



## SAMPLE MATERIAL

### Rtl Parent Guides

Tri-Community Elementary School, Pennsylvania

Durham Elementary School, Oregon

**Topic:** Response to Intervention in Elementary-Middle Math

**Practice:** Rtl Implementation

As parent and family engagement is important in improving student achievement, many states include it as part of the Rtl process.

Tri-Community Elementary School staff use Pennsylvania Department of Education resources, including:

- A parent's guide to Rtl with an overview and description of the framework's core features, a glossary, and resources for parents;
- A one-page parent fact sheet that describes the core characteristics of the state's Rtl framework; and
- A quick reference guide describing selected assessments and instructional variables (i.e., grouping, time, setting, goals) at each instructional tier.

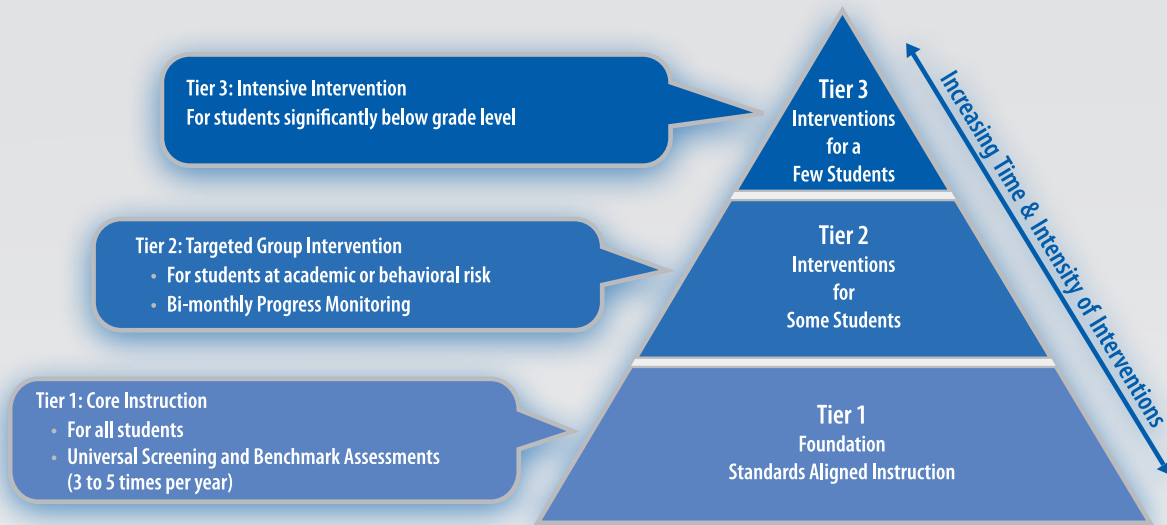
Durham Elementary School's resources, developed by the Tigard-Tualatin School District/RTI Project, consist of a team meeting notice and a parent brochure. The team meeting notice, in English and Spanish, invites parents to attend a meeting to discuss their child's needs and instructional program. The parent Rtl brochure, also in English and Spanish, explains how the Rtl process works and parent participation.

**Pennsylvania Department of Education:**

**A Parent's Guide to Response to Intervention (RtI)**



# A Parent's Guide to Response to Intervention (RtI) in Pennsylvania



ALL INTERVENTIONS ARE RESEARCH-BASED AND STANDARDS ALIGNED

## A Parent's Guide to Response to Intervention (RtI) in Pennsylvania

### Introduction

Parental and family engagement is an important factor in improving student achievement. Unique to Pennsylvania is our inclusion of parental engagement as a key feature of the Response to Intervention (RtI) framework. We recognize the critical role of parents in this standards aligned school improvement strategy and offer this resource as a means to ensure their meaningful participation.

Response to Intervention (RtI) is a multi-step school improvement approach to provide early academic and behavioral supports to struggling students rather than waiting for a child to fail before offering help. This series of resources has been developed to provide parents with information about RtI and guidance to assist with their active participation in the RtI process. Presented together in this packet, each resource is available separately through PaTTAN at [www.pattan.net](http://www.pattan.net).

All parents want their children to do well in school. They know that children need to be skilled in reading and math and have good “people skills” to flourish in 21st century jobs. Children learn from their parents and teachers that they are expected to master the curriculum and keep pace with their peers. Not surprisingly, when they don’t meet these expectations, they become discouraged. This guide provides answers to frequently asked questions (FAQs) about RtI and a parent’s role in the instructional strategy. Also, specific questions parents should ask are provided to assist parents in getting the information they need about RtI from the child’s school/district in order to participate in a meaningful way in the RtI process.

