

What can parents / guardians do to help their children in the process?

The most important thing that a parent/guardian can do is to maintain open communication throughout the school year with their child's teacher. Stay informed about your child's progress and communicate regularly with your child's teacher to better understand how your child is progressing at school. Always support your child's reading experience at home and ask your child's teacher for recommendations on how to help at home. Maintain a positive working partnership with the teacher and school personnel to ensure your child's growth and success in school.



The Goals of RTI are:

- ⇒ To implement evidence-based interventions for all students
- ⇒ To prevent unnecessary referrals to special education
- ⇒ To be proactive rather than reactive to student difficulties
- ⇒ To increase parental involvement throughout the tiers
- ⇒ To use data in making instructional decisions for all students

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**LAKEWOOD
SCHOOL**

**Parent
Guide:**

**Response to
Intervention**



*Learning Today,
Leading Tomorrow*

What is Response to Intervention ?



Response to Intervention (RTI) is based on the concept of providing evidence based instruction by highly-qualified staff that is matched to

student needs and monitored on a frequent basis. The information gathered is used to make decisions regarding the student's educational program.

All children are monitored throughout the year to make sure that they are learning in the instructional environment. If not, they are offered a level of support needed to learn. Again, progress is monitored continually. Children flow in and out of support based on their current performance level and their needs.

What does it look like?

The Essential Components of RtI Include:

Multi Tiers— Instruction is delivered using a 3-tiered model of increasingly intense student interventions.

Full Use of School Resources (Interventionists)

Instruction and interventions may be delivered by someone other than the classroom teacher once a student is beyond the Tier 1 level.

Interventions—Small group instruction will vary in duration, frequency, and time.

Team Approach - School level teams will use a problem-solving model to develop and evaluate interventions.

Academic Supports :

Benchmark Instruction—All students will receive 90 minutes of reading instruction at grade-level standards in the classroom by their classroom teacher. Teachers will provide differentiated instruction as needed.

Strategic Interventions—These interventions are provided for students who may need more small group instruction and supplementary materials in the classroom to make adequate and expected progress toward grade level standards.

Intensive Interventions—These interventions are provided for students who need an additional dose of reading instruction in addition to the 90 minutes of classroom instruction. These direct-instruction interventions are provided in small group either within or outside of the classroom and are provided by interventionists.

Tiers of Support— A tier is the level of assistance a student received in the general education setting. As the student progresses through the tiers, the interventions or support increases at each tier.

Tier One—Instruction at this tier includes evidence based instruction that is differentiated according to student's needs. Teachers use progress monitoring to guide and inform instruction.

Tier Two—Tier two instruction focuses on needs based instruction and learning. Tier two includes preplanned interventions that should be in place for students who are not being sufficiently successful. Tier two interventions are provided to students who have been identified through progress monitoring evaluation data.

Tier Three—Instruction at this tier focuses on more time and intensity of instruction. It is for students who continue to be unsuccessful using tier one and two interventions and strategies. Progress monitoring occurs more frequently. If insufficient progress is made in Tier 3, a referral for an evaluation may be requested. The student works one-to-one with the interventionist.