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| IRIS Center logo. | **Outline** |
| **RTI (Part 1)**:  An Overview | |

Module Home

* Module Description: This module outlines the differences between the IQ-achievement discrepancy model and the response-to-intervention (RTI) approach. It also offers a brief overview of each tier in the RTI model and explains its benefits (est. completion time: 1 hour).

Challenge

* Video: As the middle of the school year fast approaches, the third-grade demands for independent reading have increased.

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Initial Thoughts

* What procedures do you think Rosa Parks Elementary is using to provide services to struggling students? Why are school personnel dissatisfied with this process?
* What approaches are available to schools to help struggling readers and to efficiently identify students who need special education services?
* What other information might a school find helpful when choosing which approach to adopt?
* What steps might the S-Team propose to help its struggling readers?

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Perspectives & Resources

* Module Objectives
* Acquire knowledge about the discrepancy and response-to-intervention (RTI) models
* Understand the benefits of RTI
* Acquire knowledge about different approaches to RTI
* Learn about one model of RTI and how to implement it

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* Page 1: Struggling Readers
* Video: Click on the movie below to learn just how many young students have difficulty learning to read.
* For Your Information

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* Page 2: The IQ-Achievement Discrepancy Model
* Click on the movie below to watch the Rosa Parks Elementary School S-Team members discuss their current method of identifying struggling readers.
* What Is the IQ-Achievement Discrepancy Model?
  + Link: Click here for a review of the normal curve. [drop-down menu]
  + Link: Click here for definitions to the terms used in the graph. [drop-down menu]
* Concerns About the IQ-Achievement Discrepancy Model
  + Video: Click on the movie below to learn why it can take so long for students to be identified as having learning disabilities and to then qualify for special education services.
  + Audio: Listen as Doug Fuchs discusses the issue of linguistic diversity in relation to administering and scoring progress monitoring probes.
  + Audio: Listen to Leonard Baca discusses concerns about using Spanish translation of English language assessments.
  + To summarize, here are some concerns about the IQ-achievement discrepancy model… [bullet points]
* Advantages of the IQ-Achievement Discrepancy Model
  + Although many professionals are frustrated with the IQ-achievement discrepancy model, the model does possess a few advantages that might appeal to some schools… [bullet points]

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* Page 3: The Response-to-Intervention Approach (RTI)
* Video: Click on the following movie and watch as the S-Team learns that there are other options for identifying learning disabilities.
* What Is the Response-to-Intervention (RTI) Approach?
  + Link: intervention [definition]
  + In broad terms, RTI is a multi-level approach that is made of the following components. [bullet points]
  + IQ-Achievement Discrepancy Model/Response-to-Intervention Approach [table]

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* Page 4: The Rationale for RTI: Early Intervening and Identification of Learning Disabilities
* Video: Click on the movie below and watch the S-Team continue to gather information that can help them in their decision making process.
* What Is the Rationale for Using RTI?
  + The policymakers who included RTI as an option in IDEA 2004 have high hopes that RTI will… [bullet points]
* What Are the Benefits of Using RTI?
  + Let’s explore in more detail the two major benefits of RTI mentioned above… [bullet points]
  + Benefits of Early Intervening
    - RTI and early intervening… [bullet points]
    - Audio: Larry Wexler discusses terminology associated with early intervening.
    - Audio: Larry Wexler discusses the importance of early intervening.
  + Benefits for the Identification of Learning Disabilities
    - Some of those advantages include… [bullet points]
    - For Your Information
    - Concerns About the IQ-Discrepancy Model/Advantages of RTI [table]
    - Audio: Sharon Vaughn, a nationally recognized leader in the areas of reading instruction and RTI, discusses the strengths of the RTI approach over the IQ-achievement discrepancy model.
    - Personnel from schools, districts, and states need to think carefully about how they will… [bullet points]
    - Audio: Listen as Leonard Baca discusses RTI in regard to students from culturally and linguistically diverse backgrounds.

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* Page 5: Approaches to RTI
* Video: Click on the movie below and find out what other choices the S-Team has to make about RTI.
* Descriptions of Two RTI Approaches
  + The Problem-Solving Approaches to RTI
    - For each student of concern, a school-based team of professionals (sometimes referred to as *teacher assistance teams* or *instructional support teams*) works together at each tier to… [bullet points]
    - Link: Click here to learn more about the Problem-Solving Approach. [drop-down menu]
      * Link: empirically validated [definition]
  + Standard Protocol Approach to RTI
    - Link: To learn more about the Standard Protocol Approach, click here. [drop-down menu]
      * Link: empirically validated [definition]
  + Comparison Between Problem Solving and Standard Protocol
    - Comparison of RTI Approaches [table]
      * Link: progress monitoring [definition]
      * Link: interventions [definition]
    - Major Similarities [bullet points]
    - Major Differences [bullet points]
    - Audio: Click to hear Sharon Vaughn’s perspective on a balanced approach to RTI.

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* Page 6: Steps to This RTI Approach
* Video: Click on the following movie to hear what the S-Team likes about both RTI approaches and to learn which one they finally choose.
* The basic components to all RTI approaches are… [bullet points]
* Universal Screening
  + Here are a couple of options that schools might consider for universal screening… [bullet points]
    - Two options for standardized tests include… [bullet points]
  + Audio: Listen as Doug Fuchs discusses this issue.
* Tier 1: Class- or School-Wide Interventions (Primary Prevention)
* Tier 2: Targeted Interventions (Secondary Prevention)
  + Students receiving Tier 2 instruction require more focused instruction than the typical classroom reading instruction provides, and it may happen in several ways… [bullet points]
  + Audio: Click on the audio below to hear Sharon Vaughn discuss optimal Tier 2 instruction.
* Tier 3: Intensive, Individualized Interventions (Tertiary Preventions)
  + Two options for Tier 3 include… [bullet points]
  + Audio: Listen as Sharon Vaughn discusses some considerations for professionals at Tier 3.

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* Page 7: The Rosa Parks RTI Framework
* Video: Click on the movie below to learn how the S-Team is going to begin implementing RTI, in practical terms, at Rosa Parks Elementary.
* Universal Screening
  + Link: Click to view this chart. [drop-down menu]
* Tier 1: Class- or School-Wide Interventions (Primary Prevention)
* Tier 2: Targeted Interventions (Secondary Prevention)
* Tier 3: Intensive, Individualized Interventions (Tertiary Preventions)
  + Link: Click here to get more information on the referral process. [drop-down menu]

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* Page 8: Practice with the Tiers
* Now that you’ve learned more about the components of RTI outlined on Page 7, it is time to put that knowledge to the test.
* Activity

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* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Experts
* Module Developers
* Module Development Team
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Video: Click on the movie below to hear Doug Fuchs review the basic process used to implement an RTI approach.
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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