### 1. FAQ: What is Response to Intervention (RtI)?

In Pennsylvania, RtI is a three-tier (or three-step) prevention, early identification and intervening strategy provided in general education classrooms, and refers to a process that emphasizes how well students respond to changes in instruction. The learning of ALL students is assessed early and often. RtI uses standards aligned (what students must know and be able to do) and research-based (what has been proven to work)

interventions that are both based on research and aligned to state standards at increasing levels of intensity to support students who struggle with reading and math and to help them reach state standards. RtI depends on a strong, standards aligned, research-based core curriculum (the “general curriculum”) and school-wide behavior program that are both based on research and aligned to Pennsylvania standards. Perhaps the most important benefit of an RtI approach is that it is not a “wait to fail” model because students get help promptly in the general education setting. In Pennsylvania, ALL students have the opportunity to get needed help in general education classes, potentially significantly reducing the number of students referred for special education services. In the RtI model, students who continue to struggle in Tier 3 are referred for a special education evaluation, and data from the RtI process can be used to determine eligibility as a student with a specific learning disability. RtI is not a prereferral system, an individual teacher, classroom, special education program, an added period of reading instruction, or a separate stand-alone initiative. RtI is not preferential seating, shortened assignments, classroom observations, suspension, or retention. Finally, RtI is not a one-shot attempt at remediation.

### 2. FAQ: What are the key features of RtI?

**Standards aligned instruction:** High quality instruction and behavioral support in general education for all students (the core curriculum) that is supported by research and aligned to Pennsylvania standards. (PA Standards for Reading, Writing, Speaking and Listening: <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>)

**Screening and assessment of all students (Universal Screening) in academics and behavior:** All students are screened early in the school year to determine which students are “at risk” for not meeting grade level academic and behavioral standards and benchmarks.

**Shared responsibility of all students:** All staff and parents use a collaborative approach and assume an active role in student testing and instruction.

### Instructional decisions based on student progress data (Data-based decision-making):

**Progress monitoring:** Continuous measuring of student performance and use of progress monitoring scores to determine progress toward instructional and grade level goals. Results of student progress monitoring must be provided to parents. Scores can come from daily, weekly and yearly testing.

**Benchmark and outcome assessment:** Student progress is assessed periodically throughout the year, and at the end of the year against grade level benchmarks and standards.

**Tiered interventions:** Students receive increasingly intense levels of targeted instruction and scientifically research-based interventions based on their needs.

**Research-based interventions:** Research-based curriculum and interventions have been proven by research to be effective for most students ([http://www.ncl.org/images/stories/downloads/parent\\_center/rti\\_final.pdf](http://www.ncl.org/images/stories/downloads/parent_center/rti_final.pdf)).

“The principle of using research-based practices is to guard against wasting time on ineffective practices.”

(Dr. Judy Elliott)

**Flexible grouping:** Rather than being in the same group all year, students move among ability-based instructional groups based on need and skill mastery.

**Fidelity of Implementations:** Research-based interventions can deliver what is promised in the research only if they are implemented as intended (or with fidelity). Research-based educational programs are like the medicine your physician prescribes. Improvement in a medical condition requires that the medicine be taken as prescribed. Likewise, to provide the intended results, research-based educational programs must be delivered in the manner prescribed by the publisher.

**Parental Engagement:** Parents are informed of child’s needs, interventions, progress and the **right to request a special education evaluation at any time.** (See FAQ 5a)

### Questions Parents Should Ask

- Is my child’s school using an RtI process to provide support to struggling students?
- Are there written materials for parents that explain the RtI process?



### RtI: A Public Health Analogy

We can think of RtI as similar to a public health model. In public health, everyone gets wellness information on how to stay healthy and receives basic, broad vaccinations. That’s the first tier or level of intervention. In spite of this first tier of intervention, some people will get ill. Or, we might discover as the result of large-scale screening of the population, that some people need more specialized treatment. This level of specialized treatment is considered the second level of intervention, which is not for the general population, but for a smaller segment of maybe 10 to 15 percent of the total population. Even within this second-tier group, though, some persons, 5 percent or so, are going to need further, very specialized treatment. This highest level is referred to as the third level of intervention and is the most intensive and most costly level of intervention.

