

Response to Intervention (RtI)

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Question & Answer Guide for Parents

Q – What is RtI and how does it help all students be successful?

A – RtI stands for Response to Intervention and starts with the belief that all students can be successful. It is a multi-level general education approach where every student receives effective, quality instruction and where those students who struggle with learning receive more focused, detailed instruction.

Q – Where is RtI used?

A – Henrico County Schools use the RtI approach in the areas of reading and math. It can also be used to improve student behavior. In schools that use RtI:

- Classroom teachers provide effective instruction to all students.
- Teachers assess all students several times a year to determine if they are working on grade level.
- Students who appear to be falling behind the grade-level expectations receive interventions targeted to their area of need.
- Trained interventionists work in small group settings to help students catch-up to expected grade level performance.
- Teachers and interventionists work together to monitor student progress and collect data to see if learning goals are met.
- Students who meet their learning goals no longer need intervention.
- Students who do not make enough progress may require a change in strategy, more intervention time or smaller group instruction.

Q – How does RtI work for students with behavior problems?

A – Schools using RtI let students know what behaviors are expected of them. Teachers identify students who need assistance with how to behave in school. They meet with these students to help them understand the specific behaviors they need to change. Sometimes teachers make an agreement or contract with the student. Often it spells-out reminders, cues, and goals for changing behavior. Teachers monitor how often students are following the new behaviors.

Q – Are interventionists trained teachers?

A – Yes, interventionists are teachers who receive additional training in the research-based Rtl math and reading programs. They are trained to work, monitor, and adjust learning goals to ensure success and help the student reach grade level proficiency.

Q – When my child is working with the interventionist, will she miss important information that is being taught in the classroom?

A – In schools using Rtl, all students have daily content-area instruction. Reading and math are especially important. Rtl interventions take place at a designated time built into the teacher's daily schedule.

Q – What does it mean if my child does not make enough progress towards the grade-level expectations?

A – Rtl focuses on closing a student's learning gap and bringing them closer to working on grade level. That is why it is so important for teachers to check student progress often. How quickly a child learns can vary greatly from one child to the next. Some students quickly learn what they were missing and then no longer need intervention. Others may take longer. When the progress checks show a student's needs are not being met in intervention, he/she may need other resources.

Q – If my child receives Rtl support, does this mean that he won't need special education later?

A – Interventions are designed to address learning gaps. Although interventions work for many students, the probability exists that some students may have learning differences or behavior difficulties that require special education services. In these cases, it may be appropriate for you to request a special education evaluation.

For further information about Rtl please check the website, blogs.henrico.k12.va.us/rti or consult with your child's teacher and school administrators.