

Response to Intervention - FAQ

(Frequently Asked Questions)

What is RtI?

RtI is a process designed to help schools focus on high quality interventions that are matched to student needs and monitored on a frequent basis. The information gained from an RtI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.

What are the benefits of RtI?

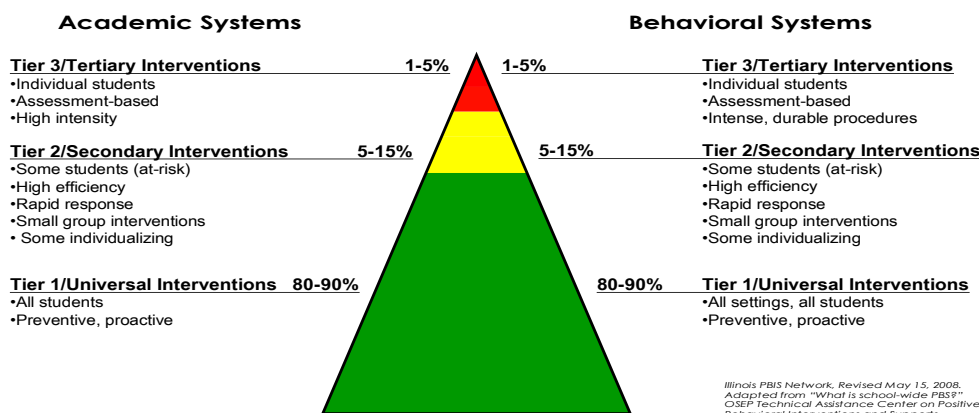
Perhaps the greatest benefit of an RtI approach is that it eliminates a “wait to fail” situation because students get help promptly within the general education setting. As soon as assessment data indicates a problem area for a student or a group of students, an intervention is put into place to address these concerns.

While the intervention is taking place, school staff monitors any progress that these students are making in their problem areas. These progress monitoring techniques used within the RtI process provide information that allows teachers to better evaluate student needs and match instruction, resources and interventions appropriately.

What is the multi-tiered system of supports?

As shown in the illustration below, a multi-tiered system involves more and more intense instruction and interventions as indicated by performance data. The level of intensity of instruction and interventions a student receives is determined by how he or she responds to the instruction and/or intervention. Like the illustration, Illinois’ RtI model utilizes three tiers. It is important to note that the percentages of students at each tier shown in the illustration and discussed below are not absolute and are provided as examples only.

School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model



Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBIS?"
©SEPT Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>

Tier 1: This is the core curriculum and instruction that *all* students receive.

Tier 2: This tier involves small group interventions for *some* students (e.g., 5-15%) needing MORE instruction or supplementary interventions. These interventions are usually provided in small group settings.

Tier 3: At this tier, intensive interventions are provided for a *few* students (e.g., 1-5%) needing the MOST. For some students, these interventions can replace or supplement the core curriculum. In the event a student does not make appropriate gains during tier 3, a special education evaluation may occur.

How do we know a student is progressing?

Response to Intervention uses brief, frequent probes (tests) to find out whether a student is making progress. The results are often displayed using a graph. The graph will provide valuable information about student progress and how he or she is performing in relation to a standard benchmark.

Is behavior part of RtI?

Yes. Many students have the knowledge and skills to be successful. However, their behavior may negatively impact their academic success. Schools and classrooms have developed levels of interventions to help students monitor and improve their behavior.

How can parents be involved?

- Frequently communicate with your child's teacher(s).
- Attend school functions such as parent-teacher conferences.
- Read and review your child's benchmarking data.
- Always ask questions when things are not clear.
- When possible, make suggestions for strategies or interventions based on what you know works well at home.
- Implement or reinforce any strategies or interventions at home.
- Ask what interventions are being used for academic and/or behavioral problems.
- Ask what tools are being used to monitor student progress and the effectiveness of the implemented interventions.
- Review progress monitoring reports.
- Praise your child for any progress or general improvement in the area(s) of concern.
- Assist and monitor your child's progress on homework assignments and projects.
- Daily review your child's assignment notebook.
- Celebrate your child's strengths, talents, interests, and successes.

What If my child is having difficulty with academics or behavior in school?

Discuss with your child, teacher, or principal any concerns you and/or the teacher have regarding academics or behavior.

Can parents request an evaluation while their child is involved in the RtI process?

Yes. The right for parents to request a special education evaluation at any time has not changed, nor have the requirements associated with the district's response to such a request. Therefore, parents can request a special education evaluation at any time prior to, during, or following their child's involvement in an RtI process. Please contact Mrs. Erin Deval or the school principal regarding any questions.

What role does RtI play in special education eligibility?

Federal regulations issued in 2006 eliminated the requirement that students must exhibit a severe discrepancy between their intellectual ability and achievement in order to be found eligible for special education and related services under the specific learning disability (SLD) category. Beginning with the 2010-2011 school year, the state of Illinois has mandated that an RtI process be used as part of the evaluation procedures for determining eligibility under the SLD category. Please contact Mrs. Erin Deval or the school principal regarding any questions.

Are English Language Learners (ELL) eligible to participate in RtI?

Yes. RtI is intended to benefit all students; therefore, students who are identified as ELL would participate in RtI just as all other students would participate.

For clarification of any terms, please refer to the Key Terms link on the District 118 RtI website