

Importance of Building Parent and Community Engagement for Implementing Response to Instruction/Intervention (RtI)

There is great power in harmony and
mutual understanding.

How would parents in your community
answer this question:

What is Rtl?

The Main Idea:

Rtl stands for Response to Instruction/Interventions and refers to a set of ideas focused on how to help all children be successful in school.

What is Florida's Definition of Rtl?

- Response to Instruction/Intervention is the system-wide framework focused on providing
 - (1) high-quality instruction/intervention matched to student needs and
 - (2) using learning rate over time and level of performance to
 - (3) make important educational decisions.

What can parents expect from the school implementing Rtl?

- Information and involvement in planning and providing interventions to help their child
- Levels of support for their child that increase or decrease over time depending on their child's needs
- Progress monitoring information about how their child is responding to the interventions being provided

Let them know
what to expect...

...then make sure that the
expectations match their
experience!

Based on communications with school-based personnel, do your parents really understand the purpose of tiers of instruction/interventions?

Or do they think of tiers as categories or procedural requirements used to label (or delay help for) their child?

Purpose of Tier Framework

- To provide high quality instruction and interventions that fit the needs of all students.
- To ensure that the conditions for learning are optimal for every student.
- To incorporate intervention (“help”) as a natural, ongoing part of education that doesn’t wait until the student is struggling.

How do school-based
personnel describe tiers to
parents?

This is how we should understand and describe the tiers to parents:

- High quality instruction and behavior supports through general education (Tier 1)
- Targeted, supplemental intervention in addition to and aligned with general education, as needed (Tier 2)
- Intensive, individualized interventions in addition to and aligned with general education, as needed (Tier 3)