RtI can work as the public health model applied to students’ school performance. School staff provides a high-quality education for all students and conducts screenings to ensure that everyone is learning from that instruction. For students whose academic screening results suggest that a closer look and a more intense intervention is needed, the schools will have procedures to ensure that the appropriate services are provided, and that the student’s progress (or lack of progress) in response to that intervention is monitored.

(Adapted from “Basic Principles of the Responsiveness-to-Intervention Approach” <http://www.schwablearning.org/articles.aspx?r=1056>)

### 3. FAQ: What is scientific, research-based instruction?

“Scientific, research-based instruction refers to specific curriculum and educational interventions that have been proven to be effective – that is, the research reported in scientific peer-reviewed journals.” (<http://www.nasponline.org/resources/factsheets/rtiprimer.aspx>)

#### Questions Parents Should Ask

- *What research-based programs are being used and what research supports the effectiveness of the program(s)?*
- *What process is used to match the intervention(s) to my child's needs?*
- *How many weeks and minutes per day of instruction will my child receive in this program?*
- *Is a written intervention plan provided to parents as part of the RtI process?*
- *How can parents know that the interventions are being carried out as intended (with fidelity)?*
- *What training is required to effectively teach the research-based programs?*
- *Is my child's teacher trained in the intervention program as recommended by the publisher?*




### 4. FAQ: What is progress monitoring?

Both the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB) require that students are provided with research-based instruction and progress monitoring before entering special education. Progress monitoring involves frequent, brief measures of student performance to determine whether students are learning what is taught and what specific skill(s) may need more intensive instruction. Progress monitoring of ALL students begins with screening early and often against grade level standards, usually three times a year (e.g., DIBELS, Aimsweb). For student who need a more intensive intervention, the frequency of progress monitoring may increase to twice a month or weekly.

#### Weight-Watcher Analogy

Think about the Weight Watcher's model. Assume you weigh 150 pounds (Baseline Data). You want to lose 10 pounds in 10 weeks (Goal). You decide whether you want to be on the Flex Plan or the Core Plan (Curriculum). You weigh yourself every week (Progress Monitoring). At the end of 10 weeks, you should have made progress toward your goal. This is impossible to determine without baseline data.

## The Seven Steps of Progress Monitoring for ALL Students



1.	Collect Baseline Data . . . . . Annual Goals
2.	Make Data Collection Decisions
3.	Determine Data Collection Tools & Schedule
4.	Represent Progress Visually
5.	Evaluate the Data
6.	Make Instructional Adjustments
7.	Communicate Progress and New Baseline Data to Parents

Baseline data (where a student is currently performing) is the starting point in progress monitoring.

## Questions Parents Should Ask

- What school-wide screening measures are in place?
- How will my child be screened to spot a possible need for intervention?
- What are my child's progress monitoring "baseline" scores?
- How long will an intervention be tried before determining that a child is or is not making adequate progress?
- What will be used to measure my child's progress?
- When and how will information about my child's progress be provided to me?
- How can I help my child benefit from RtI interventions?

## 5. FAQ: What role can RtI play in determining special education eligibility?

The law gives school districts the option of using RtI procedures as part of the evaluation process to determine eligibility for specific learning disability (SLD) using multiple measures. A comprehensive assessment is still required. Once the RtI instructional framework (three steps of instruction) three-tier process is in place, implemented with fidelity, schools may consider using RtI as part of the process for determining SLD eligibility.

### 5a. FAQ: When can I request a special education evaluation for my child?

§ 14.123. Evaluation.

- (c) Parents may request an evaluation at any time, and the request must be in writing. The school entity shall MAKE THE PERMISSION TO EVALUATE FORM readily available for that purpose. If a request is made orally to any professional employee or administrator of the school entity, that individual shall provide a copy of the PERMISSION TO EVALUATE form to the parents within 10 CALENDAR days of the oral request.

## Questions Parents Should Ask

- How will the school determine if my child has a learning disability?
- What are the timelines for the completion of a special education evaluation?
- Who is heading up the district's RtI efforts?
- Will the district hold regular, public meetings to discuss its RtI programs?



## 6. FAQ: How can my child's school district fund RtI supports?

EIS Early Intervening Services (EIS) are a set of coordinated services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are **not** currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in general education. The Individuals with Disabilities Education Act (IDEA) provides for the use of up to 15 percent of federal special education funds to develop and implement early intervening services. Response to Intervention is an Early Intervening strategy.



## RtI Glossary for Parents

**Assessment:** The process of measuring and documenting what students have learned.

**Baseline Data:** Basic information on a student's current performance level, which is gathered before a program or intervention begins. It is the starting point to be used to compare a student's learning before a program or instruction begins.

