barriers per RTI tier for general education teachers, special education teachers, and principals. The data used to answer research question three were the data coded for research questions one and two. After the data were coded for research questions one and two, comparisons were made using the final form of the categories (i.e., axial coding level) and themes after theoretical coding. Categories were compared across participant groups per RTI tier. Thus, the primary researcher determined if a category was or was not present across all participant groups per RTI tier. If the category was present across all participant groups, the primary researcher also examined the category content. This was done to indicate any noteworthy differences within the category content across participant groups. In sum, while a category may have developed for all three participant groups, if the data within the category varied between participant groups, the differences within the categories were reported.

General education teachers reported the category *vision of long-term outcomes* for each RTI tier. General education teachers indicated they needed more information regarding the

intended goals and outcomes of the model. Special education teachers and principals did not indicate the category *vision of long-term outcomes* for any RTI tier.

General education teachers indicated the category *lack of materials and resources* for Tier 1 and Tier 2. General education teachers stated the need for additional curriculum materials to meet the academic needs of their students. Special education teachers and principals did not report *lack of material and resources* for any RTI tier.

Principals reported the category *lack of ownership* for Tier 1 and Tier 2. Principals perceived that general education teachers may move students within the tiers to avoid personal responsibility for a student's academic progress. General education teachers and special education teachers did not indicate the category *lack of ownership* for any RTI tier.

Special education teachers reported a lack of *collaboration* for all RTI tiers. Special education teachers reported a lack of collaboration within PST meetings. General education teachers and principals did not indicate a lack of *collaboration* for any RTI tier.

The barrier categories pertaining to RTI implementation were relatively consistent across participant groups. Additionally, there was little variation *within* the categories that developed for each participant group across tiers. In summary, the categories that differed were represented by the themes *school values and attitudes, support for RTI practices and procedures, training and teacher characteristics, and problem-solving and holistic approach*. The categories that differed for participant groups across RTI tiers were *vision of long-term goals, lack of materials and resources, lack of ownership, and collaboration*.

Table 4.5

Research Question Three Part A: Differences between Participant Groups for Barriers of RTI Implementation per RTI Tier

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
1	<p>2. School Values and Attitudes</p> <p>Vision of Long-Term Outcomes General education teachers, indicated more information regarding the intended impact of the RTI process was needed. Special education teachers nor principals reported a lack of knowledge regarding the long-term outcomes of RTI.</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p> <p>4. Training and Teacher Characteristics</p> <p>Lack of Ownership General education teachers nor special education teachers reported any information that fell under this category. Principals reported a lack of ownership regarding the RTI implementation process and accompanying procedures.</p>	<p>2. School Values and Attitudes</p> <p>Vision of Long-Term Outcomes General education teachers, indicated more information regarding the intended impact of the RTI process was needed. Special education teachers nor principals reported a lack of knowledge regarding the long-term outcomes of RTI</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p> <p>4. Training and Teacher Characteristics</p> <p>Lack of Ownership General education teachers nor special education teachers reported any information that fell under this category. Principals reported a lack of ownership regarding the RTI implementation process and accompanying procedures.</p>	<p>2. School Values and Attitudes</p> <p>Vision of Long-Term Outcomes General education teachers, indicated more information regarding the intended impact of the RTI process was needed. Special education teachers nor principals reported a lack of knowledge regarding the long-term outcomes of RTI</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p> <p>4. Training and Teacher Characteristics</p> <p>Lack of Ownership General education teachers nor special education teachers reported any information that fell under this category. Principals reported a lack of ownership regarding the RTI implementation process and accompanying procedures.</p>

Table 4.5 continued...

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
1	5. Problem-Solving and Holistic Approach	5. Problem-Solving and Holistic Approach	5. Problem-Solving and Holistic Approach
	<p>Collaboration General education teachers nor principals reported a lack of collaboration. Special education teachers indicated there was some lack of communication with the problem-solving team on Tier 1.</p>	<p>Collaboration General education teachers nor principals reported a lack of collaboration. Special education teachers indicated there was some lack of communication with the problem-solving team on Tier 1.</p>	<p>Collaboration General education teachers nor principals reported a lack of collaboration. Special education teachers indicated there was some lack of communication with the problem-solving team on Tier 1.</p>
2	2. School Values and Attitudes	2. School Values and Attitudes	2. School Values and Attitudes
	<p>Vision of Long-Term Outcomes General education teachers, indicated more information regarding the intended impact of the RTI process was needed. Special education teachers nor principals reported a lack of knowledge regarding the long-term outcomes of RTI.</p>	<p>Vision of Long-Term Outcomes General education teachers, indicated more information regarding the intended impact of the RTI process was needed. Special education teachers nor principals reported a lack of knowledge regarding the long-term outcomes of RTI</p>	<p>Vision of Long-Term Outcomes General education teachers, indicated more information regarding the intended impact of the RTI process was needed. Special education teachers nor principals reported a lack of knowledge regarding the long-term outcomes of RTI</p>
	3. Support for RTI Practices and Procedures	3. Support for RTI Practices and Procedures	3. Support for RTI Practices and Procedures
	<p>Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p>	<p>Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p>	<p>Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p>
	4. Training and Teacher Characteristics	4. Training and Teacher Characteristics	4. Training and Teacher Characteristics
	<p>Lack of Ownership General education teachers nor special education teachers reported any information that fell under this category. Principals reported a lack of ownership regarding the RTI implementation process and accompanying procedures.</p>	<p>Lack of Ownership General education teachers nor special education teachers reported any information that fell under this category. Principals reported a lack of ownership regarding the RTI implementation process and accompanying procedures.</p>	<p>Lack of Ownership General education teachers nor special education teachers reported any information that fell under this category. Principals reported a lack of ownership regarding the RTI implementation process and accompanying procedures.</p>

Table 4.5 continued...

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
2	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration General education teachers nor principals reported a lack of collaboration. Special education teachers indicated there was some lack of communication with the problem-solving team on Tier 1.</p>	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration General education teachers nor principals reported a lack of collaboration. Special education teachers indicated there was some lack of communication with the problem-solving team on Tier 1.</p>	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration General education teachers nor principals reported a lack of collaboration. Special education teachers indicated there was some lack of communication with the problem-solving team on Tier 1.</p>
3	<p>2. School Values and Attitudes</p> <p>Vision of Long-Term Outcomes General education teachers, indicated more information regarding the intended impact of the RTI process was needed. Special education teachers nor principals reported a lack of knowledge regarding the long-term outcomes of RTI.</p> <p>4. Training and Teacher Characteristics</p> <p>Lack of Professional Development Principals and special education teachers indicated lack of professional development as impacting the implementation of RTI on Tier 3. General education teachers did not indicate a lack of professional development as a barrier on Tier 3.</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration General education teachers nor principals reported a lack of collaboration. Special education teachers indicated there was some lack of communication with the problem-solving team on Tier 1.</p>	<p>2. School Values and Attitudes</p> <p>Vision of Long-Term Outcomes General education teachers, indicated more information regarding the intended impact of the RTI process was needed. Special education teachers nor principals reported a lack of knowledge regarding the long-term outcomes of RTI.</p> <p>4. Training and Teacher Characteristics</p> <p>Lack of Professional Development Principals and special education teachers indicated lack of professional development as impacting the implementation of RTI on Tier 3. General education teachers did not indicate a lack of professional development as a barrier on Tier 3.</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration General education teachers nor principals reported a lack of collaboration. Special education teachers indicated there was some lack of communication with the problem-solving team on Tier 1.</p>	<p>2. School Values and Attitudes</p> <p>Vision of Long-Term Outcomes General education teachers, indicated more information regarding the intended impact of the RTI process was needed. Special education teachers nor principals reported a lack of knowledge regarding the long-term outcomes of RTI.</p> <p>4. Training and Teacher Characteristics</p> <p>Lack of Professional Development Principals and special education teachers indicated lack of professional development as impacting the implementation of RTI on Tier 3. General education teachers did not indicate a lack of professional development as a barrier on Tier 3.</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration General education teachers nor principals reported a lack of collaboration. Special education teachers indicated there was some lack of communication with the problem-solving team on Tier 1.</p>

Research Question 3: Differences in Facilitators for Part B, the Use of RTI to Make SLD Referrals

Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Results for research question three are presented separately to highlight the differences between participant groups per RTI tier for RTI implementation and its use to make SLD referrals. Within the following sections, the main headings are used to distinguish RTI implementation, the use of RTI to make SLD referrals, and facilitators or barriers. However, the results are combined for participant group and RTI tier.

Table 4.6 shows the differences of reported facilitators for the use of RTI to make SLD referrals for each RTI tier per general education teachers, special education teachers, and principals. The data used to answer research question three were the data coded for research questions one and two. After the data were coded for research questions one and two, comparisons were made using the final form of the categories (i.e., axial coding level) and themes after theoretical coding. Categories were compared across participant groups per RTI tier. Thus, the primary researcher determined if a category was or was not present across all participant groups per RTI tier. If the category was present across all participant groups, the primary researcher also examined the category content. This was done to indicate any noteworthy differences within the category content across participant groups. In sum, while a

category may have developed for all three participant groups, if the data within the category varied between participant groups, the differences within the categories were reported.

General education teachers, special education teachers, and principals reported the category *acceptance of tier procedures* for each RTI tier. However, principals indicated that they personally worked to make tier procedures acceptable for teachers by making progress monitoring methods simple and easy to implement.

Principals and general education teachers and teachers indicated the category *teacher initiative and self-efficacy* for Tier 1 and Tier 2. Principals reported factors related to the category for Tier 3. However, general education teachers did not indicate the category for Tier 3. Special education teachers did not indicate the category of *teacher initiative and self-efficacy* for any RTI tier.

General education teachers indicated the category *education* for Tier 1. Principals and special education teachers did not indicate the category of *education* for any RTI tier. General education teachers indicated they used materials from college within the implementation of curriculum, specifically the differentiation of instruction for Tier 1.

Special education teachers and principals reported the category *professional development* for each RTI tier. General education teachers indicated the category for Tier 1 and Tier 2. General education teachers did not report the category of *professional development* for Tier 3.

In summary, there were few differences between participants groups per RTI tier. Differences developed for categories represented by the theme *training and teacher characteristics*. Participant perceptions regarding factors represent by the categories *teacher initiative and self-efficacy*, *professional development*, and *education* differed across RTI tiers.

Differences *within* one category were discussed. The category developed for each RTI tier across participant groups. However, differences within the category of *school climate* were discussed to give a better account of the participant group's perceptions of RTI implementation.

Table 4.6

Research Question Three Part B: Differences between Participant Groups for Facilitators of the Use of RTI to Make SLD Referrals per RTI Tier

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
1	<p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p> <p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p> <p>Education General education teachers indicated the importance of college education on the implementation of the RTI process. However, this was not indicated by special education teachers or principals.</p>	<p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p> <p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p> <p>Education General education teachers indicated the importance of college education on the implementation of the RTI process. However, this was not indicated by special education teachers or principals.</p>	<p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p> <p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p> <p>Education General education teachers indicated the importance of college education on the implementation of the RTI process. However, this was not indicated by special education teachers or principals.</p>
2	<p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p>	<p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p>	<p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p>

Table 4.6 continued...

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
2	<p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p>	<p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p>	<p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy General education teachers and principals indicated the role of teacher initiative and self-efficacy as facilitators in RTI implementation. Special education teachers did not report general teacher initiative or self-efficacy.</p>
3	<p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p> <p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy On Tier 3, neither general education teachers nor special education teachers indicated teacher initiative or self-efficacy. However, principals reported teacher initiative and self-efficacy. This may be a result of the fact principal involvement with the RTI process remained the same regardless of the RTI tier.</p> <p>Professional Development Special education teachers and principals indicated that professional development. General education teachers did not report professional development.</p>	<p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p> <p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy On Tier 3, neither general education teachers nor special education teachers indicated teacher initiative or self-efficacy. However, principals reported teacher initiative and self-efficacy. This may be a result of the fact principal involvement with the RTI process remained the same regardless of the RTI tier.</p> <p>Professional Development Special education teachers and principals indicated that professional development. General education teachers did not report professional development.</p>	<p>3. Support for RTI Practices and Procedures</p> <p>Acceptance of Tier Procedures Acceptance of RTI procedures was reported by general education teachers, special education teachers, and principals. However, principals stated that they worked to make the tier procedures simple and easy to implement.</p> <p>4. Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy On Tier 3, neither general education teachers nor special education teachers indicated teacher initiative or self-efficacy. However, principals reported teacher initiative and self-efficacy. This may be a result of the fact principal involvement with the RTI process remained the same regardless of the RTI tier.</p> <p>Professional Development Special education teachers and principals indicated that professional development. General education teachers did not report professional development.</p>

Research Question 3: Differences in Barriers for Part B, Use of RTI to Make SLD

Referrals

Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following: 1) Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and 2) use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Results for research question three are presented separately to highlight the differences between participant groups per RTI tier for RTI implementation and its use to make SLD referrals. Within the following sections, the main headings are used to distinguish RTI implementation, the use of RTI to make SLD referrals, and facilitators or barriers. However, the results for participant groups and RTI tiers are combined.

Table 4.7 shows the differences in reported barriers for the use RTI to make SLD referrals each RTI and per general education teachers, special education teachers, and principals. The data used to answer research question three were the data coded for research questions one and two. After the data were coded for research questions one and two, comparisons were made using the final form of the categories (i.e., axial coding level) and themes after theoretical coding. Categories were compared across participant groups per RTI tier. Thus, the primary researcher determined if a category was or was not present across all participant groups per RTI tier. If the category was present across all participant groups, the primary researcher also examined the category content. This was done to indicate any noteworthy differences within the category content across participant groups. In sum, while a category may have developed for all

three participant groups, if the data within the category varied between participant groups, the differences within the categories were reported.

Special education teachers and principals indicated the category *pathways to goals* for each RTI tier. General education teachers *did not* report the category *pathways to goals* to impact the use of RTI to make SLD referrals for any RTI tier. Special education teachers and principals indicated that general education teachers may believe special education services are needed for student academic growth rather than encouraging progression in the RTI tiers.

General education teachers reported the category *lack of materials and resources* for each Tier 1 and Tier 2. General education teachers did not report the category for Tier 3. General education teachers stated the need for additional curriculum materials to meet the academic needs of their students. Special education teachers and principals did not report *lack of materials and resources* for any RTI tier.

General education teachers and special education teachers indicated the category *lack of professional development* for Tier 1 and Tier 2. Special education teachers reported the category for Tier 3. General education teachers did not report the category for Tier 3. Principals *did not* report the category *lack of professional development* for any RTI tier. Principals indicated a lack of professional development as impacting RTI implementation. Thus, it is noteworthy, that principals did not report lack of professional development to impact the use of RTI to make SLD referrals.

Special education teachers reported a lack of *collaboration* for each RTI tier. General education teachers and principals did not indicate a lack of *collaboration* as a barrier to RTI implementation for any RTI tier. Special education teachers indicated a lack of collaboration within PST meetings.

The barrier categories pertaining to the use of RTI to make SLD referrals were relatively consistent across participant groups. Additionally, there was little variation *within* the categories that developed for each participant group across tiers. In summary, the categories that differed were represented by the themes *school values and attitudes, support for RTI practices and procedures, training and teacher characteristics, and problem-solving and holistic approach*. The categories that differed for participant groups across RTI tiers were *pathways to goals, lack of materials and resources, lack of professional development, and collaboration*.

Table 4.7

Research Question Three Part B: Differences between Participant Groups for Barriers of the Use of RTI to Make SLD Referrals per RTI Tier

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
1	2. School Values and Attitudes	2. School Values and Attitudes	2. School Values and Attitudes
	<p>Pathways to Goals Special education teachers and principals indicated pathways to goals as a barrier. General education teachers did not report pathways to goals.</p>	<p>Pathways to Goals Special education teachers and principals indicated pathways to goals as a barrier. General education teachers did not report pathways to goals.</p>	<p>Pathways to Goals Special education teachers and principals indicated pathways to goals as a barrier. General education teachers did not report pathways to goals.</p>
	<p>3. Support for RTI Practices and Procedures</p>	<p>3. Support for RTI Practices and Procedures</p>	<p>3. Support for RTI Practices and Procedures</p>
	<p>Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p>	<p>Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p>	<p>Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p>
	<p>4. Training and Teacher Characteristics</p>	<p>4. Training and Teacher Characteristics</p>	<p>4. Training and Teacher Characteristics</p>
	<p>Lack of Professional Development General education teachers and special education teachers reported a lack of professional development. Principals did not indicate that a lack of professional development acted as a barrier.</p>	<p>Lack of Professional Development General education teachers and special education teachers reported a lack of professional development. Principals did not indicate that a lack of professional development acted as a barrier.</p>	<p>Lack of Professional Development General education teachers and special education teachers reported a lack of professional development. Principals did not indicate that a lack of professional development acted as a barrier.</p>
	<p>5. Problem-Solving and Holistic Approach</p>	<p>5. Problem-Solving and Holistic Approach</p>	<p>5. Problem-Solving and Holistic Approach</p>
	<p>Collaboration General education teachers nor principals indicated a lack of collaboration. Special education teachers indicated a lack of collaboration as barrier.</p>	<p>Collaboration General education teachers nor principals indicated a lack of collaboration. Special education teachers indicated a lack of collaboration as barrier.</p>	<p>Collaboration General education teachers nor principals indicated a lack of collaboration. Special education teachers indicated a lack of collaboration as barrier.</p>

Table 4.7 continued...

RTI Tier	General Education Teachers (n=6)	Special Education Teachers (n=3)	Principals (n=2)
2	<p data-bbox="275 326 646 354">2. School Values and Attitudes</p> <p data-bbox="275 391 506 418">Pathways to Goals Special education teachers and principals indicated pathways to goals as a barrier. General education teachers did not report pathways to goals.</p> <p data-bbox="275 423 674 613">3. Support for RTI Practices and Procedures</p> <p data-bbox="275 646 800 803">Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p>	<p data-bbox="831 326 1203 354">2. School Values and Attitudes</p> <p data-bbox="831 391 1293 548">Pathways to Goals Special education teachers and principals indicated pathways to goals as a barrier. General education teachers did not report pathways to goals.</p> <p data-bbox="831 553 1230 613">3. Support for RTI Practices and Procedures</p> <p data-bbox="831 646 1356 803">Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p>	<p data-bbox="1381 326 1753 354">2. School Values and Attitudes</p> <p data-bbox="1381 391 1850 548">Pathways to Goals Special education teachers and principals indicated pathways to goals as a barrier. General education teachers did not report pathways to goals.</p> <p data-bbox="1381 553 1780 613">3. Support for RTI Practices and Procedures</p> <p data-bbox="1381 646 1906 803">Lack of Materials and Resources General education teachers indicated a lack of materials and resources. Special education teachers and principals did not report a lack of materials and resources.</p>
Tier 2	<p data-bbox="275 873 758 901">4. Training and Teacher Characteristics</p> <p data-bbox="275 938 779 1128">Lack of Professional Development General education teachers and special education teachers reported a lack of professional development. Principals did not indicate that a lack of professional development acted as a barrier.</p> <p data-bbox="275 1133 789 1161">5. Problem-Solving and Holistic Approach</p> <p data-bbox="275 1193 747 1347">Collaboration General education teachers nor principals indicated a lack of collaboration. Special education teachers indicated a lack of collaboration as barrier.</p>	<p data-bbox="831 873 1314 901">4. Training and Teacher Characteristics</p> <p data-bbox="831 938 1335 1128">Lack of Professional Development General education teachers and special education teachers reported a lack of professional development. Principals did not indicate that a lack of professional development acted as a barrier.</p> <p data-bbox="831 1133 1346 1161">5. Problem-Solving and Holistic Approach</p> <p data-bbox="831 1193 1293 1347">Collaboration General education teachers nor principals indicated a lack of collaboration. Special education teachers indicated a lack of collaboration as barrier.</p>	<p data-bbox="1381 873 1864 901">4. Training and Teacher Characteristics</p> <p data-bbox="1381 938 1885 1128">Lack of Professional Development General education teachers and special education teachers reported a lack of professional development. Principals did not indicate that a lack of professional development acted as a barrier.</p> <p data-bbox="1381 1133 1896 1161">5. Problem-Solving and Holistic Approach</p> <p data-bbox="1381 1193 1854 1347">Collaboration General education teachers nor principals indicated a lack of collaboration. Special education teachers indicated a lack of collaboration as barrier.</p>

Research Question One, Two, and Three: Overall Summary of Main Themes

Discussed within the next sections are summaries of the main themes and categories used to describe the barriers and facilitators reported by teachers and principals for research questions one and two. Five main themes emerged. However, the five themes did not develop for every portion of the data coded per research question one and two. The five themes developed were as follows: district and school administrative leadership, school values and attitudes, support for RTI practices and procedures, teacher training and characteristics, and problem-solving and holistic approach. It is important to note, that the five themes seemed to represent the data most accurately as *individual themes* not as a single *theory*.

District and School Administrative Leadership

The theme suggested that leadership at the district and school level supported RTI implementation. Special education teachers, general education teachers, and principals reported district or school based administrative support and provision of research-based curriculum as facilitating RTI implementation and the use of RTI to make SLD referrals. The theme was only used to describe facilitating factors. Thus, for this main theme, no factors acting as barriers were indicated by teachers or principals across RTI tiers. In addition, categories described by the theme did not differ across participant groups (i.e., general education, special education teacher, and principals) or RTI tier (i.e., Tier 1, Tier 2, and Tier 3).

School Values and Attitudes

The theme indicated how the school environment, attitudes, and beliefs of stakeholders within the RTI process could act as facilitators or barriers. The theme was used to describe both facilitators and barriers reported by teachers and principals to impact RTI implementation and the SLD referral process.

A positive school climate, open to the implementation of RTI, common goals (i.e., improving academic success), and a belief in the RTI model to improve student outcomes were perceived by general education teachers, special education teachers, and principals to facilitate RTI implementation across all RTI tiers. However, these factors were not reported to facilitate the use of RTI to make SLD referrals at any RTI tier.

Within the theme, general education teachers reported a lack of vision for the long-term goals of RTI. Factors described by the category were perceived by general education teachers to impede only RTI implementation for all RTI tiers. The category pathways to goals was perceived to impede the implementation of RTI and the validity of SLD referrals. General education teachers only perceived factors described by the category to impact RTI implementation at all tiers. Special education teachers and principals reported factors described by the category as impeding both RTI implementation and the use of RTI to make SLD referrals across all RTI tiers. In sum, the category indicated if a teacher perceived special education services (i.e., instead of the RTI process) as the best way to obtain academic support, the RTI process could be cut short (i.e., recommended parent request for SLD evaluation). When at student's time in the RTI process is reduced, the effectiveness of the RTI process was limited. Thus, reduced effectiveness of the RTI process was perceived to impact the validity of SLD referrals.

Support for RTI Practices and Procedures

In sum, the theme addressed the facilitators (i.e., support) and barriers (i.e., lack of support) of the specific procedures and practices of the RTI process. The theme was used to describe both facilitators and barriers reported by teachers and principals to impact RTI implementation and the SLD referral process. The theme had the most categories across participant groups and RTI tiers.

General education teachers, special education teachers, and principals all described factors such as the flexibility to adjust curriculum and interventions, using technology to track data, basing decisions related to student academic progress on data, and using correct procedures when implementing RTI as facilitators of RTI implementation and the use of RTI to make SLD referrals on all RTI tiers. In addition, all participant groups perceived factors such as a lack of professional judgment, a lack of flexibility with curriculum use, need for additional time and personnel, and using improper procedure when implementing RTI practices and procedures as barriers to RTI implementation and the use for RTI to make SLD referrals on Tier 1 and Tier 2. Only general education teachers indicated a lack of materials and resources as impeding both implementation and accurate SLD referrals on Tier 1 and Tier 2. In addition, only the lack of professional judgment and flexibility with curriculum use and improper procedures were indicated to impede RTI implementation and accurate SLD referrals for Tier 3 by all participant groups.

Training and Teacher Characteristics

The theme of training and teacher characteristics described categories that included factors related to initiative, self-efficacy, engagement within the RTI process, and professional development. Factors described by the categories were perceived to be facilitators and barriers to both RTI implementation and the SLD referral process.

General education teachers reported factors related to teacher initiative, self-efficacy, and professional development as facilitating implementation and the use of RTI to make SLD referrals on Tier 1 and Tier 2. General education teachers also perceived their education as a facilitator of RTI implementation and accurate SLD referrals for Tier 1. General education teachers perceived that a lack of professional development acted as a barrier to RTI

implementation and its use to make accurate SLD referrals for Tier 1 and Tier 2. In addition, special education teachers indicated that adequate professional development facilitated and a lack of professional development impeded RTI implementation and its use to make SLD referrals for all RTI tiers. However, special education teachers did not report factors related to teacher initiative and self-efficacy for any RTI tier.

Principals indicated that teacher initiative, teacher self-efficacy, and professional development facilitated RTI implementation and the SLD referral process on all RTI tiers. Principals stated that perceived factors related a lack of teacher ownership of the RTI process impeded RTI implementation for Tier 1 and Tier 2. Principals also reported that a lack of professional development impeded RTI implementation for all tiers. Principals did not indicate that factors related to a lack of professional development or lack of ownership impeded the use of RTI to make SLD referrals.

Problem-Solving and Holistic Approach

The theme represented how problem-solving was enabled by collaboration and the use of a holistic approach. The theme was used to describe both facilitators and barriers of RTI implementation and the SLD referral process. Collaboration between teachers, grade-level members, and the problem-solving team was perceived to increase the accuracy of data-based decision making by working to solve RTI related problems or by encouraging the consideration of all student related factors (i.e., holistic approach). All participant groups reported factors related to collaboration and the use of a holistic approach as facilitating RTI implementation and accurate SLD referrals for all RTI tiers. Only special education teachers indicated that a lack of collaboration acted as a barrier to RTI implementation and the use of RTI to make SLD referrals for all RTI tiers.

CHAPTER V: SUMMARY AND DISCUSSION

The purpose of this study was to gain information about the barriers and facilitators of RTI implementation and the use of RTI to make SLD referrals at each RTI tier (i.e., Tier 1, Tier 2, and Tier 3) as indicated by general education teachers, special education teachers, and principals. The obtained participants for the study included six general education teachers, three special education teachers, and two principals (n=11). The participants were distributed over five schools within the same school district.

The general education teachers, special education teachers, and principals participated in one individual interview each. General education teachers and special education teachers also completed a critical incident report once a week for four weeks. As described by Saldaña (2009), after data collection, data were coded using initial, focused, axial, and theoretical coding.

Jones and Ball (2012) discussed that much of the RTI research is segmented and few studies give an overview of the entire process. This study attempted to give an overall account of the RTI process at each tier as perceived by general education teachers, special education teachers, and principals. Individuals responsible for the implementation of the RTI and its use to make SLD referrals may encounter factors that act as barriers or facilitators of implementation. These factors may impact the effectiveness of RTI implementation and consequently, the accuracy of SLD referrals made using the RTI process. Thus, it would be plausible that understanding the factors that impact RTI implementation and the use of RTI to make SLD

referrals would increase the validity of data-based decisions made using the RTI process. In summary, the current study investigated the perceived barriers and facilitators of RTI implementation and the use of RTI to make SLD referrals at each RTI tier (i.e., Tier 1, Tier 2, and Tier 3) by three participant groups (i.e., general education teachers, special education teachers, and principals) who were stakeholders within RTI process.

For the current study, general education teachers, special education teachers, and principals all interacted with the RTI model at some point within its tiered process. General education teachers were primarily responsible for RTI procedures on Tier 1 and Tier 2. General education teachers were involved with the Tier 3 problem-solving teams, but they did not implement interventions or track student progress on Tier 3. Instructional coaches, who were not participants within this study, implemented Tier 3 interventions and conducted progress monitoring. Special education teachers primarily interacted with the RTI process on Tier 3. Thus, special education teachers were specifically involved at the point a referral for SLD assessment was made using the RTI process. However, special education teachers had insight into each RTI tier and reported they provided some collaborative support during PST meetings for RTI tiers other than Tier 3. Principals interacted with each tier of the RTI process. Principals helped guide and organize the RTI process through each tier. In summary, due to specific roles within the RTI process, a participant's level of involvement per RTI tier may have differed and consequently, impacted their insight into RTI implementation and the use of RTI to make SLD referrals.

Research Questions

The following research questions were developed to guide the study's investigation.

Research question one focused on the perceptions of general and special education teachers.

Research question two reported the perceptions of principals. Finally, research question three provided a comparison of reported perceptions across participant groups and RTI tiers.

1. What barriers and facilitators do general and special education teachers report about the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

2. What barriers and facilitators do elementary school principals report about the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

3. Do the barriers and facilitators among general and special education teachers and elementary school principals differ regarding the following:
 - a. Tiers 1, 2, and 3 of the Response to Intervention process, after a two-year period of Response to Intervention implementation; and
 - b. Use of Response to Intervention for specific learning disability referrals, after a two-year period of implementation?

Discussion of Themes, Previous Research, and Importance of Main Findings

The many findings of the current study supported the results of previous research (e.g., Cutler, 2009; Dulaney, 2010; Newman-Jacobs, 2008; Shute, 2012). In addition, the results of the study expand previous research by providing results related to each RTI tier across three participant groups. The next sections connect the results of the current study to previous research. Also, the significance of the current study's findings are discussed. While the main themes are reported, the refined categories after *axial coding* are used to describe the contents of the theme. The categorical labels at the axial coding level were broad enough to enable effective discussion of the data. However, the categories were also descriptive enough to provide specific depiction of the represented data segments so that comparisons could be made.

Primarily, the study's findings have significance beyond previous research because data were collected from three groups (i.e., general education teachers, special education teachers, and principals) of individuals who were involved within the implementation of RTI and its use to make SLD referrals. In addition, research questions targeted each specific RTI tier (i.e., Tier 1, Tier 2, and Tier 3). The RTI model is a process that builds upon itself and is dynamic due to the transition of students between the tiers. As a result, the effectiveness of RTI to meet its intended goals (i.e., reduce impact of lack of instruction, remediate academic deficits, provide objective data regarding student progress, and decrease unnecessary or invalid SLD evaluations and diagnoses), depends upon the accuracy or fidelity of the procedures implemented by the individuals responsible for each RTI tier. Therefore, providing specific information from different groups of RTI stakeholders, targeting RTI implementation, and specifying its use to make SLD referrals improves information regarding RTI as a whole system. In addition, the study's findings provide specific information that can be discussed at the level of an individual

tier. Overall, the results of the study could be used facilitate conversation regarding service provision that could improve RTI implementation and its use to make accurate SLD referrals.

It should be noted that due to the qualitative design of the study, the findings of the current study are difficult to generalize to other school districts and their implementation of RTI. However, the below sections discuss the findings of the study, and suggest with caution, how the findings could be used to support effective RTI processes. Many of the study's findings are discussed in a manner that school administration and school psychologists could incorporate into their consultative practices to facilitate conversation, collaboration, and open avenues of information during the implementation of RTI and its use to make SLD referrals.

Theme 1: District and School Administrative Leadership, Facilitators

In previous studies, Newman-Jacobs (2008) and Dulaney (2010) reported that teachers perceived a lack of leadership (i.e., principal and administrative support) was a barrier to RTI implementation. In addition, leadership from administration (Cutler, 2009) and principals (Ninni, 2010; O'Connor & Freeman, 2012) was perceived as a facilitator of RTI implementation.

The current study supported these findings. For example, all participant groups indicated that provision of scientific research-based curriculum and interventions by the school district and the support and guidance of principals facilitated RTI implementation. General education teachers, special education teachers, and principals perceived that the use of research-based curriculum and evidence-based interventions was important because it ensured students were getting quality instruction and intervention. The provision of quality instruction and intervention was perceived to help eliminate the impact of a lack of quality instruction as a factor impeding a student's academic progress.

In addition, all participant groups perceived that principals facilitated problem-solving team meetings, reviewed student data, and provided learning opportunities for teachers. Also, teachers stated that principals often had additional student information (e.g., information regarding home life) that was important to consider when making data-based decisions regarding student transition. Therefore, these perceived factors indicated that principal leadership was viewed to facilitate RTI implementation.

Findings from the current study furthered previous research by indicating that all participant groups perceived the provision of research-based curriculum and principal guidance and support to not only facilitate effective RTI implementation but also, improve the accuracy of SLD referrals. Furthermore, the current study showed that these factors were reported to facilitate RTI implementation and the use of RTI to make SLD referrals at each RTI tier.

In addition, information from teachers and principals regarding why these factors were impactful may suggest that knowledge of RTI goals and intended outcomes may have increased participant awareness of the importance of the reported factors. For example, teachers and principals reported that scientific research-based instruction helped rule out lack of quality instruction as a factor impeding a student's academic growth. Leadership was reported as a facilitating factor because it was perceived to increase the accuracy of data-based decision making. Thus, perhaps one could reason that supplying knowledge regarding the purposes of RTI may support the perceived importance and acceptance of research-based curriculum and guidance from principals.

Theme 2: School Values and Attitudes, Facilitators

Shute (2012) stated that positive attitudes toward the RTI model were perceived to improve RTI implementation. Results from the current study supported the previous research by indicating that positive school climate (i.e., in regard to RTI) was perceived to facilitate RTI implementation.

The current study added to previous research by indicating that positive school climate, common goals (i.e., increasing academic success), and belief in the RTI model (i.e., perception that RTI improved academic outcomes) were viewed by general education teachers, special education teachers, and principals to facilitate RTI implementation across each RTI tier.

