

Introduction:

This pamphlet provides parents, families, and others with information regarding Response to Intervention (RTI). RTI is a process used to provide well-designed instruction, monitor students' progress and provide additional instructional support to students who are struggling. This additional help is to assist students to keep up with learning in their classrooms, particularly in the areas of reading and math.

S.M.A.R.T. Goals

A SMART goal is a specific, measurable, achievable, realistic, and timely goal. These goals direct the interventions to meet a student's needs.

What is RTI?

Response to intervention (RTI) is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In RTI, a student who is struggling will receive additional instructional support by matching instruction to a student's individual needs through a multi-tiered instructional model. Each tier provides instruction with increased intensity. RTI focuses on the early prevention of academic difficulty, particularly in the areas of reading and math, by ensuring appropriate instruction for all students, monitoring students' progress, and providing additional levels of instructional assistance (intervention) for students who require support. RTI models provide three tiers of support.

Integrating RTI and Behavioral Support:

The goals of a behavioral RTI intervention plan are geared towards behavior and social-emotional needs. The interventions seek to improve academic performance by improving student behavior, which directly correlates with academic success. This is done by effectively meeting the needs of the students who exhibit the most challenging behaviors. Positive behavioral supports are put in place through proactive collaboration with educators and support staff.



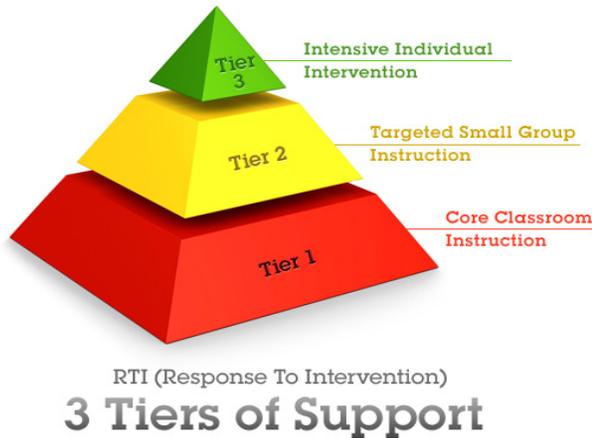
A PARENT'S GUIDE TO RESPONSE TO INTERVENTION



176 Park Avenue, Rutherford, New Jersey 07070
(201) 438-7675
www.rutherfordschools.org

Understanding the Tiers of RTI

Academic screening is conducted for all students. This is a quick assessment that measures a student's skills expected for his or her grade level. Screenings may be conducted once a year or as many as three times per year. Screening results are used to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Based on screening results, a school may recommend that a student be provided additional support to address the student's needs. It is not required that a school notify all parents of his/her child's screening results. However, if the school recommends that a student receive instructional support beyond what is provided to all students in the class, the parent must be notified.



Tier 1

An RTI process begins with providing appropriate instruction to all students by the classroom teacher in the general education class (Tier 1). Since students learn in different ways, a teacher uses a variety of effective methods and materials to meet the needs of all students in his/her class. Students identified through screening as needing additional instructional support receive assistance designed to meet their needs.

Tier 2

Tier 2 intervention is in addition to the students' regular classroom instruction and may be provided within the classroom or in a separate room. Tier 2 intervention may mean that a student is taught in a small group, receives additional instruction time and/or is taught using various instructional methods such as more opportunities for practice and more intensive instruction on difficult concepts.

Tier 3

For students who are still not progressing with Tier 2 intervention, Tier 3 intervention may be provided. Instruction may be more frequent, in smaller groups and/or for a longer period of time than provided in Tiers 1 or 2. Tier 3 may utilize materials or programs which focus specifically on skills with which the student may be having difficulty. If a student is identified as needing instructional support, a team may meet to review information from that student's classroom work, screenings, and state and district-wide assessments. This team typically includes the student's classroom teacher(s), the parent(s), and other staff such as a reading teacher and school psychologist. The team will recommend what type of instructional support the student needs and how often and for how long the instructional support will be provided. The team will also decide on how often the student's progress will be monitored to determine if he/she is responding to the instructional support.

Progress Monitoring:

Progress monitoring involves frequent assessment of a student's performance in specific skill areas. It is used to determine whether the specified instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the student's needs. How often a student's progress should be monitored may vary by school and by individual student's needs. Progress monitoring also helps school staff know if the instructional support that has been provided needs to be changed. Schools will make progress monitoring information available to parents of students receiving Tier 2 or 3 levels of intervention.

Teachers may ask a parent to help support the student's progress in a number of ways: by reading to his/her child, by having the child read to the parent, or by engaging in other activities that promote positive growth in skills.

A small percentage of students may not make the expected progress and may require further evaluation to determine other reasons for the lack of progress. Whenever there is concern that the student might have a disability affecting his/her ability to progress, the school will ask the parent's consent to conduct an individual evaluation to determine if the student needs special education services. The information gathered through the RTI process will be considered as a part of this evaluation.

If, at anytime, a parent thinks that his/her child may have a disability, the parent should make a written request to the school to have the student evaluated for special education services. This written request could be given to the student's teacher, the building principal, or sent to the Department of Special Services at 109 Fairview Avenue, Rutherford, NJ.