

What Can I do?

Communication with your child's school is an important part of this process. Schools implement these practices differently and you are encouraged to contact your child's to determine:

- How RTI is implemented in your child's school: you may inquire about literature they have available or ask to speak with the teacher, school team, or principal.
- What interventions are currently being used and are they supported by research at each Tier (basic instruction as well as interventions)
- How are students being monitored both at the universal level and within the classroom at Tiers II and III
- At what point are parents referred to the Special Education Laws outlining the process for evaluation and services?

Keep in mind that you have the right to request that your child be evaluated if you feel they may be eligible for special education services. A simple letter written to the school's principal requesting an evaluation to determine whether or not your child may have a learning disability is all it takes.

Online Resources

<http://www.studentprogress.org/family/default.asp>

Easy to read resources about progress monitoring that explain the benefits of this approach for students, teachers and the family.

<http://www.rtinetwork.org/parents-a-families>

Provides explanations of the essential components of RTI and the role parents can play in supporting their child's success.

<http://www.rtinetwork.org/professional-development/video-and-podcasts>

Instructional video and audio content about a variety of topics related to RTI and important issues.

<http://www.nysrti.org/>

Specific to NYS, this website provides information for parents in the form of articles, guidance, presentations, and additional websites

Printed Resources (Available on Amazon)

Wrightslaw: From Emotions to Advocacy, 2nd Edition - The Special Education Survival Guide by Peter W. D. Wright, Esq. and Pamela Darr Wright

Wrightslaw: All About IEPs by Peter W. D. Wright, Esq., Pamela Darr Wright, MA MSW, and Sandra Webb O'Connor, M.Ed.

The Special Ed Advocate Newsletter, free subscription available via:

www.wrightslaw.com/subscribe.html

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Your Child in an RTI World



A Brief Introduction to RTI for Parents and How Help to Navigate the Process

What is RTI?

Response to Intervention is an approach to education that promotes learning for **all** students. By using this three-tiered model, schools are better able to identify students who are struggling before the problem becomes big enough to have serious negative consequences. Prior to 2001 and the passing of the No Child Left Behind Act, children often received educational support only after being classified in special education. By promoting high-quality, evidence based instruction for all students, schools are better able to monitor student progress and identify children who would benefit from additional support both in and outside of the classroom setting. RTI encompasses many procedures that can be used to determine if and how students respond to changes in instruction (NASP, 2006). Teachers monitor all student progress and make modifications for children who require it. Teachers implement interventions to these students and carefully monitor whether or not their performance is improving.

School wide screening is done several times a year (usually 3) to identify students needing additional support. Progress monitoring is done more regularly (usually weekly) for students requiring additional support or interventions.

What does it involve?

- **High quality instructional** methods and behavior supports that have been **proven to be effective** by research.
- **School-wide screening** of academics and behaviors to ensure that the **school is performing** up to educational standards and to determine which students need to be monitored or require changes to instruction or classroom environment (interventions.)
- **Collaboration** among school staff in developing, implementing, and monitoring interventions.
- **Follow-up** measures to determine that the intervention was implemented correctly and consistently.
- **Progress Monitoring** to determine whether the intervention worked or needs to be modified.

RTI and Special Education

Before RTI, schools were often unable to provide services until a child showed a “severe discrepancy” in school performance from what would be expected. This newer model allows for special education evaluation after interventions have been attempted to improve student performance. If your child is able to succeed in their classroom with modifications to instruction, they may not need more intensive services. This allows them to get an education in the least restrictive environment while also reducing the number of students in need of special education.

The Three Tiers

RTI involves three levels of instruction. The tiers will look different in every school, as both teaching methods and interventions vary by district. Typically, anything beyond regular classroom instruction may include small groups in class, additional time on assignments, or extra support in particular subjects.

Tier I : The basic educational curriculum which has been proven through research to be effective. This includes methods of instruction, behavioral supports, and classroom structure.

Tier II : Provided in addition to Tier I and may involve small groups, extra time of instruction, modification to time or length of materials. At this stage, more frequent (weekly) progress monitoring is an important part of determining whether changes are helping. If, with these additional supports, a student is successful, the interventions will be maintained or reduced once the child reaches a mastery level of the targeted skill. If the student continues to struggle in Tier II, they will move to Tier III

Tier III: Intervention services at a higher level of intensity. This generally involves more one-to-one instruction with individualized modifications to meet student needs. If a student meets success within Tier III, they will continue receiving support and monitoring. However, if a student continues to struggle despite extra intensity, they may be evaluated for special