

RtI includes:

- High quality, research- or evidence-based instructional and behavioral supports in general education.
- School-wide screening to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense, research- or evidence-based interventions matched to the needs of the student(s).
- Use of collaborative problem-solving to develop, implement, and monitor interventions.
- Continuous monitoring of student progress to determine if instruction / interventions are effective in meeting the needs of the student(s).
- Follow-up to ensure that the instruction / interventions were implemented as planned.
- Active parent involvement throughout the process of pursuing solutions that lead to increased success.

Adapted from the National Joint Committee on Learning Disabilities

RtI and Specific Learning Disabilities

The role of RtI is to address the needs of children who are not succeeding with the general instructional approach by identifying and implementing research- or evidence-based interventions that will work with academically struggling children.

Beginning September 1, 2013 all PWSSD schools will begin using response to research- or evidence-based interventions as part of a special education evaluation process to determine whether or not a child has a specific learning disability (SLD). If a child does not make adequate progress within an intervention, this may be an indication that the child's academic struggles are caused by a learning disability.



The District shall not discriminate in admissions to any school, class, program, or activity, in facilities usage or in the methods, practices, and materials used for testing and evaluating students, against any person because of that person's age, sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, color, handicap, or physical mental, emotional, or learning disability. Discrimination complaints shall be processed in accordance with established procedures. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students.

Material adapted from Verona Area School District

RtI

What is Response to Intervention?



Information for Parents



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What Is RtI?

Response to Intervention (RtI) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful.

What Can I Expect With RtI?

- You will see levels of support (academic and behavioral) that increase or decrease in intensity depending on your child's needs.
- You will receive information about how your child responds to the intervention(s) provided.

How Can I Be Involved In RtI?

Parents play a crucial role in supporting what their children are learning in school. The more parents are involved in student learning, the higher the student achievement.

Ask questions to learn more about this process:

- ? Is my child successful? If not, what additional instruction / interventions will my child receive?
- ? What types of programs are used in my child's classroom (e.g. instructional programs, intervention supports)?
- ? How will additional assistance be provided? By whom? How often? For how long?
- ? How will I know if my child is making sufficient progress?
- ? What will the school do if my child is not improving?
- ? What can I do to help my child?

Ask your child's teacher for more information about how you can be involved in the RtI process.

What Does RtI Look Like?

The RtI process has three tiers, each building upon one another and providing successively more intensive levels of support.



Tier 1 includes high quality instruction, providing all students with access to high quality curriculum, instruction, and behavior supports in the general education classroom.



Tier 2 includes additional targeted, supplemental instruction / interventions, providing interventions to small groups of students who need more support than they are receiving through Tier 1.



Tier 3 includes intensive interventions, developed and implemented to meet the individual needs of students.

Your child's progress is monitored and results are used to make decisions about additional instruction and intervention.

What Do I Do If I Believe My Child Is Struggling?

- Talk with your child's teacher.
- Review and assist with homework assignments.



- Ask for regular progress monitoring reports.
- Learn more about the curriculum, assessments, and interventions being used in your child's school.
- Celebrate your child's success.



- Participate in conferences and other meetings about your child.
- Make a list of specific questions to ask during conferences (e.g. What is working? What additional supports may be needed?)

