

The Role of Parents in an RTI Process

Parents are important partners in all aspects of their child's education.

As the process continues, parents should be active members of the team and participate in the problem-solving process.

If your child is identified as being at risk for learning or behavioral difficulties, to be involved you can:

Attend team meetings. Remember, you are the expert regarding your child!

Ask what interventions are being used for academic and/or behavioral problems. When possible, use the same strategies or interventions at home.

Ask the school what formal guidelines they are using for progress monitoring.

Ask your school to provide you with regular progress monitoring reports. **Always ask questions when things are not clear!**

Praise your child for any progress or general improvement in the area(s) of concern. When possible, make suggestions for strategies or interventions based on what you know works well at home.

This brochure is an overview of
Chapter 2: Response to Intervention
from the guide
Educational Rights and Responsibilities:
Understanding Special Education in Illinois Guide

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The Parent Mentor Project brings schools and parents together to ensure a successful education for children with disabilities.



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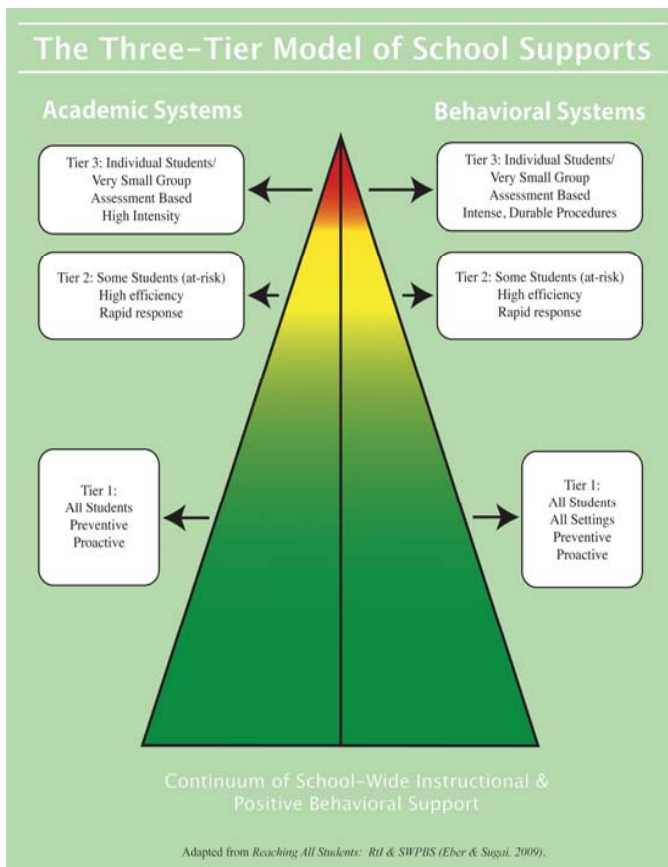
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**Educational
Rights & Responsibilities:**
Understanding Special
Education in Illinois

Response to Intervention (RTI) Chapter 2:

An Overview



What is Rtl?

Response to Intervention (Rtl) is an approach for redesigning and establishing teaching and learning environments that are effective, efficient, relevant and durable for all students, families and educators. **Rtl is a general education initiative.**

Response to Intervention (Rtl) is a process designed to help schools focus on and provide high-quality instruction and interventions to students who may be struggling with learning. **An intervention is a specific type of instruction that is used to help with a specific type of problem.** Interventions are matched to student needs. Student progress is monitored often to check the effectiveness of the instruction and interventions.

The data collected on a student's progress are used to shape instruction and make educational decisions. Use of an Rtl process can help avoid a "wait to fail" situation because students get help promptly within the general education environment.

If you believe that your child is in need of special education services, **you have the legal right to ask that the school evaluate your child to determine whether he or she is eligible to receive special education services. You can ask the school to evaluate your child at any time, regardless of where your child is at in the Rtl process.**

Three Tier Model

Tier 1 Interventions:

This is the instruction that all students receive in the general education classroom with their general education teacher. It is called Tier 1 instruction or the *core instruction*. At Tier 1, data are collected and used for screening and benchmarking of all students in important areas such as reading, math, writing and behavior.

Tier 2 Interventions:

If a student does not show progress, the teacher will consult with other staff members at the school. Tier 2 interventions are provided with an increased level of intensity *in addition to core instruction* for small groups of students who show some risk of not meeting grade level standards. At Tier 2, data are collected to determine whether the extra instruction is making a difference.

Tier 3 Interventions:

Are a higher level of intensity from Tier 2 interventions and are also provided *in addition to core instruction*. Tier 3 interventions are typically provided to an individual student or perhaps two to three students at one time by a staff member. Interventions are tailored specifically to meet the needs of each student. At Tier 3, data are collected for the same reasons as Tier 2, but are collected more often so that decisions and changes to the student's instruction can be made sooner.

Using Data to Inform Instruction

In an Rtl model, as interventions get more intensive, student progress is monitored more often.

The information collected from the screening and progress monitoring materials are used to help the team answer the following questions about the student's learning:

- Is the student making progress?
- Are the current interventions helping the student learn in the identified problem area?
- Is the student making enough progress to close the gap in the identified area?
- If the interventions are no longer provided, is the student able to continue to make progress? If not, can the current interventions be continued with general education resources?

Students may move fluidly from tier to tier as a result of their response to their interventions.

All of the screening and progress monitoring tools should be scientifically, research-based.