

Where can I find out more information on RtI?



The Parent Network of WNY
716-332-4170

www.parentnetworkwny.org

NYS Response to Intervention
Technical Assistance Center

www.nysri.org

National Center for Learning Disabilities

www.ld.org

National Research Center on Learning Disabilities

www.nrcld.org

National Association of State Directors of Special Education

www.nasdse.org

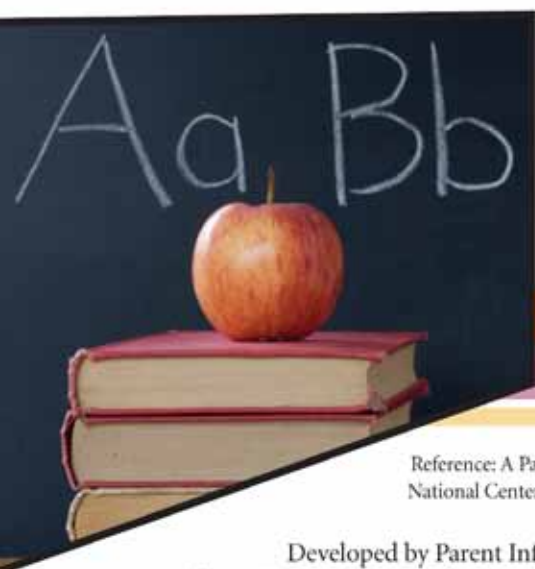
National Center on Response to Intervention

<http://www.rti4success.org>

Talk to your child's teacher or principal for more information about how RtI is being implemented in your child's school.

Reference: A Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD).

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A Family Guide to Response to Intervention (RtI)





Schools are committed to helping all children succeed. They have many ways to help children who are struggling to learn and need additional supports to be successful. Response to Intervention (RtI) is one way to ensure all learners achieve their full potential.

This booklet reviews the basic components of any RtI process and includes questions you might want to ask your child's school to learn more about their RtI process. Also included are ways you can get involved in the process and what to do and where to go if you have questions or concerns.

What is RtI?

RtI is a multi-step process providing instruction and educational support to promote the success of all children. Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. RtI is most commonly used in addressing problems with reading and math but it can also be used in other areas. The RtI process is flexible and designed by school districts to meet the needs of their students.

What questions can parents ask to learn more about how RtI works in their child's school?

- ❖ What curriculum is being taught in my child's classroom?
- ❖ What are the targeted interventions that my child's school is using if he/she is struggling in the classroom?
- ❖ What are the formal guidelines my child's school is using for progress monitoring?
- ❖ How will I be informed of the progress my child is making?
- ❖ What happens if an intervention is not working?

Parents play a critical role in supporting what their children are learning in school. Research shows that the more parents are involved in student learning, the higher the student achievement.

There are many ways parents can support what their child is doing in school. Here are a few:

- ❖ Make reading an everyday habit at home
- ❖ Communicate with your child's teacher
- ❖ Monitor and assist with homework assignments
- ❖ Ask for regular progress monitoring reports
- ❖ Share your child's successes
- ❖ Learn more about the curriculums and interventions being used in your child's school
- ❖ Attend parent/teacher conferences and other school meetings about your child



What does the RtI process look like?

The RtI process typically has three tiers. Each tier provides differing levels of support.

- ❖ In Tier I all students receive high quality curriculum and instruction in the regular education classroom. The teacher assists all learners.
- ❖ In Tier II the school provides interventions to students who need more support than they are receiving from the general curriculum.
- ❖ In Tier III interventions are developed to meet the individual student's needs.

What if I think my child needs special education?

RtI does not replace the special education process. If at any time parents believe their child has an educational disability and needs special education, they have a right to request an evaluation for special education. RtI cannot be used to delay or deny that evaluation. In addition to the information gathered during the RtI process, other forms of evaluation must occur to determine if a child is eligible for special education and parent's written consent is required.

Request a formal evaluation for special education if you suspect your child has an educational disability and needs special education.

For more information about special education, your rights in the process, and how RtI may be used to inform the process please contact Parent Network of WNY at (716) 332-4170 or email info@parentnetworkwny.org.



What are the key components to any RtI process?

The key component to any RtI process is all children receive high quality curriculum and instruction in the regular education classroom (Tier I).

Another component of any RtI process is that the school conducts universal screenings. **Universal screenings review the progress of all students through state and district test scores or other academic screenings given to all students.** Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screening, students may be identified as needing targeted assistance (a Tier II level of support) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area they are struggling. **Research based interventions are teaching strategies or methods that have been proven to be effective in helping children learn.** There are many different kinds of interventions and instruction that can happen in the classroom, outside the classroom or in small groups.



Another key component to the RtI process is progress monitoring. **Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill.** It shows how well the intervention is working. It includes observations, tests, and other formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed.

Formal guidelines for progress monitoring should be developed by the school that detail how long a child will receive a particular intervention and how they will determine whether the intervention is helping the child.

When the child meets the goals developed by the school, the intervention is no longer needed and the child continues to receive support from the general education curriculum. When progress monitoring shows that a child is not responding to the intervention another approach or intervention may be tried. However, when a higher level of support is needed, intensive interventions are developed to meet the individual child's needs (Tier III). This individualized support may include a referral for special education.