It is noteworthy that during RTI implementation, principals indicated that they worked to increase teacher knowledge regarding school-wide student progress. Principals reported that showing teachers objective documentation of student academic progress within the RTI tiers supported teacher acceptance and buy-in for RTI implementation. Therefore, increasing teacher knowledge regarding the outcomes of RTI may be a pathway to improve teacher acceptance and encourage support for RTI implementation.

Theme 2: School Values and Attitudes, Barriers

Newman-Jacobs (2008) reported that most teachers did not have adequate understanding of RTI purposes and intended outcomes, specifically the use of RTI to make special education referrals. Within the current study, general education teachers indicated that a lack of ability to see long-term goals and outcomes of RTI was a barrier to RTI implementation across all RTI tiers.

The current findings add to previous research by indicating that general education teachers perceived a lack of knowledge regarding RTI goals and intended outcomes for each RTI tier. In addition, this lack of knowledge was reported as a barrier to RTI implementation.

Furthermore, all participant groups stated that perceiving different pathways (i.e., special education services) to reach goals (i.e., increasing student achievement) was a barrier to RTI implementation for all RTI tiers. Special education teachers and principals indicated perceiving routes other than RTI (i.e., special education services) also impeded the use of RTI to make SLD referrals at each RTI tier.

It is noteworthy that general education teachers did not report that an interruption (i.e., parent referral for SLD evaluation) within the RTI process was a barrier to the use of RTI to make accurate SLD referrals. The finding could suggest that general education teachers may lack understanding that RTI effectiveness depends not only on quality RTI implementation but also, upon adequate time for a student to respond to intervention.

In summary, it seemed that factors perceived to act as barriers within this theme may have resulted from a lack of teacher knowledge regarding the purposes of RTI. Therefore, for other schools, providing information about the outcomes of RTI and the fundamental purposes of the model may be a way to improve belief in the model to provide academic support and, consequently, facilitate implementation and accurate SLD referrals.

Theme 3: Support for RTI Practices and Procedures, Facilitators

Acceptability of RTI procedures (e.g., Dulaney, 2010) and the use of technology (e.g., Culot, 2011) have been reported in previous research as facilitators of RTI implementation. The current study supported previous research findings. Results indicated that all participant groups

perceived that both the acceptance of RTI practices and procedures and the use of technology facilitated RTI implementation.

The current study added that general education teachers, special education teachers, and principals all perceived professional flexibility, acceptability of RTI procedures, the use of technology, following proper procedure, and the use of data-based decision making to facilitate RTI implementation and the SLD referral process at each RTI tier. The factors were perceived to improve the quality of RTI practices and procedures or the intended outcomes of the process. Therefore, within other schools, increased knowledge regarding the importance of RTI practices and procedures may encourage fidelity regarding their implementation. In addition, consideration and use of this study's facilitator factors such as technology may be a way for other schools to improve RTI effectiveness.

Theme 3: Support for RTI Practices and Procedures, Barriers

Many barriers related to RTI practices and procedures were reported in previous research. For example, Cutler (2009) and Danio-Garcia (2008) discussed teacher perceptions of interventions used within RTI models. Danio-Garcia indicated that redundant and ineffective interventions were reported by teachers as inhibitors of intervention implementation. However, within the context of RTI, Cutler stated that teachers mentioned pre-packaged interventions as helpful. In addition, Machek and Nelson (2010) reported that a lack of resources impeded RTI implementation. Furthermore, Bartle (2009), Brinker McCammon (2012), Cutler (2009), Dulaney (2010), and Palenchar (2012) indicated that a lack of time was perceived to act as a barrier to RTI implementation. Lastly, Swanson et al. (2012) suggested that a lack of personnel presented challenges in RTI implementation.

Findings of the current study supported previous research. For instance, all participant groups indicated that a lack of professional judgment and curriculum flexibility (i.e., use of set curriculum and interventions) and improper procedures were barriers to RTI implementation across all RTI tiers. In addition, a lack of materials and resources was reported by general education teachers as barriers to RTI implementation for Tier 1 and Tier 2. A lack of personnel and a lack of time were also indicated by general education teachers, special education teachers, and principals as barriers to RTI implementation for Tier 1 and Tier 2.

The current study added to previous research by specifying which tiers the factors were perceived to be barriers and by which participant group. Also, the findings indicated the perceived factors acted not only as barriers to RTI implementation but also, the use of RTI to make accurate SLD referrals.

In addition, a noteworthy finding of the current study is related to the category lack of professional judgment and flexibility of curriculum use (i.e., use of set curriculum and interventions). For example, general education teachers perceived that set curriculum and interventions were not always the best match for a student's individual academic needs. It was reported that interventions implemented on Tier 2 did not always align with instruction on Tier 1. Therefore, student academic progress on Tier 2 did not always signify that the academic gains on Tier 2 would generalize to increased academic success on Tier 1. It should be noted that principals nor special education teachers reported misalignment between Tier 2 intervention and core curriculum. Thus, for other school districts, it may be important for administrators to facilitate open communication with teachers who are implementing both tiered interventions and core curriculum to determine if misalignment is occurring. Curriculum and intervention

misalignment may decrease the effectiveness of the RTI process and consequently, the validity of SLD referrals.

Similarly, a lack of materials and resources was only reported by general education teachers on Tier 1 and Tier 2 as a barrier to RTI implementation and the SLD referral process. A lack of materials and resources included needing additional materials to cover perceived gaps in the curriculum or interventions. General education teachers did not perceive a lack of materials and resources for Tier 3. However, instructional coaches provided Tier 3 interventions. Once again, it should be noted that only general education teachers indicated the lack of materials and resources. Therefore, a way to improve the effectiveness of RTI implementation and validity of SLD referrals may be to increase communication with and feedback from general education teachers who are implementing the model.

Principals, general education teachers, and special education teachers all reported that a lack of time and a lack of personnel were barriers to RTI implementation and the SLD referral process for Tier 1 and Tier 2. Instructional coaches implemented Tier 3 interventions. Therefore, this may have decreased the time and personnel demands for teachers, and limited participant perceptions of lack of time and personnel for Tier 3. A lack of time included the time expended to collect data, administer interventions, diversified instruction, and complete paperwork. In addition, a lack of personnel was perceived as placing more work on the classroom teacher by increasing the time demands to deliver diversified curriculum, intervention, and conduct progress monitoring. Consequently, for other schools, methods or organization that increase the time available for teachers could improve RTI implementation and accuracy of referrals.

Improper procedure was viewed by all participant groups as a barrier to RTI implementation and the SLD referral process across RTI tiers. Improper procedure included

errors in assessment administration and data-tracking procedures. One factor perceived by participants to improve progress monitoring fidelity was the use of technology. Therefore, other schools may want to consider the role of technology within progress monitoring procedures.

Theme 4: Training and Teacher Characteristics, Facilitators

Nunn et al. (2009) investigated the relationship between teacher efficacy beliefs and indicators of RTI effectiveness. Nunn et al. reported that as teacher efficacy increased, teachers reported improved intervention outcomes, satisfaction with results, and improved communication with others responsible for RTI implementation. The current study indicated that general education teachers and principals viewed teacher initiative and self-efficacy as a facilitator of RTI implementation and the use of RTI to make SLD referrals for Tier 1 and Tier 2. Principals also viewed teacher initiative and self-efficacy as a facilitator of RTI implementation and the use of RTI to make SLD referral for Tier 3. General education teachers had a limited role in Tier 3 implementation, and thus, this lack of involvement may have limited their perceptions. Special education teachers did not report teacher initiative and self-efficacy as a facilitator of RTI implementation or the use of RTI to make SLD referrals on any RTI tier.

The current study added to previous research by indicating that teacher efficacy and initiative were perceived as facilitators by general education teachers at Tier 1 and Tier 2 for both RTI implementation and its use to make SLD referrals. The results also show that principals viewed teacher self-efficacy and initiative as facilitating RTI implementation and the accuracy of SLD referrals at each RTI tier. Teacher initiative and self-efficacy included the ability of teachers to interpret RTI data, obtain additional resources if necessary, and perceive their role in the RTI implementation process as necessary and important. Thus, for other schools, working to

increase and support teacher initiative and self-efficacy may be a way to improve RTI implementation and the validity of decisions made using the process.

Within the current study, general education teachers reported that their education facilitated both RTI implementation and the use of RTI to make SLD referrals for Tier 1. General education teachers only reported the impact of their education for Tier 1 core curriculum. Therefore, universities may need to consider expanding educator curriculum to include the implementation of interventions and progress monitoring within a tiered model. Teachers indicated frustration that they had received significant information from their respective colleges regarding the implementation of core curriculum. However, they felt they lacked information targeting the implementation of progress monitoring, Tier 2, and Tier 3 interventions.

In addition, general education teachers, principals, and special education teachers viewed professional development as a facilitator of RTI implementation and SLD referrals for Tier 1 and Tier 2. Principals and special education teachers reported that professional development was a facilitator of RTI implementation and the use of RTI to make SLD referrals for Tier 3. The provision of Tier 3 intervention by instructional coaches limited the involvement of general education teachers. This may explain why general education teachers did not report professional development for Tier 3.

It is also noteworthy that principals indicated the importance of providing non-evaluative learning opportunities for teachers. In addition, new general education teachers, indicated that having peer teachers and collaboration with other staff members were important resources as they began implementing RTI. In sum, these perceived factors could be considered by other schools to help facilitate effective RTI implementation and its use for SLD referrals.

Theme 4: Training and Teacher Characteristics, Barriers

Previous studies have indicated that lack of RTI knowledge (Bartle, 2009; Cutler, 2009) and a lack of training (Dulaney, 2010; Newman Jacobs, 2009) was a barrier to RTI implementation. Findings from the current study supported previous research by indicating that general education teachers, special education teachers, and principals perceived that a lack of professional development was a barrier to RTI implementation.

The current findings add to previous research by indicating the perceived impact of professional development at each RTI tier. In addition, the findings show that general education teachers and special education teachers link a lack of professional development as impeding RTI implementation and the validity of SLD referrals. General education teachers and special education teachers also perceived that a lack of professional development impeded the use of RTI to make accurate SLD referrals. Lastly, aside from professional development, the study indicated that principals perceived a lack of ownership as a barrier to RTI implementation.

A lack of professional development was indicated by general education teachers as impeding RTI implementation and its use for SLD referrals for Tier 1 and Tier 2. General education teachers had little involvement within Tier 3. Therefore, a lack of involvement may have limited their perceptions of Tier 3. Special education teachers indicated a lack of professional development as a barrier to RTI implementation and the use of RTI to make SLD referrals on all RTI tiers. Principals perceived a lack of professional development as impacting only RTI implementation for all RTI tiers.

Importantly, general education teachers indicated concern that new teachers did not have the skill to try all necessary student accommodations before referring a student to Tier 2. In addition, principals indicated the need for continuous professional development, but also stated

the use of peer teachers as a resource and training for new teachers. Thus, it may be appropriate for other schools to consider the of impact training and develop a plan for continuous professional development regarding RTI.

Finally, a lack of ownership was perceived by principals as a barrier of RTI implementation for Tier 1 and Tier 2. Principals perceived that in some instances teachers moved a student into Tier 2 intervention so the student was no longer “their problem”. Often times, Tier 2 interventions were administered by another teacher on the same grade level but not the student’s homeroom teacher. Principals indicated that they tried to facilitate the idea that all students within the school were the responsibility of each teacher and the concept that they are “our children”. Overall, when implementing the model, it may be important to give consideration to whom will provide RTI interventions, promote ownership, and encourage teacher initiative.

Theme 5: Problem-Solving and Holistic Approach, Facilitators

In previous studies, collaborative efforts were viewed by teachers as facilitators of the RTI process (Cutler, 2009; Newman-Jacobs, 2008). Cutler (2009) indicated that collaboration supported the implementation of differentiated instruction. The current study supported but also expanded the previous findings. For the current study, all participant groups perceived that collaboration improved RTI implementation and its use to make accurate SLD referrals by facilitating problem-solving, peer guidance, and the use of a holistic approach (i.e., considering individual student factors) to data-based decision making.

In sum, collaboration and incorporating a *holistic approach* into the RTI process was viewed by general education teachers, special education teachers, and principals to facilitate RTI implementation and the SLD referral process across all RTI tiers. The use of collaboration aided in the sharing of information and ideas between teachers regarding progress monitoring

procedures, adjustment of curriculum, and interventions to meet student needs. Collaboration was also perceived as a main component of the PST meetings. Collaboration allowed teachers and principals to make data-based decisions regarding student progress while incorporating other factors (i.e., holistic approach) that may impact student learning (e.g., home life).

These findings may suggest that participants understood that RTI intended to give students opportunity to respond to instruction by taking into account individual student needs. By understanding this purpose, teachers and principals were sensitive to cultural, linguistic, environmental, or emotional factors that could reduce a student's "access" to the instruction and collaborated in order to help alleviate these factors. Therefore, it could be assumed that collaboration and the use of a holistic approach could improve both the effectiveness of the RTI model and the validity of SLD referrals throughout the RTI process. For other schools, effort to support and encourage collaboration between all members implementing the RTI process could facilitate the integrity of RTI.

Theme 5: Problem-Solving and Holistic Approach, Barriers

A lack of school personnel collaboration (Danio-Garcia, 2008; Dulaney, 2010; Stollar-Bollinger, 2008) was reported in previous studies as a barrier to the RTI process. Results from the current study supported previous findings.

Special education teachers indicated that a lack of collaboration was a barrier to RTI implementation across all tiers.

The current study indicated that special education teachers also perceived that a lack of collaboration was a barrier to the use of RTI to make SLD referrals across all tiers. Some special education teachers indicated that it would be helpful to review student data within PST meetings and have continuous access to intervention documentation. In summary, to support the full scope

of the RTI process, it may be necessary to provide special education teachers with more collaborative opportunities on all RTI tiers.

Summary and Discussion

Participant perceptions indicated awareness that a valid RTI process and accurate SLD referrals was based upon correct implementation of the practices and procedures within each RTI tier. It is the *combined* information regarding SLD referrals, investigation per RTI tier, and the inclusion of three participant groups that makes this study unique from previous research. By reporting the perceived barriers and facilitators for implementation and SLD referrals from three participant groups per each tier, the study attempted to provide both an overall system perspective of RTI and its intended purposes. Furthermore, each RTI tier is somewhat different, and all tiers have an important role in determining RTI effectiveness and its use for SLD referrals. Due to the fact that each Tier is different and has a specific role, it could be assumed that, in addition to targeting the RTI process as a whole, the specificity of individual tiers could provide more comprehensive information. Thus, the current study reported findings at the tier level that could enable other schools to consider and target perceived factors (i.e., barriers and facilitators) related to a specific tier.

In sum, results from the study indicated many factors that acted as barriers or facilitators to RTI implementation and the use of RTI to make accurate SLD referrals. Interestingly, factors indicated to impact RTI implementation were not always reported to impact the use of RTI to make SLD referrals. This could result from a lack of understanding of how factors that impact implementation have a role in the use of the process to make SLD referrals. However, this finding could also suggest that some factors, such as positive school climate, may be perceived to make RTI implementation easier but do not relate to actual implementation of RTI practices

(i.e., progress monitoring) and procedures (i.e., data-based decision making) that are used to make SLD referrals. Nevertheless, overall, findings from the study suggest that participant groups perceived the integrity of RTI implementation impacted the validity of SLD referrals. Therefore, within other schools, increasing this understanding may support carefulness regarding the fidelity of RTI implementation.

Additionally, the involvement of many school members may be necessary for effective RTI implementation. Findings may suggest that a participant's given role within the model differed and consequently, impacted his or her perceptions of factors related to implementation and SLD referrals. Thus, by gaining formation from multiple stakeholders within the RTI process, it may be possible to obtain a more complete view of strengths and weakness within the process. For example, general education teachers reported more information regarding curriculum and interventions as compared to principals or special education teachers. In summary, within other schools, it may be advantageous for school administration to encourage open communication and feedback from all school members involved in the RTI process.

Also, the current study did not indicate some findings that were reported by previous research. For example, Cutler (2009) reported that teachers indicated a lack of parental involvement was a barrier to implementation. Within the current study, parents were not directly stated as a barrier or facilitator to RTI implementation or its use to make SLD referrals. One principal indicated that parents were generally supportive of RTI use. However, there was little link to the actual implementation of the process. For the current study, the reason for failure to report parental involvement in any capacity is unclear, and consequently, could have many explanations. It is possible that parents were not indicated due to an overall lack of parental involvement within the implementation of RTI.

In previous research, Cutler (2009) indicated that teachers may have refrained from interacting or incorporating parents into the RTI process because of a lack of understanding regarding the RTI process and a consequential lack of desire to explain the process to parents. In addition, lack of parental involvement could result from a lack of emphasis regarding the role of parents within the state's RTI framework. Some state models discussed in chapter 2 (IDE, 2007; WDPI, 2010), had a strong emphasis on parental involvement and consideration of the student's environmental context (i.e., school and home environment). Overall, this finding may be an important consideration for other schools implementing the RTI process. Parental involvement is generally reported to improve student outcomes (e.g., Fan & Williams, 2010; Powell, Son, File, & San Juan, 2010). Therefore, increasing parental involvement may be a way to increase the effectiveness of RTI.

In summary, the current study provided information that expanded previous research and could be used to examine future RTI implementation, improve guidance, and make administrative recommendations. Data collected from qualitative research are difficult to generalize. However, within a school, from a consultative perspective, the study's results may provide points of discussion and collaboration for school administration and all RTI team members. A main implication drawn from the study was that knowledge regarding the goals of RTI's practices and procedures seem to drive or cause the participant perceptions of factors as barriers or facilitators. Factors that impeded or facilitated the goals and outcomes of RTI were reported by the participants. Therefore, within other schools, improving knowledge regarding RTI goals and projected outcomes may encourage staff consideration of the quality and fidelity of RTI implementation.

Implications for Research

The current study was qualitative in design. While the study supported and expanded previous research, the results lack generalizability, ability to determine causality, and capacity to determine if the RTI model was implemented as it was perceived by participants.

Therefore, quantitative information related to RTI implementation would be an area of future research. Effective RTI implementation relies on the fidelity of its practices and procedures implemented at each RTI tier. While efficacious RTI interventions are important to RTI outcomes, if interventions are not implemented and progress monitored with fidelity, the integrity of the RTI process is limited. Therefore, future research could target quantitative information regarding the fidelity of implementation procedures. While quantitative surveys could be used to collect information from a larger school population, qualitative information regarding the structure of the RTI process within the schools sampled should also be gathered due to the differences of RTI frameworks and procedures.

Implications for Practice

Based on the study's results, school psychologists may be able to help increase the effectiveness of RTI implementation by aiding with classroom behavioral management strategies, the review of data, provision of information regarding the purposes of RTI, and the alignment curriculum and interventions. Within the school setting, school psychologists may be able to target these factors through consultative service regarding RTI. In addition, it may be important to remember the potential use of qualitative methods (e.g., informal surveys and critical incident reports) within a school to gain specific information related to the school's implementation process and thus, increase the effectiveness of consultation provided by school administration and school psychologists.

Many of the study's findings seemed to suggest that knowledge regarding the goals of RTI may have facilitated or impeded the belief in the model, accurate implementation, and its use to make SLD referrals. School psychologists have the ability to help communicate the intentions and intended outcomes of the RTI process. In addition, within most models, school psychologists are typically involved within the review of RTI data. Thus, school psychologists could help report the academic outcomes of the RTI process within a specific school. Communication regarding the effectiveness of the process may help teachers perceive the process as a way to increase student academic success.

A lack of time was a category indicated by all participants as a factor impeding the implementation of RTI and its use for SLD referrals. Time was indicated to impact a teacher's ability to differentiate instruction for all students, progress monitor, and provide interventions. One factor reported to reduce the amount of time available to teachers was classroom management. School psychologists can assist in effective school-wide and classroom behavioral management strategies. Thus, supporting classroom management may be a way for school psychologists to support effective RTI implementation.

The current findings indicate a lack of alignment of tiered interventions with core curriculum. School psychologists may be able to assist in the alignment of intervention with core curriculum and also help to target specific student learning needs from a cognitive perspective. While effective interventions are important within a three tiered model, alignment of intervention and targeting students' specific learning needs may become crucial when four and five tiered RTI models are used. For some of these models, a student may not be referred for a SLD evaluation but continue to receive service within tiers four and five based on his or her level of academic deficit (Shores, 2012). Therefore, it is imperative that interventions and service

provision within these tiers adequately increase in specificity to student need, intensity, and duration.

The previous may highlight the need of training programs to prepare school psychologists to make valid recommendations for interventions based on standard and or repeated assessments and also incorporate, when allowed, the matching of cognitive profiles with learning strategies and interventions. Within this area, the expertise of school psychologists may be most beneficial to the RTI process. For example, school psychologists could serve in the training and guidance for the interpretation of assessments, delivery of interventions, and matching learning strategies to individual student needs. In the instance cognitive assessments could be given, strategies that account for low working memory, poor executive functioning, or slow processing speed could support the selection of academic instruction.

In summary, Unruh and McKellar (2013) discussed the changing roles of school psychologists within the RTI model. Therefore, school psychologists must be prepared to engage in the RTI model and support its implementation and its usage to make SLD determinations. Thus, gaining understanding of the RTI process and factors that impact RTI implementation may be of benefit to school psychologists. Much of the current RTI research investigated the effectiveness of the interventions used within the model. While effective interventions are important to increasing student achievement, the practices and procedures upon which the RTI process is based must also be implemented and carried out by teachers and principals and should be viewed as a complete system were all components impact the integrity of RTI outcomes.

Limitations of Study

The study was a qualitative study. Thus, by its nature, results are difficult to generalize to the broader population. The study collected information from only one school district in the Southeast. School districts across the country differ in RTI implementation and structure according to regulations set forth by the state and school district policy. Future studies could use a survey format to collect information from a broader population and include more participants.

Rather than asking for volunteers, the current study used random selection to determine the six schools selected and to recruit teacher participants in an attempt to obtain a sample that was not, as a whole, biased positively or negatively in regard to the RTI model. Random selection was not used for the recruitment of principals given that there was only one principal per each of the randomly selected elementary schools. Overall, the sample of teachers and principals obtained was limited and less than the anticipated sample size. For example, the number of principals who agreed to participate was much less than anticipated. Only two of the six principals selected agreed to participate. While the number of participants is not a major factor in the design of qualitative studies, it would have been interesting to obtain a broader range of information from principals and teachers.

In addition, it may be possible that the teachers and principals who agreed to participate felt more comfortable with the RTI process as compared to their peers. However, the study asked the teachers and principals who participated to state their level of confidence or expertise with the RTI model. All teachers and principals who participated in the study indicated that they were about average when compared to their peers regarding their level of confidence and expertise regarding the RTI model.

Lastly, for the purposes of the current study, the recruitment of the instructional coaches would have provided a more comprehensive perspective of the RTI process. Instructional coaches provided Tier 3 RTI interventions. Therefore, instructional coaches could have provided more detailed information regarding Tier 3 RTI implementation and the use of RTI to make SLD referrals.

Conclusion

O'Connor and Freeman (2012) reported that while RTI implementation has become more prevalent throughout the country, some schools have not seen improved academic outcomes for students. The authors note that the successful implementation of RTI requires the collaboration of many resources and information, guided by building-based support. In addition, Burns et al. (2013) indicated that RTI implementation initially starts with enthusiasm but wanes over time as the initial interest decreases. Thus, efforts to bolster and increase the sustainability of RTI are important. The current study reported factors perceived by teachers and principals to impact a) RTI implementation and b) its usage to make SLD referrals for each RTI tier. These findings may hopefully add to the growing body of RTI research and help to increase the sustainability of the model, increase its effectiveness, and provide insight into how school psychologists may best contribute to RTI implementation.

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APPENDIX A

Response to Intervention (RTI): Implementation and Change Interview Protocol: Interview Questions (Greenfield, Rinaldi, Proctor, & Cardarelli, 2010)

Years Since Teaching/Administrative Degree Received:

Years Teaching/Working as Administrator:

Years Teaching/Administrator Using RTI Framework:

Amount of RTI Training:

Implementation: RTI

1. Please describe what RTI “looks like”: at your elementary school.
Probe: Describe your role as a stakeholder within this model. Who are the other stakeholders?
2. What do you see as the main goal of implementing an RTI model in your school?
Probe: Do you think all stakeholders share the same goal(s)? Why or why not?
Change: School Community
3. Since the model’s inception, what kind(s) of change(s), if any, have you noticed within your building?
Probe: Can you describe the culture of the school during this implementation?
4. Do you think school community members (faculty, staff, students) are “on board” with the implementation of RTI? Why or why not?
Change: Grade Level
5. Can you talk about progress monitoring and its impact in your classroom/work, since the implementation of RTI?
Probe: What information does the progress monitoring give you? Does this information change instructional practices?
Probe: What are your reactions to the monthly professional development meetings to discuss the results of progress monitoring?
6. Do you think Tier 2 and Tier 3 (in addition to Tier 1 interventions) are necessary and effective?
Probe: How have the three tiers of intervention impacted your practice?
Change: Special Education
7. Proponents of RTI say it can help improve schools on two fronts, both with early intervention and appropriate assessments/placement in special education. Has RTI affected the process of referring students to receive special education services at your elementary school? If so, can you give examples?
Probe: Do you refer students to receive special education services more frequently or less frequently or just as frequently as you did before the implementation of RTI? Can you explain why?

APPENDIX B

Interview Questions: Perceived Barriers and Facilitators of RTI Implementation and the Use of RTI for SLD Referrals

Prime for barriers and facilitators: A barrier is something or someone that restrains or obstructs progress or effectiveness. A facilitator is something or someone that “facilitates” or makes something easier, helps something move forward, or be more effective.

1. What is your understanding of Tier 1 in the RTI process?

Probe: What or who has helped (i.e., facilitated) increase your understanding?

Probe: Is there anything that is needed to increase your understanding?

2. Tier 1 of RTI necessitates the use of effective scientifically based instruction that is diversified to fit students’ learning needs. What or who helps you determine if your instruction is scientifically based and effective?

Probe: Do you provide diversified instruction for students who may need extra help with core curriculum within your normal instruction?

Probe: Can you describe diversified instruction?

Probe: Can you provide examples of diversified instruction?

Probe: What or who helps (i.e., facilitates) you provide diversified instruction?

Probe: Is there anything that hinders (i.e., acts as a barrier) your ability to provide diversified instruction? Probe: Is there anything not currently in place that would help you provide diversified instruction?

Probe: How is scientifically based and diversified instruction as related to SLD referrals using the RTI process?

3. Tier 1 of the RTI process requires that every student’s academic progress must be tracked. What increases your ability to carry out student tracking? What decreases your ability to carry out student tracking?

Probe: Is there anything not currently in place that would increase your ability to carry out Tier 1 tracking?

Probe: Who else is involved in the tracking process besides yourself?

Probe: Is there anyone not involved in tracking that, in your opinion, should be involved?

4. What is the process from moving a student from Tier 1 of the RTI process to Tier 2 of the RTI process?

Probe: What is your role?

Probe: Who is involved in this process besides yourself?

Probe: What or who helps support or facilitate this process and enable it to go smoothly?

Probe: Are there things that hinder the process?

5. In your opinion how is Tier 1 of the RTI process related to SLD referrals?

- Probe: What are the necessary processes of Tier 1 that enable possible future SLD referrals?
- Probe: What increases or decreases your ability to implement Tier 1 so that, if necessary, SLD referrals may be made in the future?
6. In your opinion, what is your role in Tier 1 as compared to: (dependent on respondent)
- general education teachers
 - special education teachers
 - administrators
 - teachers (general vs special education)
7. What is your understanding of Tier 2 in the RTI process?
- Probe: What or who has helped (i.e., facilitated) increase your understanding?
- Probe: Is there anything that is needed to increase your understanding?
- 8) Tier 2 of the RTI process requires that students on Tier 2 must receive interventions that match his or her academic need. What increases your ability to carry out student interventions? What decreases your ability to carry out student interventions?
- Probe: What are some examples of interventions used for students on Tier 2 of RTI?
- Probe: Where do the interventions typically take place?
- Probe: Who besides yourself helps with carrying out interventions on Tier 2?
- Probe: How do you view parent involvement in student interventions?
- Probe: Is there anything not currently occurring that would increase your ability to carry out Tier 2 interventions?
9. How is student academic progress tracked on Tier 2?
- Probe: What helps (i.e., facilitates) the tracking process?
- Probe: Are there things that hinder (i.e., acts as a barrier) the tracking process?
- Probe: Is there anything that is not currently in place that in your perception would aid in the tracking process?
10. What is the process from moving a student from Tier 2 of the RTI process to Tier 3 of the RTI process?
- Probe: What is your role?
- Probe: Who is involved in this process besides yourself?
- Probe: What or who helps support or facilitate this process and enable it to go smoothly?
- Probe: Are there things that hinder the process?
11. In your opinion how is Tier 2 of the RTI process related to SLD referrals?
- Probe: What are the necessary processes of Tier 2 that enable possible future SLD referrals?
- Probe: What increases or decreases your ability to implement Tier 2 so that, if necessary, SLD referrals may be made in the future?
12. In your opinion, what is your role in Tier 2 as compared to: (dependent on respondent)
- general education teachers
 - special education teachers
 - administrators
 - teachers (general vs special education)
13. What is your understanding of Tier 3 of the RTI process?
- Probe: What or who has helped increase your understanding?
- Probe: Is there anything that is needed to increase your understanding?

14. Tier 3 of the RTI process requires that students on Tier 3 must receive interventions that match his or her academic need and may increase in duration or intensity as compared to Tier 2. What increases your ability to carry out student interventions? What decreases your ability to carry out student interventions?

Probe: What are some examples of interventions used for students on Tier 3 of RTI?

Probe: Where do the interventions typically take place?

Probe: Who besides yourself helps with carrying out interventions on Tier 3?

Probe: How do you view parent involvement in student interventions?

Probe: Is there anything not currently occurring that would increase your ability to carry out Tier 3 interventions?

15. How is student academic progress tracked on Tier 3?

Probe: What helps (i.e., facilitates) the tracking process?

Probe: Are there things that hinder (i.e., acts as a barrier) the tracking process?

Probe: Is there anything that is not currently in place that in your perception would aid in the tracking process?

16. What is the process from moving a student from Tier 3 of the RTI process to formal evaluation for a specific learning disability?

Probe: Is special education evaluation considered a part of Tier 3 or is it separate?

Probe: What is your role?

Probe: Who is involved in this process besides yourself?

Probe: What helps support or facilitate this process and enable it to go smoothly?

Probe: Are there things that hinder the process?

17. In your opinion how is Tier 3 of the RTI process related to SLD referrals?

Probe: What are the necessary processes of Tier 3 that enable possible future SLD referrals?

Probe: What increases or decreases your ability to implement Tier 3 so that, if necessary, SLD referrals may be made in the future?

18. In your opinion, what is your role in Tier 3 as compared to: (dependent on respondent)

a) general education teachers

b) special education teachers

c) administrators

d) teachers (general vs special education)

19. Overall, how do you feel about the RTI process?

20. In comparison to your peers, do you believe you are more, average, or less engaged with the RTI process?

APPENDIX C

Critical Incident Report

NOTE: Data will be collected from participants by email. The questions below will be emailed to teachers once a week for four weeks. Teachers will be asked to email their responses to the researcher after completion.

Date Completed:

Pseudonym for Teacher (researcher use only):

1. Describe an incident during the past week that made you reflect upon the processes included in Tier 1 of the RTI model.

A) What acted as a barrier or facilitator of the implementation of RTI at a Tier 1 level during the incident?

B) What acted as a barrier or facilitator in relation to using RTI for making SLD referrals?

2. Describe an incident during the past week that made you reflect upon the processes included in Tier 2 of the RTI model.

A) What acted as a barrier or facilitator of the implementation of RTI at a Tier 2 level during the incident?

B) What acted as a barrier or facilitator in relation to using RTI for making SLD referrals?

3. Describe an incident during the past week that made you reflect upon the processes included in Tier 3 of the RTI model.

A) What acted as a barrier or facilitator of the implementation of RTI at a Tier 3 level during the incident?

B) What acted as a barrier or facilitator in relation to using RTI for making SLD referrals?

APPENDIX D

Permission Email from School District

To Whom It May Concern:

Please allow this email to suffice as permission for Joanna Wheeler to conduct research in elementary schools in ***City Schools. Ms. Wheeler will work through me to gain access and entry to administrators and teachers within our district. I have read and approved her research approval and informed consent documents. Please do not hesitate to contact me if you have any questions or concerns.

Director of Curriculum and Instruction

APPENDIX E

Informed Consent: Teachers

Study title: Teachers' and School Principals' Perceptions of Barriers and Facilitators in Response to Intervention Implementation and Use for Making Specific Learning Disability Referrals

Investigator's Name: Joanna Wheeler

You are being asked to take part in a research study.

This study is called Teachers' and School Principals' Perceptions of Barriers and Facilitators in Response to Intervention Implementation and Use for Making Specific Learning Disability Referrals. The study is being done by Joanna Wheeler, who is a graduate student at the University of Alabama. Ms. Wheeler is being supervised by Dr. Patti Harrison who is a professor of school psychology at the University of Alabama.

What is this study about? What is the investigator trying to learn?

