

## Start a Discussion!

Open communication between parents/guardians and educators should occur at all stages of the educational process. It is important for parents/guardians to be informed and ask questions.

- How are students in your district being identified at the different tiers?
- What interventions are being used? Are they based on research and best practices?
- How often will a child be monitored? How is that determined? How will that be shared with parents/guardians?
- What role does RtI play in determining special education eligibility?

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Consolidated School District #41

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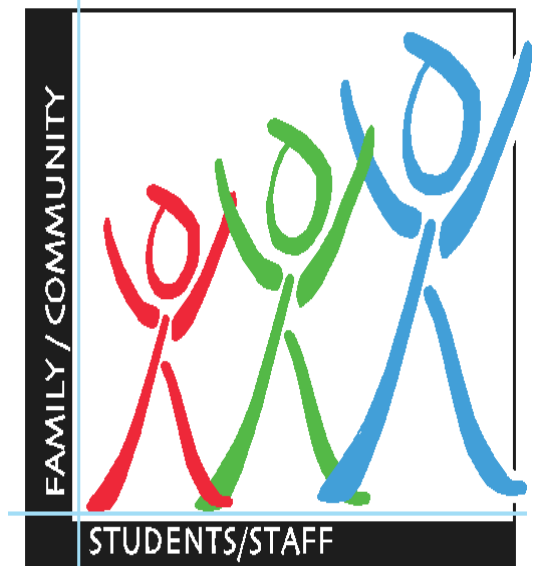
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## Response To Intervention (RtI) An Overview for Parents/Guardians



**LAKE VILLA DISTRICT 41**



# Introduction

Changes in the federal and state laws require schools to focus on helping all students learn by addressing areas of need earlier within the general education setting.

These laws emphasize the importance of providing high quality, scientifically research based instruction and interventions. No Child Left Behind (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) hold schools accountable for the progress of all students.

Response to Intervention is an ALL students and ALL resources initiative.

## What is Response to Intervention?

Response to Intervention (RtI) is a process that monitors and measures how well students respond to changes in instruction. The data gathered helps drive instructional decisions and make education changes.

### A Benefit of RtI

The RtI process helps identify students early and provide intervention/support in the general education setting before special education services are needed.

### How Does it Help?

RtI provides a framework to ask the questions:

- What is the problem?
- Why is it Happening?
- What are we going to do?
- Is the instruction/intervention working?
- How do we know?

These questions help guide the problem solving process. The data collected during the process measures the student's academic growth and are the foundation for the team's instructional decisions.

## Response to Intervention Triangle

The VISION: To Provide Effective Interventions to Meet the Needs of ALL Students Through Early and Scientifically Based Interventions Through Careful Systems Planning

### ACADEMIC SYSTEMS

#### Tier 3 Intensive, Individual Interventions

- Individual Students
- Assessment - based
- High intensity
- Of longer duration

#### Tier 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

#### Tier 1 Core Instructional Interventions

- All students
- Preventive, proactive

### BEHAVIORAL SYSTEMS

#### Tier 3 Intensive, Individual Intervention:

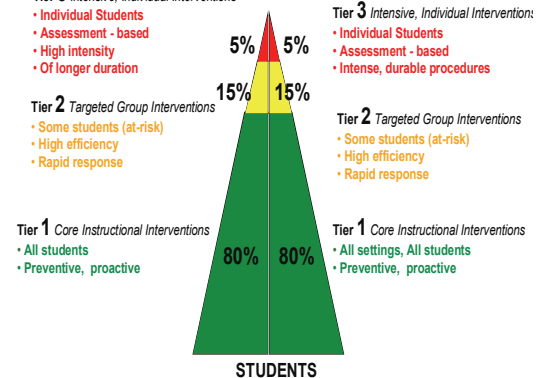
- Individual Students
- Assessment - based
- Intense, durable procedures

#### Tier 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

#### Tier 1 Core Instructional Interventions

- All settings, All students
- Preventive, proactive



### Core instruction (Tier 1)

The general curriculum delivered to all students receive.

### Tier 2/Tier 3

Instructional interventions that are increasingly intensive.

### Intervention

A specific skill building strategy, behavior management, or instructional practice that aims to increase or decrease the student's targeted goal.

### RIOT—(Review, Interview, Observe & Test

The process in which information is collected in order to develop an intervention