

Wyatt-Ross, J. (2008). *Special educator role construction within response to intervention: A qualitative analysis*. Unpublished doctoral dissertation. University of Cincinnati. Cincinnati, Ohio.

Abstract:

This study was conducted using a qualitative approach based on an interpretivist paradigm to describe the roles and responsibilities of special education teachers working within the new response to intervention framework. Specifically this study sought to provide a descriptive account of the role of the special education teacher as experienced in the RTI framework. A reoccurring theme in current RTI model descriptions is general education and special education collaboration. Throughout the many descriptions of various RTI models, the function and role of the special educator has not been clearly identified. Findings from this study led to the conclusion that special education teachers exhibited characteristics of marginalization. This role of marginalization was derived from the role ambiguity teachers felt as they constructed their role in the RTI framework. The teachers found great satisfaction working with all students and their passion for teaching was evident. However, they often referred to incidents where they felt disempowered, disenfranchised, or silenced in schools. Implications for special education teacher practice and district implications are provided as well as recommendations for future research consideration.