**Benchmark Assessment:** The periodic assessment (a minimum of 3 times per year) of all students compared to age or grade level standards.

**Collaboration:** Cooperation between two or more people with shared goals and perceived outcomes occurring in a climate of trust.

**Core Curriculum:** The planned instruction in a content area, which is central and usually mandatory for all students of a school (e.g. reading, math, science).

**Curriculum-Based Measurements (CBM):** A concise method used to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling.

**Data-Based Decision-Making:** The use of student data to guide the design, implementation, and adjustment of instruction.

**Differentiated Instruction:** Instruction that matches the specific strengths and needs of each learner.

**Early Intervening Services:** A set of coordinated services for students in kindergarten through grade 12 (with particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing special education or related services, but who

need additional academic and behavioral support to succeed in general education. The Individuals with Disabilities Education Act (IDEA) allows school districts to use up to 15 percent of their federal special education funds to develop and implement early intervening services, unless required based upon disproportionality.

**English Language Learners (ELLs):** Students whose first language is other than English and who are in the process of learning English.

**Explicit Instruction:** Instruction that is clear, deliberate, and visible.

**Fidelity:** Using a program or method of instruction as it was intended to be used.

**Five “Big Ideas” of Reading:** Critical areas of reading for all tiers.

**Phonemic Awareness:** The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of speech sounds (Yopp, 1992). Print is not involved. For example, asking the student: “What sound do you hear at the beginning of the word cat?” or “What word rhymes with tree?”

**Phonics:** The basic concept that letters represent segments of speech. Students are taught letter names, the relationships between letters and sounds, an understanding that these relationships are systematic and predictable, and the use of these relationships to read and write words.

**Fluency:** The ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to decoding (the ability to apply knowledge of letter sound relationships, including letter patterns, to decipher and pronounce written word), thereby allowing the reader to focus attention on the meaning and message of the text. Text is read with

## RtI Glossary for Parents - continued

appropriate intonation and expression that sounds very much like conversational speech.

**Vocabulary:** Vocabulary development involves word knowledge, word instruction, word learning strategies and usage.

**Comprehension:** The process of constructing meaning from written text. It includes such skills as: activating prior knowledge, literal understanding of what is read, sequencing, summarizing, making inferences, predicting, and making connections between new and unknown information.

**Flexible Grouping:** The ability for students to move among different groups based upon their performance and instructional needs.

**Instructional Intervention:** Clear, deliberate and carefully planned instruction delivered by trained personnel tailored to meet the identified needs of struggling students.

**Intensive Intervention:** Instruction delivered with increased opportunities for practice and teach feedback.

**Multisensory:** Engaging the visual, auditory, and kinesthetic (movement) senses at the same time.

**Outcome Assessment:** The measurement of how students have performed at the end of planned instruction or at the end of the year.

**Parental Engagement:** The meaningful and active involvement of parents and family members in the educational process.

**Progress Monitoring:** Continuous measuring and comparing of student learning to determine progress toward targeted skills with the purpose of appropriately adjusting instruction.

**Research-Based Interventions:** Instructional programs, strategies, methods, and materials that have been proven to work.

**State Standards:** What students should know and be able to do at grade level. The Pennsylvania State Standards are available at: [www.pde.state.pa.us](http://www.pde.state.pa.us).

**Standards Aligned:** The process of matching curriculum, instruction and materials to the Pennsylvania State Standards (what students should know and be able to do).

**Systematic Instruction:** Carefully planned teaching based on the identified strengths and needs of students.

**Targeted Instruction:** Teaching that is focused on an identified goal and based on the identified strengths and needs of a child.

**Universal Screening (School-Wide Screening):** A quick check of all students' current level of performance in a content or skill area. This is administered three times per year.