This study is being done to find out what increases or decreases the abilities of teachers and administrators to A) carry out the Response to Intervention model and B) use the Response to Intervention (RTI) model for making specific learning disability referrals.

Why is this study important or useful?

This knowledge is important because A) it will help determine what factors increase or decrease the ability of teachers and principals to implement the RTI process and B) will help determine what factors increase or decrease the ability of teachers and administrators to use RTI to determine specific learning disabilities. The knowledge gained will help teachers and administrators A) successfully implement the RTI process in the future and B) help teachers and administrators use the RTI model for making specific learning disability referrals. Helping the RTI process be successfully used to determine specific learning disabilities will help students receive the academic assistance he or she may need.

While the study will be useful to inform practices in schools nationally, the results of the study will not benefit the participants individually or personally.

Why have I been asked to be in this study?

You have been selected at random for participation in this study.

How many people will be in this study?

About 30 other people will be in this study.

What will I be asked to do in this study?

If you meet the criteria and agree to be in this study, you will be asked to do these things: participate in an individual interview and complete four descriptions of incidents/events related to using Response to Intervention for making specific learning disability referrals. You must be willing to have an individual phone interview digitally recorded in order to participate in the study. The interviews and observations will be conducted by Joanna Wheeler, who is the primary investigator in the study.

How much time will I spend being this study?

Each interview should take about 60 minutes. It will take you about 15 minutes per week to complete a report of an incident/event related to using Response to Intervention for making specific learning disability referrals. The entire study will take about 2 hours of your time. The majority of the time will be over a four week period during spring semester 2012 during the month of April.

Will being in this study cost me anything?

The only cost to you from this study is your time.

Phone interviews will be arranged in a manner so as not to cost the participant.

Will I be compensated for being in this study?

You will not be compensated for being in this study.

What are the risks (dangers or harms) to me if I am in this study?

Little or no risk is foreseen.

What are the benefits (good things) that may happen if I am in this study?

There are no direct benefits to you.

What are the benefits to science or society?

The study will help inform teaching and administrative practices on a national level. For example, this study will help elementary school teachers and principals aid students in obtaining the academic services that they may need. The participants of the study will not gain individual or personal benefit from the study.

How will my privacy be protected?

Interviews will be conducted by phone. Therefore, where you choose to have the phone conversation is up to you. The researcher will schedule a time for the phone call at a time of your choosing. Consenting to this study means that you are willing for your phone interview to be audio recorded for transcribing purposes only.

During the interview you will be asked to discuss each tier of the Response to Intervention process and factors that increase or decrease your ability to carry out the processes related to each RTI tier. In addition, using Response to Intervention for making specific learning disability referrals will be discussed. You may choose not to answer certain questions.

How will my confidentiality be protected?

Confidentiality refers to data and how it will be safeguarded.

Consent forms will be separated from participant data.

Participants' real names will not be used with data collected: interviews, observations, and incident reports. Pseudonyms will be assigned to all participants. No other individuals besides the researcher will view the names of participants participating in the study.

Digitally recorded interviews will be destroyed after the information from the interviews is typed out verbatim.

All data will be stored in a locked filing cabinet within the researcher's apartment.

Incident/event reports emailed to the researcher will be received at a password protected email account and after the incident/event reports are received they will be printed and the email will be deleted.

What are the alternatives to being in this study? Do I have other choices?

The alternative to being in this study is not to participate.

What are my rights as a participant in this study?

Taking part in this study is voluntary. It is your free choice. You can refuse to be in it at all. If you start the study, you can stop at any time. There will be no effect on your relations with the University of Alabama.

The University of Alabama Institutional Review Board ("the IRB") is the committee that protects the rights of people in research studies. The IRB may review study records from time to time to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

Who do I call if I have questions or problems?

If you have questions about the study right now, please ask them. If you have questions, concerns, or complaints about the study later on, please call Joanna Wheeler at 256-738-5884.

If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email us at participantoutreach@bama.ua.edu.

After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870348, 358 Rose Administration Building, Tuscaloosa, AL 35487-0104.

I have read this consent form. I have had a chance to ask questions. I agree to take part in it.

I will receive a copy of this consent form to keep.

Signature of Research Participant

Date

I agree to have my interview recorded audio recorded. Please check “yes or no” below.

Signature of Investigator

Date

APPENDIX F

Informed Consent: Principals

Study title: Teachers' and School Principals' Perceptions of Barriers and Facilitators in Response to Intervention Implementation and Use for Making Specific Learning Disability Referrals

Investigator's Name: Joanna Wheeler

You are being asked to take part in a research study.

This study is called Teachers' and School Principals' Perceptions of Barriers and Facilitators in Response to Intervention Implementation and Use for Making Specific Learning Disability Referrals. The study is being done by Joanna Wheeler, who is a graduate student at the University of Alabama. Ms. Wheeler is being supervised by Dr. Patti Harrison who is a professor of school psychology at the University of Alabama.

What is this study about? What is the investigator trying to learn?

This study is being done to find out what increases or decreases the abilities of teachers and administrators to A) carry out the Response to Intervention (RTI) model and B) use the RTI model for making specific learning disability referrals.

Why is this study important or useful?

This knowledge is important because A) it will help determine what factors increase or decrease the ability of teachers and principals to implement the RTI process and B) will help determine what factors increase or decrease the ability of teachers and administrators to use RTI to make specific learning disability referrals. The knowledge gained will help teachers and administrators A) successfully implement the RTI process in the future and B) help teachers and administrators use the RTI model for making SLD referrals. Helping the RTI process be successfully used to determine specific learning disabilities will help students receive the academic assistance he or she may need.

While the study will be useful to inform practices in schools nationally, the results of the study will not benefit the participants individually or personally.

Why have I been asked to be in this study?

You have been asked to be in the study because you are a principal at one of the six elementary schools selected within your school district.

How many people will be in this study?

About 30 other people will be in this study.

What will I be asked to do in this study?

If you agree to be in this study, you will be asked to do these things: participate in an individual interview related to Response to Intervention. You must be willing to have individual phone interview digitally recorded in order to participate in the study. The interviews and observations will be conducted by Joanna Wheeler, who is the primary investigator in the study.

How much time will I spend being this study?

Each interview should take about 60 minutes. The entire study will take about 1 hour of your time. I plan to conduct interviews during the month of April 2012, at a time of the participants choosing.

Will being in this study cost me anything?

The only cost to you from this study is your time.

Phone interviews will be arrange in a manner so as not to cost the participant.

Will I be compensated for being in this study?

You will not be compensated for being in this study.

What are the risks (dangers or harms) to me if I am in this study?

Little or no risk is foreseen.

What are the benefits (good things) that may happen if I am in this study?

There are no direct benefits to you.

What are the benefits to science or society?

The study will help inform teaching and administrative practices on a national level. For example, this study will help elementary school teachers and principals aid students in obtaining the academic services that they may need. The participants of the study will not gain individual or personal benefit from the study.

How will my privacy be protected?

Interviews will be conducted by phone. Therefore, where you choose to have the phone conversation is up to you. The researcher will schedule a time for the phone call at a time of your choosing. Consenting to this study means that you are willing for your phone interview to be recorded for transcribing purposes only.

During the interview you will be asked to discuss each tier of the Response to Intervention process and factors that increase or decrease your ability to carry out the processes related to

each RTI tier. In addition, using Response to Intervention for making specific learning disability referrals will be discussed. You may choose not to answer certain questions.

How will my confidentiality be protected?

Confidentiality refers to data and how it will be safeguarded.

Consent forms will be separated from participant data.

Participants' real names will not be used with data collected (i.e., interviews). Pseudonyms will be assigned to all participants. No other individuals besides the researcher will view the names of participants participating in the study.

Digitally recorded interviews will be destroyed after the information from the interviews is typed out verbatim.

All data will be stored in a locked filing cabinet within the researcher's apartment.

What are the alternatives to being in this study? Do I have other choices?

The alternative to being in this study is not to participate.

What are my rights as a participant in this study?

Taking part in this study is voluntary. It is your free choice. You can refuse to be in it at all. If you start the study, you can stop at any time. There will be no effect on your relations with the University of Alabama.

The University of Alabama Institutional Review Board ("the IRB") is the committee that protects the rights of people in research studies. The IRB may review study records from time to time to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

Who do I call if I have questions or problems?

If you have questions about the study right now, please ask them. If you have questions, concerns, or complaints about the study later on, please call Joanna Wheeler at 256-738-5884.

If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email us at participantoutreach@bama.ua.edu.

- ▶ After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870348, 358 Rose Administration Building, Tuscaloosa, AL 35487-0104.

I have read this consent form. I have had a chance to ask questions. I agree to take part in it.

I will receive a copy of this consent form to keep.

Signature of Research Participant

Date

I agree to have my interview recorded audio recorded

Signature of Investigator

Date

APPENDIX G



May 23, 2014

Joanna Wheeler
ESPRMC
College of Education
The University of Alabama

Re: IRB # 11-OR-324-R3 "Teachers and School Principals' Perceptions of Barriers and Facilitators of Response to Intervention Implementation and Use for Making Specific Learning Disability Referrals"

Dear Ms. Wheeler:

The University of Alabama Institutional Review Board has granted approval for your renewal application.

Your renewal application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your application will expire on May 22, 2015. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Study Closure Form.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,



358 Rose Administration Building
Box 870121
Tuscaloosa, Alabama 35487-0121
(205) 348-3446
Fax (205) 348-7188
Email: irb@ua.edu

IRB Project #: 11-OR-324-**R3**

UNIVERSITY OF ALABAMA
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS
REQUEST FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

I. Identifying information

	Principal Investigator	Second Investigator	Third Investigator
Names:	Joanna Wheeler		
Department:	ESPRMC		
College:	College of Education		
University:	The University of Alabama		
Address:	100 Hampton Lane, Aol F68 Enterprise, AL 36330		
Telephone:	256-738-5884		
FAX:			
E-mail:	wheel006@crimson.ua.edu		

Title of Research Project: Teachers' and Principals' Perceptions of Barriers and Facilitators of Response to Intervention Implementation and Use for Making Specific Learning Disability Referrals

Date Submitted: 05/12/2014
Funding Source: NONE

Type of Proposal New Revision Renewal Complete Exempt

Please attach a renewal application

Please attach a continuing review of studies form

Please enter the original IRB # at the top of the page

UA faculty or staff member signature: _____

II. NOTIFICATION OF IRB ACTION (to be completed by IRB):

Type of Review: Full board _____ Expedited _____

IRB Action:

Rejected Date: _____
 Tabled Pending Revisions Date: _____
 Approved Pending Revisions Date: _____
 Approved-this proposal complies with University and federal regulations for the protection of human subjects.

Approval is effective until the following date: **5-22-15**
Items approved: _____

Approval signature: _____

APPENDIX H

Table 4.1

Research Question One Part A: Results of Coding for Facilitators of RTI Implementation per Tier 1 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “We know that they [administration] do not buy anything that is not research-based.”</p> <p>“Our principal provided guidance for the implementation of the model by guiding problem-solving team meetings (PST) and oversight of data.”</p> <p>“I like to compare and see what other people are doing, and we are able to observe in other classrooms from time to time. Our principal gives us that option.”</p> <p>“Our administrators [principals] feel like if you [teachers] don’t feel like they [students] are able to do what they need to do he [principal] is going to make a decision call.”</p>	<p>Administrative Support “We know that they [administration] do not buy anything that is not research-based.”</p> <p>Principal Support “Our principal provided guidance for the implementation of the model by guiding problem-solving team meetings (PST) and oversight of data.”</p> <p>“I like to compare and see what other people are doing, and we are able to observe in other classrooms from time to time. Our principal gives us that option.”</p> <p>“Our administrators [principals] feel like if you [teachers] don’t feel like they [students] are able to do what they need to do he [principal] is going to make a decision call.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “We know that they [administration] do not buy anything that is not research-based.”</p> <p>Principal Guidance and Support “Our principal provided guidance for the implementation of the model by guiding problem-solving team meetings (PST) and oversight of data.”</p> <p>“I like to compare and see what other people are doing, and we are able to observe in other classrooms from time to time. Our principal gives us that option.”</p> <p>“Our administrators [principals] feel like if you [teachers] don’t feel like they [students] are able to do what they need to do he [principal] is going to make a decision call.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “We know that they [administration] do not buy anything that is not research-based.”</p> <p>Principal Guidance and Support “Our principal provided guidance for the implementation of the model by guiding problem-solving team meetings (PST) and oversight of data.”</p> <p>“I like to compare and see what other people are doing, and we are able to observe in other classrooms from time to time. Our principal gives us that option.”</p>

Table 4.1 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Environment</p> <p>“The climate of our school is just very much open for that [RTI implementation].”</p> <p>“It [school climate] is a positive [facilitator of RTI implementation].”</p> <p>“...like for professional development they do mind-learning classes. It is just a climate that builds on individualizing.”</p>	<p>School Climate</p> <p>“The climate of our school is just very much open for that [RTI implementation].”</p> <p>“It [school climate] is a positive [facilitator of RTI implementation].”</p> <p>“...like for professional development they do mind-learning classes. It is just a climate that builds on individualizing.”</p>	<p>School Climate</p> <p>“The climate of our school is just very much open for that [RTI implementation].”</p> <p>“It [school climate] is a positive [facilitator of RTI implementation].”</p> <p>“...like for professional development they do mind-learning classes. It is just a climate that builds on individualizing.”</p>	<p>“Our administrators [principals] feel like if you [teachers] don’t feel like they [students] are able to do what they need to do he [principal] is going to make a decision call.”</p> <p>2. School Values and Attitudes</p> <p>School Climate</p> <p>“The climate of our school is just very much open for that [RTI implementation].”</p> <p>“It [school climate] is a positive [facilitator of RTI implementation].”</p> <p>“...like for professional development they do mind-learning classes. It is just a climate that builds on individualizing.”</p>
<p>Goals</p> <p>“All stakeholders [school faculty] share the same goal [academic success for students].”</p> <p>“We are all trying to meet the needs of the students we have.”</p> <p>“School community members are on board with the model based on the belief that it increases success for students.”</p>	<p>Common Goals</p> <p>“All stakeholders [school faculty] share the same goal [academic success for students].”</p> <p>“We are all trying to meet the needs of the students we have.”</p> <p>“School community members are on board with the model based on the belief that it increases success for students.”</p>	<p>Common Goals</p> <p>“All stakeholders [school faculty] share the same goal [academic success for students].”</p> <p>“We are all trying to meet the needs of the students we have.”</p> <p>“School community members are on board with the model based on the belief that it increases success for students.”</p>	<p>“It [school climate] is a positive [facilitator of RTI implementation].”</p> <p>“...like for professional development they do mind-learning classes. It is just a climate that builds on individualizing.”</p> <p>Common Goals</p> <p>“All stakeholders [school faculty] share the same goal [academic success for students].”</p>
<p>“It [RTI] is another way to reinforce and get the kids what they need.”</p>	<p>Belief in RTI Model</p> <p>“It [RTI] is another way to reinforce and get the kids what they need.”</p>	<p>Belief in RTI Model</p> <p>“It [RTI] is another way to reinforce and get the kids what they need.”</p>	<p>“We are all trying to meet the needs of the students we have.”</p>

Table 4.1 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Instruction “I may deviate from the curriculum to meet the students’ needs. For example, differentiated instruction may be provided.”</p>	<p>Professional Flexibility “I may deviate from the curriculum to meet the students’ needs. For example, differentiated instruction may be provided.”</p>	<p>Professional Flexibility “I may deviate from the curriculum to meet the students’ needs. For example, differentiated instruction may be provided.”</p>	<p>“School community members are on board with the model based on the belief that it increases success for students.”</p>
<p>“We have a lot of professional judgment for ourselves as a team and as a teacher.”</p>	<p>“We have a lot of professional judgment for ourselves as a team and as a teacher.”</p>	<p>“We have a lot of professional judgment for ourselves as a team and as a teacher.”</p>	<p>Belief in RTI Model “It [RTI] is another way to reinforce and get the kids what they need.”</p>
<p>“We deviate too. I pull extra fluency sheets for my students because I feel like that is something that they need right now. Last year, when I was in third grade, we deviated from that curriculum at the end of the year, and we had math or reading clubs. Teachers would pull other activities and things to do with those groups based on what we were seeing.”</p>	<p>“We deviate too. I pull extra fluency sheets for my students because I feel like that is something that they need right now. Last year, when I was in third grade, we deviated from that curriculum at the end of the year, and we had math or reading clubs. Teachers would pull other activities and things to do with those groups based on what we were seeing.”</p>	<p>“We deviate too. I pull extra fluency sheets for my students because I feel like that is something that they need right now. Last year, when I was in third grade, we deviated from that curriculum at the end of the year, and we had math or reading clubs. Teachers would pull other activities and things to do with those groups based on what we were seeing.”</p>	<p>3. Support for RTI Practices and Procedures Professional Flexibility “I may deviate from the curriculum to meet the students’ needs. For example, differentiated instruction may be provided.”</p>
<p>“...it [differentiated instruction] is just part of my natural teaching in my classroom.”</p>	<p>Acceptance of Tier Procedures “...it [differentiated instruction] is just part of my natural teaching in my classroom.”</p>	<p>Acceptance of Tier Procedures “...it [differentiated instruction] is just part of my natural teaching in my classroom.”</p>	<p>“We have a lot of professional judgment for ourselves as a team and as a teacher.” “We deviate too. I pull extra fluency sheets for my students because I feel like that is something that they need right now. Last year, when I was in</p>

Table 4.1 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Technology "...Nooks are automatically tracking. It is nice to have the Nooks so I can use web-based materials. All I am doing is pulling the weekly reports."</p>	<p>Use of Technology "...Nooks are automatically tracking. It is nice to have the Nooks so I can use web-based materials. All I am doing is pulling the weekly reports."</p>	<p>Use of Technology "...Nooks are automatically tracking. It is nice to have the Nooks so I can use web-based materials. All I am doing is pulling the weekly reports."</p>	<p>third grade, we deviated from that curriculum at the end of the year, and we had math or reading clubs. Teachers would pull other activities and things to do with those groups based on what we were seeing."</p>
<p>"...using the Nook to provide some differentiation."</p>	<p>"...using the Nook to provide some differentiation."</p>	<p>"...using the Nook to provide some differentiation."</p>	<p>Acceptance of Tier Procedures "...it [differentiated instruction] is just part of my natural teaching in my classroom."</p>
<p>Tracking "It kind of gives you the opportunity to have tried everything and make sure someone else looks at it."</p>	<p>Data-Based Decision Making "It kind of gives you the opportunity to have tried everything and make sure someone else looks at it."</p>	<p>Data-Based Decision Making "It kind of gives you the opportunity to have tried everything and make sure someone else looks at it."</p>	<p>Use of Technology "...Nooks are automatically tracking. It is nice to have the Nooks so I can use web-based materials. All I am doing is pulling the weekly reports."</p>
<p>"We do the beginning, progressing, and secure with their skills, which is kind of an eye opener to me because the second grade teachers have a rubric that we go by that shows that in reading they should be able to do this, this, and this."</p>	<p>"We do the beginning, progressing, and secure with their skills, which is kind of an eye opener to me because the second grade teachers have a rubric that we go by that shows that in reading they should be able to do this, this, and this."</p>	<p>"We do the beginning, progressing, and secure with their skills, which is kind of an eye opener to me because the second grade teachers have a rubric that we go by that shows that in reading they should be able to do this, this, and this."</p>	<p>"...using the Nook to provide some differentiation."</p>
<p>"Following documentation guidelines is important..."</p>	<p>Proper Procedure "Following documentation guidelines is important..."</p>	<p>Proper Procedure "Following documentation guidelines is important..."</p>	<p>Data-Based Decision Making "It kind of gives you the opportunity to have tried everything and make sure someone else looks at it."</p>

Table 4.1 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Teacher Role</p> <p>“My role is the most significant in all of the tiers. Just working with everyone in the class and pulling intervention groups. I have to work with them [students] and try to pull each up to grade level.”</p> <p>“Taking the initiative to find additional resources if necessary.”</p> <p>“I personally like to do a lot of research outside of school. I use a lot of extra books for reading like <i>The Daily Five</i>.”</p> <p>“I keep anecdotal records. That way I can go back at the end of the day and reflect upon it.”</p> <p>Training</p> <p>“Good quality instruction and scientifically-based instruction is something our professors really harped on. So, I refer back to the materials I used in college.”</p>	<p>Teacher Initiative and Self-Efficacy</p> <p>“My role is the most significant in all of the tiers. Just working with everyone in the class and pulling intervention groups. I have to work with them [students] and try to pull each up to grade level.”</p> <p>“Taking the initiative to find additional resources if necessary.”</p> <p>“I personally like to do a lot of research outside of school. I use a lot of extra books for reading like <i>The Daily Five</i>.”</p> <p>“I keep anecdotal records. That way I can go back at the end of the day and reflect upon it.”</p> <p>“Good quality instruction and scientifically-based instruction is something our professors really harped on. So, I refer back to the materials I used in college.”</p>	<p>Teacher Initiative and Self-Efficacy</p> <p>“My role is the most significant in all of the tiers. Just working with everyone in the class and pulling intervention groups. I have to work with them [students] and try to pull each up to grade level.”</p> <p>“Taking the initiative to find additional resources if necessary.”</p> <p>“I personally like to do a lot of research outside of school. I use a lot of extra books for reading like <i>The Daily Five</i>.”</p> <p>“I keep anecdotal records. That way I can go back at the end of the day and reflect upon it.”</p> <p>“Good quality instruction and scientifically-based instruction is something our professors really harped on. So, I refer back to the materials I used in college.”</p>	<p>“We do the beginning, progressing, and secure with their skills, which is kind of an eye opener to me because the second grade teachers have a rubric that we go by that shows that in reading they should be able to do this, this, and this.”</p> <p>Proper Procedure</p> <p>“Following documentation guidelines is important...”</p> <p>4.Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy</p> <p>“My role is the most significant in all of the tiers. Just working with everyone in the class and pulling intervention groups. I have to work with them [students] and try to pull each up to grade level.”</p> <p>“Taking the initiative to find additional resources if necessary.”</p>

Table 4.1 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“...like for professional development they do mind-learning classes. It is just a climate that builds on individualizing.”</p> <p style="text-align: center;">Collaboration</p> <p>“We work with the math coordinator for first grade, our principal and assistant principal, and the other two teachers on our grade level. We work closely to figure out what you [teacher] or they [students] are missing.”</p> <p>“It is always stressed the importance of talking to your colleagues and having people...figuring out how other teachers do it.”</p> <p>“...especially as a new educator, the team is wonderful. I go to them a lot.”</p>	<p style="text-align: center;">Professional Development</p> <p>“...like for professional development they do mind-learning classes. It is just a climate that builds on individualizing.”</p> <p style="text-align: center;">Collaboration</p> <p>“We work with the math coordinator for first grade, our principal and assistant principal, and the other two teachers on our grade level. We work closely to figure out what you [teacher] or they [students] are missing.”</p> <p>“It is always stressed the importance of talking to your colleagues and having people...figuring out how other teachers do it.”</p> <p>“...especially as a new educator, the team is wonderful. I go to them a lot.”</p>	<p style="text-align: center;">Professional Development</p> <p>“...like for professional development they do mind-learning classes. It is just a climate that builds on individualizing.”</p> <p style="text-align: center;">Collaboration</p> <p>“We work with the math coordinator for first grade, our principal and assistant principal, and the other two teachers on our grade level. We work closely to figure out what you [teacher] or they [students] are missing.”</p> <p>“It is always stressed the importance of talking to your colleagues and having people...figuring out how other teachers do it.”</p> <p>“...especially as a new educator, the team is wonderful. I go to them a lot.”</p>	<p>“I personally like to do a lot of research outside of school. I use a lot of extra books for reading like <i>The Daily Five</i>.”</p> <p>“I keep anecdotal records. That way I can go back at the end of the day and reflect upon it.”</p> <p>“Good quality instruction and scientifically-based instruction is something our professors really harped on. So, I refer back to the materials I used in college.”</p> <p style="text-align: center;">Education</p> <p>“Good quality instruction and scientifically-based instruction is something our professors really harped on. So, I refer back to the materials I used in college.”</p>

Table 4.1 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Individual and Situational Factors</p> <p>“The [principals] kind of know home situations that we may not know, because they [principals] have been in the school for so long.”</p> <p>“It [decision-making] is a combination of everything. The district assessments give us an overall look, and of course, working with the students we can gather class work and kind of look and see. Like I said, there are some kids who just don’t test well, and may really have the skills.”</p>	<p>Holistic Approach</p> <p>“The [principals] kind of know home situations that we may not know, because they [principals] have been in the school for so long.”</p> <p>“It [decision-making] is a combination of everything. The district assessments give us an overall look, and of course, working with the students we can gather class work and kind of look and see. Like I said, there are some kids who just don’t test well, and may really have the skills.”</p>	<p>Holistic Approach</p> <p>“The [principals] kind of know home situations that we may not know, because they [principals] have been in the school for so long.”</p> <p>“It [decision-making] is a combination of everything. The district assessments give us an overall look, and of course, working with the students we can gather class work and kind of look and see. Like I said, there are some kids who just don’t test well, and may really have the skills.”</p>	<p>Professional Development</p> <p>“...like for professional development they do mind-learning classes. It is just a climate that builds on individualizing.”</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration</p> <p>“We work with the math coordinator for first grade, our principal and assistant principal, and the other two teachers on our grade level. We work closely to figure out what you [teacher] or they [students] are missing.”</p> <p>“It is always stressed the importance of talking to your colleagues and having people...figuring out how other teachers do it.”</p> <p>“...especially as a new educator, the team is wonderful. I go to them a lot.”</p>

Table 4.1 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
			Holistic Approach “The [principals] kind of know home situations that we may not know, because they [principals] have been in the school for so long.” “It [decision-making] is a combination of everything. The district assessments give us an overall look, and of course, working with the students we can gather class work and kind of look and see. Like I said, there are some kids who just don’t test well, and may really have the skills.”

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.2

Research Question One Part A: Results of Coding for Facilitators of RTI Implementation per Tier 2 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support "...I know especially, as far as, reading and math are concerned, I am sure [the district] wouldn't use it [intervention] if there wasn't some research to back it up." "...at the district level they determine what we use intervention wise." "My administrators were supportive and showed me where I needed to look in order to find the information I needed to teach Tier 2." "They [principals] wrote down the lessons in terms of the context of a student's needs. They put them [students] in a spreadsheet, and that has been very helpful in helping to navigate where to go next."</p>	<p>Administrative Support "...I know especially, as far as, reading and math are concerned, I am sure [the district] wouldn't use it [intervention] if there wasn't some research to back it up." "...at the district level they determine what we use intervention wise." Principal Support "My administrators were supportive and showed me where I needed to look in order to find the information I needed to teach Tier 2." "They [principals] wrote down the lessons in terms of the context of a student's needs. They put them [students] in a spreadsheet, and that has been very helpful in helping to navigate where to go next."</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support "...I know especially, as far as, reading and math are concerned, I am sure [the district] wouldn't use it [intervention] if there wasn't some research to back it up." "...at the district level they determine what we use intervention wise." Principal Guidance and Support "My administrators were supportive and showed me where I needed to look in order to find the information I needed to teach Tier 2." "They [principals] wrote down the lessons in terms of the context of a student's needs. They put them [students] in a spreadsheet, and that has been very helpful in helping to navigate where to go next."</p>	<p>1. District and School Administrative Leadership Administrative Provision of Scientific, Research Based Curriculum and Support "...I know especially, as far as, reading and math are concerned, I am sure [the district] wouldn't use it [intervention] if there wasn't some research to back it up." "...at the district level they determine what we use intervention wise." Principal Guidance and Support "My administrators were supportive and showed me where I needed to look in order to find the information I needed to teach Tier 2."</p>

Table 4.2 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Environment “Open to ideas pertaining to how to incorporate progress monitoring and bring them up to where they need to be.”</p>	<p>School Climate “Open to ideas pertaining to how to incorporate progress monitoring and bring them up to where they need to be.”</p>	<p>School Climate “Open to ideas pertaining to how to incorporate progress monitoring and bring them up to where they need to be.”</p>	<p>“They [principals] wrote down the lessons in terms of the context of a student’s needs. They put them [students] in a spreadsheet, and that has been very helpful in helping to navigate where to go next.”</p>
<p>Goals “Getting the children to where they need to be to be successful is the priority in Tier 2 and Tier 3.”</p>	<p>Common Goals “Getting the children to where they need to be to be successful is the priority in Tier 2 and Tier 3.”</p>	<p>Common Goals “Getting the children to where they need to be to be successful is the priority in Tier 2 and Tier 3.”</p>	<p>2. School Values and Attitudes</p>
<p>“Teachers are all on the same page.”</p>	<p>“Teachers are all on the same page.”</p>	<p>“Teachers are all on the same page.”</p>	<p>School Climate “Open to ideas pertaining to how to incorporate progress monitoring and bring them up to where they need to be.”</p>
<p>“It is very encouraging to see them [students] start to use their problem-solving skills. It takes a little more of a small group setting for them to catch on.”</p>	<p>Belief in RTI Model “It is very encouraging to see them [students] start to use their problem-solving skills. It takes a little more of a small group setting for them to catch on.”</p>	<p>Belief in RTI Model “It is very encouraging to see them [students] start to use their problem-solving skills. It takes a little more of a small group setting for them to catch on.”</p>	<p>Common Goals “Getting the children to where they need to be to be successful is the priority in Tier 2 and Tier 3.”</p>
<p>Instruction “...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p>	<p>Professional Flexibility “As a grade level, we discuss progress monitoring. We discuss how to improve it. We brainstorm together and share the techniques we use and try to come up with more sophisticated or better ways to assess our students.”</p>	<p>Professional Flexibility “As a grade level, we discuss progress monitoring. We discuss how to improve it. We brainstorm together and share the techniques we use and try to come up with more sophisticated or better ways to assess our students.”</p>	<p>“Teachers are all on the same page.”</p> <p>Belief in RTI Model “It is very encouraging to see them [students] start to use their problem-solving skills. It takes a little more of a small group setting for them to catch on.”</p>

Table 4.2 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Technology "...Our principal uses an App for RTI on his IPAD and enters all his students...He is able to pull it up and look how the student is progressing. So, that is helpful to get data specifically."</p> <p>Tracking "As a grade level, we discuss progress monitoring. We discuss how to improve it. We brainstorm together and share the techniques we use and try to come up with more sophisticated or better ways to assess our students."</p> <p>"I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p> <p>"Documentation provides a lot of information about student progress."</p>	<p>"...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are..."</p> <p>Acceptance of Tier Procedures "I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p> <p>Use of Technology "...Our principal uses an App for RTI on his IPAD and enters all his students...He is able to pull it up and look how the student is progressing. So, that is helpful to get data specifically."</p> <p>Data-Based Decision Making "Documentation provides a lot of information about student progress."</p>	<p>"...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are..."</p> <p>Acceptance of Tier Procedures "I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p> <p>"Collaborating with other teachers to provide reading and math intervention reduces the amount of time spent providing service for any one teacher."</p> <p>Use of Technology "...Our principal uses an App for RTI on his IPAD and enters all his students...He is able to pull it up and look how the student is progressing. So, that is helpful to get data specifically."</p> <p>Data-Based Decision Making "Documentation provides a lot of information about student progress."</p>	<p>3. Support for RTI Practices and Procedures</p> <p>Professional Flexibility "As a grade level, we discuss progress monitoring. We discuss how to improve it. We brainstorm together and share the techniques we use and try to come up with more sophisticated or better ways to assess our students."</p> <p>"...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are..."</p> <p>Acceptance of Tier Procedures "I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p> <p>"Collaborating with other teachers to provide reading and math intervention reduces the amount of time spent providing service for any one teacher."</p>

Table 4.2 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“Yes. Documentation is different on Tier 2. I have to document the lessons that we have done and keep up with that so that there is a paper trail.”</p>	<p>“Yes. Documentation is different on Tier 2. I have to document the lessons that we have done and keep up with that so that there is a paper trail.”</p>	<p>“Yes. Documentation is different on Tier 2. I have to document the lessons that we have done and keep up with that so that there is a paper trail.”</p>	<p>Use of Technology “...Our principal uses an App for RTI on his IPAD and enters all his students...He is able to pull it up and look how the student is progressing. So, that is helpful to get data specifically.”</p>
<p>“If they are not making any progress in intervention, you know that something is going on.”</p>	<p>“If they are not making any progress in intervention, you know that something is going on.”</p>	<p>“If they are not making any progress in intervention, you know that something is going on.”</p>	<p>Data-Based Decision Making “Documentation provides a lot of information about student progress.”</p>
<p>“...we enter on a spreadsheet what lesson we have tried and whether the child got it or not. Thus, we are able to see if the child is making progress.”</p>	<p>“...we enter on a spreadsheet what lesson we have tried and whether the child got it or not. Thus, we are able to see if the child is making progress.”</p>	<p>“...we enter on a spreadsheet what lesson we have tried and whether the child got it or not. Thus, we are able to see if the child is making progress.”</p>	<p>“Yes. Documentation is different on Tier 2. I have to document the lessons that we have done and keep up with that so that there is a paper trail.”</p>
<p>“Following documentation guidelines is important...”</p>	<p>Proper Procedure “Following documentation guidelines is important...”</p>	<p>Proper Procedure “Following documentation guidelines is important...”</p>	<p>“If they are not making any progress in intervention, you know that something is going on.”</p>
<p>“...when you are doing the intervention for someone else’s students, I guess you are held a little more accountable. I would say that is a positive thing.”</p>	<p>“...when you are doing the intervention for someone else’s students, I guess you are held a little more accountable. I would say that is a positive thing.”</p>	<p>“...when you are doing the intervention for someone else’s students, I guess you are held a little more accountable. I would say that is a positive thing.”</p>	<p>“...we enter on a spreadsheet what lesson we have tried and whether the child got it or not. Thus, we are able to see if the child is making progress.”</p>
<p>Teacher Role “So, trying to figure out where you have gone wrong or what they need help with...”</p>	<p>Teacher Initiative and Self-Efficacy “...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p>	<p>Teacher Initiative and Self-Efficacy “...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p>	<p>Proper Procedure “Following documentation guidelines is important...”</p>

