

## Information for Parents – 2009

### *Ensuring a Strong Start, Promoting a Bright Future*

#### WHAT IS RESPONSE TO INTERVENTION?

Parents want to see their child excel, and it can be very frustrating if a child falls behind in reading, math, writing, or other subjects, or if the child has difficulty getting along with others or making appropriate choices.

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.

Visit <http://www.florida-rti.org/> for more information.

What can I expect with RtI?

- You will be informed and involved in planning and providing interventions for your child.
- You will see levels of support (academic and behavioral) that increase or decrease in intensity depending on your child's needs.
- You will receive frequent progress monitoring about how your child responds to the intervention provided.

#### WHAT DOES RTI LOOK LIKE?

The RtI process has three tiers that build upon one other. Each tier provides more intensive levels of support:

- **Tier I includes high quality instruction.** The school provides all students with access to high quality curriculum, instruction, and behavior supports in the general education classroom.
- **Tier II includes additional targeted, supplemental instruction/interventions.** The school provides interventions to small groups of students who need more support than they are receiving through Tier I.
- **Tier III includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students.

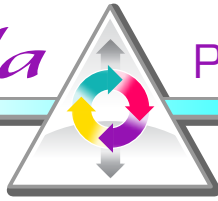
Your child's progress is monitored and results are used to make decisions about additional instruction and intervention.

You have the right to request an evaluation for your child.

#### RtI Includes:

1. High quality, research-based instructional and behavior supports in general education
2. School-wide screening to determine which students need closer monitoring or additional interventions
3. Multiple tiers of increasingly intense, research-based interventions matched to the needs of student(s)
4. Use of collaborative problem solving to develop, implement, and monitor interventions
5. Continuous monitoring of student progress to determine if instruction/interventions are effective in meeting the needs of student(s)
6. Follow-up to ensure that the instruction/interventions were implemented as planned
7. Active parent involvement throughout the process of pursuing solutions that lead to increased success
8. Evaluation timeline requirements are followed unless both the parents and the school team agree to a time extension to learn more about what works for the student

Adapted from the National Joint Committee on Learning Disabilities



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### HOW CAN I BE INVOLVED IN RTI?

Parents play a critical 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 progress? 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 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.
- Celebrate your child's successes.
- Learn more about the curriculum, assessments, and interventions being used in your child's school.
- Participate in conferences and other meetings about your child.
- Make a list of specific questions to ask during conferences (e.g., What is working? or What additional supports may be needed?).

**For further information contact your School Principal or your District School Board Office. Contact information can be accessed at:**

**[http://www.fldoe.org/schools/schoolmap/flash/district\\_list.asp](http://www.fldoe.org/schools/schoolmap/flash/district_list.asp)**



Florida Department of Education  
Dr. Eric J. Smith, Commissioner