

Introduction

Changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting.

These new laws emphasize the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the adequate yearly progress of all students.

This new process of providing interventions to students who are at risk for academic or behavioral problems is called RTI (Response to Intervention).

What is RtI?



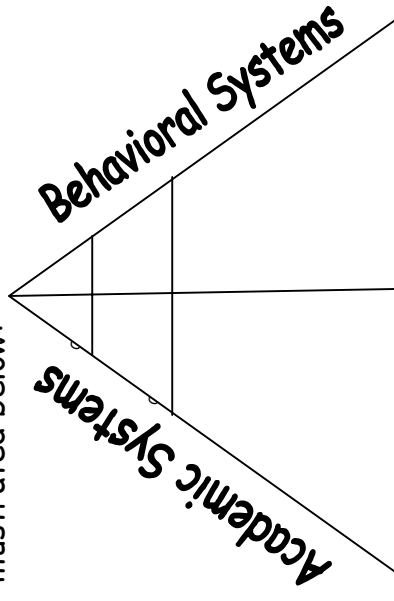
RtI is a process designed to help schools focus on high quality interventions that are matched to student needs and monitored on a frequent basis. The information gained from an RtI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.

These progress monitoring techniques used within the RtI process provide information that allows teachers to better evaluate student needs and match instruction, resources and interventions appropriately.

What is the RtI Process?



Most RtI systems are divided into a three-tier intervention model as illustrated below:



Tier 1: -Core Curriculum - 80-90%

- Whole Group/Core Instruction
- For All Students in the Class

Tier 2: -Small Group Interventions 5-10%

- For Some Students (At-Risk)
- Done in Addition to Tier 1

Tier 3: -Intense Interventions - 1-5%

- Customized Interventions
- For a Very Small # of Students
- Done in Addition to Tier 1 & Tier 2

What Are the Benefits of RtI?

Perhaps the greatest benefit of an RtI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. As soon as assessment data indicates a problem area for a student or a group of students, interventions are put into place to address these concerns.

While the interventions are taking place, school staff monitors any progress that these students are making in their problem areas.

What If My Child is Referred to the School's "Problem-Solving Team"?

- Attend team meetings. Remember, you are the expert of your child!
- Ask what interventions are being used for academic and/or behavioral problems.
- Ask what techniques are being used to monitor student progress and the effectiveness of implemented interventions.
- Ask your school to provide you with regular progress monitoring reports.
- Praise your child for any progress or general improvement in the area(s) of concern.
- Implement or reinforce any strategies or interventions at home.
- When possible, make suggestions for strategies or interventions based on what you know works well at home.
- Always ask questions when things are not clear!
- Your consent is required for the school to evaluate or implement special services.

How can Parents Be Involved?

- Frequently communicate with your child's teacher(s).
- Attend school functions such as parent-teacher conferences.
- Monitor and assist with your child's homework assignments.



What If My Child is Having Difficulty With Academics or Behavior in School?

- Ask whether or not your school uses an RtI Process, and get information on how the process works at your particular school.
- Discuss with your child any concerns you and/or the teacher have regarding academics or behavior.

For More Information

Contact: Mr. Dennis McNamara,
Superintendent

Created By: Christy Cullen & Jennifer Jewell

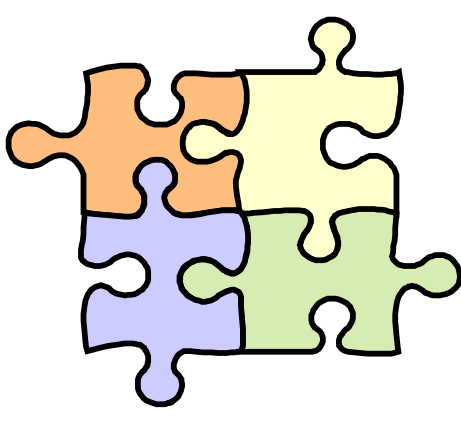
IL-ASPIRE Central Region (Alliance for School-Based Problem Solving & Intervention Resources in Education) Illinois ASPIRE is a State Personnel Development Grant-funded initiative of the

Illinois State Board of Education.

All funding is from federal sources.

A Parent's Guide to

Response to Intervention



Brimfield Grade

School