



Another component of RtI is “progress monitoring.” **Progress monitoring is a way for teachers to better understand a child’s needs and demonstrate the growth a child is making in a specific area.** It shows how well the teaching strategy is working. It includes



observations and other types of assessment. Progress monitoring helps teachers determine whether a strategy is successful or needs to be changed.

When progress monitoring shows that a child is not responding to the additional help, another approach or strategy may be tried. However, when a higher level of support is needed, children are given the individualized instruction they need to be successful learners (Tier III).



What if I think my child needs special education?

Response to Instruction does not replace the special education process. If at any time a parent believes his/her child has a disability that is affecting learning, they have the right to request an evaluation for special education. Response to Instruction cannot be used to delay or deny this evaluation if the child is not making progress in learning and the lack of progress is not due to the lack of quality instruction. In addition to the information gathered through RtI, other forms of evaluation must occur to determine if a child is eligible for special education. The parent’s written consent is required for the evaluation.



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RtI: Response to Instruction

A Family Guide



Mrs. Cynthia Thomas
Superintendent

Troy City Schools
Framework for Response to Instruction

Improving Education for ALL



Teachers, administrators, and families want all children to succeed. There are many ways to get additional help for children who struggle to learn. One way to help these students is with the use of “scientific research based interventions.”

This pamphlet reviews what RtI is and includes questions you might want to ask your child’s teacher or school administrator so you can learn more about how they are using RtI as a framework to improve teaching and learning. The pamphlet also shares ways you can be a part of the decision-making process and what to do when you have concerns about your child’s progress.

For more information about RtI, visit:

The National Center for
Response to Intervention
www.rti4success.org

The RtI Action Network
www.rtinetwork.org



Alabama State Department of Education
www.alsde.edu

Information for Families

Questions Parents Can Ask the Teacher

- What is my child being taught in his/her classroom?
- How are lessons designed to meet my child’s varying needs?
- What are the teaching strategies that my child’s school is using if he/she is struggling in the classroom?
- How can I help my child with learning at home?
- How will I be told about my child’s progress so I know more about his/her skills and not just average grades?
- What happens if my child continues to struggle and the teaching strategy is not working?



Families play a critical role in supporting what their children are learning in school. Research shows that the more parents are actively involved in students’ learning, the greater the student achievement. There are many ways families can support their child’s learning at home.

Things Parents Can Do

- Make reading an everyday habit.
- Talk with your child’s teacher(s) regularly.
- Check homework assignments and assist when necessary.
- Review regularly provided progress reports.
- Celebrate your child’s strengths, talents, interests, and successes.
- Learn more about what is being taught and how it is being taught at your child’s school.
- Participate in parent-teacher-student conferences and other school functions with your child.

What is RtI?

RtI is a way to provide support and instruction for children who are struggling to learn. Most students thrive in general education classrooms. For those who don’t, teachers provide a second tier or level of support that focuses on the area(s) in which the child struggles. A child’s progress is studied and findings are used to make decisions about teaching and other learning supports. A third more intensive tier of support is provided if the student does not make progress in the second tier.

What does the RtI continuum of support look like?

Tier III

General education provides more individualized instruction for children who need the most support.

Tier II

General education provides help for children who need more support than they are receiving from the typical general curriculum.

Tier I

All children receive high quality curriculum and instruction in the general education classroom or program.

What are the key components of an RtI Framework?

All children receive high quality curriculum and instruction in the general education classroom program (Tier I).

An essential component of RtI is that schools conduct universal common assessments. Universal screenings are used to review the progress of all children via grade/age level assessments. These assessments help schools identify children who may need more support or other types of instruction.

As a result of the universal screening information, students may be identified as needing help in addition to the high quality instruction they are already receiving in Tier I. Additional teaching strategies or methods that have been proven to be effective in helping children learn are used (Tier II). These teaching methods may happen in groups that are in or outside of the classroom.