

Children are more likely to be successful in school if their parents are involved in their education. Open communication is a necessary part of good school/home working relationships. As a parent or caregiver, you have a right to information about your child's educational services and this applies to Response to Intervention, as well. If your child is receiving RtI services, you should be notified by the school. If you have questions about this approach, contact your child's teacher and set up a meeting.

Questions that Parents Can Ask:

Basics of RtI:

- What screenings were done to decide my child needs interventions?
- What tier of RtI support is my child receiving?
- What interventions are being used? What do they look like?
- What written materials can you give me to explain the RTI process?
- What can I do to help my child at home?

Progress:

- How quickly can I expect my child to start making progress?
- How often will my child's progress be monitored?
- What type of progress monitoring will be used?
- When and how will information about my child's performance and progress be given to me?
- Will the reports received show how my child is progressing compared to peers?
- How will I know if my child is making adequate progress?
- How long will my child remain in a tier before moving to the next tier?
- If my child doesn't make adequate progress, what then?
- At what point in the RTI process would my child be referred for a formal evaluation for a specific learning disability?



Family Matters is one of the Illinois Parent Training and Information Centers. Our mission is to build upon families' strengths, to empower parents and professionals to achieve the strongest possible outcomes for students with disabilities, and to enhance the quality of life for children and young adults with disabilities. For more information, contact Family Matters at 866-436-7842 or on our website: <http://www.fmptc.org>. Stop in and visit us at 1901 S . 4th Street, Suite 209, Effingham, Illinois.

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This guide was developed with funding from the Illinois State Board of Education through the OSEP funded State Personnel Development Grant.

Types of Records Parents Should Keep:

- Report cards and progress reports
 - Standardized test scores
 - Evaluation results
 - Medical records related to disability or ability to learn
 - Individualized Education Programs (IEPs) and other official service plans like 504 Plans
 - Awards received by your child
 - Notices of disciplinary actions
 - Notes on your child's behavior or progress
 - Letters or notes to and from the school or teacher, special educators, evaluators, and administrators
 - Notices of meetings scheduled
 - Student handbook and policies
 - Attendance records
 - Calendar of meetings
 - Samples of schoolwork
- It is also important that you have a communications log. In a notebook, keep track of your communications with the school, including:
 - records of meetings and their outcomes
 - dates you sent or received important documents
 - dates you gave the school important information
 - dates of suspension or other disciplinary action
 - notes on telephone conversations (including dates, person with whom you spoke, and a short description)

Sample RtI Worksheet for Parents

Parents: Bring the handout on the following page to your next meeting with your child's teacher so you can keep track of the RtI services being offered. Here is a sample of a completed form:

What is the intervention? **MAZE passages**

What Tier is my child on? **Tier 2**

What do we want the intervention to achieve? **Improved reading fluency (increase reading from 70 words per minute to 85 words per minute)**

How will this be measured? **Oral Reading Fluency Probes, teacher observation, grades**

Who will measure it? **Reading teacher**

How often will they measure it? **Twice a month**

When will we meet again to review the results? **6 weeks**

How long will you use this intervention before deciding if another strategy needs to be used (or if he needs to be moved to another Tier?) **12 weeks with testing every two weeks to see what progress is being made**

RtI Worksheet for Parents

Child's name: _____

Date: _____

What is the intervention?

What Tier is my child on?

What do we want the intervention to achieve?

How will this be measured?

Who will measure it?

How often will they measure it?

When will we meet again to review the results?

How long will you use this intervention before deciding if another strategy needs to be used (or if he needs to be moved to another Tier?)