Tier 3

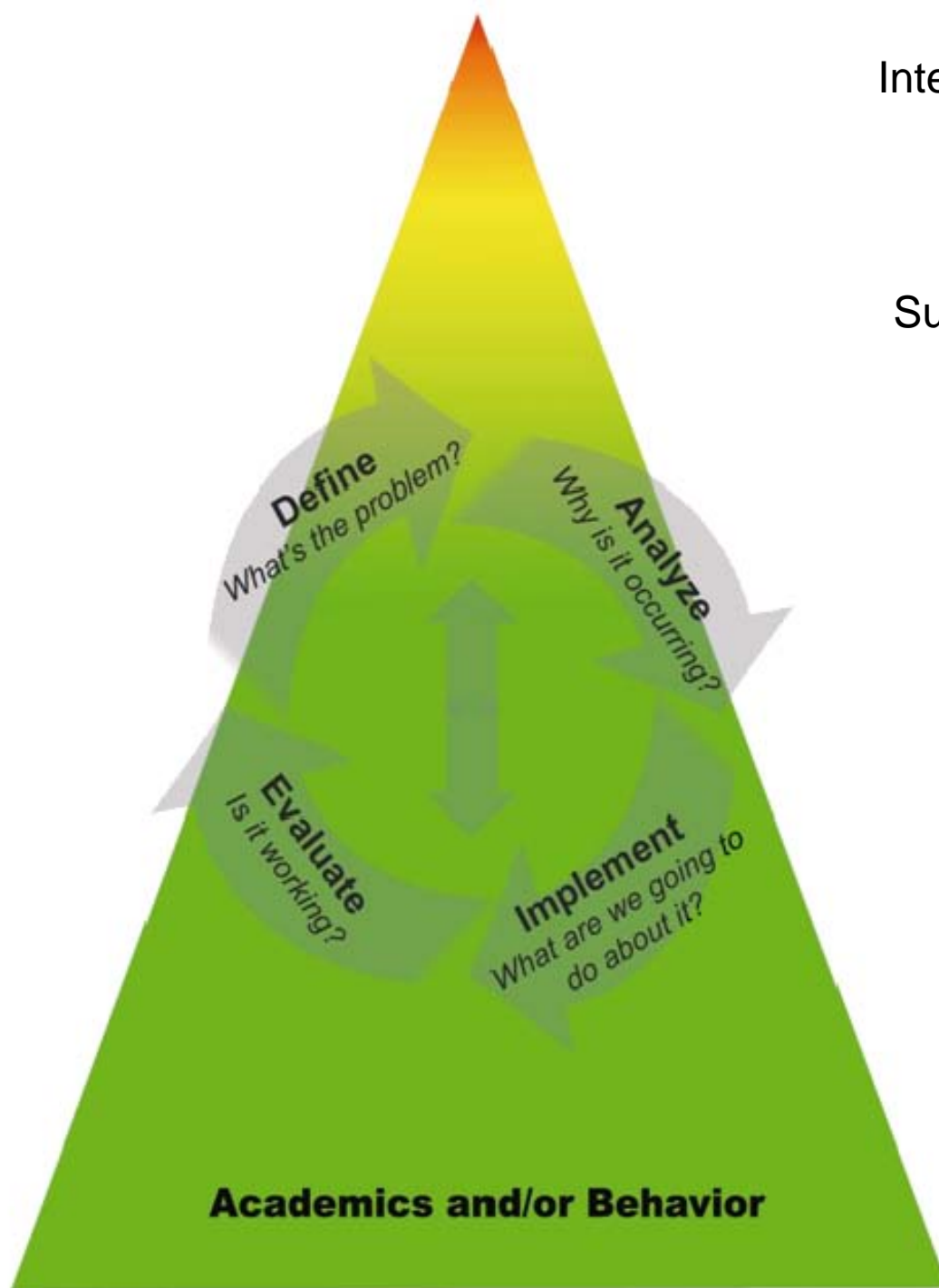
Intensive, Individualized

Tier 2

Supplemental, Targeted

Tier 1

Core, Universal



Do your parents know what
questions should guide
communications with the
school?

Tell them!

Encourage parents to ask these critical questions:

- Is my child successful? How do I know? If not, why and what can we do differently?
- If needed, how is additional help going to be provided? By whom? How often? For how long?
- What can I do to help with the interventions for my child?
- How will I know if interventions are working?

If parents believe their child is struggling, what is their course of action?

Does the current course of action make sense within your Rtl implementation?

The course of action should be consistent with Rtl logic and promote proactive parent involvement:

- Talk with their child's teacher
- Ask for regular progress reports in the areas of difficulty
- Celebrate when progress is made; ask questions when there is little or no progress
- Make a list of specific questions to ask about their child's progress.

Are your parents confused about Rtl and Special Education?

Do they think that Rtl is a label, category or program related to special education? If so, this may indicate that the teachers also have this misunderstanding.



Does RtI have anything to do with Special Education?

- Every student in the school, from Kindergarten to graduation, is involved in RtI.
- Interventions are provided through general education resources so that all students can be successful.
- For students who need ongoing intensive or individualized help to maintain progress, special education resources may be accessed by the school.

Clarify for All: Does Rtl have anything to do with Special Education?

- All students, whether they have an Individual Education Plan (IEP) or not, benefit and are involved in the schoolwide Rtl implementation.
- Students who respond to and require intensive, individualized interventions to maintain progress may or may not receive those interventions and supports through special education.
- Special education is a resource, not a place, intervention, or tier; Rtl is a school-wide framework, not a resource.



Does Rtl have anything to do with Special Education (cont'd)?

- Information gained through on-going problem-solving about what a student needs helps the school make a decision about your child's need for special education resources.
- The problem-solving process and Rtl continues even if a student receives help through special education resources.

How can parents learn more about the problem-solving process and measuring their child's response to instruction and intervention?

- Visit <http://www.florida-rti.org/Partnership/involvement.htm>
- Access Parent Brochure: <http://www.florida-rti.org/Rtl-Parent-Brochure.pdf>
- Contact the school principal.