## RtI Resources for Parents

- Response to Intervention: What It Is and What It's Not  
<http://www.pattan.k12.pa.us/files/RtI/RtI-WhatItI.pdf>
- Early Intervening Services (EIS) and Response to Intervention (RtI) <http://www.pattan.k12.pa.us/files/RTI/EIS-RtI-Ftsht.pdf>
- Pennsylvania Department of Education RtI Information  
[http://www.pattan.k12.pa.us/teachlead/ResponsetoIntervention\(RtI\).aspx](http://www.pattan.k12.pa.us/teachlead/ResponsetoIntervention(RtI).aspx)
- Pennsylvania Training and Technical Assistance Network (PaTTAN) [www.pattan.net](http://www.pattan.net)
  - King of Prussia: 800-441-3215
  - Harrisburg: 800-360-7282
  - Pittsburgh: 800-446-5607
- Parent Training Information Centers in Pennsylvania
  - o Parent Education Network (PEN): 1-800-522-5827
  - o Parent Education Leadership and Advocacy Center (PEAL Center): 866-950-1040
  - o Hispanos Unidos para Ninos Excepcionales (HUNE): 215-425-6203
  - o The Parent Mentor Program: 814-563-3470 and 888-447-1431
- Response to Intervention: A Primer for Parents  
<http://www.nasponline.org/resources/factsheets/rtiprimer.aspx>
- National Center for Learning Disabilities: A Parent's Guide to Response to Intervention  
[http://www.nclld.org/images/stories/downloads/parent\\_center/rti\\_final.pdf](http://www.nclld.org/images/stories/downloads/parent_center/rti_final.pdf)
- Student Progress Monitoring: What This Means for Your Child  
<http://www.rti4success.org/images/stories/pdfs/whatthismeans.pdf>
- Learning Disabilities Resource Kit: Specific Learning Disabilities Determination Procedures and Responsiveness to Intervention  
[http://www.nrcld.org/resource\\_kit/#parent](http://www.nrcld.org/resource_kit/#parent)

## Acknowledgments

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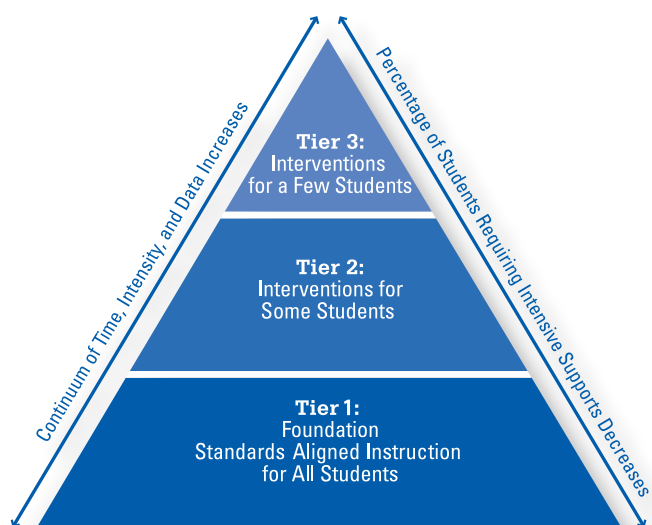
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## Response to Intervention (RtI): A Fact Sheet for Parents

RtI is (1) a **general education effort for ALL students** to identify and help those students who need academic or behavioral help long before they fail, and (2) one way to identify students with learning disabilities. RtI includes these features:

- **Standards Aligned Instruction:** High quality instruction for ALL students based on research (what we know to work) and aligned to PA standards (matched to what students must know and be able to do)
- **Universal Screening:** A quick check of students' current level of performance in a content or skill area
- **Tiered:** Instruction allows some students to receive increasing levels of instructional help based on their specific needs in the general education curriculum (See PA's Three-Tier Model below for details)



### Tier 3: Intensive Intervention

- For students significantly below grade level
- Weekly Progress Monitoring

### Tier 2: Targeted Group Intervention

- For students at academic or behavioral risk
- Bi-monthly Progress Monitoring

### Tier 1: Core Instruction

- For all students
- Universal Screening and Benchmark Assessments (3 to 5 times per year)

- **Parental Engagement:** Parents are provided information regarding their child's needs, interventions, goals and expected progress, time spent in each tier, with regular reports of progress or lack of progress and the right to request a special education evaluation at any time.
- **Shared Ownership (responsibility):** All staff assume an active role in instruction and assessment for all students.
- **Data-Based Decision Making:** The use of student data to guide the design, implementation, and adjustment of instruction. Student performance data is gathered through:
  - ♦ **Progress Monitoring:** Continuous measuring and comparing of student learning to determine progress toward targeted skills with the purpose of appropriately adjusting instruction.
  - ♦ **Grade Level Benchmarks and Outcome Assessment:** The periodic assessment (a minimum of 3 times per year) of all students compared to age or grade level standards; and, the measurement of how students have performed at the end of planned instruction or at the end of the year.



