

RTI (Part 5): A Closer Look at Tier 3

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module describes which students will receive Tier 3 intervention (i.e., special education services), components of Tier 3 reading interventions, and students' response to this individualized intervention. This Module also explores parent involvement and issues related to English language learners (est. completion time: 2 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- **Video:** 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.

Notes

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?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: RTI Overview

- RTI serves two primary purposes [bullet points]
- Components of the three-tiered approach to RTI
 - Link: special education services [definition]
- Elements of RTI Common to All Tiers [bullet points]
- FYI

Notes

❖ Page 2: Characteristics of the RTI Approach

- RTI v. the Traditional Approach
 - Link: formative assessment [definition]
 - Link: summative assessment [definition]

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- FYI
- The Three-Tiered Model
- Audio: Doug Fuchs describes some of the advantages of the of the three-tiered RTI model
- Audio: Lynn Fuchs describes some of the advantages of the of the three-tiered RTI model
- Link: The four-tiered RTI model [definition]

Notes

❖ Page 3: Qualities of Tier 3 Intervention

- Link: recursive [definition]
- Audio: Lynn Fuchs elaborates on the need among some students for the more intensive, individualized intervention available in Tier 3
- Tier 3 is different from Tiers 1 and 2 [bullet points]
- Additional characteristics of Tier 3
 - Link: five core reading components [definition]
- FYI
 - Link: round of intervention [definition]
- Link: IEP team [definition]

Notes

❖ Page 4: Determining Which Students Will Receive Tier 3 Intervention

- Students who require Tier 3 intervention often lack... [bullet points]
 - Link: phonological awareness [definition]
 - Link: alphabetic principle [definition]
- Audio: Doug Fuchs describes some of the other characteristics of students who might benefit from Tier 3 intervention
 - Link: Not making adequate progress in Tier 2

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- Definition: performance level
- Definition: rate of growth
- Definition: adequate progress
- Definition: inadequate progress
- FYI
- Steps for determining Tier 3 eligibility [bullet points]
 - Referral
 - Evaluation
 - Factors to rule out [bullet points]
 - Assessment and Purpose
 - Link: IDEA 2004 statutes regarding evaluation procedures
- Link: individualized education program (IEP) [definition]
- FYI
- Link: Laney's evaluation summary

Notes

❖ Page 5: Implementing Tier 3 Reading Interventions

- Key instructional principles [bullet points]
- Video: Watch a teacher utilize some of these key instructional principles
- Activity: Watch the video clips and decide which instructional principle each represents
- Link: Resources for determining whether a practice is research-validated
- FYI
- Tier 3 instruction at Rosa Parks Elementary
- Link: goal line [definition]
- Link: individualized education program (IEP) [definition]
- Above the goal line, below the goal line, around the goal line
- Audio: Doug Fuchs discuss the characteristics that make special education unique and individualized
- Audio: Doug and Lynn Fuchs discuss the characteristics that make special education unique and individualized

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Notes

❖ Page 6: Assessing Tier 3 Response

- Tier placement options include... [bullet points]
- Sample IEP team [bullet points]
- FYI

Notes

❖ Page 7: Communication with Parents

- Ongoing communication [with parents] should be designed to... [bullet points]
 - Link: Ideas to help increase parent participation [bullet points]
- For Your Information
- Parents' Rights [bullet points]
 - Link: More info about parents' rights
- School personnel are required to share a written copy with families at established times which include... [bullet points]
- Keep in Mind [bullet points]

Notes

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❖ Page 8: English Language Learners

- To ensure that school personnel are appropriately identifying students for Tier 3 services, they must... [bullet points]
- Common misconceptions about ELLs
- Link: conversational English and academic English [definition]
- Causes of student reading problems [bullet points]
- Link: Determining Language Proficiency [bullet points]
- Link: non-representative norming samples [definition]
- Link: test item bias [definition]
- Audio: Alfredo Artiles talks about problems that occur when tests are translated
- Keep in Mind [bullet points]

Notes

❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 10: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]