Table 4.2 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“...just supplemental things for them to do. We have to pull and create them on our own.”</p> <p style="text-align: center;">Training</p> <p>“We [general education teachers] received training on how to track progress and implement interventions.”</p> <p style="text-align: center;">Collaboration</p> <p>“I would say one thing that helps is just the PST team, and being able to talk about it with our grade level, the assistant principal, and the principal, all of us giving our input about it [decision-making]. So, it isn’t just you having to think about it and deciding for yourself. It is a group effort.”</p> <p>“It kind of gives you the opportunity to have tried everything and then make sure somebody also looks over it and says ‘Hey, have you tried this?’”</p> <p>“Collaborating with other teachers to provide reading and math intervention reduces the amount of time spent providing service for any one teacher.”</p>	<p>“So, trying to figure out where you have gone wrong or what they need help with...”</p> <p>“...just supplemental things for them to do. We have to pull and create them on our own.”</p> <p style="text-align: center;">Professional Development</p> <p>“We [general education teachers] received training on how to track progress and implement interventions.”</p> <p style="text-align: center;">Collaboration</p> <p>“I would say one thing that helps is just the PST team, and being able to talk about it with our grade level, the assistant principal, and the principal, all of us giving our input about it [decision-making]. So, it isn’t just you having to think about it and deciding for yourself. It is a group effort.”</p> <p>“It kind of gives you the opportunity to have tried everything and then make sure somebody also looks over it and says ‘Hey, have you tried this?’”</p>	<p>“So, trying to figure out where you have gone wrong or what they need help with...”</p> <p>“...just supplemental things for them to do. We have to pull and create them on our own.”</p> <p style="text-align: center;">Professional Development</p> <p>“We [general education teachers] received training on how to track progress and implement interventions.”</p> <p style="text-align: center;">Collaboration</p> <p>“I would say one thing that helps is just the PST team, and being able to talk about it with our grade level, the assistant principal, and the principal, all of us giving our input about it [decision-making]. So, it isn’t just you having to think about it and deciding for yourself. It is a group effort.”</p> <p>“It kind of gives you the opportunity to have tried everything and then make sure somebody also looks over it and says ‘Hey, have you tried this?’”</p>	<p>“...when you are doing the intervention for someone else’s students, I guess you are held a little more accountable. I would say that is a positive thing.”</p> <p style="text-align: center;">4. Training and Teacher Characteristics</p> <p style="text-align: center;">Teacher Initiative and Self-Efficacy</p> <p>“...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p> <p>“So, trying to figure out where you have gone wrong or what they need help with...”</p> <p>“...just supplemental things for them to do. We have to pull and create them on our own.”</p> <p style="text-align: center;">Professional Development</p> <p>“We [general education teachers] received training on how to track progress and implement interventions.”</p> <p style="text-align: center;">5. Problem-Solving and Holistic Approach</p>

Table 4.2 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Individual and Situational Factors “We are looking at the whole child.”</p> <p>“You know you just have to know your children. I think it is multiple aspects that go into determining when they should be referred to Tier 3.</p>	<p>“Collaborating with other teachers to provide reading and math intervention reduces the amount of time spent providing service for any one teacher.”</p> <p>Holistic Approach “We are looking at the whole child.”</p> <p>“You know you just have to know your children. I think it is multiple aspects that go into determining when they should be referred to Tier 3.</p>	<p>“Collaborating with other teachers to provide reading and math intervention reduces the amount of time spent providing service for any one teacher.”</p> <p>Holistic Approach “We are looking at the whole child.”</p> <p>“You know you just have to know your children. I think it is multiple aspects that go into determining when they should be referred to Tier 3.</p>	<p>Collaboration “I would say one thing that helps is just the PST team, and being able to talk about it with our grade level, the assistant principal, and the principal, all of us giving our input about it [decision-making]. So, it isn’t just you having to think about it and deciding for yourself. It is a group effort.”</p> <p>“It kind of gives you the opportunity to have tried everything and then make sure somebody also looks over it and says ‘Hey, have you tried this?’”</p> <p>“Collaborating with other teachers to provide reading and math intervention reduces the amount of time spent providing service for any one teacher.”</p> <p>Holistic Approach “We are looking at the whole child.”</p> <p>“You know you just have to know your children. I think it is multiple aspects that go into determining when they should be referred to Tier 3.</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.3

Research Question One Part A: Results of Coding for Facilitators of RTI Implementation per Tier 3 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “...the district selects interventions that are research based.”</p> <p>“[Administration] They provide overseeing of data.”</p> <p>“There are benchmarks. They have to make certain benchmarks, and then we meet with the PST and discuss that too. So, it isn’t just one teacher making it [decisions], it is other teachers and administrators [principals] too.”</p> <p>Environment “We just kind of see it [RTI] as another way to reinforce and try to get the kids what they need.”</p> <p>“We try to be positive and want our students to be successful.”</p> <p>Goals “Getting the children to where they need to be to be successful is the priority in Tier 2 and Tier 3.”</p>	<p>Administrative Support “...the district selects interventions that are research based.”</p> <p>Principal Support “[Administration] They provide overseeing of data.”</p> <p>“There are benchmarks. They have to make certain benchmarks, and then we meet with the PST and discuss that too. So, it isn’t just one teacher making it [decisions], it is other teachers and administrators [principals] too.”</p> <p>School Climate “We just kind of see it [RTI] as another way to reinforce and try to get the kids what they need.”</p> <p>“We try to be positive and want our students to be successful.”</p> <p>Common Goals “Getting the children to where they need to be to be successful is the priority in Tier 2 and Tier 3.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “...the district selects interventions that are research based.”</p> <p>Principal Guidance and Support “[Administration] They provide overseeing of data.”</p> <p>“There are benchmarks. They have to make certain benchmarks, and then we meet with the PST and discuss that too. So, it isn’t just one teacher making it [decisions], it is other teachers and administrators [principals] too.”</p> <p>School Climate “We just kind of see it [RTI] as another way to reinforce and try to get the kids what they need.”</p> <p>“We try to be positive and want our students to be successful.”</p> <p>Common Goals “Getting the children to where they need to be to be successful is the priority in Tier 2 and Tier 3.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “...the district selects interventions that are research based.”</p> <p>Principal Guidance and Support “[Administration] They provide overseeing of data.”</p> <p>“There are benchmarks. They have to make certain benchmarks, and then we meet with the PST and discuss that too. So, it isn’t just one teacher making it [decisions], it is other teachers and administrators [principals] too.”</p> <p>2. School Values and Attitudes</p> <p>School Climate “We just kind of see it [RTI] as another way to reinforce and try to get the kids what they need.”</p> <p>“We try to be positive and want our students to be successful.”</p>

Table 4.3 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“It [RTI] gives you the opportunity to have tried everything.”</p> <p style="text-align: center;">Instruction</p> <p>“Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.”</p> <p>“The reading and math coaches provide intervention on Tier 3. It doesn’t take time away from instruction or the Tier 2 interventions we [general education teachers] provide.”</p> <p style="text-align: center;">Technology</p> <p>“Our principal tracks data on Tier 3 using his IPAD.”</p> <p style="text-align: center;">Tracking</p> <p>“If they are not making any progress in intervention, you know that something is going on.”</p> <p>“There are benchmarks. They [students] have to make certain benchmarks. Then we meet with the PST team and discuss progress.”</p>	<p style="text-align: center;">Belief in RTI Model</p> <p>“It [RTI] gives you the opportunity to have tried everything.”</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.”</p> <p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“The reading and math coaches provide intervention on Tier 3. It doesn’t take time away from instruction or the Tier 2 interventions we [general education teachers] provide.”</p> <p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data on Tier 3 using his IPAD.”</p> <p style="text-align: center;">Data-Based Decision Making</p> <p>“If they are not making any progress in intervention, you know that something is going on.”</p> <p>“There are benchmarks. They [students] have to make certain benchmarks. Then we meet with the PST team and discuss progress.”</p>	<p style="text-align: center;">Belief in RTI Model</p> <p>“It [RTI] gives you the opportunity to have tried everything.”</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.”</p> <p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“The reading and math coaches provide intervention on Tier 3. It doesn’t take time away from instruction or the Tier 2 interventions we [general education teachers] provide.”</p> <p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data on Tier 3 using his IPAD.”</p> <p style="text-align: center;">Data-Based Decision Making</p> <p>“If they are not making any progress in intervention, you know that something is going on.”</p> <p>“There are benchmarks. They [students] have to make certain benchmarks. Then we meet with the PST team and discuss progress.”</p>	<p style="text-align: center;">Common Goals</p> <p>“Getting the children to where they need to be to be successful is the priority in Tier 2 and Tier 3.”</p> <p style="text-align: center;">Belief in RTI Model</p> <p>“It [RTI] gives you the opportunity to have tried everything.”</p> <p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.”</p> <p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“The reading and math coaches provide intervention on Tier 3. It doesn’t take time away from instruction or the Tier 2 interventions we [general education teachers] provide.”</p> <p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data on Tier 3 using his IPAD.”</p>

Table 4.3 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“The reading or math coach documents progress and follows the guidelines for intervention.”</p> <p style="text-align: center;">Collaboration</p> <p>“I would say it is a team decision to move a student to Tier 3.”</p> <p>“It would say that the special education teacher, principal, aides, and math and reading coaches are part of a team decision to refer a student for testing for special education services.”</p> <p style="text-align: center;">Individual and Situational Factors</p> <p>“...if they are looking to refer them they look at all of it as a big picture rather than just isolating what they have done outside of that.”</p>	<p style="text-align: center;">Proper Procedure</p> <p>“The reading or math coach documents progress and follows the guidelines for intervention.”</p> <p style="text-align: center;">Collaboration</p> <p>“I would say it is a team decision to move a student to Tier 3.”</p> <p>“It would say that the special education teacher, principal, aides, and math and reading coaches are part of a team decision to refer a student for testing for special education services.”</p> <p style="text-align: center;">Holistic Approach</p> <p>“...if they are looking to refer them they look at all of it as a big picture rather than just isolating what they have done outside of that.”</p>	<p style="text-align: center;">Proper Procedure</p> <p>“The reading or math coach documents progress and follows the guidelines for intervention.”</p> <p style="text-align: center;">Collaboration</p> <p>“I would say it is a team decision to move a student to Tier 3.”</p> <p>“It would say that the special education teacher, principal, aides, and math and reading coaches are part of a team decision to refer a student for testing for special education services.”</p> <p style="text-align: center;">Holistic Approach</p> <p>“...if they are looking to refer them they look at all of it as a big picture rather than just isolating what they have done outside of that.”</p>	<p style="text-align: center;">Data-Based Decision Making</p> <p>“If they are not making any progress in intervention, you know that something is going on.”</p> <p>“There are benchmarks. They [students] have to make certain benchmarks. Then we meet with the PST team and discuss progress.”</p> <p style="text-align: center;">Proper Procedure</p> <p>“The reading or math coach documents progress and follows the guidelines for intervention.”</p>

Table 4.3 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
			5. Problem-Solving and Holistic Approach
			Collaboration
			“I would say it is a team decision to move a student to Tier 3.”
			“It would say that the special education teacher, principal, aides, and math and reading coaches are part of a team decision to refer a student for testing for special education services.”
			Holistic Approach
			“...if they are looking to refer them they look at all of it as a big picture rather than just isolating what they have done outside of that.”

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.4

Research Question One Part A: Results of Coding for Barriers of RTI Implementation per Tier 1 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals</p> <p>“It would be interesting to see who created it [RTI], what they saw the benefits of it to be and where they saw it going. It would be interesting to see how it impacts later on.”</p> <p>“Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>“We all want our students to succeed. What comes into conflict is that we all have a different perspective on how to get them there, and we all have a different perspective on who is actually struggling and who is not. So, we do find that between teachers we have different opinions and when that happen it does create challenges.”</p> <p>Instruction</p> <p>“I think that the problem arises within how much control or lack thereof we are given as professionals to make the decisions based on our kids’ needs.”</p>	<p>Long-Term Outcomes</p> <p>“It would be interesting to see who created it [RTI], what they saw the benefits of it to be and where they saw it going. It would be interesting to see how it impacts later on.”</p> <p>Pathways to Goals</p> <p>“Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>“We all want our students to succeed. What comes into conflict is that we all have a different perspective on how to get them there, and we all have a different perspective on who is actually struggling and who is not. So, we do find that between teachers we have different opinions and when that happen it does create challenges.”</p> <p>Lack of Professional Judgment</p> <p>“I think that the problem arises within how much control or lack thereof we are given as professionals to make the decisions based on our kids’ needs.”</p>	<p>Vision of Long-Term Outcomes</p> <p>“It would be interesting to see who created it [RTI], what they saw the benefits of it to be and where they saw it going. It would be interesting to see how it impacts later on.”</p> <p>Pathways to Goals</p> <p>“Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>“We all want our students to succeed. What comes into conflict is that we all have a different perspective on how to get them there, and we all have a different perspective on who is actually struggling and who is not. So, we do find that between teachers we have different opinions and when that happen it does create challenges.”</p>	<p>2. School Values and Attitudes</p> <p>Vision of Long-Term Outcomes</p> <p>“It would be interesting to see who created it [RTI], what they saw the benefits of it to be and where they saw it going. It would be interesting to see how it impacts later on.”</p> <p>Pathways to Goals</p> <p>“Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>“We all want our students to succeed. What comes into conflict is that we all have a different perspective on how to get them there, and we all have a different perspective on who is actually struggling and who is not. So, we do find that between teachers we have different opinions and when that happen it does create challenges.”</p>

Table 4.4 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.”</p> <p style="text-align: center;">Time</p> <p>“Time doesn’t necessarily allow monitoring to inform instructional practices.”</p> <p>“The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.”</p> <p style="text-align: center;">Personnel</p> <p>“I would like someone else in the classroom just to be doing that [progress monitoring] because trying to do that and teach at the same time is just a difficult task.”</p> <p style="text-align: center;">Materials</p> <p>“Sometimes, when materials can’t be replaced, we don’t have what we need. We might have to borrow from others.”</p>	<p style="text-align: center;">Curriculum Use</p> <p>“I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.”</p> <p style="text-align: center;">Lack of Time</p> <p>“Time doesn’t necessarily allow monitoring to inform instructional practices.”</p> <p>“The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.”</p> <p style="text-align: center;">Lack of Personnel</p> <p>“I would like someone else in the classroom just to be doing that [progress monitoring] because trying to do that and teach at the same time is just a difficult task.”</p> <p style="text-align: center;">Lack of Materials</p> <p>“Sometimes, when materials can’t be replaced, we don’t have what we need. We might have to borrow from others.”</p>	<p style="text-align: center;">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“I think that the problem arises within how much control or lack thereof we are given as professionals to make the decisions based on our kids’ needs.”</p> <p>“I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.”</p> <p style="text-align: center;">Lack of Time</p> <p>“Time doesn’t necessarily allow monitoring to inform instructional practices.”</p> <p>“The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.”</p> <p style="text-align: center;">Lack of Personnel</p> <p>“I would like someone else in the classroom just to be doing that [progress monitoring] because trying to do that and teach at the same time is just a difficult task.”</p> <p style="text-align: center;">Lack of Materials and Resources</p> <p>“Sometimes, when materials can’t be replaced, we don’t have what we need. We might have to borrow from others.”</p>	<p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“I think that the problem arises within how much control or lack thereof we are given as professionals to make the decisions based on our kids’ needs.”</p> <p>“I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.”</p> <p style="text-align: center;">Lack of Time</p> <p>“Time doesn’t necessarily allow monitoring to inform instructional practices.”</p> <p>“The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.”</p>

Table 4.4 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“...like if I had more things to pull from, I know that the Harcourt pulls in vocabulary too, and I know that the Making Meanings has the vocabulary too...just supplemental things for them to do. We have to pull and create them on our own, where as if there were things to go with Making Meanings that would help a lot.”</p> <p style="text-align: center;">Tracking</p> <p>“I wouldn’t say there is as much progress monitoring in terms of Tier 1 as there probably should be.”</p> <p>“If the tests haven’t been done properly then you have to test and retest to see what level the child is really on. It is kind of hindering because we have to do it rather than an aide.”</p> <p style="text-align: center;">Training</p> <p>“You are already supposed to have tried all things with students by the time you bring them up to the PST teams. It is not how it is anymore. So, it is not like try these ideas and see if they work. Now it is like you have already tried everything, which if you are a good teacher you have, but what if you are a first year teacher and you don’t know all of that and you haven’t made those accommodations?”</p>	<p>“...like if I had more things to pull from, I know that the Harcourt pulls in vocabulary too, and I know that the Making Meanings has the vocabulary too...just supplemental things for them to do. We have to pull and create them on our own, where as if there were things to go with Making Meanings that would help a lot.”</p> <p style="text-align: center;">Improper Procedure</p> <p>“I wouldn’t say there is as much progress monitoring in terms of Tier 1 as there probably should be.”</p> <p>“If the tests haven’t been done properly then you have to test and retest to see what level the child is really on. It is kind of hindering because we have to do it rather than an aide.”</p> <p style="text-align: center;">Lack of Professional Development</p> <p>“You are already supposed to have tried all things with students by the time you bring them up to the PST teams. It is not how it is anymore. So, it is not like try these ideas and see if they work. Now it is like you have already tried everything, which if you are a good teacher you have, but what if you are a first year</p>	<p>“...like if I had more things to pull from, I know that the Harcourt pulls in vocabulary too, and I know that the Making Meanings has the vocabulary too...just supplemental things for them to do. We have to pull and create them on our own, where as if there were things to go with Making Meanings that would help a lot.”</p> <p style="text-align: center;">Improper Procedure</p> <p>“I wouldn’t say there is as much progress monitoring in terms of Tier 1 as there probably should be.”</p> <p>“If the tests haven’t been done properly then you have to test and retest to see what level the child is really on. It is kind of hindering because we have to do it rather than an aide”</p> <p style="text-align: center;">Lack of Professional Development</p> <p>“You are already supposed to have tried all things with students by the time you bring them up to the PST teams. It is not how it is anymore. So, it is not like try these ideas and see if they work. Now it is like you have already tried everything, which if you are a good teacher you have, but what if you are a first year</p>	<p style="text-align: center;">Lack of Personnel</p> <p>“I would like someone else in the classroom just to be doing that [progress monitoring] because trying to do that and teach at the same time is just a difficult task.”</p> <p style="text-align: center;">Lack of Materials and Resources</p> <p>“Sometimes, when materials can’t be replaced, we don’t have what we need. We might have to borrow from others.”</p> <p>“...like if I had more things to pull from, I know that the Harcourt pulls in vocabulary too, and I know that the Making Meanings has the vocabulary too...just supplemental things for them to do. We have to pull and create them on our own, where as if there were things to go with Making Meanings that would help a lot.”</p> <p style="text-align: center;">Improper Procedure</p> <p>“I wouldn’t say there is as much progress monitoring in terms of Tier 1 as there probably should be.”</p> <p>“If the tests haven’t been done properly then you have to test and retest to see what level the child is really on. It is kind of hindering because we have to do it rather than an aide.”</p>

Table 4.4 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
	teacher and you don't know all of that and you haven't made those accommodations?"	teacher and you don't know all of that and you haven't made those accommodations?"	<p>4.Training and Teacher Characteristics</p> <p>Lack of Professional Development</p> <p>“You are already supposed to have tried all things with students by the time you bring them up to the PST teams. It is not how it is anymore. So, it is not like try these ideas and see if they work. Now it is like you have already tried everything, which if you are a good teacher you have, but what if you are a first year teacher and you don't know all of that and you haven't made those accommodations?”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.5

Research Question One Part A: Results of Coding for Barriers of RTI Implementation per Tier 2 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals</p> <p>“I would like to see long-term pay off. What is the benefit in the long-term?”</p> <p>“As far as the same path to get there, I don’t think we share the same path to get there. I don’t think we share the same visions, but that is typical. I would say that there are sometimes where you don’t think the curriculum [intervention] is always the best for the students. You may feel that something else would be more beneficial based on the individual student or there something that they may need a little more help in that the curriculum isn’t meeting.”</p> <p>Instruction</p> <p>“It helps and hinders because as a professional, I feel that we should be able to do what we feel would be the best for our kids.”</p>	<p>Long-Term Outcomes</p> <p>“I would like to see long-term pay off. What is the benefit in the long-term?”</p> <p>Pathways to Goals</p> <p>“As far as the same path to get there, I don’t think we share the same path to get there. I don’t think we share the same visions, but that is typical. I would say that there are sometimes where you don’t think the curriculum [intervention] is always the best for the students. You may feel that something else would be more beneficial based on the individual student or there something that they may need a little more help in that the curriculum isn’t meeting.”</p> <p>Lack of Professional Judgment</p> <p>“It helps and hinders because as a professional, I feel that we should be able to do what we feel would be the best for our kids.”</p>	<p>Vision of Long-Term Outcomes</p> <p>“I would like to see long-term pay off. What is the benefit in the long-term?”</p> <p>Pathways to Goals</p> <p>“As far as the same path to get there, I don’t think we share the same path to get there. I don’t think we share the same visions, but that is typical. I would say that there are sometimes where you don’t think the curriculum [intervention] is always the best for the students. You may feel that something else would be more beneficial based on the individual student or there something that they may need a little more help in that the curriculum isn’t meeting.”</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“It helps and hinders because as a professional, I feel that we should be able to do what we feel would be the best for our kids.”</p>	<p>2. School Values and Attitudes</p> <p>Vision of Long-Term Outcomes</p> <p>“I would like to see long-term pay off. What is the benefit in the long-term?”</p> <p>Pathways to Goals</p> <p>“As far as the same path to get there, I don’t think we share the same path to get there. I don’t think we share the same visions, but that is typical. I would say that there are sometimes where you don’t think the curriculum [intervention] is always the best for the students. You may feel that something else would be more beneficial based on the individual student or there something that they may need a little more help in that the curriculum isn’t meeting.”</p>

Table 4.5 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We aren’t given as much free reign to be able to figure out what our children need and to be able to teach them what. So, I think that kind of hinders the process.”</p>	<p>“We aren’t given as much free reign to be able to figure out what our children need and to be able to teach them what. So, I think that kind of hinders the process.”</p>	<p>“We aren’t given as much free reign to be able to figure out what our children need and to be able to teach them what. So, I think that kind of hinders the process.”</p>	<p>3. Support for RTI Practices and Procedures</p>
<p>“The negative is when you have those kids that you know for sure, that based on your professional opinion and things that you have seen over the years, you know there is something there that I cannot fix as a classroom teacher and having to wait that process out is very frustrating for a teacher, because during that time the child is becoming further and further behind. So, I think that one of the negative things teachers feel about the RTI process is the lengthening of the whole process.”</p>	<p>“The negative is when you have those kids that you know for sure, that based on your professional opinion and things that you have seen over the years, you know there is something there that I cannot fix as a classroom teacher and having to wait that process out is very frustrating for a teacher, because during that time the child is becoming further and further behind. So, I think that one of the negative things teachers feel about the RTI process is the lengthening of the whole process.”</p>	<p>“The negative is when you have those kids that you know for sure, that based on your professional opinion and things that you have seen over the years, you know there is something there that I cannot fix as a classroom teacher and having to wait that process out is very frustrating for a teacher, because during that time the child is becoming further and further behind. So, I think that one of the negative things teachers feel about the RTI process is the lengthening of the whole process.”</p>	<p>Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“It helps and hinders because as a professional, I feel that we should be able to do what we feel would be the best for our kids.”</p>
<p>“Teachers feel the need to stick to the curriculum. Curriculum doesn’t always match student’s needs.”</p>	<p style="text-align: center;">Curriculum Use</p> <p>“Teachers feel the need to stick to the curriculum. Curriculum doesn’t always match student’s needs.”</p>	<p>“Teachers feel the need to stick to the curriculum. Curriculum doesn’t always match student’s needs.”</p>	<p>“We aren’t given as much free reign to be able to figure out what our children need and to be able to teach them what. So, I think that kind of hinders the process.”</p> <p>“The negative is when you have those kids that you know for sure, that based on your professional opinion and things that you have seen over the years, you know there is something there that I cannot fix as a classroom teacher and having to wait that process out is very frustrating for a teacher, because</p>

Table 4.5 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading, it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill in the gaps and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>	<p>“It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading, it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill in the gaps and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>	<p>“It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading, it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill in the gaps and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>	<p>during that time the child is becoming further and further behind. So, I think that one of the negative things teachers feel about the RTI process is the lengthening of the whole process.”</p>
<p style="text-align: center;">Time</p> <p>“It is stressful figuring out what your other students will be doing when you are doing Tier 2 intervention.”</p> <p>“Decreasing [acting a as a barrier] would be children interrupting or people coming into the classroom and interrupting.”</p> <p>“Absences increase or prolongs the amount of time needed to implement the intervention.”</p>	<p style="text-align: center;">Lack of Time</p> <p>“It is stressful figuring out what your other students will be doing when you are doing Tier 2 intervention.”</p> <p>“Decreasing [acting a as a barrier] would be children interrupting or people coming into the classroom and interrupting.”</p> <p>“Absences increase or prolongs the amount of time needed to implement the intervention.”</p>	<p style="text-align: center;">Lack of Time</p> <p>Classroom management. “It is stressful figuring out what your other students will be doing when you are doing Tier 2 intervention.”</p> <p>“Decreasing [acting a as a barrier] would be children interrupting or people coming into the classroom and interrupting.”</p> <p>Absences. “Absences increase or prolongs the amount of time needed to implement the intervention.”</p>	<p>“Teachers feel the need to stick to the curriculum. Curriculum doesn’t always match student’s needs.”</p> <p>“It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading, it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill in the gaps and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>

Table 4.5 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“[paperwork] decreases the amount of time to implement intervention.”</p> <p>“At times, it is frustrating because it [progress monitoring] can be one more thing we have to add to our plates.”</p> <p>“I would just say time and the different responsibilities a teacher has really plays into the adequateness and the quality of progress monitoring in general.”</p> <p style="text-align: center;">Personnel</p> <p>“Of course I would like for our Title 1 math and reading coach to be able to do Tier 2. I know that it is supposed to be in the classroom though. That makes it more difficult, but if we could have additional help outside the classroom that would be great.”</p> <p style="text-align: center;">Materials</p> <p>“...It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill the gaps in the</p>	<p>“[paperwork] decreases the amount of time to implement intervention.”</p> <p>“At times, it is frustrating because it [progress monitoring] can be one more thing we have to add to our plates.”</p> <p>“I would just say time and the different responsibilities a teacher has really plays into the adequateness and the quality of progress monitoring in general.”</p> <p style="text-align: center;">Lack of Personnel</p> <p>“Of course I would like for our Title 1 math and reading coach to be able to do Tier 2. I know that it is supposed to be in the classroom though. That makes it more difficult, but if we could have additional help outside the classroom that would be great.”</p> <p style="text-align: center;">Lack of Materials</p> <p>“...It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill the gaps in the</p>	<p>Paperwork. “[paperwork] decreases the amount of time to implement intervention.”</p> <p>Data management. “At times, it is frustrating because it [progress monitoring] can be one more thing we have to add to our plates.”</p> <p>“I would just say time and the different responsibilities a teacher has really plays into the adequateness and the quality of progress monitoring in general.”</p> <p style="text-align: center;">Lack of Personnel</p> <p>“Of course I would like for our Title 1 math and reading coach to be able to do Tier 2. I know that it is supposed to be in the classroom though. That makes it more difficult, but if we could have additional help outside the classroom that would be great.”</p> <p style="text-align: center;">Lack of Materials and Resources</p> <p>“...It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill the gaps in the</p>	<p style="text-align: center;">Lack of Time</p> <p>Classroom management</p> <p>“It is stressful figuring out what your other students will be doing when you are doing Tier 2 intervention.”</p> <p>“Decreasing [acting as a barrier] would be children interrupting or people coming into the classroom and interrupting.”</p> <p>Absences. “Absences increase or prolongs the amount of time needed to implement the intervention.”</p> <p>Paperwork. “[paperwork] decreases the amount of time to implement intervention.”</p> <p>Data management. “At times, it is frustrating because it [progress monitoring] can be one more thing we have to add to our plates.”</p> <p>“I would just say time and the different responsibilities a teacher has really plays into the adequateness and the quality of progress monitoring in general.”</p>

Table 4.5 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>curriculum and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>	<p>curriculum and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>	<p>curriculum and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>	<p>Lack of Personnel “Of course I would like for our Title 1 math and reading coach to be able to do Tier 2. I know that it is supposed to be in the classroom though. That makes it more difficult, but if we could have additional help outside the classroom that would be great.”</p>
<p>Tracking “It is just consistency. You know it is hard to keep that consistency. Maybe not if we all have IPADs, if there was some kind of app, we could all have it...it would make it easier.”</p>	<p>Improper Procedure “It is just consistency. You know it is hard to keep that consistency. Maybe not if we all have IPADs, if there was some kind of app, we could all have it...it would make it easier.”</p>	<p>Improper Procedure “It is just consistency. You know it is hard to keep that consistency. Maybe not if we all have IPADs, if there was some kind of app, we could all have it...it would make it easier.”</p>	<p>Lack of Materials and Resources “...It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill the gaps in the curriculum and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>
<p>“...consistency of tracking and data collection procedures.”</p>	<p>“...consistency of tracking and data collection procedures.”</p>	<p>“...consistency of tracking and data collection procedures.”</p>	
<p>Training “I was kind of displeased with the amount of information that I received in terms of how to teach Tier 2 interventions. I felt much more prepared to teacher Tier 1 than I did Tier 2. I was kind of surprised there weren’t kind of facilitators I guess to teach new teachers or those who are new to teaching Tier 2. I just found the figure it out on your</p>	<p>Lack of Professional Development “I was kind of displeased with the amount of information that I received in terms of how to teach Tier 2 interventions. I felt much more prepared to teacher Tier 1 than I did Tier 2. I was kind of surprised there weren’t kind of facilitators I guess to teach new teachers or those who are new to teaching Tier 2. I just found the figure it out on your</p>	<p>Lack of Professional Development “I was kind of displeased with the amount of information that I received in terms of how to teach Tier 2 interventions. I felt much more prepared to teacher Tier 1 than I did Tier 2. I was kind of surprised there weren’t kind of facilitators I guess to teach new teachers or those who are new to teaching Tier 2. I just found the figure it out on your</p>	

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.6

Research Question One Part A: Results of Coding for Barriers of RTI Implementation per Tier 3 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals “I would like to see long-term pay off. What is the benefit in the long-term?”</p> <p>“It is frustrating when you have a child who is really not progressing and for them to have to complete a certain number of lessons and still make no progress for them to be able to be evaluated for special education services.”</p> <p>Instruction “So, it is frustrating to a lot of teachers who feel that there is something else going on and we need to get them into that testing process, but we can’t because the data shows that that are making limited progress, but it is progress.”</p> <p>Tracking “Lack of understanding of cutoffs.”</p> <p>“Feeling like let’s not move them to Tier 3 because it labels them.”</p>	<p>Long-Term Outcomes “I would like to see long-term pay off. What is the benefit in the long-term?”</p> <p>Pathways to Goals “It is frustrating when you have a child who is really not progressing and for them to have to complete a certain number of lessons and still make no progress for them to be able to be evaluated for special education services.”</p> <p>Lack of Professional Judgment “So, it is frustrating to a lot of teachers who feel that there is something else going on and we need to get them into that testing process, but we can’t because the data shows that that are making limited progress, but it is progress.”</p> <p>Improper Procedure “Lack of understanding of cutoffs.”</p> <p>“Feeling like let’s not move them to Tier 3 because it labels them.”</p>	<p>Vision of Long-Term Outcomes “I would like to see long-term pay off. What is the benefit in the long-term?”</p> <p>Pathways to Goals “It is frustrating when you have a child who is really not progressing and for them to have to complete a certain number of lessons and still make no progress for them to be able to be evaluated for special education services.”</p> <p>Lack of Professional Judgment and Flexibility with Curriculum “So, it is frustrating to a lot of teachers who feel that there is something else going on and we need to get them into that testing process, but we can’t because the data shows that that are making limited progress, but it is progress.”</p> <p>Improper Procedure “Lack of understanding of cutoffs.”</p> <p>“Feeling like let’s not move them to Tier 3 because it labels them.”</p>	<p>2. School Values and Attitudes</p> <p>Vision of Long-Term Outcomes “I would like to see long-term pay off. What is the benefit in the long-term?”</p> <p>Pathways to Goals “It is frustrating when you have a child who is really not progressing and for them to have to complete a certain number of lessons and still make no progress for them to be able to be evaluated for special education services.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “So, it is frustrating to a lot of teachers who feel that there is something else going on and we need to get them into that testing process, but we can’t because the data shows that that are making limited progress, but it is progress.”</p> <p>Improper Procedure “Lack of understanding of cutoffs.”</p> <p>“Feeling like let’s not move them to Tier 3 because it labels them.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.7