## Response to Intervention (RtI) Instructional Framework: A Parent's Quick Reference Guide

	Tier 1: Foundational Core Instruction for All Students	Tier 2: Targeted Group Instruction for Some Students	Tier 3: Intensive Instruction for a Few Students
<b>Focus: Standards Aligned System</b>	All students receive instruction in the general education standards aligned curriculum	Students at risk for failure who do not respond to Tier 1 (general education) receive additional support	Students significantly behind who have not responded well to Tier 1 or Tier 2 efforts receive additional support
<b>Program</b>	Program based on research (what we know to work) and following PA state standards (what students should know and be able to do) delivered with fidelity (as intended)	Interventions based on research delivered with fidelity (as intended) that are specialized and based on student needs	Interventions delivered with fidelity (as intended) that address student strengths and needs in an intensive and explicit way using strategies based on research
<b>Grouping</b>	Flexible Grouping	Small groups of students with similar abilities and needs	Individual or very small groups of students with similar abilities and needs
<b>Time</b>	<b>Reading:</b> 90+ uninterrupted minutes minimum per day <b>Math:</b> 60+ uninterrupted minutes minimum per day	Data driven based on individual student progress: Recommendations include at least 30 minutes/day in addition to Tier 1 or as intended by the intervention plan	Data driven based on individual student progress: Recommendations include 30-60 minutes daily in addition to Tier 1 or as intended by intervention plan
<b>Assessment: Universal Screening and Progress Monitoring</b>	Universal Screening: Brief assessment of all students Progress Monitoring: Continuous measuring and comparing of student learning to determine progress and adjust instruction	Monitoring student progress on target skill(s) monthly or twice per month based on the needs of the student	Monitoring student progress on target skill(s) weekly
<b>Goal(s)</b>	Grade level achievement or above	Eliminate gap between present achievement and grade level expectations	Eliminate or narrow gap between present achievement and grade level expectations
<b>Instructor</b>	General education classroom teacher with support from other building staff to reinforce learning, as needed	Classroom teacher or specialist (e.g., SLP, reading specialist, behavior specialist) or other staff as intended by the intervention	Classroom teacher or specialist (e.g., SLP, reading specialist, behavior specialist) or other staff as intended by the intervention
<b>Setting</b>	General education classroom	Small group in the classroom or another appropriate setting within the school	Appropriate setting within school
<b>Behavior Support</b>	Effective school-wide behavior supports	Specialized behavior plans provided/monitored by teacher and parents	An assessment of student behaviors, known as a Functional Behavior Assessment (FBA) and the development of specialized behavior plans with teacher and parents
<b>Professional Development</b>	Focused, specialized, and ongoing to provide relevant training based on the needs of students and school staff	Focused, specialized, and ongoing to provide training in specialized interventions	Focused ongoing training in specialized interventions
<b>Parent Involvement</b>	Information about student progress provided to parents via report cards and parent-teacher conferences	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in intervention change decisions	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in intervention change decisions



## **Tigard-Tualatin School District/Oregon RTI Project:**

### **Parent Team Meeting Notice and RTI Brochure**

Tigard-Tualatin School District/Oregon RTI Project

## EFFECTIVE BEHAVIOR AND INSTRUCTIONAL SUPPORT (EBIS) TEAM MEETING NOTICE

Dear \_\_\_\_\_:

(Parent / Guardian)

The Effective Behavior and Instructional Support (EBIS) Team has been monitoring the progress of your child, \_\_\_\_\_. The EBIS program's purpose is prevention of academic and behavior problems by supporting group and individual programs for all students. \_\_\_\_\_

Teacher's Name

called you regarding your child's progress on \_\_\_\_\_.

Date

The team is planning on meeting at school to discuss your child's needs and to plan their EBIS program on:

\_\_\_\_\_.

(Date)

We invite you to attend this meeting and would welcome participation in this process. If you would like attend, please contact \_\_\_\_\_ at \_\_\_\_\_ for more specific information on the time and place. (Team Coordinator) (Phone Number)

If you have questions regarding the EBIS program, please contact your school principal or Dan Goldman, the District EBIS Director at 503-431-4117.

**IMPORTANT NOTICE REGARDING SPECIAL EDUCATION:** Sometimes students experience substantial on-going difficulties in school as the result of disabilities. If the school team or your child's teacher(s) have this concern, they will contact you to discuss it. If you are concerned that your child may have a disability and is in need of special education services, please contact the school principal.



