

## RTI (PART 5): A CLOSER LOOK AT TIER 3

## CHALLENGE

- **Media:** Dr. Katy Stromwell is a district-level general education director. When her district recently decided to adopt RTI to improve reading outcomes, Katy and other district personnel began to develop an action plan for implementing the approach. (movie)

## INITIAL THOUGHTS

- How can Tier 3 intervention be conceptualized in the RTI approach?
- How can Tier 3 intervention be implemented?
- What considerations should schools and districts be aware of when they deliver Tier 3 intervention?

## PERSPECTIVES AND RESOURCES

- Module Objectives (box)
  - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
    - Recognize the elements of Tier 3 intervention
    - Understand how to identify students who need Tier 3 intervention
    - Know that Tier 3 intervention involves the frequent progress monitoring of student learning that, in turn, guides instruction
    - Realize the importance of maintaining good communication with parents throughout the RTI process
    - Comprehend the effects of culture on learning

## ▶ Page 1: RTI Overview

- RTI serves two primary purposes (bulleted list)
- Components of the three-tiered approach to RTI (box)
  - *Link:* “Special education services” (definition)
- Elements of RTI Common to All Tiers (box with bulleted list)
- FYI (box)

## ▶ Page 2: Characteristics of the RTI Approach

- RTI v. the Traditional Approach (table)
  - *Link:* “formative assessment” (definition)
  - *Link:* “summative assessment” (definition)
- FYI (box)

- The Three-Tiered Model (graphic)
- **Media:** Doug Fuchs describes some of the advantages of the of the three-tiered RTI model (audio)
- **Media:** Lynn Fuchs describes some of the advantages of the of the three-tiered RTI model (audio)
- *Link:* “The four-tiered RTI model” (definition)

### 🔍 Page 3: Qualities of Tier 3 Intervention

- *Link:* “Recursive” (definition)
- **Media:** Lynn Fuchs elaborates on the need among some students for the more intensive, individualized intervention available in Tier 3 (audio)
- Tier 3 is different from Tiers 1 and 2 (bulleted list and graphic)
- Additional characteristics of Tier 3 (table)
  - *Link:* “five core reading components” (definition)
- FYI (box)
  - *Link:* “round of intervention” (definition)
- *Link:* “IEP team” (definition)

### 🔍 Page 4: Determining Which Students will Receive Tier 3 Intervention

- Students who require Tier 3 intervention often lack... (bulleted list)
  - *Link:* “phonological awareness” (definition)
  - *Link:* “alphabetic principle” (definition)
- **Media:** Doug Fuchs describes some of the other characteristics of students who might benefit from Tier 3 intervention (audio)
- *Link:* “Not making adequate progress in Tier 2”
  - “performance level” (definition)
  - “rate of growth” (definition)
  - “adequate progress” (definition)
  - “inadequate progress” (definition)
  - FYI (box)
- Steps for determining Tier 3 eligibility (bulleted list)
  - Referral
  - Evaluation
    - ◆ Factors to rule out (bulleted list)
    - ◆ Assessment and Purpose (table)
    - ◆ *Link:* IDEA 2004 statutes regarding evaluation procedures
- *Link:* “Individualized education program (IEP)” (definition)
- FYI (box)
- *Link:* Laney’s evaluation summary

### 🔍 Page 5: Implementing Tier 3 Reading Interventions

- Key instructional principles (bulleted list)
- **Media:** Watch a teacher utilize some of these key instructional principles (movie)
- **Activity:** Watch the video clips and decide which instructional principle each represents (box with movie links)
- *Link:* Resources for determining whether a practice is research-validated
- FYI (box)
- Tier 3 instruction at Rosa Parks Elementary (table)

- *Link*: “goal line” (definition)
- *Link*: “individualized education program (IEP)” (definition)
- Above the goal line, below the goal line, around the goal line (table with graphic)
- **Media**: Doug Fuchs discuss the characteristics that make special education unique and individualized (audio)
- **Media**: Doug and Lynn Fuchs discuss the characteristics that make special education unique and individualized (audio)

### **Page 6: Assessing Tier 3 Response**

- Tier placement options include... (bulleted list with graphic)
- Sample IEP team (bulleted list)
- FYI (box)

### **Page 7: Communication with Parents**

- Ongoing communication [with parents] should be designed to... (bulleted list)
  - o *Link*: Ideas to help increase parent participation (box with bullets)
- FYI (box)
- Parents’ Rights (box with bulleted list)
  - o *Link*: More info about parents’ rights (table)
- School personnel are required to share a written copy with families at established times which include... (bulleted list)
- Keep in Mind (box with bulleted list)

### **Page 8: English Language Learners**

- To ensure that school personnel are appropriately identifying students for Tier 3 services, they must... (bulleted list)
- Common misconceptions about ELLs (table)
- *Link*: “conversational English and academic English” (definitions)
- Causes of student reading problems (bulleted list)
- *Link*: Determining Language Proficiency (table with bullets)
- *Link*: “nonrepresentative norming samples” (definition)
- *Link*: “test item bias” (definition)
- **Media**: Alfredo Artiles talks about problems that occur when tests are translated (audio)
- Keep in Mind (box with bulleted list)

### **Page 9: References, Additional Resources and Information**

- References
- Additional Resources and Information

### **Page 10: Credits**

- Content Collaborators
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

## ASSESSMENT

- “Please complete the items below” (numbered questions)

## WRAP UP

- **Media:** Summary of the module (movie)
- Think back to your initial responses to the following questions (box)