Research Question One Part B: Results of Coding for Facilitators of the Use of RTI to Make SLD Referrals per Tier 1 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support "...if students don't receive good instruction it is difficult to determine why they are struggling." "We know that they [administration] do not buy anything that is not research-based." "The principal of our school is good about knowing things that may be going on at home with a student and impacting school." "Our principal provided guidance for the implementation of the model by guiding problem-solving team meetings (PST) and oversight of data." "They [administration] really place an emphasis on differentiation, anyway, in the regular classroom"</p>	<p>Administrative Support "...if students don't receive good instruction it is difficult to determine why they are struggling." "We know that they [administration] do not buy anything that is not research-based." Principal Support "The principal of our school is good about knowing things that may be going on at home with a student and impacting school." "Our principal provided guidance for the implementation of the model by guiding problem-solving team meetings (PST) and oversight of data." "They [administration] really place an emphasis on differentiation, anyway, in the regular classroom"</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support "...if students don't receive good instruction it is difficult to determine why they are struggling." "We know that they [administration] do not buy anything that is not research-based." Principal Guidance and Support "The principal of our school is good about knowing things that may be going on at home with a student and impacting school." "Our principal provided guidance for the implementation of the model by guiding problem-solving team meetings (PST) and oversight of data." "They [administration] really place an emphasis on differentiation, anyway, in the regular classroom"</p>	<p>1. District and School Administrative Leadership Administrative Provision of Scientific, Research Based Curriculum and Support "...if students don't receive good instruction it is difficult to determine why they are struggling." "We know that they [administration] do not buy anything that is not research-based." Principal Guidance and Support "The principal of our school is good about knowing things that may be going on at home with a student and impacting school." "Our principal provided guidance for the implementation of the model by guiding problem-solving team meetings (PST) and oversight of data."</p>

Table 4.7 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Instruction “I may deviate from the curriculum to meet student needs. For example, differentiated instruction may be provided.”</p> <p>“By differentiated instruction we try to meet the learning needs of all students in the general education classroom.”</p> <p>“Sometimes if I do something different they [students] may not get it, but if another child explains it to them, or they can see their thinking, it clicks for them.”</p> <p>“...it [differentiated instruction] is just part of my natural teaching in my classroom.”</p>	<p>Professional Flexibility “I may deviate from the curriculum to meet student needs. For example, differentiated instruction may be provided.”</p> <p>“By differentiated instruction we try to meet the learning needs of all students in the general education classroom.”</p> <p>“Sometimes if I do something different they [students] may not get it, but if another child explains it to them, or they can see their thinking, it clicks for them.”</p> <p>Acceptance of Tier Procedures “...it [differentiated instruction] is just part of my natural teaching in my classroom.”</p> <p>Use of Technology “...using Nooks to provide some differentiation in the regular classroom”</p>	<p>Professional Flexibility “I may deviate from the curriculum to meet student needs. For example, differentiated instruction may be provided.”</p> <p>“By differentiated instruction we try to learning meet the needs of all students in the general education classroom.”</p> <p>“Sometimes if I do something different they [students] may not get it, but if another child explains it to them, or they can see their thinking, it clicks for them.”</p> <p>Acceptance of Tier Procedures “...it [differentiated instruction] is just part of my natural teaching in my classroom.”</p> <p>Use of Technology “...using Nooks to provide some differentiation in the regular classroom”</p>	<p>“They [administration] really place an emphasis on differentiation, anyway, in the regular classroom”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Professional Flexibility “I may deviate from the curriculum to meet student needs. For example, differentiated instruction may be provided.”</p> <p>“By differentiated instruction we try to meet the learning needs of all students in the general education classroom.”</p> <p>“Sometimes if I do something different they [students] may not get it, but if another child explains it to them, or they can see their thinking, it clicks for them.”</p>

Table 4.7 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Tracking “We have to bring work samples and present them to the team and they help to make that final decision to move them into Tier 2. We actually have to bring documentation.”</p> <p>“It kind of gives you the opportunity to have tried everything and make sure someone else looks at it.”</p> <p>“Following documentation guidelines is important...”</p>	<p>Data-Based Decision Making “We have to bring work samples and present them to the team and they help to make that final decision to move them into Tier 2. We actually have to bring documentation.”</p> <p>“It kind of gives you the opportunity to have tried everything and make sure someone else looks at it.”</p>	<p>Data-Based Decision Making “We have to bring work samples and present them to the team and they help to make that final decision to move them into Tier 2. We actually have to bring documentation.”</p> <p>“It kind of gives you the opportunity to have tried everything and make sure someone else looks at it.”</p>	<p>Acceptance of Tier Procedures “...it [differentiated instruction] is just part of my natural teaching in my classroom.”</p>
<p>Teacher Role “My role is the most significant in all of the tiers. Just working with everyone in the class and pulling intervention groups. I have to work with them [students] and to try to pull each up to grade level.”</p> <p>“I personally like to do a lot of research out of school. I use a lot of extra books for reading like <i>The Daily Five</i>.”</p>	<p>Proper Procedure “Following documentation guidelines is important...”</p> <p>Teacher Initiative and Self-Efficacy “My role is the most significant in all of the tiers. Just working with everyone in the class and pulling intervention groups. I have to work with them [students] and to try to pull each up to grade level.”</p> <p>“I personally like to do a lot of research out of school. I use a lot of extra books for reading like <i>The Daily Five</i>.”</p>	<p>Proper Procedure “Following documentation guidelines is important...”</p> <p>Teacher Initiative and Self-Efficacy “My role is the most significant in all of the tiers. Just working with everyone in the class and pulling intervention groups. I have to work with them [students] and to try to pull each up to grade level.”</p> <p>“I personally like to do a lot of research out of school. I use a lot of extra books for reading like <i>The Daily Five</i>.”</p>	<p>Use of Technology “...using Nooks to provide some differentiation in the regular classroom”</p> <p>Data-Based Decision Making “We have to bring work samples and present them to the team and they help to make that final decision to move them into Tier 2. We actually have to bring documentation.”</p> <p>“It kind of gives you the opportunity to have tried everything and make sure someone else looks at it.”</p> <p>Proper Procedure “Following documentation guidelines is important...”</p>

Table 4.7 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“I keep anecdotal records. That way I can go back at the end of the day and reflect upon it.”</p> <p>Training</p> <p>“...professional development that focuses on differentiation of instruction helps a student have more opportunity to be successful.”</p> <p>Collaboration</p> <p>“It kind of gives you the opportunity to have tried everything and make sure someone else looks at it.”</p> <p>“We work with the math coordinator for first grade, our principal and assistant principal, and the other two teachers on our grade level. We work closely to figure out what you [teacher] or they [students] are missing.”</p> <p>Individual and Situational Factors</p> <p>“They [principals] kind of know home situations that we may not know, because they [principals] have been in the school for so long.”</p>	<p>“I keep anecdotal records. That way I can go back at the end of the day and reflect upon it.”</p> <p>Education</p> <p>“Good quality instruction and scientifically-based instruction is something our professors really harped on. So, I refer back to the materials I used in college.”</p> <p>Professional Development</p> <p>“...professional development that focuses on differentiation of instruction helps a student have more opportunity to be successful.”</p> <p>Collaboration</p> <p>“It kind of gives you the opportunity to have tried everything and make sure someone else looks at it.”</p> <p>“We work with the math coordinator for first grade, our principal and assistant principal, and the other two teachers on our grade level. We work closely to figure out what you [teacher] or they [students] are missing.”</p>	<p>“I keep anecdotal records. That way I can go back at the end of the day and reflect upon it.”</p> <p>Education</p> <p>“Good quality instruction and scientifically-based instruction is something our professors really harped on. So, I refer back to the materials I used in college.”</p> <p>Professional Development</p> <p>“...professional development that focuses on differentiation of instruction helps a student have more opportunity to be successful.”</p> <p>Collaboration</p> <p>“It kind of gives you the opportunity to have tried everything and make sure someone else looks at it.”</p> <p>“We work with the math coordinator for first grade, our principal and assistant principal, and the other two teachers on our grade level. We work closely to figure out what you [teacher] or they [students] are missing.”</p>	<p>4.Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy</p> <p>“My role is the most significant in all of the tiers. Just working with everyone in the class and pulling intervention groups. I have to work with them [students] and to try to pull each up to grade level.”</p> <p>“I personally like to do a lot of research out of school. I use a lot of extra books for reading like <i>The Daily Five</i>.”</p> <p>“I keep anecdotal records. That way I can go back at the end of the day and reflect upon it.”</p> <p>Education</p> <p>“Good quality instruction and scientifically-based instruction is something our professors really harped on. So, I refer back to the materials I used in college.”</p> <p>Professional Development</p> <p>“...professional development that focuses on differentiation of instruction helps a student have more opportunity to be successful.”</p>

Table 4.7 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“It [decision-making] is a combination of everything. The district assessments give us an overall look, and of course, working with the students we can gather class work and kind of look and see. Like I said, there are some kids who just don’t test well, and may really have the skills.”</p>	<p>Holistic Approach</p> <p>They [principals] kind of know home situations that we may not know, because they [principals] have been in the school for so long.”</p> <p>“It [decision-making] is a combination of everything. The district assessments give us an overall look, and of course, working with the students we can gather class work and kind of look and see. Like I said, there are some kids who just don’t test well, and may really have the skills.”</p>	<p>Holistic Approach</p> <p>They [principals] kind of know home situations that we may not know, because they [principals] have been in the school for so long.”</p> <p>“It [decision-making] is a combination of everything. The district assessments give us an overall look, and of course, working with the students we can gather class work and kind of look and see. Like I said, there are some kids who just don’t test well, and may really have the skills.”</p>	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration</p> <p>“It kind of gives you the opportunity to have tried everything and make sure someone else looks at it.”</p> <p>“We work with the math coordinator for first grade, our principal and assistant principal, and the other two teachers on our grade level. We work closely to figure out what you [teacher] or they [students] are missing.”</p> <p>Holistic Approach</p> <p>They [principals] kind of know home situations that we may not know, because they [principals] have been in the school for so long.”</p> <p>“It [decision-making] is a combination of everything. The district assessments give us an overall look, and of course, working with the students we can gather class work and kind of look and see. Like I said, there are some kids who just don’t test well, and may really have the skills.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.8

Research Question One Part B: Results of Coding for Facilitators for the Use of RTI to Make SLD Referrals per Tier 2 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support</p> <p>“...I know especially, as far as, reading and math are concerned, I am sure [the district] wouldn’t use it [intervention] if there wasn’t some research to back it up.”</p> <p>“...at the district level they determine what we use intervention wise.”</p> <p>“They [principals] wrote down the lessons in terms of the context of a student’s needs. They put them [students] in a spreadsheet, and that has been very helpful in helping to navigate where to go next.”</p> <p>“My administrators were supportive and showed me where I needed to look in order to find the information I needed to teach Tier 2.”</p> <p>Instruction</p> <p>“...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p>	<p>Administrative Support</p> <p>“...I know especially, as far as, reading and math are concerned, I am sure [the district] wouldn’t use it [intervention] if there wasn’t some research to back it up.”</p> <p>“...at the district level they determine what we use intervention wise.”</p> <p>Principal Support</p> <p>“They [principals] wrote down the lessons in terms of the context of a student’s needs. They put them [students] in a spreadsheet, and that has been very helpful in helping to navigate where to go next.”</p> <p>“My administrators were supportive and showed me where I needed to look in order to find the information I needed to teach Tier 2.”</p> <p>Professional Flexibility</p> <p>“...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support</p> <p>“...I know especially, as far as, reading and math are concerned, I am sure [the district] wouldn’t use it [intervention] if there wasn’t some research to back it up.”</p> <p>“...at the district level they determine what we use intervention wise.”</p> <p>Principal Guidance and Support</p> <p>“They [principals] wrote down the lessons in terms of the context of a student’s needs. They put them [students] in a spreadsheet, and that has been very helpful in helping to navigate where to go next.”</p> <p>“My administrators were supportive and showed me where I needed to look in order to find the information I needed to teach Tier 2.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support</p> <p>“...I know especially, as far as, reading and math are concerned, I am sure [the district] wouldn’t use it [intervention] if there wasn’t some research to back it up.”</p> <p>“...at the district level they determine what we use intervention wise.”</p> <p>Principal Guidance and Support</p> <p>“They [principals] wrote down the lessons in terms of the context of a student’s needs. They put them [students] in a spreadsheet, and that has been very helpful in helping to navigate where to go next.”</p> <p>“My administrators were supportive and showed me where I needed to look in order to find the information I needed to teach Tier 2.”</p>

Table 4.8 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Technology "...Our principal uses an App for RTI on his IPAD and enters all his students...He is able to pull it up and look how the student is progressing. So, that is helpful to get data specifically."</p>	<p>"As a grade level, we discuss progress monitoring. We discuss how to improve it. We brainstorm together and share the techniques we use and try to come up with more sophisticated or better ways to assess our students."</p>	<p>Professional Flexibility "...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are..."</p>	<p>3. Support for RTI Practices and Procedures</p>
<p>Tracking "I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p>	<p>Acceptance of Tier Procedures "I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p>	<p>"As a grade level, we discuss progress monitoring. We discuss how to improve it. We brainstorm together and share the techniques we use and try to come up with more sophisticated or better ways to assess our students."</p>	<p>Professional Flexibility "...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are..."</p>
<p>"As a grade level, we discuss progress monitoring. We discuss how to improve it. We brainstorm together and share the techniques we use and try to come up with more sophisticated or better ways to assess our students."</p>	<p>Use of Technology "...Our principal uses an App for RTI on his IPAD and enters all his students...He is able to pull it up and look how the student is progressing. So, that is helpful to get data specifically."</p>	<p>Acceptance of Tier Procedures "I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p>	<p>"As a grade level, we discuss progress monitoring. We discuss how to improve it. We brainstorm together and share the techniques we use and try to come up with more sophisticated or better ways to assess our students."</p>
<p>"Documentation provides a lot of information about student progress."</p>	<p>Data-Based Decision Making "I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p>	<p>Use of Technology "...Our principal uses an App for RTI on his IPAD and enters all his students...He is able to pull it up and look how the student is progressing. So, that is helpful to get data specifically."</p>	<p>Acceptance of Tier Procedures "I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p>
	<p>"Documentation provides a lot of information about student progress."</p>	<p>Data-Based Decision Making "I think that it [progress monitoring] is the mark of what you should be doing as a teacher."</p>	<p>Use of Technology "...Our principal uses an App for RTI on his IPAD and enters all his students...He is able to pull it up and look how the student is progressing. So, that is helpful to get data specifically."</p>

Table 4.8 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“Documentation provides a lot of information about student progress.”</p>	<p>“Documentation provides a lot of information about student progress.”</p>	<p>“Documentation provides a lot of information about student progress.”</p>	<p>Data-Based Decision Making “I think that it [progress monitoring] is the mark of what you should be doing as a teacher.”</p>
<p>“Yes. Documentation is different on Tier 2. I have to document the lessons that we have done and keep up with that so that there is a paper trail.”</p>	<p>Yes. Documentation is different on Tier 2. I have to document the lessons that we have done and keep up with that so that there is a paper trail.”</p>	<p>“Yes. Documentation is different on Tier 2. I have to document the lessons that we have done and keep up with that so that there is a paper trail.”</p>	<p>“Documentation provides a lot of information about student progress.”</p>
<p>“If they are not making any progress in intervention, you know that something is going on.”</p>	<p>“If they are not making any progress in intervention, you know that something is going on.”</p>	<p>“If they are not making any progress in intervention, you know that something is going on.”</p>	<p>“Yes. Documentation is different on Tier 2. I have to document the lessons that we have done and keep up with that so that there is a paper trail.”</p>
<p>“...we enter on a spreadsheet what lesson we have tried and whether the child got it or not. Thus, we are able to see if the child is making progress.”</p>	<p>“...we enter on a spreadsheet what lesson we have tried and whether the child got it or not. Thus, we are able to see if the child is making progress.”</p>	<p>“...we enter on a spreadsheet what lesson we have tried and whether the child got it or not. Thus, we are able to see if the child is making progress.”</p>	<p>“If they are not making any progress in intervention, you know that something is going on.”</p>
<p>“Following documentation guidelines is important...”</p>	<p>“But in order to take ours to Tier 3, we bring them back to our PST. We keep the paperwork, all of that documentation on them as we go through RTI.”</p>	<p>“But in order to take ours to Tier 3, we bring them back to our PST. We keep the paperwork, all of that documentation on them as we go through RTI.”</p>	<p>“...we enter on a spreadsheet what lesson we have tried and whether the child got it or not. Thus, we are able to see if the child is making progress.”</p>
	<p>Proper Procedure “Following documentation guidelines is important...”</p>	<p>Proper Procedure “Following documentation guidelines is important...”</p>	

Table 4.8 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“...when you are doing the intervention for someone else’s students, I guess you are held a little more accountable. I would say that is a positive thing.”</p>	<p>“...when you are doing the intervention for someone else’s students, I guess you are held a little more accountable. I would say that is a positive thing.”</p>	<p>“...when you are doing the intervention for someone else’s students, I guess you are held a little more accountable. I would say that is a positive thing.”</p>	<p>“But in order to take ours to Tier 3, we bring them back to our PST. We keep the paperwork, all of that documentation on them as we go through RTI.”</p>
<p>“But in order to take ours to Tier 3, we bring them back to our PST. We keep the paperwork, all of that documentation on them as we go through RTI.”</p>	<p>Teacher Initiative and Self-Efficacy “So, trying to figure out where you have gone wrong or what they need help with...”</p>	<p>Teacher Initiative and Self-Efficacy “So, trying to figure out where you have gone wrong or what they need help with...”</p>	<p>Proper Procedure “Following documentation guidelines is important...”</p>
<p>Teacher Role “So, trying to figure out where you have gone wrong or what they need help with...”</p>	<p>“...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p>	<p>“...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p>	<p>“...when you are doing the intervention for someone else’s students, I guess you are held a little more accountable. I would say that is a positive thing.”</p>
<p>“...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p>	<p>Professional Development “We [general education teachers] received training on how to track progress and implement interventions.”</p>	<p>Professional Development “We [general education teachers] received training on how to track progress and implement interventions.”</p>	<p>4.Training and Teacher Characteristics</p>
<p>Training “We [general education teachers] received training on how to track progress and implement interventions.”</p>	<p>Collaboration “I would say one thing that helps is just the PST team, and being able to talk about it with our grade level, the assistant principal, and the principal, all of us giving our input about it [decision-making]. So, it isn’t just you having to think about it and deciding for yourself. It is a group effort.”</p>	<p>Collaboration “I would say one thing that helps is just the PST team, and being able to talk about it with our grade level, the assistant principal, and the principal, all of us giving our input about it [decision-making]. So, it isn’t just you having to think about it and deciding for yourself. It is a group effort.”</p>	<p>Teacher Initiative and Self-Efficacy “So, trying to figure out where you have gone wrong or what they need help with...”</p>
			<p>“...so I think more so with math than with reading there is a little bit of problem-solving trying to figure out where the gaps are...”</p>

Table 4.8 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Collaboration</p> <p>“I would say one thing that helps is just the PST team, and being able to talk about it with our grade level, the assistant principal, and the principal, all of us giving our input about it [decision-making]. So, it isn’t just you having to think about it and deciding for yourself. It is a group effort.”</p> <p>Individual and Situational Factors</p> <p>“We are looking at the whole child.”</p> <p>“You know you just have to know your children. I think it is multiple aspects that go into determining when they should be referred to Tier 3.</p>	<p>Holistic Approach</p> <p>“We are looking at the whole child.”</p> <p>“You know you just have to know your children. I think it is multiple aspects that go into determining when they should be referred to Tier 3.</p>	<p>Holistic Approach</p> <p>“We are looking at the whole child.”</p> <p>“You know you just have to know your children. I think it is multiple aspects that go into determining when they should be referred to Tier 3.</p>	<p>Professional Development</p> <p>“We [general education teachers] received training on how to track progress and implement interventions.”</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration</p> <p>“I would say one thing that helps is just the PST team, and being able to talk about it with our grade level, the assistant principal, and the principal, all of us giving our input about it [decision-making]. So, it isn’t just you having to think about it and deciding for yourself. It is a group effort.”</p> <p>Holistic Approach</p> <p>“We are looking at the whole child.”</p> <p>“You know you just have to know your children. I think it is multiple aspects that go into determining when they should be referred to Tier 3.</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.9

Research Question One Part B: Results of Coding for Facilitators for the Use of RTI to Make SLD Referrals per Tier 3 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “...the district selects interventions that are research based.”</p> <p>“[Administration] They provide overseeing of data.”</p> <p>“There are benchmarks. They have to make certain benchmarks, and then we meet with the PST and discuss that too. So, it isn’t just one teacher making it [decisions], it is other teachers and administrators [principals] too.”</p> <p>Instruction “Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.”</p> <p>Technology “Our principal tracks data on Tier 3 using his IPAD.”</p> <p>Tracking “If they are not making any progress in intervention, you know that something is going on.”</p>	<p>Administrative Support “...the district selects interventions that are research based.”</p> <p>Principal Support “[Administration] They provide overseeing of data.”</p> <p>“There are benchmarks. They have to make certain benchmarks, and then we meet with the PST and discuss that too. So, it isn’t just one teacher making it [decisions], it is other teachers and administrators [principals] too.”</p> <p>Professional Flexibility “Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.”</p> <p>Acceptance of Tier Procedures “Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “...the district selects interventions that are research based.”</p> <p>Principal Guidance and Support “[Administration] They provide overseeing of data.”</p> <p>“There are benchmarks. They have to make certain benchmarks, and then we meet with the PST and discuss that too. So, it isn’t just one teacher making it [decisions], it is other teachers and administrators [principals] too.”</p> <p>Professional Flexibility “Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “...the district selects interventions that are research based.”</p> <p>Principal Guidance and Support “[Administration] They provide overseeing of data.”</p> <p>“There are benchmarks. They have to make certain benchmarks, and then we meet with the PST and discuss that too. So, it isn’t just one teacher making it [decisions], it is other teachers and administrators [principals] too.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Professional Flexibility “Our reading coach is wonderful. She will pull two or three kids who are in Tier 3 for reading, and she will work with them one-on-one. It is tailored instruction. It is designed to specifically meet what they [students] need.”</p>

Table 4.9 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“There are benchmarks. They [students] have to make certain benchmarks. Then we meet with the PST team and discuss progress.”</p> <p>“The reading or math coach documents progress and follows the guidelines for intervention.”</p> <p style="text-align: center;">Collaboration</p> <p>“I would say it is a team decision to move a student to Tier 3.”</p> <p>“It would say that the special education teacher, principal, aides, and math and reading coaches are part of a team decision to refer a student for testing for special education services.”</p> <p style="text-align: center;">Individual and Situational Factors</p> <p>“...if they are looking to refer them they look at all of it as a big picture rather than just isolating what they have done outside of that.”</p>	<p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data on Tier 3 using his IPAD.”</p> <p style="text-align: center;">Data-Based Decision Making</p> <p>“If they are not making any progress in intervention, you know that something is going on.”</p> <p>“There are benchmarks. They [students] have to make certain benchmarks. Then we meet with the PST team and discuss progress.”</p> <p style="text-align: center;">Proper Procedure</p> <p>“The reading or math coach documents progress and follows the guidelines for intervention.”</p> <p style="text-align: center;">Collaboration</p> <p>“I would say it is a team decision to move a student to Tier 3.”</p> <p>“It would say that the special education teacher, principal, aides, and math and reading coaches are part of a team decision to refer a student for testing for special education services.”</p>	<p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data on Tier 3 using his IPAD.”</p> <p style="text-align: center;">Data-Based Decision Making</p> <p>“If they are not making any progress in intervention, you know that something is going on.”</p> <p>“There are benchmarks. They [students] have to make certain benchmarks. Then we meet with the PST team and discuss progress.”</p> <p style="text-align: center;">Proper Procedure</p> <p>“The reading or math coach documents progress and follows the guidelines for intervention.”</p> <p style="text-align: center;">Collaboration</p> <p>“I would say it is a team decision to move a student to Tier 3.”</p> <p>“It would say that the special education teacher, principal, aides, and math and reading coaches are part of a team decision to refer a student for testing for special education services.”</p>	<p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data on Tier 3 using his IPAD.”</p> <p style="text-align: center;">Data-Based Decision Making</p> <p>“If they are not making any progress in intervention, you know that something is going on.”</p> <p>“There are benchmarks. They [students] have to make certain benchmarks. Then we meet with the PST team and discuss progress.”</p> <p style="text-align: center;">Proper Procedure</p> <p>“The reading or math coach documents progress and follows the guidelines for intervention.”</p> <p style="text-align: center;">5. Problem-Solving and Holistic Approach</p> <p style="text-align: center;">Collaboration</p> <p>“I would say it is a team decision to move a student to Tier 3.”</p>

Table 4.9 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
	<p>Holistic Approach "...if they are looking to refer them they look at all of it as a big picture rather than just isolating what they have done outside of that."</p>	<p>Holistic Approach "...if they are looking to refer them they look at all of it as a big picture rather than just isolating what they have done outside of that."</p>	<p>"It would say that the special education teacher, principal, aides, and math and reading coaches are part of a team decision to refer a student for testing for special education services."</p> <p>Holistic Approach "...if they are looking to refer them they look at all of it as a big picture rather than just isolating what they have done outside of that."</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.10

Research Question One Part B: Results of Coding for Barriers of the Use of RTI to Make SLD Referrals per Tier 1 for General Education Teachers (n=6)

Instruction	Lack of Professional Judgment	Lack of Professional Judgment and Flexibility with Curriculum Use	3. Support for RTI Practices and Procedures
<p>“I think that the problem arises within how much control or lack thereof we are given as professionals to make the decisions based on our kids’ needs.”</p>	<p>“I think that the problem arises within how much control or lack thereof we are given as professionals to make the decisions based on our kids’ needs.”</p>	<p>“I think that the problem arises within how much control or lack thereof we are given as professionals to make the decisions based on our kids’ needs.”</p>	<p>Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“I think that the problem arises within how much control or lack thereof we are given as professionals to make the decisions based on our kids’ needs.”</p>
<p>“I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.”</p>	<p>Curriculum Use</p> <p>“I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.”</p>	<p>“I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.”</p>	<p>“I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.”</p>
<p>Time</p> <p>“Time doesn’t necessarily allow monitoring to inform instructional practices.”</p>	<p>Lack of Time</p> <p>“Time doesn’t necessarily allow monitoring to inform instructional practices.”</p>	<p>Lack of Time</p> <p>“Time doesn’t necessarily allow monitoring to inform instructional practices.”</p>	<p>“I guess I didn’t have in mind that someone would hand me set curriculum..., and so that is going to be a little frustrating.”</p>
<p>“The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.”</p>	<p>“The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.”</p>	<p>“The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.”</p>	<p>Lack of Time</p> <p>“Time doesn’t necessarily allow monitoring to inform instructional practices.”</p>
<p>Personnel</p> <p>“I would like someone else in the classroom just to be doing that [progress monitoring] because trying to do that and teach at the same time is just a difficult task.”</p>	<p>Lack of Personnel</p> <p>“I would like someone else in the classroom just to be doing that [progress monitoring] because trying to do that and teach at the same time is just a difficult task.”</p>	<p>“The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.”</p>	<p>“The hard thing with that is they [students] all have different needs that need to be met. Sometimes it is difficult to find their exact need and make sure we are meeting every single student’s needs.”</p>

Table 4.10 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Materials</p> <p>“Sometimes, when materials can’t be replaced, we don’t have what we need. We might have to borrow from others.”</p>	<p>Lack of Materials</p> <p>“Sometimes, when materials can’t be replaced, we don’t have what we need. We might have to borrow from others.”</p>	<p>Lack of Personnel</p> <p>“I would like someone else in the classroom just to be doing that [progress monitoring] because trying to do that and teach at the same time is just a difficult task.”</p>	<p>Lack of Personnel</p> <p>“I would like someone else in the classroom just to be doing that [progress monitoring] because trying to do that and teach at the same time is just a difficult task.”</p>
<p>“...like if I had more things to pull from, I know that the Harcourt pulls in vocabulary too, and I know that the Making Meanings has the vocabulary too...just supplemental things for them to do. We have to pull and create them on our own, where as if there were things to go with Making Meanings that would help a lot.”</p>	<p>“...like if I had more things to pull from, I know that the Harcourt pulls in vocabulary too, and I know that the Making Meanings has the vocabulary too...just supplemental things for them to do. We have to pull and create them on our own, where as if there were things to go with Making Meanings that would help a lot.”</p>	<p>Lack of Materials and Resources</p> <p>“Sometimes, when materials can’t be replaced, we don’t have what we need. We might have to borrow from others.”</p>	<p>Lack of Materials and Resources</p> <p>“Sometimes, when materials can’t be replaced, we don’t have what we need. We might have to borrow from others.”</p>
<p>Tracking</p> <p>“I wouldn’t say there is as much progress monitoring in terms of Tier 1 as there probably should be.”</p>	<p>Improper Procedure</p> <p>“I wouldn’t say there is as much progress monitoring in terms of Tier 1 as there probably should be.”</p>	<p>“...like if I had more things to pull from, I know that the Harcourt pulls in vocabulary too, and I know that the Making Meanings has the vocabulary too...just supplemental things for them to do. We have to pull and create them on our own, where as if there were things to go with Making Meanings that would help a lot.</p>	<p>“...like if I had more things to pull from, I know that the Harcourt pulls in vocabulary too, and I know that the Making Meanings has the vocabulary too...just supplemental things for them to do. We have to pull and create them on our own, where as if there were things to go with Making Meanings that would help a lot.”</p>
<p>“If the tests haven’t been done properly then you have to test and retest to see what level the child is really on. It is kind of hindering because we have to do it rather than an aide.”</p>	<p>“If the tests haven’t been done properly then you have to test and retest to see what level the child is really on. It is kind of hindering because we have to do it rather than an aide.”</p>	<p>Improper Procedure</p> <p>“I wouldn’t say there is as much progress monitoring in terms of Tier 1 as there probably should be.”</p>	<p>Improper Procedure</p> <p>“I wouldn’t say there is as much progress monitoring in terms of Tier 1 as there probably should be.”</p>

Table 4.10 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Training</p> <p>“You are already supposed to have tried all things with students by the time you bring them up to the PST teams. It is not how it is anymore. So, it is not like try these ideas and see if they work. Now it is like you have already tried everything, which if you are a good teacher you have, but what if you are a first year teacher and you don’t know all of that and you haven’t made those accommodations?”</p>	<p style="text-align: center;">Lack of Professional Development</p> <p>“You are already supposed to have tried all things with students by the time you bring them up to the PST teams. It is not how it is anymore. So, it is not like try these ideas and see if they work. Now it is like you have already tried everything, which if you are a good teacher you have, but what if you are a first year teacher and you don’t know all of that and you haven’t made those accommodations?”</p>	<p>“If the tests haven’t been done properly then you have to test and retest to see what level the child is really on. It is kind of hindering because we have to do it rather than an aide”</p> <p style="text-align: center;">Lack of Professional Development</p> <p>“You are already supposed to have tried all things with students by the time you bring them up to the PST teams. It is not how it is anymore. So, it is not like try these ideas and see if they work. Now it is like you have already tried everything, which if you are a good teacher you have, but what if you are a first year teacher and you don’t know all of that and you haven’t made those accommodations</p>	<p>“If the tests haven’t been done properly then you have to test and retest to see what level the child is really on. It is kind of hindering because we have to do it rather than an aide.”</p> <p style="text-align: center;">4.Training and Teacher Characteristics</p> <p style="text-align: center;">Lack of Professional Development</p> <p>“You are already supposed to have tried all things with students by the time you bring them up to the PST teams. It is not how it is anymore. So, it is not like try these ideas and see if they work. Now it is like you have already tried everything, which if you are a good teacher you have, but what if you are a first year teacher and you don’t know all of that and you haven’t made those accommodations?”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.11

Research Question One Part B: Results of Coding for Barriers of the Use of RTI to Make SLD Referrals per Tier 2 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Instruction</p> <p>“We aren’t given as much free reign to be able to figure out what our children need and to be able to teach them what. So, I think that kind of hinders the process.”</p> <p>“Teachers feel the need to stick to the curriculum. Curriculum doesn’t always match student’s needs.”</p> <p>“It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading, it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill in the gaps and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>	<p>Lack of Professional Judgment</p> <p>“We aren’t given as much free reign to be able to figure out what our children need and to be able to teach them what. So, I think that kind of hinders the process.”</p> <p>Curriculum Use</p> <p>“Teachers feel the need to stick to the curriculum. Curriculum doesn’t always match student’s needs.”</p> <p>“It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading, it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill in the gaps and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>	<p>Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“We aren’t given as much free reign to be able to figure out what our children need and to be able to teach them what. So, I think that kind of hinders the process.”</p> <p>“Teachers feel the need to stick to the curriculum. Curriculum doesn’t always match student’s needs.”</p> <p>“It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading, it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill in the gaps and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>	<p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“We aren’t given as much free reign to be able to figure out what our children need and to be able to teach them what. So, I think that kind of hinders the process.”</p> <p>“Teachers feel the need to stick to the curriculum. Curriculum doesn’t always match student’s needs.”</p> <p>“It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading, it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill in the gaps and try to figure out what they are not getting. So that is hard.”</p>