Tigard-Tualatin School District/Oregon RTI Project

## **APOYO DE INSTRUCCIÓN Y COMPORTAMIENTO EFICAZ (EBIS) NOTICIA DE LA REUNION CON EL EQUIPO**

Estimado \_\_\_\_\_:

(Padre/ Tutor)

El Equipo de Apoyo de Instrucción y Comportamiento Eficaz (EBIS) ha estado evaluando el progreso de su hijo(a), \_\_\_\_\_. El propósito del programa de EBIS es la prevención de problemas académicos y de comportamiento, y para apoyar programas de grupos e individuales para todos los estudiantes. \_\_\_\_\_ se comunico con usted acerca de el progreso de su

Nombre de Maestro(a)

hijo(a) el \_\_\_\_\_.

Fecha

El equipo se reunirá en la escuela para discutir las necesidades de su niño(a) y planear un programa de EBIS el:

\_\_\_\_\_  
Fecha

Usted está invitado a asistir esta reunión y será bienvenido para participar en este proceso. Si le gustaría asistir, por favor hable con \_\_\_\_\_ al \_\_\_\_\_ para  
(Coordinador de Equipo) (Numero de Telefono)  
información más específica del tiempo y lugar.

Si tiene preguntas con respecto al programa de EBIS, por favor de contactar al director de su escuela o Dan Goldman, el Director de EBIS del Distrito al 503-431-4117.

**NOTICIA IMPORTANTE CON RESPECTO A LA EDUCACION ESPECIAL:** A veces los estudiantes pasan por dificultades sustanciales en la escuela que resultan en inhabilidades de aprender. Si el equipo de la escuela o los maestros de su niño(a) tienen esta preocupación, ellos hablaran con usted para discutir esto. Si usted esta preocupado que su niño(a) tenga una inhabilidad de aprender y esta en necesidad de servicios de educación especial, por favor hable con el director de su escuela.

PARENT RTI BROCHURE

• *How we determine who needs additional instruction:*

In Tigard-Tualatin School District, we review all elementary students' progress three times a year. In middle and high school, we screen students when they enter school, and we review assessment, attendance, grade, and behavior data throughout the year. We track students' achievement in reading especially carefully, and we also look at math and writing performance.

In some cases, all students are given a short assessment. Other times, a team of professionals simply reviews existing academic, behavior, and attendance information. The teams use the data to decide which students are doing well in the standard classroom instruction, which students may need supplemental instruction, and which students may need individualized instruction.

When students receive supplemental small group or individualized instruction, we check their progress frequently. We use "decision rules" to look at the students' progress and decide if the child needs to have a different kind of supplemental instruction. The key idea is to make changes when instruction is not working for a child.

Tigard-Tualatin School District/Oregon RTI Project

The first step is to provide small group interventions for a student. If, after a period of instruction, there is still concern, we will plan an individualized intervention. You are invited to participate in this process. During individualized interventions, we monitor children's progress each week. If a student makes limited progress during an individualized intervention, we may ask for your permission to conduct an individual evaluation. This evaluation might result in the identification of a learning disability. No evaluation would be conducted without your written consent.

• *Parent participation:*

Parents are essential to children's success in school. When a child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us about anything you think might affect your child's learning. For example, it is important for us to know if a child has missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of problems may affect a student's progress, and if we know about them, we can design an intervention more effectively.

Parents frequently partner with the school to provide extra practice to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child's program.

• *When children continue to have difficulty:*

The school will tell you whether your child begins to make sufficient progress, or if your child has continued difficulty. If you and the school have tried several interventions, and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of such an evaluation is to determine what your child's educational needs are, and to consider whether he or she might have a learning disability.

Tigard-Tualatin School District/Oregon RTI Project

## • *Response to Intervention (RTI)*

The approach described in this brochure is called Response to Intervention (RTI). This is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, math, and writing, and prevent the development of serious learning problems; and
2. To identify children who, even when they get extra help, make very limited progress. Research has shown that these children sometimes have learning disabilities.

You may also request an evaluation at any time if you think your child may have a disability. No evaluation would take place without a conference with you, and your written consent.

If you have any questions about this information, please contact the school's Literacy Specialist or Principal.



## • *Your child's instructional program in the Tigard-Tualatin School District*

Tigard-Tualatin School District is committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing. Teacher teams in your school use this process, called “Effective Behavior and Instructional Support.” Look inside to see how this process can help your child.

## RTI MANUAL PARA PADRES DE FAMILIA

### *Cómo determinamos quién necesita instrucción adicional:*

En el Distrito Escolar de Tigard-Tualatin, repasamos el progreso de todos los estudiantes en las escuelas primarias (K-5°) tres veces al año. En las escuelas secundarias (6°-8°) y preparatorias (9°-12°), examinamos a estudiantes cuando entran a la escuela, y repasamos exámenes, asistencia, grado y datos de comportamiento a través del año. Seguimos el logro de los estudiantes en la lectura muy cuidadosamente y también miramos como están en las matemáticas y la escritura.

