



## What Information Should I Expect From My School:

- What screening procedures are being used to check my child's progress?
- What research-based interventions and instruction programs will be used if my child is identified as "at risk"?
- How long will the interventions last before deciding if my child is progressing?
- When and how will my child's progress be monitored in the PS-RtI process?
- When and how will I be informed about my child's progress?
- Can I have a copy of my child's intervention plan?

## For Further Information, Contact:

## How can parents help?

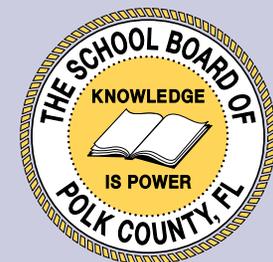


- Ask for things you can do at home
- Read with your child every day
- Talk to your child's teacher and/or guidance counselor
- Help with homework assignments
- Know your child's intervention plan
- Ask for progress reports
- Celebrate your child's successes
- Learn more about what is being taught at your child's school
- Come to conferences/meetings about your child
- Get approved to be a parent volunteer
- Consider serving as a mentor to another child

## Where can I find more information about PS-RtI?

[www.ld.org](http://www.ld.org)  
[www.rtinetwork.org](http://www.rtinetwork.org)  
[www.ncl.org](http://www.ncl.org)

## Parent Information about Problem Solving - Response to Instruction/ Intervention (PS-RtI)



The mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.



# Problem Solving - Response to Instruction/Intervention (PS-RtI)

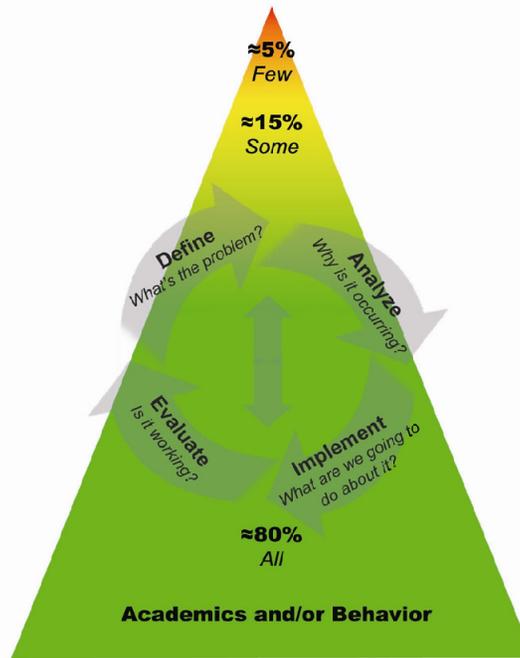
How is my school addressing the needs of all students?



**Problem Solving-Response to Instruction/Intervention (PS-RtI)** is a way to help students who struggle with learning or behavior. It looks at how students respond to changes in how they are taught in their classroom or school.

Problem solving is used to find which skills each student needs to improve. Teachers, families, and others meet to talk about possible reasons for the learning or behavior problem. They decide on a new plan that may help the student. This plan is put into place and progress is checked using brief tests called screening measures. Extra help can be given to students who continue to work below grade level or have behavior problems. More involved support needs more frequent progress checks to make sure the student's skills are getting better.

The PS-RtI process usually has 3 tiers or levels. Tier 1 is the core curriculum that **all** students get in the general class. Screenings on all students (universal screenings) are completed 1 to 4 times a year to help find students who may need extra help.



Tier 2 is usually small group help. **Some** students will get this extra help based on the results of the universal screenings. This extra help is in addition to what they are getting in the general curriculum (Tier 1). Progress is checked more frequently at this level.

Tier 3 is additional, small group or individual help. Just a **few** students get this level of help to improve particular skills. This is extra help in addition to what is given at Tier 1 and Tier 2. Progress is checked very frequently at this level.

Each school has a team of professionals (Intervention Assistance Team – IAT) that can help the school and the classroom teacher during the problem solving process at each tier. Families are an important part of this process and should be involved early with problem solving.

PS-RtI is:

- A process that takes time
- Designed to help all students succeed
- Research based and data driven
- The responsibility of everyone who works with a student
- Part of the individual student evaluation process

PS-RtI is not:

- The responsibility of one teacher
- An extra remediation class
- A special education program
- A way to delay referral to special education