Table 4.11 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Time</p> <p>“Absences increase or prolongs the amount of time needed to implement the intervention.”</p> <p>“[paperwork] decreases the amount of time to implement intervention.”</p> <p>“I would just say time and the different responsibilities a teacher has really plays into the adequateness and the quality of progress monitoring in general.”</p>	<p>Lack of Time</p> <p>“Absences increase or prolongs the amount of time needed to implement the intervention.”</p> <p>“[paperwork] decreases the amount of time to implement intervention.”</p> <p>“I would just say time and the different responsibilities a teacher has really plays into the adequateness and the quality of progress monitoring in general.”</p>	<p>Lack of Time</p> <p>Absences. “Absences increase or prolongs the amount of time needed to implement the intervention.”</p> <p>Paperwork. “[paperwork] decreases the amount of time to implement intervention.”</p> <p>Data management. “I would just say time and the different responsibilities a teacher has really plays into the adequateness and the quality of progress monitoring in general.”</p>	<p>Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p>
<p>Personnel</p> <p>“Of course I would like for our Title 1 math and reading coach to be able to do Tier 2. I know that it is supposed to be in the classroom though. That makes it more difficult, but if we could have additional help outside the classroom that would be great.”</p>	<p>Lack of Personnel</p> <p>“Of course I would like for our Title 1 math and reading coach to be able to do Tier 2. I know that it is supposed to be in the classroom though. That makes it more difficult, but if we could have additional help outside the classroom that would be great.”</p>	<p>Lack of Personnel</p> <p>“Of course I would like for our Title 1 math and reading coach to be able to do Tier 2. I know that it is supposed to be in the classroom though. That makes it more difficult, but if we could have additional help outside the classroom that would be great.”</p>	<p>Lack of Time</p> <p>Absences. “Absences increase or prolongs the amount of time needed to implement the intervention.”</p> <p>Paperwork. “[paperwork] decreases the amount of time to implement intervention.”</p> <p>Data management. “I would just say time and the different responsibilities a teacher has really plays into the adequateness and the quality of progress monitoring in general.”</p>
<p>Materials</p> <p>“...It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading it is a little different because they pretty much</p>	<p>Lack of Materials</p> <p>“...It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you</p>	<p>Lack of Materials and Resources</p> <p>“...It is different or hard to equate the Tier 1 lessons to the Tier 2 lessons because they are not the same. For reading it is a little different because they pretty much go hand in hand. But it definitely</p>	<p>Lack of Personnel</p> <p>“Of course I would like for our Title 1 math and reading coach to be able to do Tier 2. I know that it is supposed to be in the classroom though. That makes it more difficult, but if we could have additional help outside the classroom that would be great.”</p>
			<p>Lack of Materials and Resources</p> <p>“...It is different or hard to equate the Tier 1 lessons to the Tier 2</p>

Table 4.11 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>go hand in hand. But it definitely hinders the process because you have to fill the gaps in the curriculum and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p> <p style="text-align: center;">Tracking</p> <p>“It is just consistency. You know it is hard to keep that consistency. Maybe not if we all have IPADs, if there was some kind of app, we could all have it...it would make it easier.”</p> <p>“...consistency of tracking and data collection procedures.”</p> <p style="text-align: center;">Training</p> <p>“I was kind of displeased with the amount of information that I received in terms of how to teach Tier 2 interventions. I felt much</p>	<p>have to fill the gaps in the curriculum and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p> <p style="text-align: center;">Improper Procedure</p> <p>“It is just consistency. You know it is hard to keep that consistency. Maybe not if we all have IPADs, if there was some kind of app, we could all have it...it would make it easier.”</p> <p>“...consistency of tracking and data collection procedures.”</p> <p style="text-align: center;">Lack of Professional Development</p> <p>“I was kind of displeased with the amount of information that I received in terms of how to teach Tier 2 interventions. I felt much more prepared to teacher Tier 1 than I did Tier 2. I was kind of surprised</p>	<p>hinders the process because you have to fill the gaps in the curriculum and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p> <p style="text-align: center;">Improper Procedure</p> <p>“It is just consistency. You know it is hard to keep that consistency. Maybe not if we all have IPADs, if there was some kind of app, we could all have it...it would make it easier.”</p> <p>“...consistency of tracking and data collection procedures.”</p> <p style="text-align: center;">Lack of Professional Development</p> <p>“I was kind of displeased with the amount of information that I received in terms of how to teach Tier 2 interventions. I felt much more prepared to teacher Tier 1 than I did Tier 2. I was kind of surprised there weren’t kind of facilitators I guess to teach new</p>	<p>lessons because they are not the same. For reading it is a little different because they pretty much go hand in hand. But it definitely hinders the process because you have to fill the gaps in the curriculum and try to figure out what they are not getting. So that is hard. Sometimes if they are successful on Tier 2 interventions they are not successful in Tier 1 instruction. So, trying to figure out where you have went wrong or what they need help with is often times frustrating.”</p> <p style="text-align: center;">Improper Procedure</p> <p>“It is just consistency. You know it is hard to keep that consistency. Maybe not if we all have IPADs, if there was some kind of app, we could all have it...it would make it easier.”</p> <p>“...consistency of tracking and data collection procedures.”</p> <p style="text-align: center;">4.Training and Teacher Characteristics</p> <p style="text-align: center;">Lack of Professional Development</p> <p>“I was kind of displeased with the amount of information that I</p>

Table 4.11 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>more prepared to teacher Tier 1 than I did Tier 2. I was kind of surprised there weren't kind of facilitators I guess to teach new teachers or those who are new to teaching Tier 2. I just found the figure it out on your own a little bit too trustworthy. I feel that that would make it more effective. We spend four years learning how to teach Tier 1 and with Tier 2 we are just thrown in."</p>	<p>there weren't kind of facilitators I guess to teach new teachers or those who are new to teaching Tier 2. I just found the figure it out on your own a little bit too trustworthy. I feel that that would make it more effective. We spend four years learning how to teach Tier 1 and with Tier 2 we are just thrown in."</p>	<p>teachers or those who are new to teaching Tier 2. I just found the figure it out on your own a little bit too trustworthy. I feel that that would make it more effective. We spend four years learning how to teach Tier 1 and with Tier 2 we are just thrown in."</p>	<p>received in terms of how to teach Tier 2 interventions. I felt much more prepared to teacher Tier 1 than I did Tier 2. I was kind of surprised there weren't kind of facilitators I guess to teach new teachers or those who are new to teaching Tier 2. I just found the figure it out on your own a little bit too trustworthy. I feel that that would make it more effective. We spend four years learning how to teach Tier 1 and with Tier 2 we are just thrown in."</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.12

Research Question One Part B: Results of Coding for Barriers of the Use of RTI to Make SLD Referrals per Tier 3 for General Education Teachers (n=6)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Instruction “So, it is frustrating to a lot of teachers who feel that there is something else going on and we need to get them into that testing process, but we can’t because the data shows that that are making limited progress, but it is progress.”</p> <p>Tracking “Lack of understanding of cutoffs.” “Feeling like let’s not move them to Tier 3 because it labels them.” “confusion regarding cutoffs to transition to a referral”</p>	<p>Lack of Professional Judgment “So, it is frustrating to a lot of teachers who feel that there is something else going on and we need to get them into that testing process, but we can’t because the data shows that that are making limited progress, but it is progress.”</p> <p>Improper Procedure “Lack of understanding of cutoffs.” “Feeling like let’s not move them to Tier 3 because it labels them.” “confusion regarding cutoffs to transition to a referral”</p>	<p>Lack of Professional Judgment and Flexibility with Curriculum Use “So, it is frustrating to a lot of teachers who feel that there is something else going on and we need to get them into that testing process, but we can’t because the data shows that that are making limited progress, but it is progress.”</p> <p>Improper Procedure “Lack of understanding of cutoffs.” “Feeling like let’s not move them to Tier 3 because it labels them.” “confusion regarding cutoffs to transition to a referral”</p>	<p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “So, it is frustrating to a lot of teachers who feel that there is something else going on and we need to get them into that testing process, but we can’t because the data shows that that are making limited progress, but it is progress.”</p> <p>Improper Procedure “Lack of understanding of cutoffs.” “Feeling like let’s not move them to Tier 3 because it labels them.” “confusion regarding cutoffs to transition to a referral”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.13

Research Question One Part A: Results of Coding for Facilitators of RTI Implementation per Tier 1 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “I think our district has done a great job to ensure that the curriculum that we have is scientifically-based and provided every piece of curriculum that the teachers need.”</p> <p>“The administrators [principals] and reading coaches see how teachers can best deliver instruction. Our administrators [principals] do walk-troughs during Tier 1 instruction.”</p> <p>Environment “I think teachers [general education teachers] were skeptical at first, but they are beginning to be more open to the process [RTI] now.”</p> <p>Goals “School community members share common goals for students. Goals pertain to the overall academic success of all students and bringing all students up to grade level.”</p> <p>“I think that teachers have become more aware that each child has his or her own set of needs and that teaching to the mass isn’t always the best thing.”</p>	<p>Administrative Support “I think our district has done a great job to ensure that the curriculum that we have is scientifically-based and provided every piece of curriculum that the teachers need.”</p> <p>Principal Support “The administrators [principals] and reading coaches see how teachers can best deliver instruction. Our administrators [principals] do walk-troughs during Tier 1 instruction.”</p> <p>School Climate “I think teachers [general education teachers] were skeptical at first, but they are beginning to be more open to the process [RTI] now.”</p> <p>Common Goals “School community members share common goals for students. Goals pertain to the overall academic success of all students and bringing all students up to grade level.”</p> <p>Belief in RTI Model “I think that teachers have become more aware that each child has his or her own set of needs and that teaching to the mass isn’t always the best thing.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “I think our district has done a great job to ensure that the curriculum that we have is scientifically-based and provided every piece of curriculum that the teachers need.”</p> <p>Principal Guidance and Support “The administrators [principals] and reading coaches see how teachers can best deliver instruction. Our administrators [principals] do walk-troughs during Tier 1 instruction.”</p> <p>School Climate “I think teachers [general education teachers] were skeptical at first, but they are beginning to be more open to the process [RTI] now.”</p> <p>Common Goals “School community members share common goals for students. Goals pertain to the overall academic success of all students and bringing all students up to grade level.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “I think our district has done a great job to ensure that the curriculum that we have is scientifically-based and provided every piece of curriculum that the teachers need.”</p> <p>Principal Guidance and Support “The administrators [principals] and reading coaches see how teachers can best deliver instruction. Our administrators [principals] do walk-troughs during Tier 1 instruction.”</p> <p>2. School Values and Attitudes</p> <p>School Climate “I think teachers [general education teachers] were skeptical at first, but they are beginning to be more open to the process [RTI] now.”</p>

Table 4.13 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Instruction</p> <p>“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p>“Teachers [general education teachers] provide differentiated instruction in the regular classroom to meet a broader range of student needs.”</p> <p style="text-align: center;">Technology</p> <p>“Our principal tracks data using an IPAD for each RTI tier.”</p> <p style="text-align: center;">Tracking</p> <p>“It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers. It [data collected by progress monitoring] is important for each RTI tier.”</p>	<p style="text-align: center;">Professional Flexibility</p> <p>“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p>“Teachers [general education teachers] provide differentiated instruction in the regular classroom to meet a broader range of student needs.”</p> <p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p>	<p style="text-align: center;">Belief in RTI Model</p> <p>“I think that teachers have become more aware that each child has his or her own set of needs and that teaching to the mass isn’t always the best thing.”</p> <p style="text-align: center;">Professional Flexibility</p> <p>“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p>“Teachers [general education teachers] provide differentiated instruction in the regular classroom to meet a broader range of student needs.”</p> <p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated</p>	<p style="text-align: center;">Common Goals</p> <p>“School community members share common goals for students. Goals pertain to the overall academic success of all students and bringing all students up to grade level.”</p> <p style="text-align: center;">Belief in RTI Model</p> <p>“I think that teachers have become more aware that each child has his or her own set of needs and that teaching to the mass isn’t always the best thing.”</p> <p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Professional Flexibility</p> <p>“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p>“Teachers [general education teachers] provide differentiated instruction in the regular classroom to meet a broader range of student needs.”</p>

Table 4.13 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Tracking</p> <p>“It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers. It [data collected by progress monitoring] is important for each RTI tier.</p> <p>“Accurate documentation of student progress has to be kept to determine if they [students] are where they need to be.”</p> <p>Training</p> <p>“They [general education teachers] do receive training for how to track and help differentiate instruction.”</p> <p>Collaboration</p> <p>“I know they [general education teachers] collaborate during PST meetings.”</p> <p>Individual and Situational Factors</p> <p>“...taking into account all factors involved in student academic progress in order to make an informed and more accurate decision.”</p>	<p>Use of Technology</p> <p>“Our principal tracks data using an IPAD for each RTI tier.”</p> <p>Data-Based Decision Making</p> <p>“It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers. It [data collected by progress monitoring] is important for each RTI tier.</p> <p>“Accurate documentation of student progress has to be kept to determine if they [students] are where they need to be.”</p> <p>Proper Procedure</p> <p>“Accurate documentation of student progress has to be kept to determine if they [students] are where they need to be.”</p> <p>Professional Development</p> <p>“They [general education teachers] do receive training for how to track and help differentiate instruction.”</p> <p>Collaboration</p> <p>“I know they [general education teachers] collaborate during PST meetings.”</p>	<p>instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p>“Teachers [general education teachers] provide differentiated instruction in the regular classroom to meet a broader range of student needs.”</p> <p>Acceptance of Tier Procedures</p> <p>“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p>Use of Technology</p> <p>“Our principal tracks data using an IPAD for each RTI tier.”</p> <p>Data-Based Decision Making</p> <p>“It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers. It [data collected by progress monitoring] is important for each RTI tier.”</p>	<p>Acceptance of Tier Procedures</p> <p>“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p>Use of Technology</p> <p>“Our principal tracks data using an IPAD for each RTI tier.”</p> <p>Data-Based Decision Making</p> <p>“It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers. It [data collected by progress monitoring] is important for each RTI tier.”</p> <p>“Accurate documentation of student progress has to be kept to determine if they are where they need to be.”</p>

Table 4.13 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“I think that it has been beneficial in that teachers [general education teachers] are looking at the whole child.”</p>	<p>Holistic Approach “...taking into account all factors involved in student academic progress in order to make an informed and more accurate decision.”</p>	<p>progress monitoring] is important for each RTI tier.</p> <p>“Accurate documentation of student progress has to be kept to determine if they are where they need to be.”</p>	<p>Proper Procedure “Accurate documentation of student progress has to be kept to determine if they [students] are where they need to be.”</p>
<p>“...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>“I think that it has been beneficial in that teachers [general education teachers] are looking at the whole child.”</p> <p>“...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>Proper Procedure “Accurate documentation of student progress has to be kept to determine if they [students] are where they need to be.”</p> <p>Professional Development “They [general education teachers] do receive training for how to track and help differentiate instruction.”</p> <p>Collaboration “I know they [general education teachers] collaborate during PST meetings.”</p>	<p>4. Training and Teacher Characteristics</p> <p>Professional Development “They [general education teachers] do receive training for how to track and help differentiate instruction.”</p>
		<p>Holistic Approach “...taking into account all factors involved in student academic progress in order to make an informed and more accurate decision.”</p>	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration “I know they [general education teachers] collaborate during PST meetings.”</p> <p>Holistic Approach “...taking into account all factors involved in student academic progress in order to make an informed and more accurate decision.”</p>

Table 4.13 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
		<p>“I think that it has been beneficial in that teachers [general education teachers] are looking at the whole child.”</p>	<p>“I think that it has been beneficial in that teachers [general education teachers] are looking at the whole child.”</p>
		<p>“...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>“...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.14

Research Question One Part A: Results of Coding for Facilitators of RTI Implementation per Tier 2 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>“The principal provides oversight of the data. They are in the PST meetings to look at the process and look at how they [students] are doing.”</p> <p>Environment “We have celebration emails all the time because children have moved from Tier 3 back to Tier 2 or Tier 1.”</p> <p>Goals “I think that a main goal, in Tier 2 and Tier 3, is trying to work with a child’s specific needs before they get to the special education process.”</p> <p>“I think that teachers have started to buy into the process.”</p>	<p>Administrative Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Support “The principal provides oversight of the data. They are in the PST meetings to look at the process and look at how they [students] are doing.”</p> <p>School Climate “We have celebration emails all the time because children have moved from Tier 3 back to Tier 2 or Tier 1.”</p> <p>Common Goals “I think that a main goal, in Tier 2 and Tier 3, is trying to work with a child’s specific needs before they get to the special education process.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Guidance and Support “The principal provides oversight of the data. They are in the PST meetings to look at the process and look at how they [students] are doing.”</p> <p>School Climate “We have celebration emails all the time because children have moved from Tier 3 back to Tier 2 or Tier 1.”</p> <p>Common Goals “I think that a main goal, in Tier 2 and Tier 3, is trying to work with a child’s specific needs before they get to the special education process.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Guidance and Support “The principal provides oversight of the data. They are in the PST meetings to look at the process and look at how they [students] are doing.”</p> <p>2. School Values and Attitudes</p> <p>School Climate “We have celebration emails all the time because children have moved from Tier 3 back to Tier 2 or Tier 1.”</p> <p>Common Goals “I think that a main goal, in Tier 2 and Tier 3, is trying to work with a child’s specific needs before they get to the special education process.”</p>

Table 4.14 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“I think that it [RTI] is a lot better than when it got started, because I think a lot of teachers are starting to get that we don’t just need to label kids as special education because they need more help. They [general education teachers] are starting to get that having a special education label is a big deal.”</p>	<p>“I think that it [RTI] is a lot better than when it got started, because I think a lot of teachers are starting to get that we don’t just need to label kids as special education because they need more help. They [general education teachers] are starting to get that having a special education label is a big deal.”</p>	<p>“I think that it [RTI] is a lot better than when it got started, because I think a lot of teachers are starting to get that we don’t just need to label kids as special education because they need more help. They [general education teachers] are starting to get that having a special education label is a big deal.”</p>	<p>“I think that it [RTI] is a lot better than when it got started, because I think a lot of teachers are starting to get that we don’t just need to label kids as special education because they need more help. They [general education teachers] are starting to get that having a special education label is a big deal.”</p>
<p style="text-align: center;">Instruction</p> <p>“Progress monitoring takes time, but they [general education teachers] realize that it is necessary.”</p>	<p style="text-align: center;">Belief in RTI Model</p> <p>“I think that teachers have started to buy into the process.”</p>	<p style="text-align: center;">Belief in RTI Model</p> <p>“I think that teachers have started to buy into the process.”</p>	<p style="text-align: center;">Belief in RTI Model</p> <p>“I think that teachers have started to buy into the process.”</p>
<p>“There is some flexibility to change programs [curriculum] if the child is having difficulty.”</p>	<p style="text-align: center;">Professional Flexibility</p> <p>“There is some flexibility to change programs [curriculum] if the child is having difficulty.”</p>	<p style="text-align: center;">Professional Flexibility</p> <p>“There is some flexibility to change programs [curriculum] if the child is having difficulty.”</p>	<p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Professional Flexibility</p> <p>“There is some flexibility to change programs [curriculum] if the child is having difficulty.”</p>
<p>“It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>	<p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“Progress monitoring takes time, but they [general education teachers] realize that it is necessary.”</p>	<p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“Progress monitoring takes time, but they [general education teachers] realize that it is necessary.”</p>	<p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“Progress monitoring takes time, but they [general education teachers] realize that it is necessary.”</p>
	<p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data using an IPAD for each RTI tier.”</p>	<p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data using an IPAD for each RTI tier.”</p>	<p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data using an IPAD for each RTI tier.”</p>

Table 4.14 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Technology “Our principal tracks data using an IPAD for each RTI tier.”</p>	<p>Data-Based Decision Making “It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>	<p>Data-Based Decision Making “It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>	<p>Data Based Decision Making “It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>
<p>Tracking “Consistent progress monitoring is needed to see if students’ are making progress.”</p>	<p>Data-Based Decision Making “It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>	<p>Data-Based Decision Making “It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>	<p>Data Based Decision Making “It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>
<p>Training “They [general education teachers] have received training on how to implement Tier 2.”</p>	<p>Proper Procedure “Consistent progress monitoring is needed to see if students’ are making progress.”</p>	<p>Proper Procedure “Consistent progress monitoring is needed to see if students’ are making progress.”</p>	<p>Proper Procedure “Consistent progress monitoring is needed to see if students’ are making progress.”</p>
<p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p>	<p>Professional Development “They [general education teachers] have received training on how to implement Tier 2.”</p>	<p>Professional Development “They [general education teachers] have received training on how to implement Tier 2.”</p>	<p>4.Training and Teacher Characteristics</p>
<p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p>	<p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p>	<p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p>	<p>Professional Development “They [general education teachers] have received training on how to implement Tier 2.”</p>

Table 4.14 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Individual and Situational Factors "...maybe a child moves into the district and they don't understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time."</p>	<p>Holistic Approach "...maybe a child moves into the district and they don't understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time."</p>	<p>Holistic Approach "...maybe a child moves into the district and they don't understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time."</p>	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration "Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making."</p> <p>Holistic Approach "...maybe a child moves into the district and they don't understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time."</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table

Table 4.15

Research Question One Part A: Results of Coding for Facilitators of RTI Implementation per Tier 3 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>“The principal moderates the team meeting and reviews the data.”</p> <p>Environment “We have celebration emails all the time because children have moved from Tier 3 back to Tier 2 or Tier 1.”</p> <p>Goals “I think that a main goal, in Tier 2 and Tier 3, is trying to work with a child’s specific needs before they get to the special education process.”</p> <p>“I think that teachers have started to buy into the process.”</p> <p>“It [RTI] gives you the opportunity to have tried everything.”</p>	<p>Administrative Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Support “The principal moderates the team meeting and reviews the data.”</p> <p>School Climate “We have celebration emails all the time because children have moved from Tier 3 back to Tier 2 or Tier 1.”</p> <p>Common Goals “I think that a main goal, in Tier 2 and Tier 3, is trying to work with a child’s specific needs before they get to the special education process.”</p> <p>“I think that it [RTI] is a lot better than when it got started, because I think a lot of teachers are starting to get that we don’t just need to label kids as special education because they need more help. They [general education teachers] are starting to get that having a special education label is a big deal.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Guidance and Support “The principal moderates the team meeting and reviews the data.”</p> <p>School Climate “We have celebration emails all the time because children have moved from Tier 3 back to Tier 2 or Tier 1.”</p> <p>Common Goals “I think that a main goal, in Tier 2 and Tier 3, is trying to work with a child’s specific needs before they get to the special education process.”</p> <p>“I think that it [RTI] is a lot better than when it got started, because I think a lot of teachers are starting to get that we don’t just need to label kids as special education because they need more help. They [general education teachers] are starting to get that having a special education label is a big deal.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Guidance and Support “The principal moderates the team meeting and reviews the data.”</p> <p>2. School Values and Attitudes</p> <p>School Climate “We have celebration emails all the time because children have moved from Tier 3 back to Tier 2 or Tier 1.”</p> <p>Common Goals “I think that a main goal, in Tier 2 and Tier 3, is trying to work with a child’s specific needs before they get to the special education process.”</p>

Table 4.15 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“I think that it [RTI] is a lot better than when it got started, because I think a lot of teachers are starting to get that we don’t just need to label kids as special education because they need more help. They [general education teachers] are starting to get that having a special education label is a big deal.”</p>	<p>Belief in RTI Model “I think that teachers have started to buy into the process.” “It [RTI] gives you the opportunity to have tried everything.”</p>	<p>Belief in RTI Model “I think that teachers have started to buy into the process.” “It [RTI] gives you the opportunity to have tried everything.”</p>	<p>“I think that it [RTI] is a lot better than when it got started, because I think a lot of teachers are starting to get that we don’t just need to label kids as special education because they need more help. They [general education teachers] are starting to get that having a special education label is a big deal.”</p>
<p>Instruction “There is some flexibility to change programs [curriculum] if the child is having difficulty.”</p>	<p>Professional Flexibility “There is some flexibility to change programs [curriculum] if the child is having difficulty.” “If a child is having difficulty with one program they [reading or math coach] may change to another.”</p>	<p>Professional Flexibility “There is some flexibility to change programs [curriculum] if the child is having difficulty.” “If a child is having difficulty with one program they [reading or math coach] may change to another.”</p>	<p>Belief in RTI Model “I think that teachers have started to buy into the process.”</p>
<p>“If a child is having difficulty with one program they [reading or math coach] may change to another.”</p>	<p>Acceptance of Tier Procedures “Teachers have begun to see the benefit of the interventions.”</p>	<p>Acceptance of Tier Procedures “Teachers have begun to see the benefit of the interventions.”</p>	<p>3. Support for RTI Practices and Procedures</p>
<p>“Teachers have begun to see the benefit of the interventions.”</p>	<p>“...progress monitoring is just necessary now.”</p>	<p>“...progress monitoring is just necessary now.”</p>	<p>Professional Flexibility “There is some flexibility to change programs [curriculum] if the child is having difficulty.”</p>
<p>“It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>	<p>Use of Technology “Our principal tracks data using an IPAD for each RTI tier.”</p>	<p>Use of Technology “Our principal tracks data using an IPAD for each RTI tier.”</p>	<p>“If a child is having difficulty with one program they [reading or math coach] may change to another.”</p>
<p>“It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>	<p>Data-Based Decision Making “It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>	<p>Data-Based Decision Making “It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p>	<p>Acceptance of Tier Procedures “Teachers have begun to see the benefit of the interventions.”</p>
<p>“...progress monitoring is just necessary now.”</p>	<p>“...progress monitoring is just necessary now.”</p>	<p>“...progress monitoring is just necessary now.”</p>	<p>“...progress monitoring is just necessary now.”</p>

Table 4.15 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“Back when I first started we really didn’t have any kind of intervention, it wasn’t set in stone and there was not a lot of wiggle room. I guess you could say, there was a lot of kids that I felt like were not learning disabled, they just needed that small group instruction, that qualified because we really didn’t have that [plan] set in stone and in place. I think that it has cut down on having kids that don’t truly have a disability show up. When you give them [students] small group instruction and they start progressing and they start moving back out of the tiers, they just needed a push.”</p> <p>“Tier 3 is not up to general education teachers. I think that Tier 3 kind of takes it out of the general education teachers’ hands. Kind of takes it out of the picture. Not that she [general education teacher] is not part of the team, but if she is one of those teachers who you know has it, or has a mindset that they [students] are special education, that is where they need to be, this is an unbiased force.”</p>	<p>“Back when I first started we really didn’t have any kind of intervention, it wasn’t set in stone and there was not a lot of wiggle room. I guess you could say, there was a lot of kids that I felt like were not learning disabled, they just needed that small group instruction, that qualified because we really didn’t have that [plan] set in stone and in place. I think that it has cut down on having kids that don’t truly have a disability show up. When you give them [students] small group instruction and they start progressing and they start moving back out of the tiers, they just needed a push.”</p> <p>“Tier 3 is not up to general education teachers. I think that Tier 3 kind of takes it out of the general education teachers’ hands. Kind of takes it out of the picture. Not that she [general education teacher] is not part of the team, but if she is one of those teachers who you know has it, or has a mindset that they [students] are special education, that is where they need to be, this is an unbiased force.”</p>	<p>“Back when I first started we really didn’t have any kind of intervention, it wasn’t set in stone and there was not a lot of wiggle room. I guess you could say, there was a lot of kids that I felt like were not learning disabled, they just needed that small group instruction, that qualified because we really didn’t have that [plan] set in stone and in place. I think that it has cut down on having kids that don’t truly have a disability show up. When you give them [students] small group instruction and they start progressing and they start moving back out of the tiers, they just needed a push.”</p> <p>“Tier 3 is not up to general education teachers. I think that Tier 3 kind of takes it out of the general education teachers’ hands. Kind of takes it out of the picture. Not that she [general education teacher] is not part of the team, but if she is one of those teachers who you know has it, or has a mindset that they [students] are special education, that is where they need to be, this is an unbiased force.”</p>	<p>Use of Technology “Our principal tracks data using an IPAD for each RTI tier.”</p> <p>Data-Based Decision Making “It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p> <p>“Back when I first started we really didn’t have any kind of intervention, it wasn’t set in stone and there was not a lot of wiggle room. I guess you could say, there was a lot of kids that I felt like were not learning disabled, they just needed that small group instruction, that qualified because we really didn’t have that [plan] set in stone and in place. I think that it has cut down on having kids that don’t truly have a disability show up. When you give them [students] small group instruction and they start progressing and they start moving back out of the tiers, they just needed a push.”</p>

Table 4.15 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“The positive, a child that has gone through all the steps and has arrived at a special education referral, if those tiers have been implemented appropriately, and intervention has been appropriate, it provides us with excellent data to look at the puzzle pieces and say this is an excellent referral for special education because we have to a, b, and c, and the child has made very little progress with all of these interventions.”</p>	<p>Proper Procedure “The positive, a child that has gone through all the steps and has arrived at a special education referral, if those tiers have been implemented appropriately, and intervention has been appropriate, it provides us with excellent data to look at the puzzle pieces and say this is an excellent referral for special education because we have to a, b, and c, and the child has made very little progress with all of these interventions.”</p>	<p>Proper Procedure “The positive, a child that has gone through all the steps and has arrived at a special education referral, if those tiers have been implemented appropriately, and intervention has been appropriate, it provides us with excellent data to look at the puzzle pieces and say this is an excellent referral for special education because we have to a, b, and c, and the child has made very little progress with all of these interventions.”</p>	<p>“Tier 3 is not up to general education teachers. I think that Tier 3 kind of takes it out of the general education teachers’ hands. Kind of takes it out of the picture. Not that she [general education teacher] is not part of the team, but if she is one of those teachers who you know has it, or has a mindset that they [students] are special education, that is where they need to be, this is an unbiased force.”</p>
<p>Technology “Our principal tracks data using an IPAD for each RTI tier.”</p>	<p>Professional Development “I am sure instruction was given on how to implement Tier 3.”</p>	<p>Professional Development “I am sure instruction was given on how to implement Tier 3.”</p>	<p>Proper Procedure “The positive, a child that has gone through all the steps and has arrived at a special education referral, if those tiers have been implemented appropriately, and intervention has been appropriate, it provides us with excellent data to look at the puzzle pieces and say this is an excellent referral for special education because we have to a, b, and c, and the child has made very little progress with all of these interventions.”</p>
<p>Tracking “...progress monitoring is just necessary now.”</p>	<p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p>	<p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p>	
<p>Training “I am sure instruction was given on how to implement Tier 3.”</p>			

Table 4.15 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Individual and Situational Factors “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time [in Tier 2 intervention].”</p>	<p>Holistic Approach “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more.”</p>	<p>Holistic Approach “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>4. Training and Teacher Characteristics</p> <p>Professional Development “I am sure instruction was given on how to implement Tier 3.”</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Holistic Approach “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table

Table 4.16

Research Question One Part A: Results of Coding for Barriers of RTI Implementation per Tier 1 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals “The down side to that is because of the length of moving through the tiers and sometimes the cumbersome data-taking, record-keeping, and sheer paperwork; it has caused teachers to tell parents, “If you go ahead and write a letter for special education referral it will circumvent all of this.”</p> <p>Instruction “And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p>Pathways to Goals “The down side to that is because of the length of moving through the tiers and sometimes the cumbersome data-taking, record-keeping, and sheer paperwork; it has caused teachers to tell parents, “If you go ahead and write a letter for special education referral it will circumvent all of this.”</p> <p>Curriculum Use “And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p>Pathways to Goals “The down side to that is because of the length of moving through the tiers and sometimes the cumbersome data-taking, record-keeping, and sheer paperwork; it has caused teachers to tell parents, “If you go ahead and write a letter for special education referral it will circumvent all of this.”</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p>2. School Values and Attitudes</p> <p>Pathways to Goals “The down side to that is because of the length of moving through the tiers and sometimes the cumbersome data-taking, record-keeping, and sheer paperwork; it has caused teachers to tell parents, “If you go ahead and write a letter for special education referral it will circumvent all of this.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written</p>

Table 4.16 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Time “As far as hindering goes, just having the number of children in the classroom who need diversified instruction...just time, because if you have a class of 18 or 19 that need diversified instruction.”</p>	<p>Lack of Time “As far as hindering goes, just having the number of children in the classroom who need diversified instruction...just time, because if you have a class of 18 or 19 that need diversified instruction.”</p>	<p>Lack of Time “As far as hindering goes, just having the number of children in the classroom who need diversified instruction...just time, because if you have a class of 18 or 19 that need diversified instruction.”</p>	<p>language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>
<p>I think that sometimes teachers just feel overwhelmed. I think that they have so many needs they need to meet in their classroom, and even though we have resource people, it all comes down to it falls on them to provide diversified instruction. So, I am sure that it is very time consuming to try to pull those resources for that general education teacher.</p>	<p>“I think that sometimes teachers just feel overwhelmed. I think that they have so many needs they need to meet in their classroom, and even though we have resource people, it all comes down to it falls on them to provide diversified instruction. So, I am sure that it is very time consuming to try to pull those resources for that general education teacher.”</p>	<p>“I think that sometimes teachers just feel overwhelmed. I think that they have so many needs they need to meet in their classroom, and even though we have resource people, it all comes down to it falls on them to provide diversified instruction. So, I am sure that it is very time consuming to try to pull those resources for that general education teacher.”</p>	<p>Lack of Time “As far as hindering goes, just having the number of children in the classroom who need diversified instruction...just time, because if you have a class of 18 or 19 that need diversified instruction.”</p>
<p>Personnel “...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>	<p>Lack of Personnel “...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>	<p>Lack of Personnel “...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>	<p>“I think that sometimes teachers just feel overwhelmed. I think that they have so many needs they need to meet in their classroom, and even though we have resource people, it all comes down to it falls on them to provide diversified instruction. So, I am sure that it is very time consuming to try to pull those resources for that general education teacher.”</p>
			<p>Lack of Personnel “...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>