En algunos casos, se les da a todos los estudiantes un examen corto. Otras veces, un equipo de profesionales simplemente repasa información existente académica, de comportamiento y de asistencia. Los equipos utilizan los datos para decidir cuales estudiantes están haciendo bien en las clases de instrucción estándares, cuales estudiantes pueden necesitar instrucción suplemental y cuales estudiantes pueden necesitar instrucción individualizada.

Cuando estudiantes reciben instrucción suplemental en grupos pequeños o instrucción individualizada, nosotros revisamos su progreso con frecuencia. Utilizamos las “leyes de decisión” para mirar el progreso de los estudiantes y para decidir si el estudiante necesita tener una instrucción suplemental diferente. La idea dominante es de hacer cambios cuando la instrucción no está trabajando para un niño(a).

Tigard-Tualatin School District/Oregon RTI Project

El primer paso es de proporcionar intervenciones para el estudiante en grupos pequeños. Si, después de un periodo de instrucción, todavía hay preocupación, planearemos una intervención individualizada. Usted esta invitado a participar en este progreso. Durante intervenciones individualizadas, nosotros supervisamos el progreso de los niños cada semana. Si un estudiante hace un progreso limitado durante una intervención individualizada, podemos pedir su permiso de conducir una evaluación individual. Esta evaluación puede resultar en la identificación de una inhabilidad de aprender. No se conduciría ninguna evaluación sin su consentimiento escrito.

### *• Participación del padre:*

Los padres son esenciales para el éxito de los niños en la escuela. Cuando un niño necesita instrucción suplemental, le describiremos esa instrucción a usted. También le preguntaremos que nos diga sobre cualquier cosa que usted piense puede afectar la habilidad de aprender de su niño(a). Por ejemplo, es importante que nosotros sepamos si un niño(a) ha faltado mucho la escuela, ha pasado por una trauma o esta teniendo problemas con amigos en la escuela. Estos tipos de problemas pueden afectar el progreso de un estudiante y si sabemos sobre ellos, podemos diseñar una intervención con más eficacia.

Los padres se unen frecuentemente con la escuela para proporcionar práctica adicional para desarrollar habilidades. Si usted desea proporcionar ayuda adicional en el hogar, puede trabajar con la escuela para hacerse parte del programa de su niño(a).

### *• Cuando los niños continúan teniendo dificultades:*

La escuela le dirá si su niño(a) esta empezando a hacer progreso suficiente, o si su niño(a) ha continuado con dificultad. Si usted y la escuela han tratado varias intervenciones, y el progreso todavía esta limitado, se le puede pedir por su consentimiento para una evaluación. El propósito de esa evaluación es para determinar cuales son las necesidades educativas de su niño y para considerar si el o ella pueda tener una inhabilidad de aprender.

Tigard-Tualatin School District/Oregon RTI Project

## • *Respuesta a la Intervención (RTI)*

El enfoque escrito en este folleto se llama Respuesta a la Intervención (RTI). Esta es una manera de organizar instrucción que tiene dos propósitos:

- 1 Para identificar a niños que necesitan ayuda en la lectura, matemáticas y escritura y prevenir el desarrollo de serios problemas de aprender; y
- 2 Para identificar a los niños que, aun cuando se les da ayuda adicional, hacen un progreso muy limitado. Investigaciones han demostrado que estos niños tienen a veces inhabilidades de aprender.

Usted también puede solicitar una evaluación en cualquier momento si usted piensa que su niño pueda tener una inhabilidad de aprender. Ninguna evaluación se tomara acabo sin una conferencia con usted y su consentimiento escrito.

Si tiene cualquier pregunta sobre esta información, por favor hable con el Especialista de Alfabetismo o con el Director de la escuela.



## *El programa educacional de su niño(a) en el Distrito Escolar de Tigard-Tualatin*

El Distrito Escolar de Tigard-Tualatin esta comprometido a asegurar que cada niño(a) haga un progreso académico significativo. Para hacer esto, repasamos continuamente la información que nos dice como cada niño(a) esta progresando. Equipos de maestros en su escuela usan este proceso, llamado "Comportamiento Eficaz y Apoyo Educacional." Mire adentro para ver como este proceso puede ayudarle a su niño.