

How Can Parents be Involved?

- Frequently communicate with your child's teacher
- Attend school functions, including parent-teacher conferences
- Regularly monitor and assist with your child's homework assignments

What To Do If Your Child Is Receiving Interventions?

- Ask what interventions are being used for academic and/or behavioral concerns
- Ask what techniques are being used to monitor student progress and the effectiveness of the implemented interventions
- Ask your school to provide regular progress monitoring reports
- Praise your child for any progress or general improvement in the areas of concern
- Reinforce any strategies or interventions at home
- When possible, share what works at home
- Ask questions for clarification if and when necessary

What If My Child Is Having Difficulty/Not Being Challenged In School?

- Discuss with your child any concerns you and/or the teacher(s) may have regarding academics or behavior
- Consult with the teacher(s) about your child's strengths and weaknesses
- Ask your child's teacher(s) for suggestions regarding ways to provide support at home

Key Words and Meanings

Problem Solving-A collaborative team process involving parents and school staff.

The process includes the following steps:

1. Defining a problem
2. Analyzing the problem
3. Developing an intervention plan to address the problem
4. Evaluating the effectiveness of the intervention plan

Data-Driven Decision-Making

The process of planning for academic and behavioral instruction/support/enrichment through the use of ongoing progress monitoring and data analysis.

Progress Monitoring

Ongoing measurement of student academic and behavioral progress using curriculum based measurement and other assessments.

Curriculum Based Measurement

Assessments used to monitor student progress on a general academic skill such as reading, writing, spelling and math.

Benchmarking/Universal Screening

Curriculum based measures given throughout the year. The data collected is used to monitor the effectiveness of the curriculum and identifies students who may need additional support and/or enrichment.

Scientifically Research-Based Interventions

Teaching strategies and curricula that have been determined to be effective in improving student learning-i.e. the research has been reported in scientific, peer reviewed journals.

RTI

PARENT'S GUIDE TO PROBLEM SOLVING AND RESPONSE TO INTERVENTION



BANNOCKBURN SCHOOL

DISTRICT 106

RtI

Introduction

The RtI mission of Bannockburn School District 106 is to effectively implement teaming, assessment and intervention that results in the cognitive, social and emotional success of its students.

Staff collects and utilizes data to monitor student progress, design instruction, and develop interventions and/or modifications for ALL students. The staff allocates resources based upon student need.

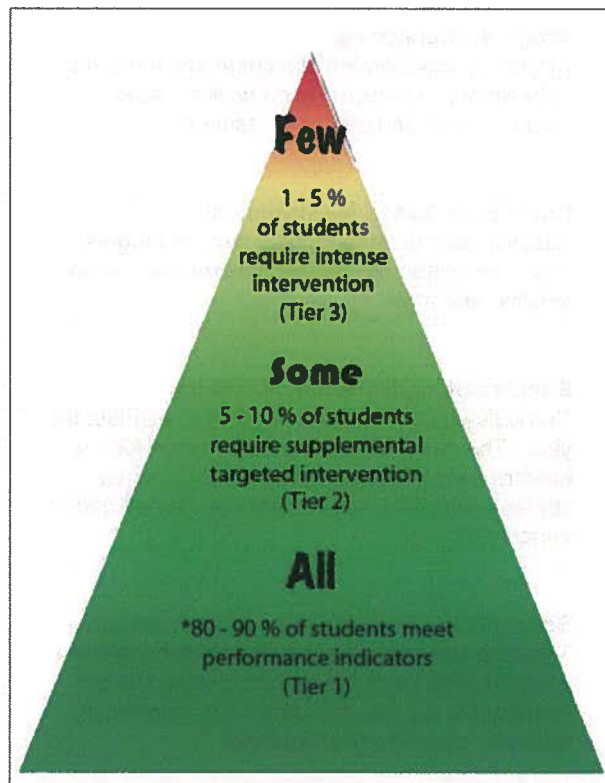
What is RtI?

Response to Intervention (RtI) is a process designed to help schools supplement core instruction with high quality interventions that are matched to a student's needs and monitored on a regular basis. The information gained from the RtI process is then used by school personnel and parents to make decisions regarding the student's educational program.

Benefits

What are the Benefits of RtI?

- Progress Monitoring data drives instructional decision-making and keeps parents and teachers informed regarding student progress
- Data regarding student progress is presented in an easy to understand format
- Early intervention is provided based on student need
- Intensity and duration of interventions are based on student progress



Tier 1

All students receive core instruction/behavioral support that is scientifically based and differentiated to meet the needs in a general educational classroom. Teams of teachers meet to review student progress data to ensure that all students meet the district's expectations.

Tier 2

Students not making adequate progress in the core curriculum are provided small-group, supplemental instruction/support. Students struggling academically and/or behaviorally are frequently monitored using multiple assessments. Staff meets as a team to monitor intervention effectiveness throughout the problem-solving process.

Tier 3

Students continuing to need more intensive instruction will have a specifically designed plan customized to meet their needs. Progress is frequently monitored to determine the impact of intervention on the student's learning/behavior. Staff and parents meet as a team to monitor the effectiveness of intense instruction/support/enrichment throughout the problem solving process. Parents or the team may initiate a referral for special education as indicated by the student's response to intervention.