Table 4.16 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Tracking</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p style="text-align: center;">Improper Procedure</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p style="text-align: center;">Improper Procedure</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p style="text-align: center;">Improper Procedure</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>
<p style="text-align: center;">Training</p> <p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p> <p>“Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>	<p style="text-align: center;">Lack of Professional Development</p> <p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p> <p>“Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>	<p style="text-align: center;">Lack of Professional Development</p> <p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p> <p>“Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>	<p style="text-align: center;">Lack of Professional Development</p> <p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p> <p>“Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>

Table 4.16 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>“I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>“I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>“I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>
<p style="text-align: center;">Collaboration</p> <p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p> <p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p style="text-align: center;">Collaboration</p> <p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p> <p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p style="text-align: center;">Collaboration</p> <p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p> <p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p style="text-align: center;">5. Problem Solving and Holistic Approach</p> <p style="text-align: center;">Collaboration</p> <p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p> <p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>

Table 4.17

Research Question One Part A: Results of Coding for Barriers of RTI Implementation per Tier 2 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.</p> <p>Instruction “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p>2. School Values and Attitudes</p> <p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they</p>

Table 4.17 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Time</p> <p>“...teachers feel overly burdened with the data collection process and trying to provide interventions for the child who needed it in addition to the children that don’t need intervention...I just think the time management of trying to handle the paperwork and I think they have the intervention part of it, the actual logistics of that. I know they seem to be frustrated with the documentation process and the data collection process, even though it is on the computer...and it is this way and that way...I think they are overwhelmed with that.”</p> <p style="text-align: center;">Personnel</p> <p>“...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p> <p style="text-align: center;">Tracking</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p style="text-align: center;">Lack of Time</p> <p>“...teachers feel overly burdened with the data collection process and trying to provide interventions for the child who needed it in addition to the children that don’t need intervention...I just think the time management of trying to handle the paperwork and I think they have the intervention part of it, the actual logistics of that. I know they seem to be frustrated with the documentation process and the data collection process, even though it is on the computer...and it is this way and that way...I think they are overwhelmed with that.”</p> <p style="text-align: center;">Lack of Personnel</p> <p>“...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p> <p style="text-align: center;">Improper Procedure</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p style="text-align: center;">Lack of Time</p> <p>“...teachers feel overly burdened with the data collection process and trying to provide interventions for the child who needed it in addition to the children that don’t need intervention...I just think the time management of trying to handle the paperwork and I think they have the intervention part of it, the actual logistics of that. I know they seem to be frustrated with the documentation process and the data collection process, even though it is on the computer...and it is this way and that way...I think they are overwhelmed with that.”</p> <p style="text-align: center;">Lack of Personnel</p> <p>“...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p> <p style="text-align: center;">Improper Procedure</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p> <p style="text-align: center;">Lack of Time</p> <p>“...teachers feel overly burdened with the data collection process and trying to provide interventions for the child who needed it in addition to the children that don’t need intervention...I just think the time management of trying to handle the paperwork and I think they have the intervention part of it, the actual logistics of that. I know they seem to be frustrated with the documentation process and the data collection process, even though it is on the computer...and it is this way and that way...I think they are overwhelmed with that.”</p> <p style="text-align: center;">Lack of Personnel</p> <p>“...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>

Table 4.17 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Training “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>Lack of Professional Development “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>Lack of Professional Development “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>Improper Procedure “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation]</p>
<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>4.Training and Teacher Characteristics</p> <p>Lack of Professional Development “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p> <p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>

Table 4.17 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>	<p>“Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>	<p>“Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>	<p>“Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>
<p>Collaboration</p>	<p>Collaboration</p>	<p>Collaboration</p>	<p>5. Problem-Solving and Holistic Approach</p>
<p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Collaboration</p>
<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>
			<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.18

Research Question One Part A: Results of Coding for Barriers of RTI Implementation per Tier 3 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Instruction “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>Tracking “The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>Improper Procedure “The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>Improper Procedure “The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>2. School Values and Attitudes</p> <p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>Improper Procedure “The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>

Table 4.18 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Training</p> <p>“I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p> <p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>Lack of Professional Development</p> <p>“I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p> <p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>Lack of Professional Development</p> <p>“I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p> <p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>4.Training and Teacher Characteristics</p> <p>Lack of Professional Development</p> <p>“I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p> <p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration</p> <p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>
<p>Collaboration</p> <p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Collaboration</p> <p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Collaboration</p> <p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	

Table 4.18 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>
<p>“The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>“The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>“The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>“The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.19

Research Question One Part B: Results of Coding for Facilitators of the Use of RTI to Make SLD Referrals per Tier 1 for Special Education Teachers (n=3) Initial Coding

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “I think our district has done a great job to ensure that the curriculum that we have is scientifically-based and provided every piece of curriculum that the teachers need.”</p> <p>“The administrators [principals] and reading coaches see how teachers can best deliver instruction. Our administrators [principals] do walk-troughs during Tier 1 instruction.”</p> <p>Instruction “I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p>“Teachers [general education teachers] provide differentiated instruction in the regular classroom to meet a broader range of student needs.”</p>	<p>Administrative Support “I think our district has done a great job to ensure that the curriculum that we have is scientifically-based and provided every piece of curriculum that the teachers need.”</p> <p>Principal Support “The administrators [principals] and reading coaches see how teachers can best deliver instruction. Our administrators [principals] do walk-troughs during Tier 1 instruction.”</p> <p>Professional Flexibility “Teachers [general education teachers] provide differentiated instruction in the regular classroom to meet a broader range of student needs.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “I think our district has done a great job to ensure that the curriculum that we have is scientifically-based and provided every piece of curriculum that the teachers need.”</p> <p>Principal Guidance and Support “The administrators [principals] and reading coaches see how teachers can best deliver instruction. Our administrators [principals] do walk-troughs during Tier 1 instruction.”</p> <p>Professional Flexibility “Teachers [general education teachers] provide differentiated instruction in the regular classroom to meet a broader range of student needs.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “I think our district has done a great job to ensure that the curriculum that we have is scientifically-based and provided every piece of curriculum that the teachers need.”</p> <p>Principal Guidance and Support “The administrators [principals] and reading coaches see how teachers can best deliver instruction. Our administrators [principals] do walk-troughs during Tier 1 instruction.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Professional Flexibility “Teachers [general education teachers] provide differentiated instruction in the regular classroom to meet a broader range of student needs.”</p>

Table 4.19 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p data-bbox="323 293 457 318">Technology</p> <p data-bbox="184 326 562 383">“Our principal tracks data using an IPAD for each RTI tier.”</p> <p data-bbox="338 415 443 440">Tracking</p> <p data-bbox="184 448 590 748">“It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers. It [data collected by progress monitoring] is important for each RTI tier.</p> <p data-bbox="184 781 590 902">“Accurate documentation of student progress has to be kept to determine if they [students] are where they need to be.”</p> <p data-bbox="338 935 443 959">Training</p> <p data-bbox="184 967 562 1057">“They [general education teachers] do receive training for how to track and help differentiate instruction.”</p> <p data-bbox="312 1089 468 1114">Collaboration</p> <p data-bbox="184 1122 537 1206">“I know they [general education teachers] collaborate during PST meetings.”</p>	<p data-bbox="716 293 926 318">Use of Technology</p> <p data-bbox="617 326 995 383">“Our principal tracks data using an IPAD for each RTI tier.”</p> <p data-bbox="646 415 995 440">Acceptance of Tier Procedures</p> <p data-bbox="617 448 1022 716">“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p data-bbox="655 748 982 773">Data-Based Decision Making</p> <p data-bbox="617 781 1022 1081">“It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers. It [data collected by progress monitoring] is important for each RTI tier.”</p> <p data-bbox="716 1114 926 1138">Proper Procedure</p> <p data-bbox="617 1146 1022 1266">“Accurate documentation of student progress has to be kept to determine if they [students] are where they need to be.”</p>	<p data-bbox="1146 293 1356 318">Use of Technology</p> <p data-bbox="1047 326 1425 383">“Our principal tracks data using an IPAD for each RTI tier.”</p> <p data-bbox="1077 415 1425 440">Acceptance of Tier Procedures</p> <p data-bbox="1047 448 1453 716">“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p data-bbox="1085 748 1413 773">Data-Based Decision Making</p> <p data-bbox="1047 781 1453 1081">“It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers. It [data collected by progress monitoring] is important for each RTI tier.</p> <p data-bbox="1146 1114 1356 1138">Proper Procedure</p> <p data-bbox="1047 1146 1453 1266">“Accurate documentation of student progress has to be kept to determine if they [students] are where they need to be.”</p>	<p data-bbox="1577 293 1787 318">Use of Technology</p> <p data-bbox="1478 326 1856 383">“Our principal tracks data using an IPAD for each RTI tier.”</p> <p data-bbox="1507 415 1856 440">Acceptance of Tier Procedures</p> <p data-bbox="1478 448 1883 716">“I think that what helps them [general education teachers] is, with the makeup of our children in the classroom these days, it is just something [differentiated instruction] that is part of teaching. There are teachers that are just naturally gifted in differentiating instruction without much a-do.”</p> <p data-bbox="1516 748 1843 773">Data-Based Decision Making</p> <p data-bbox="1478 781 1883 1081">“It [data collected by progress monitoring] is very helpful in determining what kind of progress they [students] have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers. It [data collected by progress monitoring] is important for each RTI tier.</p> <p data-bbox="1577 1114 1787 1138">Proper Procedure</p> <p data-bbox="1478 1146 1883 1266">“Accurate documentation of student progress has to be kept to determine if they [students] are where they need to be.”</p>

Table 4.19 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Individual and Situational Factors "...taking into account all factors involved in student academic progress in order to make an informed and more accurate decision." "I think that it has been beneficial in that teachers [general education teachers] are looking at the whole child."</p>	<p>Professional Development "They [general education teachers] do receive training for how to track and help differentiate instruction." Collaboration "I know they [general education teachers] collaborate during PST meetings." Holistic Approach "...taking into account all factors involved in student academic progress in order to make an informed and more accurate decision." "I think that it has been beneficial in that teachers [general education teachers] are looking at the whole child."</p>	<p>Professional Development "They [general education teachers] do receive training for how to track and help differentiate instruction." Collaboration "I know they [general education teachers] collaborate during PST meetings." Holistic Approach "...taking into account all factors involved in student academic progress in order to make an informed and more accurate decision." "I think that it has been beneficial in that teachers [general education teachers] are looking at the whole child."</p>	<p>4. Training and Teacher Characteristics Professional Development "They [general education teachers] do receive training for how to track and help differentiate instruction." 5. Problem-Solving and Holistic Approach Collaboration "I know they [general education teachers] collaborate during PST meetings." Holistic Approach "...taking into account all factors involved in student academic progress in order to make an informed and more accurate decision." "I think that it has been beneficial in that teachers [general education teachers] are looking at the whole child."</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.20

Research Question One Part A: Results of Coding for Facilitators for the Use of RTI to Make SLD Referrals per Tier 2 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>“The principal provides oversight of the data. They are in the PST meetings to look at the process and look at how they [students] are doing.”</p> <p>Instruction “Progress monitoring takes time, but they [general education teachers] realize that it is necessary.”</p> <p>“It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p> <p>“There is some flexibility to change programs [interventions] if the child is having difficulty.”</p>	<p>Administrative Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Support “The principal provides oversight of the data. They are in the PST meetings to look at the process and look at how they [students] are doing.”</p> <p>Professional Flexibility “There is some flexibility to change programs [interventions] if the child is having difficulty.”</p> <p>Acceptance of Tier Procedures “Progress monitoring takes time, but they [general education teachers] realize that it is necessary.”</p> <p>Use of Technology “Our principal tracks data using an IPAD for each RTI tier.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Guidance and Support “The principal provides oversight of the data. They are in the PST meetings to look at the process and look at how they [students] are doing.”</p> <p>Professional Flexibility “There is some flexibility to change programs [interventions] if the child is having difficulty.”</p> <p>Acceptance of Tier Procedures “Progress monitoring takes time, but they [general education teachers] realize that it is necessary.”</p> <p>Use of Technology “Our principal tracks data using an IPAD for each RTI tier.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Guidance and Support “The principal provides oversight of the data. They are in the PST meetings to look at the process and look at how they [students] are doing.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Professional Flexibility “There is some flexibility to change programs [interventions] if the child is having difficulty.”</p> <p>Acceptance of Tier Procedures “Progress monitoring takes time, but they [general education teachers] realize that it is necessary.”</p>

Table 4.20 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“Back when I first started we really didn’t have any kind of intervention, it wasn’t set in stone and there was not a lot of wiggle room. I guess you could say, there was a lot of kids that I felt like were not learning disabled, they just needed that small group instruction, that qualified because we really didn’t have that [plan] set in stone and in place. I think that it has cut down on having kids that don’t truly have a disability show up. When you give them [students] small group instruction and they start progressing and they start moving back out of the tiers, they just needed a push.”</p> <p style="text-align: center;">Technology</p> <p>“Our principal tracks data using an IPAD for each RTI tier.”</p> <p style="text-align: center;">Tracking</p> <p>“Consistent progress monitoring is needed to see if students’ are making progress.”</p>	<p style="text-align: center;">Data-Based Decision Making</p> <p>“It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p> <p>“Back when I first started we really didn’t have any kind of intervention, it wasn’t set in stone and there was not a lot of wiggle room. I guess you could say, there was a lot of kids that I felt like were not learning disabled, they just needed that small group instruction, that qualified because we really didn’t have that [plan] set in stone and in place. I think that it has cut down on having kids that don’t truly have a disability show up. When you give them [students] small group instruction and they start progressing and they start moving back out of the tiers, they just needed a push.”</p>	<p style="text-align: center;">Data-Based Decision Making</p> <p>“It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p> <p>“Back when I first started we really didn’t have any kind of intervention, it wasn’t set in stone and there was not a lot of wiggle room. I guess you could say, there was a lot of kids that I felt like were not learning disabled, they just needed that small group instruction, that qualified because we really didn’t have that [plan] set in stone and in place. I think that it has cut down on having kids that don’t truly have a disability show up. When you give them [students] small group instruction and they start progressing and they start moving back out of the tiers, they just needed a push.”</p>	<p style="text-align: center;">Use of Technology</p> <p>“Our principal tracks data using an IPAD for each RTI tier.”</p> <p style="text-align: center;">Data-Based Decision Making</p> <p>“It [data-based decision making] is very helpful in determining what kind of progress they have made. It [data] does change practices and they have been very fluid and they are able to get children to move up and down the tiers.”</p> <p>“Back when I first started we really didn’t have any kind of intervention, it wasn’t set in stone and there was not a lot of wiggle room. I guess you could say, there was a lot of kids that I felt like were not learning disabled, they just needed that small group instruction, that qualified because we really didn’t have that [plan] set in stone and in place. I think that it has cut down on having kids that don’t truly have a disability show up. When you give them [students] small group instruction and they start progressing and they start moving back out of the tiers, they just needed a push.”</p>

Table 4.20 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Training “They [general education teachers] have received training on how to implement Tier 2.”</p> <p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Individual and Situational Factors “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>Proper Procedure “Consistent progress monitoring is needed to see if students’ are making progress.”</p> <p>Professional Development “They [general education teachers] have received training on how to implement Tier 2.”</p> <p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Holistic Approach “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>Proper Procedure “Consistent progress monitoring is needed to see if students’ are making progress.”</p> <p>Professional Development “They [general education teachers] have received training on how to implement Tier 2.”</p> <p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Holistic Approach “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>Proper Procedure “Consistent progress monitoring is needed to see if students’ are making progress.”</p> <p>4.Training and Teacher Characteristics</p> <p>Professional Development “They [general education teachers] have received training on how to implement Tier 2.”</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Holistic Approach “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.21

Research Question One Part A: Results of Coding for Facilitators for the Use of RTI to Make SLD Referrals per Tier 3 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>“The principal moderates the team meeting and reviews the data.”</p> <p>Instruction “There is some flexibility to change programs [intervention] if the child is having difficulty.”</p> <p>“If a child is having difficulty with one program they [reading or math coach] may change to another.”</p> <p>“Teachers have begun to see the benefit of the interventions.”</p> <p>Technology “Our principal tracks data using an IPAD for each RTI tier.”</p> <p>Tracking “...progress monitoring is just necessary now.”</p>	<p>Administrative Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Support “The principal moderates the team meeting and reviews the data.”</p> <p>Professional Flexibility “There is some flexibility to change programs [intervention] if the child is having difficulty.”</p> <p>“If a child is having difficulty with one program they [reading or math coach] may change to another.”</p> <p>Acceptance of Tier Procedures “Teachers have begun to see the benefit of the interventions.”</p> <p>“...progress monitoring is just necessary now.”</p> <p>Use of Technology “Our principal tracks data using an IPAD for each RTI tier.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Guidance and Support “The principal moderates the team meeting and reviews the data.”</p> <p>Professional Flexibility “There is some flexibility to change programs [intervention] if the child is having difficulty.”</p> <p>“If a child is having difficulty with one program they [reading or math coach] may change to another.”</p> <p>Acceptance of Tier Procedures “Teachers have begun to see the benefit of the interventions.”</p> <p>“...progress monitoring is just necessary now.”</p> <p>Use of Technology “Our principal tracks data using an IPAD for each RTI tier.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “The district decides on the curriculum and the interventions used for Tier 2 and Tier 3.”</p> <p>Principal Guidance and Support “The principal moderates the team meeting and reviews the data.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Professional Flexibility “There is some flexibility to change programs [intervention] if the child is having difficulty.”</p> <p>“If a child is having difficulty with one program they [reading or math coach] may change to another.”</p>

Table 4.21 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“Tier 3 is not up to general education teachers. I think that Tier 3 kind of takes it out of the general education teachers’ hands. Kind of takes it out of the picture. Not that she [general education teacher] is not part of the team, but if she is one of those teachers who you know has it, or has a mindset that they [students] are special education, that is where they need to be, this is an unbiased force.”</p>	<p>Data-Based Decision Making “Tier 3 is not up to general education teachers. I think that Tier 3 kind of takes it out of the general education teachers’ hands. Kind of takes it out of the picture. Not that she [general education teacher] is not part of the team, but if she is one of those teachers who you know has it, or has a mindset that they [students] are special education, that is where they need to be, this is an unbiased force.”</p>	<p>Data-Based Decision Making “Tier 3 is not up to general education teachers. I think that Tier 3 kind of takes it out of the general education teachers’ hands. Kind of takes it out of the picture. Not that she [general education teacher] is not part of the team, but if she is one of those teachers who you know has it, or has a mindset that they [students] are special education, that is where they need to be, this is an unbiased force.”</p>	<p>Acceptance of Tier Procedures “Teachers have begun to see the benefit of the interventions.”</p>
<p>“The positive, a child that has gone through all the steps and has arrived at a special education referral, if those tiers have been implemented appropriately, and intervention has been appropriate, it provides us with excellent data to look at the puzzle pieces and say this is an excellent data to look at the puzzle pieces and say this is an excellent referral for special education because we have to a, b, and c, and the child has made very little progress with all of these interventions.”</p>	<p>Proper Procedure “The positive, a child that has gone through all the steps and has arrived at a special education referral, if those tiers have been implemented appropriately, and intervention has been appropriate, it provides us with excellent data to look at the puzzle pieces and say this is an excellent referral for special education because we have to a, b, and c, and the child has made very little progress with all of these interventions.”</p>	<p>Proper Procedure “The positive, a child that has gone through all the steps and has arrived at a special education referral, if those tiers have been implemented appropriately, and intervention has been appropriate, it provides us with excellent data to look at the puzzle pieces and say this is an excellent referral for special education because we have to a, b, and c, and the child has made very little progress with all of these interventions.”</p>	<p>“...progress monitoring is just necessary now.”</p>
			<p>Use of Technology “Our principal tracks data using an IPAD for each RTI tier.”</p>
			<p>Data-Based Decision Making “Tier 3 is not up to general education teachers. I think that Tier 3 kind of takes it out of the general education teachers’ hands. Kind of takes it out of the picture. Not that she [general education teacher] is not part of the team, but if she is one of those teachers who you know has it, or has a mindset that they [students] are special education, that is where they need to be, this is an unbiased force.”</p>
			<p>Proper Procedure “The positive, a child that has gone through all the steps and has arrived at a special education referral, if those tiers have been implemented appropriately, and intervention has been appropriate, it provides us with excellent data to look at the puzzle pieces and say this is an excellent referral for special education because we have to a, b, and c, and the child has made very little progress with all of these interventions.”</p>

Table 4.21 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Training “I am sure instruction was given on how to implement Tier 3.”</p> <p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Individual and Situational Factors “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>Professional Development “I am sure instruction was given on how to implement Tier 3.”</p> <p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Holistic Approach “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>Professional Development “I am sure instruction was given on how to implement Tier 3.”</p> <p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Holistic Approach “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>	<p>4.Training and Teacher Characteristics</p> <p>Professional Development “I am sure instruction was given on how to implement Tier 3.”</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration “Every other week we meet with our principal and vice principal, all the special education teachers, the counselor, the speech teacher, the reading coach, the math coach, the Tier 3 intervention teachers, and we discuss those children and discuss the progress that they are making.”</p> <p>Holistic Approach “...maybe a child moves into the district and they don’t understand the math or maybe they have a divorce in their family...it is very individualized because the child has this [outside variable] going on and may need more time.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.22

Research Question One Part B: Results of Coding for Barriers of the Use of RTI to Make SLD Referrals per Tier 1 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Goals</p> <p>“The down side to that is because of the length of moving through the tiers and sometimes the cumbersome data-taking, record-keeping, and sheer paperwork; it has caused teachers to tell parents, “If you go ahead and write a letter for special education referral it will circumvent all of this.”</p> <p style="text-align: center;">Instruction</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p style="text-align: center;">Pathways to Goals</p> <p>“The down side to that is because of the length of moving through the tiers and sometimes the cumbersome data-taking, record-keeping, and sheer paperwork; it has caused teachers to tell parents, “If you go ahead and write a letter for special education referral it will circumvent all of this.”</p> <p style="text-align: center;">Curriculum Use</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p style="text-align: center;">Pathways to Goals</p> <p>“The down side to that is because of the length of moving through the tiers and sometimes the cumbersome data-taking, record-keeping, and sheer paperwork; it has caused teachers to tell parents, “If you go ahead and write a letter for special education referral it will circumvent all of this.”</p> <p style="text-align: center;">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p style="text-align: center;">2. School Values and Attitudes</p> <p style="text-align: center;">Pathways to Goals</p> <p>“The down side to that is because of the length of moving through the tiers and sometimes the cumbersome data-taking, record-keeping, and sheer paperwork; it has caused teachers to tell parents, “If you go ahead and write a letter for special education referral it will circumvent all of this.”</p> <p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when they have made.”</p>

Table 4.22 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Time</p> <p>“As far as hindering goes, just having the number of children in the classroom who need diversified instruction...just time, because if you have a class of 18 or 19 that need diversified instruction.”</p>	<p>Lack of Time</p> <p>“As far as hindering goes, just having the number of children in the classroom who need diversified instruction...just time, because if you have a class of 18 or 19 that need diversified instruction.”</p>	<p>Lack of Time</p> <p>“As far as hindering goes, just having the number of children in the classroom who need diversified instruction...just time, because if you have a class of 18 or 19 that need diversified instruction.”</p>	<p>I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>
<p>“I think that sometimes teachers just feel overwhelmed. I think that they have so many needs they need to meet in their classroom, and even though we have resource people, it all comes down to it falls on them to provide diversified instruction. So, I am sure that it is very time consuming to try to pull those resources for that general education teacher.”</p>	<p>“I think that sometimes teachers just feel overwhelmed. I think that they have so many needs they need to meet in their classroom, and even though we have resource people, it all comes down to it falls on them to provide diversified instruction. So, I am sure that it is very time consuming to try to pull those resources for that general education teacher.”</p>	<p>“I think that sometimes teachers just feel overwhelmed. I think that they have so many needs they need to meet in their classroom, and even though we have resource people, it all comes down to it falls on them to provide diversified instruction. So, I am sure that it is very time consuming to try to pull those resources for that general education teacher.”</p>	<p>Lack of Time</p> <p>“As far as hindering goes, just having the number of children in the classroom who need diversified instruction...just time, because if you have a class of 18 or 19 that need diversified instruction.”</p>
<p>Personnel</p> <p>“...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>	<p>Lack of Personnel</p> <p>“...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>	<p>Lack of Personnel</p> <p>“...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>	<p>“I think that sometimes teachers just feel overwhelmed. I think that they have so many needs they need to meet in their classroom, and even though we have resource people, it all comes down to it falls on them to provide diversified instruction. So, I am sure that it is very time consuming to try to pull those resources for that general education teacher.”</p>
<p>Tracking</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>Improper Procedure</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>Improper Procedure</p> <p>“I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>Lack of Personnel</p> <p>“...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>

Table 4.22 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Training “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>Lack of Professional Development “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>Lack of Professional Development “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>Improper Procedure “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>
<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>4. Training and Teacher Characteristics</p> <p>Lack of Professional Development “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>
<p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>
<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p> <p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.23

Research Question One Part B: Results of Coding for Barriers of the Use of RTI to Make SLD Referrals per Tier 2 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Instruction “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>	<p>2. School Values and Attitudes</p> <p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>“And the other thing that I see is when we used to have building based support teams, we would put interventions in place for at least 6 weeks for children and then reconvene and see how they did. With RTI and it addressing specifics of math or reading I have had teachers that have brought children because they need help with written</p>

Table 4.23 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Time “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>Lack of Time “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>Lack of Time “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>language. And they look at me when I say you need to do written language, it’s not the building based support teams. You need to take some data and provide some intervention and look at the progress they have made.”</p>
<p>Tracking “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>Improper Procedure “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>Improper Procedure “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>	<p>Lack of Time “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>
<p>Training “Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>	<p>Lack of Professional Development “Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>	<p>Lack of Professional Development “Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services. That they are expected to provide on Tier 1 and Tier 2.”</p>	<p>Improper Procedure “I think that there are teachers who feel so overwhelmed with the additional paperwork and data collection they are trying to speed along I guess [impaired documentation].”</p>
<p>Personnel “...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>	<p>Lack of Personnel “...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>	<p>Lack of Personnel “...more involvement with volunteers or instructional aides...just more assistance to provide all the services.”</p>	<p>Lack of Personnel “...more involvement with volunteers or instructional aides...just more assistance to provide all the services.” are expected to provide on Tier 1 and Tier 2.”</p>

Table 4.23 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>4.Training and Teacher Characteristics</p> <p>Lack of Professional Development “Maybe just more professional development, more involvement with volunteers or instructional aides, just more assistance to provide all the services.</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>

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Table 4.24

Research Question One Part B: Results of Coding for Barriers of the Use of RTI to Make SLD Referrals per Tier 3 for Special Education Teachers (n=3)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Instruction “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>Tracking “The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>Improper Procedure “The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>Improper Procedure “The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>2. School Values and Attitudes</p> <p>Pathways to Goals “Goals may be the same [to promote student progress], but the perceived means to obtain the goal may be different.”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility with Curriculum Use “The programs or interventions are very scripted. So, I don’t know how much leeway they have.”</p> <p>Improper Procedure “The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information</p>

Table 4.24 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Training “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>Lack of Professional Development “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>Lack of Professional Development “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>	<p>since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>
<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>	<p>4.Training and Teacher Characteristics</p>
<p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Collaboration “Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p>	<p>Lack of Professional Development “I think that one of the things that can be a challenge with RTI, a lot of times teachers that may not feel as comfortable with the tiers and children moving through those and what it should look like and they don’t want to look like they don’t have as good of a grasp on it as their peers, so they don’t say anything.”</p>
			<p>“I think there are a lot of general education teachers who don’t understand the process fully. I can give ideas, but I am not able to provide service.”</p>

Table 4.24 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p> <p>“The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p> <p>“The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p> <p>“The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration</p> <p>“Definitely not meeting throughout the process and we don’t meet with the grade levels throughout the process. So, that is a hindrance not hearing the teachers talk about the process or data.”</p> <p>“We are looking at the data when we meet. We don’t discuss with the teachers throughout the process.”</p> <p>“The only thing or hindrance is the quality of the documentation of RTI on all tiers, which can be frustrating for me if the records have not been taken care of, or completed. It can be frustrating trying to enter that information since I am not a part of that, trying to enter that information into an eligibility report so that it reflects the interventions that the child has received.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.25

Research Question Two Part A: Results of Coding for Facilitators of RTI Implementation per Tier 1 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>“We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p> <p>Environment “We have a stronger sense of community. Everyone has a part.’</p>	<p>Administrative Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p> <p>School Climate “We have a stronger sense of community. Everyone has a part.’</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p> <p>School Climate “We have a stronger sense of community. Everyone has a part.’</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>

Table 4.25 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p style="text-align: center;">Instruction</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p style="text-align: center;">Common Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p style="text-align: center;">Belief in RTI Model</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p style="text-align: center;">Common Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p style="text-align: center;">Belief in RTI Model</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p style="text-align: center;">2. School Values and Attitudes</p> <p style="text-align: center;">School Climate</p> <p>“We have a stronger sense of community. Everyone has a part.”</p> <p style="text-align: center;">Common Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p style="text-align: center;">Belief in RTI Model</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>

Table 4.25 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>
<p style="text-align: center;">Technology</p> <p>“We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>
<p style="text-align: center;">Tracking</p> <p>“We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p style="text-align: center;">Use of Technology</p> <p>“We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p style="text-align: center;">Use of Technology</p> <p>“We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p style="text-align: center;">Use of Technology</p> <p>“We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>
<p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p style="text-align: center;">Data-Based Decision Making</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p style="text-align: center;">Data-Based Decision Making</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p style="text-align: center;">Acceptance of Tier Procedures</p> <p>“We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>

Table 4.25 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>
<p>Teacher Role “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>
<p>“Teachers look at the data and have to make sense of it.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>4.Training and Teacher Characteristics Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p>
<p>Training “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p>
		<p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Professional Development “One thing that is required this year is that the reading coach is required</p>

Table 4.25 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." Individual and Situational Factors "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." "As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>	<p>Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." Holistic Approach "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." "As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>	<p>Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." Holistic Approach "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." "As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>	<p>to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don't even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow." 5. Problem-Solving and Holistic Approach Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." Holistic Approach "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." "As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.26

Research Question Two Part A: Results of Coding for Facilitators of RTI Implementation per Tier 2 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>“We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p> <p>Environment “We have a stronger sense of community. Everyone has a part.’</p>	<p>Administrative Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p> <p>School Climate “We have a stronger sense of community. Everyone has a part.’</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p> <p>School Climate “We have a stronger sense of community. Everyone has a part.’</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>

Table 4.26 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p>“I would say that the majority for sure at least 95 percent or higher. I would say that last year we made sure to paint the success stories of how many kids were in Tier 2 and how many kids that we got out of Tier 2. We had to show them. The teachers were extremely skeptical in the beginning. We really celebrated the move back to Tier 1, and we saw that number be much larger than everyone anticipated.”</p>	<p>Common Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p>“I would say that the majority for sure at least 95 percent or higher. I would say that last year we made sure to paint the success stories of how many kids were in Tier 2 and how many kids that we got out of Tier 2. We had to show them. The teachers were extremely skeptical in the beginning. We really celebrated the move back to Tier 1, and we saw that number be much larger than everyone anticipated.”</p> <p>Belief in RTI Model</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p>	<p>Common Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p>“I would say that the majority for sure at least 95 percent or higher. I would say that last year we made sure to paint the success stories of how many kids were in Tier 2 and how many kids that we got out of Tier 2. We had to show them. The teachers were extremely skeptical in the beginning. We really celebrated the move back to Tier 1, and we saw that number be much larger than everyone anticipated.”</p> <p>Belief in RTI Model</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p>	<p>2. School Values and Attitudes</p> <p>School Climate</p> <p>“We have a stronger sense of community. Everyone has a part.”</p> <p>Common Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p>“I would say that the majority for sure at least 95 percent or higher. I would say that last year we made sure to paint the success stories of how many kids were in Tier 2 and how many kids that we got out of Tier 2. We had to show them. The teachers were extremely skeptical in the beginning. We really celebrated the move back to Tier 1, and we saw that number be much larger than everyone anticipated.”</p>

