IRISCENTER™

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 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).
- *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: Mr. Hess, a 3rd-grade teacher at Rosa Parks Elementary is concerned about one of his students who is lagging behind his classmates in reading. Mr. Hess goes to his school's S-Team and discusses the issue with the other teachers.

Notes

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?

Notes

Perspectives & Resources

❖ **Module Objectives**

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

Notes

❖ **Page 1: Struggling Readers**

- Video: Facts about struggling readers
- FYI

Notes

❖ **Page 2: IQ-Achievement Discrepancy Model**

- Video: The S-Team discuss the process of identifying children for special education services
- What Is the IQ-Achievement Discrepancy Model?
  - Link: Review of normal curve
- Concerns About the IQ-Achievement Discrepancy Model
  - Video: Why does it can take so long for students to be identified as have learning disabilities and to then qualify for special education?
  - Audio: Doug Fuchs discusses limitations of the IQ-Achievement Discrepancy model
  - Audio: Leonard Baca discusses limitations of the IQ-Achievement Discrepancy model
  - Summary [bullet points]
- Advantages of the IQ-Achievement Discrepancy Model [bullet points]

Notes

❖ **Page 3: Response-to-Intervention Approach (RTI)**
- Video: The S-Team learns that there are other options for identifying learning disabilities
- What Is the Response-to-Intervention (RTI) Approach?
  - Link: Definition of interventions
  - RTI Components
  - IQ-Achievement Discrepancy model vs. RTI Approach

Notes

❖ **Page 4: Rationale for RTI: Early Intervening and Identification of Learning Disabilities**
- Video: The S-Team continues to gather information to help in their decision-making process
- What Is the Rationale for Using RTI?
  - High hopes that RTI will… [bullet points]
- What Are the Benefits of Using RTI?
  - 1. Early Intervening [bullet points]
    - Audio: Larry Wexler discusses terminology associated with early intervening and the rationale behind using early intervening techniques.
  - 2. Identification of Learning Disabilities [bullet points]
    - FYI
    - Concerns about the IQ-Achievement Discrepancy Model and RTI's Solutions
    - Audio: Sharon Vaughn discusses the strengths of the RTI approach over the IQ-Achievement Discrepancy model
- Considerations About RTI (bulleted list)
  - Audio: Leonard Baca discusses RTI in regard to students from culturally and linguistically diverse backgrounds

Notes

❖ Page 5: Approaches to RTI
- Video: Find out what other choices the S-Team has to make about RTI
- Descriptions of Two RTI Approaches
  - Problem Solving Approach to RTI [bullet points]
    - Problem-Solving Process
    - Link: Details about the Problem-Solving Approach
      - Link: "empirically validated" [definition]
  - Standard Treatment Protocol Approach to RTI
    - Standard Treatment Protocol Approach to RTI
    - Link: treatment fidelity [definition]
    - Link: Details about the Standard Treatment Protocol Approach to RTI
- Comparison Between Problem Solving and Standard Treatment Protocol
  - Problem Solving vs. Standard Treatment Protocol…
    - Link: progress monitoring [definition]
    - Link: interventions [definition]
  - Major similarities [bullet points]
  - Major differences [bullet points]
- Audio: Sharon Vaughn's offers her perspective on a balanced approach to RTI

Notes

❖ Page 6: Steps to This RTI Approach
- Video: Learn what the S-Team likes about both RTI approaches and to learn which one they finally choose

- Basic components to all RTI approaches (bulleted list)
- Universal Screening
  - Options [bullet points]
  - Audio: Doug Fuchs discusses the issue that some consider universal screening to be a separate component from Tier 1 while others include universal screening as part of the Tier 1 process
- Tier 1: Class- or School-Wide Interventions (Primary Prevention)
  - Tier 1 Service Provider
- Tier 2: Targeted Interventions (Secondary Prevention)
  - Options [bullet points]
  - Audio: Sharon Vaughn discusses optimal instruction in Tier 2
  - Tier 2 Service Provider
- Tier 3: Intensive, Individualized Interventions/Disability Classification/Special Education Placement
  - Options [bullet points]
  - Audio: Sharon Vaughn discusses some considerations for professionals at Tier 3
  - Tier 3 Service Provider

Notes

❖ Page 7: The Rosa Parks RTI Framework
- Video: The S-Team begins to implement RTI
- Example of RTI in action at Rosa Parks Elementary
  - Universal Screening
    - Link: Enlarged chart
  - Tier 1: Class- or School-wide Interventions (Primary Prevention)
  - Tier 2: Targeted Interventions (Secondary Prevention)
  - Tier 3: Intensive, Individualized Interventions/ Disability Classification/ Special Education
  - Placement (Tertiary Preventions)
    - Assessments that address [bullet points]

Notes

❖ Page 8: Practice with the Tiers

- Activity: Drag and drop components of RTI onto the appropriate Tier

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

- Video: Summary of the module
- Audio: Fuchs reviews the basic process used to implement the RTI approach
- Revisit your Initial Thoughts responses

Notes

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

You Have Completed This Module

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