Table 4.26 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p data-bbox="323 293 453 318">Instruction</p> <p data-bbox="178 326 590 472">“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p data-bbox="178 509 590 656">“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p> <p data-bbox="178 693 590 872">“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p> <p data-bbox="323 907 453 932">Technology</p> <p data-bbox="178 940 590 1053">“We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p data-bbox="690 293 953 318">Professional Flexibility</p> <p data-bbox="617 326 1026 472">“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p data-bbox="617 509 1026 656">“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p> <p data-bbox="617 693 1026 872">“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p> <p data-bbox="644 907 999 932">Acceptance of Tier Procedures</p> <p data-bbox="617 940 1026 1172">“We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p data-bbox="1121 293 1383 318">Professional Flexibility</p> <p data-bbox="1047 326 1457 472">“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p data-bbox="1047 509 1457 656">“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p> <p data-bbox="1047 693 1457 872">“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p> <p data-bbox="1075 907 1430 932">Acceptance of Tier Procedures</p> <p data-bbox="1047 940 1457 1172">“We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p data-bbox="1572 293 1793 318">Belief in RTI Model</p> <p data-bbox="1478 326 1887 472">“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p data-bbox="1493 509 1873 566">3. Support for RTI Practices and Procedures</p> <p data-bbox="1549 602 1816 626">Professional Flexibility</p> <p data-bbox="1478 634 1887 781">“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p data-bbox="1478 818 1887 964">“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p> <p data-bbox="1478 1002 1887 1172">“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>

Table 4.26 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Tracking</p> <p>“We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p> <p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p>	<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p> <p>Use of Technology</p> <p>“We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p> <p>Data-Based Decision Making</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p> <p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p> <p>Proper Procedure</p> <p>“We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p> <p>Use of Technology</p> <p>“We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p> <p>Data-Based Decision Making</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p> <p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p> <p>Proper Procedure</p> <p>“We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Acceptance of Tier Procedures</p> <p>“We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p> <p>Use of Technology</p> <p>“We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p> <p>Data-Based Decision Making</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>

Table 4.26 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p> <p>Teacher Role</p> <p>“But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p> <p>Training</p> <p>“One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p> <p>Collaboration</p> <p>“...group meetings to progress monitor and determine which students or where they need to be placed.”</p>	<p>Teacher Initiative and Self-Efficacy</p> <p>“But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p> <p>Professional Development</p> <p>“One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p> <p>Collaboration</p> <p>“...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>“Teachers usually do not do their own interventions on Tier 2. So, in that sense it is a support from their teammates because someone else is going to see this child and be able to offer suggestions.”</p>	<p>Teacher Initiative and Self-Efficacy</p> <p>“But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p> <p>Professional Development</p> <p>“One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p> <p>Collaboration</p> <p>“...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>“Teachers usually do not do their own interventions on Tier 2. So, in that sense it is a support from their teammates because someone else is going to see this child and be able to offer suggestions.”</p>	<p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p> <p>Proper Procedure</p> <p>“We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p> <p>4.Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy</p> <p>“But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p>

Table 4.26 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“Teachers usually do not do their own interventions on Tier 2. So, in that sense it is a support from their teammates because someone else is going to see this child and be able to offer suggestions.”</p> <p>“Team planning would help, it is a big important piece, especially with limited time, just having some opportunity during the week to sit down and sort through and do some formal and informal assessments to see where their students are and create a one hour block.”</p> <p>“The opportunity for a student to work with another teacher on staff has always been a very positive thing. I think that I can appreciate the fact that it is like getting a second opinion from a doctor, because now you have two teacher that are concerned for the child. So, that is a positive thing.”</p>	<p>“Team planning would help, it is a big important piece, especially with limited time, just having some opportunity during the week to sit down and sort through and do some formal and informal assessments to see where their students are and create a one hour block.”</p> <p>“The opportunity for a student to work with another teacher on staff has always been a very positive thing. I think that I can appreciate the fact that it is like getting a second opinion from a doctor, because now you have two teacher that are concerned for the child. So, that is a positive thing.”</p> <p>Holistic Approach</p> <p>“We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.”</p>	<p>“Team planning would help, it is a big important piece, especially with limited time, just having some opportunity during the week to sit down and sort through and do some formal and informal assessments to see where their students are and create a one hour block.”</p> <p>“The opportunity for a student to work with another teacher on staff has always been a very positive thing. I think that I can appreciate the fact that it is like getting a second opinion from a doctor, because now you have two teacher that are concerned for the child. So, that is a positive thing.”</p> <p>Holistic Approach</p> <p>“We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.”</p>	<p>Professional Development</p> <p>“One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p> <p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration</p> <p>“...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>“Teachers usually do not do their own interventions on Tier 2. So, in that sense it is a support from their teammates because someone else is going to see this child and be able to offer suggestions.”</p>

Table 4.26 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Individual and Situational Factors ‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p> <p>As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>	<p>As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>	<p>As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>	<p>“Team planning would help, it is a big important piece, especially with limited time, just having some opportunity during the week to sit down and sort through and do some formal and informal assessments to see where their students are and create a one hour block.”</p> <p>“The opportunity for a student to work with another teacher on staff has always been a very positive thing. I think that I can appreciate the fact that it is like getting a second opinion from a doctor, because now you have two teacher that are concerned for the child. So, that is a positive thing.”</p> <p style="text-align: center;">Holistic Approach</p> <p>‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p> <p>“As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.27

Research Question Two Part A: Results of Coding for Facilitators of RTI Implementation per Tier 3 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>“We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p> <p>Environment “We have a stronger sense of community. Everyone has a part.”</p>	<p>Administrative Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p> <p>School Climate “We have a stronger sense of community. Everyone has a part.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p> <p>School Climate “We have a stronger sense of community. Everyone has a part.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>

Table 4.27 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p style="text-align: center;">Instruction</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p style="text-align: center;">Common Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p style="text-align: center;">Belief in RTI Model</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p style="text-align: center;">Common Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p style="text-align: center;">Belief in RTI Model</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p> <p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p style="text-align: center;">2. School Values and Attitudes</p> <p style="text-align: center;">School Climate</p> <p>“We have a stronger sense of community. Everyone has a part.”</p> <p style="text-align: center;">Common Goals</p> <p>“Yes. I do [think school members share same goal]. I think that we all acknowledge that RTI is to see that they do respond to the instruction.”</p> <p>“The main goal, that we share, is to supply the kids with the support and services that they need.”</p> <p style="text-align: center;">Belief in RTI Model</p> <p>“To provide scaffolding for those children who are not being successful in the regular classroom, and finding ways to give them the support they need to be successful.”</p> <p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>

Table 4.27 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>
<p>Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>
<p>Tracking “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p>	<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>
<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p>	<p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p>

Table 4.27 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>
<p>“We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>
<p>Teacher Role “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>
<p>“Teachers look at the data and have to make sense of it.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p>	<p>4.Training and Teacher Characteristics</p>
<p>Training “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p>

Table 4.27 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." "In Tier 3, collaboration with the reading and math coach is a positive thing." Individual and Situational Factors "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>	<p>Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." "In Tier 3, collaboration with the reading and math coach is a positive thing." Holistic Approach "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>	<p>Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." "In Tier 3, collaboration with the reading and math coach is a positive thing." Holistic Approach "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>	<p>Professional Development "One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don't even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow." 5. Problem-Solving and Holistic Approach Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." "In Tier 3, collaboration with the reading and math coach is a positive thing."</p>

Table 4.27 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
			<p data-bbox="1577 297 1787 321">Holistic Approach</p> <p data-bbox="1478 326 1881 597">‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p> <p data-bbox="1478 634 1881 812">As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.’</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.28

Research Question Two Part A: Results of Coding for Barriers of RTI Implementation per Tier 1 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Goals</p> <p>It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p style="text-align: center;">Instruction</p> <p>“The curriculum that the teachers are using are scripted and that can be limiting to a seasoned teacher.”</p>	<p style="text-align: center;">Pathways to Goals</p> <p>It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p style="text-align: center;">Lack of Professional Judgment</p> <p>“The curriculum that the teachers are using are scripted and that can be limiting to a seasoned teacher.”</p>	<p style="text-align: center;">Pathways to Goals</p> <p>It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p style="text-align: center;">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“The curriculum that the teachers are using are scripted and that can be limiting to a seasoned teacher.”</p>	<p style="text-align: center;">2. School Values and Attitudes</p> <p style="text-align: center;">Pathways to Goals</p> <p>It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“The curriculum that the teachers are using are scripted and that can be limiting to a seasoned teacher.”</p>

Table 4.28 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Time</p> <p>“It is a struggle to determine how much time you are going to spend on progress monitoring versus direct instruction.”</p> <p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p> <p>“It really comes down to time and personnel.”</p>	<p>Lack of Time</p> <p>“It is a struggle to determine how much time you are going to spend on progress monitoring versus direct instruction.”</p> <p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p> <p>“It really comes down to time and personnel.”</p>	<p>Lack of Time</p> <p>“It is a struggle to determine how much time you are going to spend on progress monitoring versus direct instruction.”</p> <p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p> <p>“It really comes down to time and personnel.”</p>	<p>Lack of Time</p> <p>“It is a struggle to determine how much time you are going to spend on progress monitoring versus direct instruction.”</p> <p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p> <p>“It really comes down to time and personnel.”</p>
<p>Personnel</p> <p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>	<p>Lack of Personnel</p> <p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>	<p>Lack of Personnel</p> <p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>	<p>Lack of Personnel</p> <p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>

Table 4.28 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Tracking "...when we don't have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability."</p>	<p>Improper Procedure "...when we don't have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability."</p>	<p>Improper Procedure "...when we don't have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability."</p>	<p>Improper Procedure "...when we don't have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability."</p>
<p>Training "It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process."</p>	<p>Lack of Professional Development "It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process."</p>	<p>Lack of Professional Development "It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process."</p>	<p>4.Training and Teacher Characteristics</p> <p>Lack of Professional Development "It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process."</p>
<p>Ownership "I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don't have to deal with them. Someone else is dealing with them."</p>	<p>Lack of Ownership "I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don't have to deal with them. Someone else is dealing with them."</p>	<p>Lack of Ownership "I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don't have to deal with them. Someone else is dealing with them."</p>	<p>Lack of Ownership "I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don't have to deal with them. Someone else is dealing with them."</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.29

Research Question Two Part A: Results of Coding for Barriers of RTI Implementation per Tier 2 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p data-bbox="359 418 428 443">Goals</p> <p data-bbox="186 448 594 659">It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p data-bbox="186 691 594 841">“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p data-bbox="327 873 459 898">Instruction</p> <p data-bbox="186 902 594 992">“The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>	<p data-bbox="716 418 938 443">Pathways to Goals</p> <p data-bbox="623 448 1031 659">It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p data-bbox="623 691 1031 841">“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p data-bbox="646 873 1008 898">Lack of Professional Judgment</p> <p data-bbox="623 902 1031 992">“The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>	<p data-bbox="1152 418 1375 443">Pathways to Goals</p> <p data-bbox="1060 448 1467 659">It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p data-bbox="1060 691 1467 841">“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p data-bbox="1060 873 1467 930">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p data-bbox="1060 935 1467 1024">“The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>	<p data-bbox="1486 418 1839 443">2. School Values and Attitudes</p> <p data-bbox="1589 475 1801 500">Pathways to Goals</p> <p data-bbox="1486 505 1894 716">It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p data-bbox="1486 748 1894 898">“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p data-bbox="1503 930 1881 987">3. Support for RTI Practices and Procedures</p> <p data-bbox="1486 1024 1894 1081">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p data-bbox="1486 1086 1894 1175">“The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>

Table 4.29 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Time</p> <p>“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p> <p>“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>	<p style="text-align: center;">Lack of Time</p> <p>“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p> <p>“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>	<p style="text-align: center;">Lack of Time</p> <p>“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p> <p>“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>	<p style="text-align: center;">Lack of Time</p> <p>“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p> <p>“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>

Table 4.29 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p data-bbox="331 293 447 318">Personnel</p> <p data-bbox="178 326 590 472">“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p> <p data-bbox="178 509 590 808">“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>	<p data-bbox="716 293 921 318">Lack of Personnel</p> <p data-bbox="617 326 1020 472">“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p> <p data-bbox="617 509 1020 808">“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>	<p data-bbox="1146 293 1352 318">Lack of Personnel</p> <p data-bbox="1047 326 1451 472">“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p> <p data-bbox="1047 509 1451 808">“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>	<p data-bbox="1577 293 1782 318">Lack of Personnel</p> <p data-bbox="1478 326 1881 472">“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p> <p data-bbox="1478 509 1881 808">“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>
<p data-bbox="338 846 441 870">Tracking</p> <p data-bbox="178 878 590 1052">“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p data-bbox="701 846 936 870">Improper Procedure</p> <p data-bbox="617 878 1020 1052">“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p data-bbox="1131 846 1367 870">Improper Procedure</p> <p data-bbox="1047 878 1451 1052">“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p data-bbox="1562 846 1797 870">Improper Procedure</p> <p data-bbox="1478 878 1881 1052">“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>

Table 4.29 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>
<p style="text-align: center;">Training</p> <p>“It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process.”</p>	<p style="text-align: center;">Lack of Professional Development</p> <p>“It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process.”</p>	<p style="text-align: center;">Lack of Professional Development</p> <p>“It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process.”</p>	<p style="text-align: center;">4.Training and Teacher Characteristics</p> <p style="text-align: center;">Lack of Professional Development</p> <p>“It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process.”</p>
<p style="text-align: center;">Ownership</p> <p>“I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don’t have to deal with them. Someone else is dealing with them.”</p>	<p style="text-align: center;">Lack of Ownership</p> <p>“I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don’t have to deal with them. Someone else is dealing with them.”</p>	<p style="text-align: center;">Lack of Ownership</p> <p>“I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don’t have to deal with them. Someone else is dealing with them.”</p>	<p style="text-align: center;">Lack of Ownership</p> <p>“I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don’t have to deal with them. Someone else is dealing with them.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.30

Research Question Two Part A: Results of Coding for Barriers of RTI Implementation per Tier 3 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Goals</p> <p>It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p style="text-align: center;">Instruction</p> <p>“The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>	<p style="text-align: center;">Pathways to Goals</p> <p>It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p style="text-align: center;">Lack of Professional Judgment</p> <p>“The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>	<p style="text-align: center;">Pathways to Goals</p> <p>It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p style="text-align: center;">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>	<p style="text-align: center;">2. School Values and Attitudes</p> <p style="text-align: center;">Pathways to Goals</p> <p>It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Lack of Professional Judgment and Flexibility with Curriculum Use</p> <p>“The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>

Table 4.30 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Tracking</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p> <p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>Improper Procedure</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p> <p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>Improper Procedure</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p> <p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>Improper Procedure</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p> <p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>
<p>Training</p> <p>“It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process.”</p>	<p>Lack of Professional Development</p> <p>“It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process.”</p>	<p>Lack of Professional Development</p> <p>“It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process.”</p>	<p>4.Training and Teacher Characteristics</p> <p>Lack of Professional Development</p> <p>“It [professional development] would probably be a good thing because we have had a few teachers who have moved in, but we have peer mentors that help guide them through the process.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.31

Research Question Two Part B: Results of Coding for Facilitators for the Use of RTI to Make SLD Referrals per Tier 1 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>“We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>	<p>Administrative Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>

Table 4.31 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>	<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>	<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>	<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>
<p style="text-align: center;">Instruction</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>	<p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>	<p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>	<p style="text-align: center;">3. Support for RTI Practices and Procedures</p> <p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>
<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>
<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>

Table 4.31 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p> <p>Tracking “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p> <p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p> <p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p> <p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>

Table 4.31 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>
<p>Teacher Role “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>
<p>“Teachers look at the data and have to make sense of it.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p>	<p>4.Training and Teacher Characteristics</p>
<p>Training “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p>
			<p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is</p>

Table 4.31 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." "It is a different perspective that each party brings." Individual and Situational Factors "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>	<p>Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." "It is a different perspective that each party brings." Holistic Approach "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>	<p>Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." "It is a different perspective that each party brings." Holistic Approach "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>	<p>telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow." 5. Problem-Solving and Holistic Approach Collaboration "...group meetings to progress monitor and determine which students or where they need to be placed." "It is a different perspective that each party brings." Holistic Approach "We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress." As far as my position, I don't argue with the teachers' perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach."</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table

Table 4.32

Research Question Two Part B: Results of Coding for Facilitators for the Use of RTI to Make SLD Referrals per Tier 2 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p style="text-align: center;">Support</p> <p>“The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>“We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>	<p style="text-align: center;">Administrative Support</p> <p>“The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p style="text-align: center;">Principal Support</p> <p>“We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>	<p style="text-align: center;">Administrative Provision of Scientific, Research Based Curriculum and Support</p> <p>“The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p style="text-align: center;">Principal Guidance and Support</p> <p>“We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>	<p style="text-align: center;">1. District and School Administrative Leadership</p> <p style="text-align: center;">Administrative Provision of Scientific, Research Based Curriculum and Support</p> <p>“The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p style="text-align: center;">Principal Guidance and Support</p> <p>“We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>

Table 4.32 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>	<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>	<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>	<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>
<p style="text-align: center;">Instruction</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>	<p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>	<p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>	<p style="text-align: center;">3. Support for RTI Practices and Procedures</p>
<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p style="text-align: center;">Professional Flexibility</p> <p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>
<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p> <p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>

Table 4.32 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>
<p>Tracking “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p>
<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p>	<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p>	<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p>	<p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p>
<p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>	<p>Data-Based Decision Making “...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p>

Table 4.32 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p>	<p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p>	<p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p>	<p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p>
<p>“When a child is struggling we put them into Tier 2 for a period of time. Then we go into Tier 3, and then we are closer to saying that we may need to refer this student for special education testing. When we don’t have any Tier 2 or Tier 3 data it is going to hinder us when we start trying to figure out if there is a SLD. It definitely isn’t going to help us. It is going to hurt us.”</p>	<p>“When a child is struggling we put them into Tier 2 for a period of time. Then we go into Tier 3, and then we are closer to saying that we may need to refer this student for special education testing. When we don’t have any Tier 2 or Tier 3 data it is going to hinder us when we start trying to figure out if there is a SLD. It definitely isn’t going to help us. It is going to hurt us.”</p>	<p>“When a child is struggling we put them into Tier 2 for a period of time. Then we go into Tier 3, and then we are closer to saying that we may need to refer this student for special education testing. When we don’t have any Tier 2 or Tier 3 data it is going to hinder us when we start trying to figure out if there is a SLD. It definitely isn’t going to help us. It is going to hurt us.”</p>	<p>“When a child is struggling we put them into Tier 2 for a period of time. Then we go into Tier 3, and then we are closer to saying that we may need to refer this student for special education testing. When we don’t have any Tier 2 or Tier 3 data it is going to hinder us when we start trying to figure out if there is a SLD. It definitely isn’t going to help us. It is going to hurt us.”</p>
<p>“You know we could say that they are in Tier 2 and they were making progress and we put them back in Tier 1 and now you want them referred for testing? Sometimes parents say, “Oh, I didn’t know that they were making progress.”</p>	<p>“You know we could say that they are in Tier 2 and they were making progress and we put them back in Tier 1 and now you want them referred for testing? Sometimes parents say, “Oh, I didn’t know that they were making progress.”</p>	<p>“You know we could say that they are in Tier 2 and they were making progress and we put them back in Tier 1 and now you want them referred for testing? Sometimes parents say, “Oh, I didn’t know that they were making progress.”</p>	<p>“You know we could say that they are in Tier 2 and they were making progress and we put them back in Tier 1 and now you want them referred for testing? Sometimes parents say, “Oh, I didn’t know that they were making progress.”</p>
<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	

Table 4.32 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Teacher Role “But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p> <p>Training “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p> <p>Collaboration “...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>“Teachers usually do not do their own interventions on Tier 2. So, in that sense it is a support from their teammates because someone else is going to see this child and be able to offer suggestions.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p> <p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p> <p>Collaboration “...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>“Teachers usually do not do their own interventions on Tier 2. So, in that sense it is a support from their teammates because someone else is going to see this child and be able to offer suggestions.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p> <p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p> <p>Collaboration “...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>“Teachers usually do not do their own interventions on Tier 2. So, in that sense it is a support from their teammates because someone else is going to see this child and be able to offer suggestions.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p> <p>4.Training and Teacher Characteristics</p> <p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p> <p>“Teachers look at the data and have to make sense of it.”</p> <p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she</p>

Table 4.32 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“Team planning would help, it is a big important piece, especially with limited time, just having some opportunity during the week to sit down and sort through and do some formal and informal assessments to see where their students are and create a one hour block.”</p>	<p>“Team planning would help, it is a big important piece, especially with limited time, just having some opportunity during the week to sit down and sort through and do some formal and informal assessments to see where their students are and create a one hour block.”</p>	<p>“Team planning would help, it is a big important piece, especially with limited time, just having some opportunity during the week to sit down and sort through and do some formal and informal assessments to see where their students are and create a one hour block.”</p>	<p>is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>
<p>“The opportunity for a student to work with another teacher on staff has always been a very positive thing. I think that I can appreciate the fact that it is like getting a second opinion from a doctor, because now you have two teacher that are concerned for the child. So, that is a positive thing.”</p>	<p>“The opportunity for a student to work with another teacher on staff has always been a very positive thing. I think that I can appreciate the fact that it is like getting a second opinion from a doctor, because now you have two teacher that are concerned for the child. So, that is a positive thing.”</p>	<p>“The opportunity for a student to work with another teacher on staff has always been a very positive thing. I think that I can appreciate the fact that it is like getting a second opinion from a doctor, because now you have two teacher that are concerned for the child. So, that is a positive thing.”</p>	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration</p> <p>“...group meetings to progress monitor and determine which students or where they need to be placed.”</p>
<p>‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p>	<p>Holistic Approach</p> <p>‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p>	<p>Holistic Approach</p> <p>‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p>	<p>“Teachers usually do not do their own interventions on Tier 2. So, in that sense it is a support from their teammates because someone else is going to see this child and be able to offer suggestions.”</p> <p>“Team planning would help, it is a big important piece, especially with limited time, just having some opportunity during the week to sit down and sort through and do some formal and informal assessments to see where their students are and create a one hour block.”</p>

Table 4.32 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>	<p>“As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>	<p>“As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>	<p>“The opportunity for a student to work with another teacher on staff has always been a very positive thing. I think that I can appreciate the fact that it is like getting a second opinion from a doctor, because now you have two teacher that are concerned for the child. So, that is a positive thing.”</p> <p style="text-align: center;">Holistic Approach</p> <p>‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p> <p>“As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.33

Research Question Two Part B: Results of Coding for Facilitators for the Use of RTI to Make SLD Referrals per Tier 3 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>“We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>	<p>Administrative Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>	<p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>	<p>1. District and School Administrative Leadership</p> <p>Administrative Provision of Scientific, Research Based Curriculum and Support “The special education people, central office, and the Director of Curriculum, they all provide support.”</p> <p>“I would say that the central office personnel, the other principal, reading coaches, and any professional speakers we have had concerning differentiated instruction.”</p> <p>Principal Guidance and Support “We help teachers receive non-evaluative feedback from the reading coach just to promote growth in their teaching.”</p> <p>“Our role during the PST meetings is to make sure we keep a very level-headed approach to the progress of the kids and try to make sure that we are not making any emotionally charged decisions.”</p>

Table 4.33 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>	<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>	<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>	<p>“We provide support during the PST meetings, and help monitor data. Student transition between RTI tiers is determined by academic data and collaboration of student information during the PST meetings.”</p>
<p>Instruction</p>	<p>Professional Flexibility</p>	<p>Professional Flexibility</p>	<p>3. Support for RTI Practices and Procedures</p>
<p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>	<p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>	<p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>	<p>Professional Flexibility</p>
<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>	<p>“Teachers have the ability to modify their Tier 1 instruction to meet student needs. They may use Tier 2 or Tier 3 data in order to inform their Tier 1 instruction.”</p>
<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>	<p>“I think that teachers are doing that every day and they are finding where the students’ needs are and are moving the tasks down to a manageable level for the student.”</p>
			<p>“It gives teachers a lot of professional judgment and data to support decisions that they are making. It also allows them to look at the data a little bit differently to make better decisions.”</p>

Table 4.33 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p> <p>Tracking “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p> <p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p> <p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>	<p>Acceptance of Tier Procedures “We tried to set it up to make it easy for them. Some of the monitoring tools for teachers are simply stating the lesson was effective or ineffective for that day, and the benchmark at the end of the week goes to show if the students are making and upward trend or not.”</p> <p>“The teachers, after living with it for 2 years, they have started to see the benefit of the progress monitoring and all of a sudden get excited about kids making progress, especially because they have to document smaller amounts of progress.”</p> <p>Use of Technology “We use technology and structure for progress monitoring. It seems to make implementation or tracking easier.”</p>

Table 4.33 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p> <p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p> <p>“When a child is struggling we put them into tier 2 for a period of time. Then we go into Tier 3, and then we are closer to saying that we may need to refer this student for special education testing. When we don’t have any Tier 2 or Tier 3 data it is going to hinder us when we start trying to figure out if there is a SLD. It definitely isn’t going to help us. It is going to hurt us.”</p>	<p>Data-Based Decision Making</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p> <p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p> <p>“When a child is struggling we put them into tier 2 for a period of time. Then we go into Tier 3, and then we are closer to saying that we may need to refer this student for special education testing. When we don’t have any Tier 2 or Tier 3 data it is going to hinder us when we start trying to figure out if there is a SLD. It definitely isn’t going to help us. It is going to hurt us.”</p>	<p>Data-Based Decision Making</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p> <p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p> <p>“When a child is struggling we put them into tier 2 for a period of time. Then we go into Tier 3, and then we are closer to saying that we may need to refer this student for special education testing. When we don’t have any Tier 2 or Tier 3 data it is going to hinder us when we start trying to figure out if there is a SLD. It definitely isn’t going to help us. It is going to hurt us.”</p>	<p>Data-Based Decision Making</p> <p>“...having some opportunity to sit down and sort through and do some formal and informal assessments to see where their students are.”</p> <p>“...unlike BBST of years past, their progress never stops. So, if they are on Tier 2 on lesson 46, they enter on lesson 46 the next year. All of that information would accumulate.”</p> <p>“When a child is struggling we put them into tier 2 for a period of time. Then we go into Tier 3, and then we are closer to saying that we may need to refer this student for special education testing. When we don’t have any Tier 2 or Tier 3 data it is going to hinder us when we start trying to figure out if there is a SLD. It definitely isn’t going to help us. It is going to hurt us.”</p>

Table 4.33 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>	<p>Proper Procedure “We are studying the data all the way through, so we can fix inconsistencies and correct those through professional development.”</p>
<p>Teacher Role “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>Teacher Initiative and Self-Efficacy “But in the end they get to pat themselves on the back and say, “We did this.”</p>	<p>4.Training and Teacher Characteristics Teacher Initiative and Self-Efficacy</p>
<p>“Teachers look at the data and have to make sense of it.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p>	<p>“But in the end they get to pat themselves on the back and say, “We did this.”</p>
<p>Training “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>	<p>“Teachers look at the data and have to make sense of it.”</p> <p>Professional Development “One thing that is required this year is that the reading coach is required to go into every classroom in order to give them feedback...it is a non-evaluative thing. I told the staff I don’t even want to know what she is telling them because it is truly to help the teachers grow. When I do my evaluations that is different, but she is there to help them grow.”</p>

Table 4.33 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Collaboration “...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>Holistic Approach ‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p> <p>As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>	<p>Collaboration “...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>Holistic Approach ‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p> <p>As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>	<p>Collaboration “...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>Holistic Approach ‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p> <p>As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>	<p>5. Problem-Solving and Holistic Approach</p> <p>Collaboration “...group meetings to progress monitor and determine which students or where they need to be placed.”</p> <p>Holistic Approach ‘We take into account any outside distracters. So, if there are outside factors that we can address we try to minimize those factors. Additionally, ELL students we look at them a little differently as well if we need to make sure that acquisition of language is not impairing their academic progress.’</p> <p>As far as my position, I don’t argue with the teachers’ perceptions. I agree with it and I sign off on it. My job is to make sure that it is not just a numbers game but look at a holistic approach.”</p>

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Table 4.34

Research Question Two Part B: Results of Coding for Barriers of the Use of RTI to Make SLD Referrals per Tier 1 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p>Instruction “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>	<p>Pathways to Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p>Lack of Professional Judgment “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>	<p>Pathways to Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p>Lack of Professional Judgment and Flexibility of Curriculum use “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>	<p>2. School Values and Attitudes</p> <p>Pathways to Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>“Sometimes it is frustrating for teachers because they may put a student into Tier 2 in that first week and have their minds made up that the student is special education...”</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility of Curriculum use “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>

Table 4.34 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Time</p> <p>“It is a struggle to determine how much time you are going to spend on progress monitoring versus direct instruction.”</p> <p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p> <p>“It really comes down to time and personnel.”</p>	<p>Lack of Time</p> <p>“It is a struggle to determine how much time you are going to spend on progress monitoring versus direct instruction.”</p> <p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p> <p>“It really comes down to time and personnel.”</p>	<p>Lack of Time</p> <p>“It is a struggle to determine how much time you are going to spend on progress monitoring versus direct instruction.”</p> <p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p> <p>“It really comes down to time and personnel.”</p>	<p>Lack of Time</p> <p>“It is a struggle to determine how much time you are going to spend on progress monitoring versus direct instruction.”</p> <p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p> <p>“It really comes down to time and personnel.”</p>
<p>Personnel</p> <p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>	<p>Lack of Personnel</p> <p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>	<p>Lack of Personnel</p> <p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>	<p>Lack of Personnel</p> <p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>
<p>Tracking</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p>Improper Procedure</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p>Improper Procedure</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p>Improper Procedure</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>

Table 4.34 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>
<p style="text-align: center;">Ownership</p> <p>“I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don’t have to deal with them. Someone else is dealing with them.”</p>	<p style="text-align: center;">Lack of Ownership</p> <p>“I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don’t have to deal with them. Someone else is dealing with them</p>	<p style="text-align: center;">Lack of Ownership</p> <p>“I think that the negative is every now and then you feel like teachers are moving students into Tier 2 from Tier 1 so that they don’t have to deal with them. Someone else is dealing with them</p>	

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.

Table 4.35

Research Question Two Part B: Results of Coding for Barriers of the Use of RTI to Make SLD Referrals per Tier 2 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>Instruction “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p> <p>Time “We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p>	<p>Pathways to Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>Lack of Professional Judgment “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p> <p>Lack of Time “We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p>	<p>Pathways to Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>Lack of Professional Judgment and Flexibility of Curriculum use “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p> <p>Lack of Time “We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p>	<p>2. School Values and Attitudes</p> <p>Pathways to Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility of Curriculum use “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p> <p>Lack of Time “We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p>

Table 4.35 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“It really comes down to time and personnel.”</p>	<p>“It really comes down to time and personnel.”</p>	<p>“It really comes down to time and personnel.”</p>	<p>“It really comes down to time and personnel.”</p>
<p>“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>	<p>“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>	<p>“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>	<p>“When you are talking about a wide range of reading needs and math needs you are not going to have enough teachers to implement Tier 2 interventions 5 days a week. So you have to use a 3-2 model. That is probably the biggest frustration just trying to get the kids the biggest amount of intervention without diminishing the needs of others.”</p>
<p>Personnel</p>	<p>Lack of Personnel</p>	<p>Lack of Personnel</p>	<p>Lack of Personnel</p>
<p>“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p>	<p>“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p>	<p>“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p>	<p>“We have one student that is very low and we don’t have a group that is that low, and that is a little bit of a problem. It really comes down to time and personnel.”</p>

Table 4.35 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>	<p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>	<p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>	<p>“Just the number of students and in some cases, I would say the behavior of the students that truly even though the numbers are reasonable (i.e., 18) there are students who require one-on-on support and we just don’t have the personnel to cover it”</p>
<p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p>	<p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p>	<p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p>	<p>“Teachers are phenomenal people and they work very hard but they don’t have enough time and there are not enough of them.”</p>
<p style="text-align: center;">Tracking</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p style="text-align: center;">Improper Procedure</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p style="text-align: center;">Improper Procedure</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p style="text-align: center;">Improper Procedure</p> <p>“...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>
<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>

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Table 4.36

Research Question Two Part B: Results of Coding for Barriers of the Use of RTI to Make SLD Referrals per Tier 3 for Principals (n=2)

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>Instruction “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p> <p>Tracking “...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p>Pathways to Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>Lack of Professional Judgment “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p> <p>Improper Procedure “...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p>Pathways to Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>Lack of Professional Judgment and Flexibility of Curriculum use “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p> <p>Improper Procedure “...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p>	<p>2. School Values and Attitudes</p> <p>Pathways to Goals It is very easy for teachers to say, “I know what is wrong with this child, and the child needs help”. I understand that, but we have our procedures as far as how many lessons, what the child’s background is...</p> <p>3. Support for RTI Practices and Procedures</p> <p>Lack of Professional Judgment and Flexibility of Curriculum use “The modules that the teachers are using are scripted so it doesn’t give much ability to do things differently.”</p>

Table 4.36 continued...

Initial Coding	Focused Coding	Axial Coding	Theoretical Coding
<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>	<p>Improper Procedure “...when we don’t have any Tier 2 or Tier 3 data and we jump the gun in Tier 1. That is going to hinder us when we start trying to figure out if there is a specific learning disability.”</p> <p>“We have been looking at some data last week and the beginning of the year that we thought didn’t show any consistency in how the student was progress monitored. We got through that data to see what was wrong and why that problem was being cased and developed a little professional development model to correct the problem.”</p>

Note. The segments of data that are shown in the table are participant responses selected as a representation of coded data. Not all of the data segments coded are shown within the table.