



National Center on Response to Intervention  
www.rti4success.org

# Connecting Parents and Response to Intervention

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**NATIONAL CENTER ON RESPONSE TO INTERVENTION**

University of Kansas Center for Research on Learning with American Institutes for Research and Vanderbilt University

# What is the National Center on RTI?

The RTI Center is a 5-year Technical Assistance Center.

The Center is funded through a cooperative agreement with OSEP's Research to Practice Division and is part of OSEP's National Technical Assistance and Dissemination Network.



# RTI Center Partners

## American Institutes for Research:

- *Maurice McInerney, Nancy Safers, Darren Woodruff, Amy Elledge and Jeff Poirier*

## Vanderbilt University Researchers

- *Lynn and Doug Fuchs and Don Compton*

## University of Kansas Center for Research on Learning

- *Don Deshler and Daryl Mellard*



# Parents and School Reform

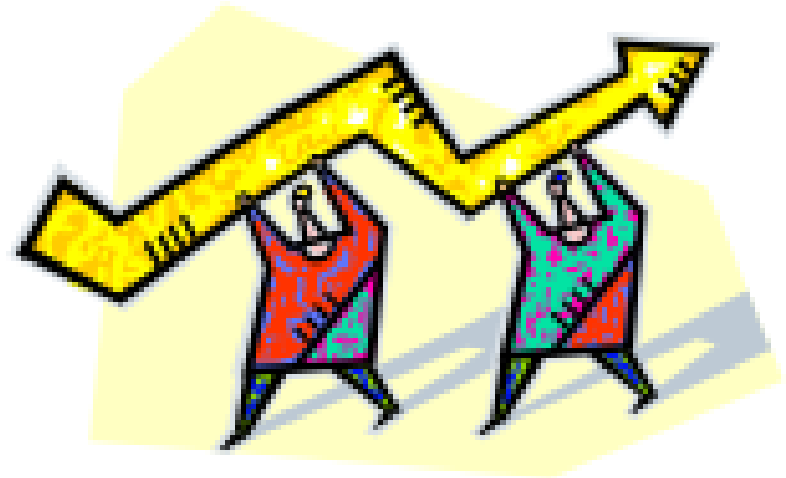
Community and parent support has been associated with *effective* districts and schools.

Murphy & Hallinger, 1988

Newmann & Wehalge, 1995

Purkey & Smith, 1983

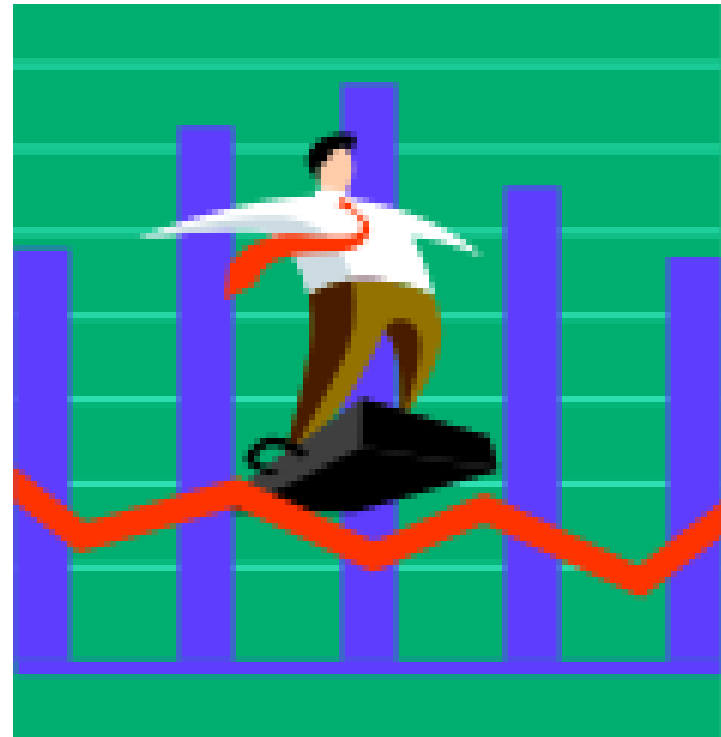
Wasley, Hampel, &  
Clark, 1997



# When parents and community's don't support the reform

Lack of support has been associated with *failure* of reforms

Tyack & Tobin, 1994



# Barriers to Parent Support



1. Teacher resistance
2. Parent & teacher apprehension
3. Parent & teacher reluctance

(Haynes, 1998; Mirel, 1994)



# How do you suppose parents felt about their children's participation as their school implemented RTI?

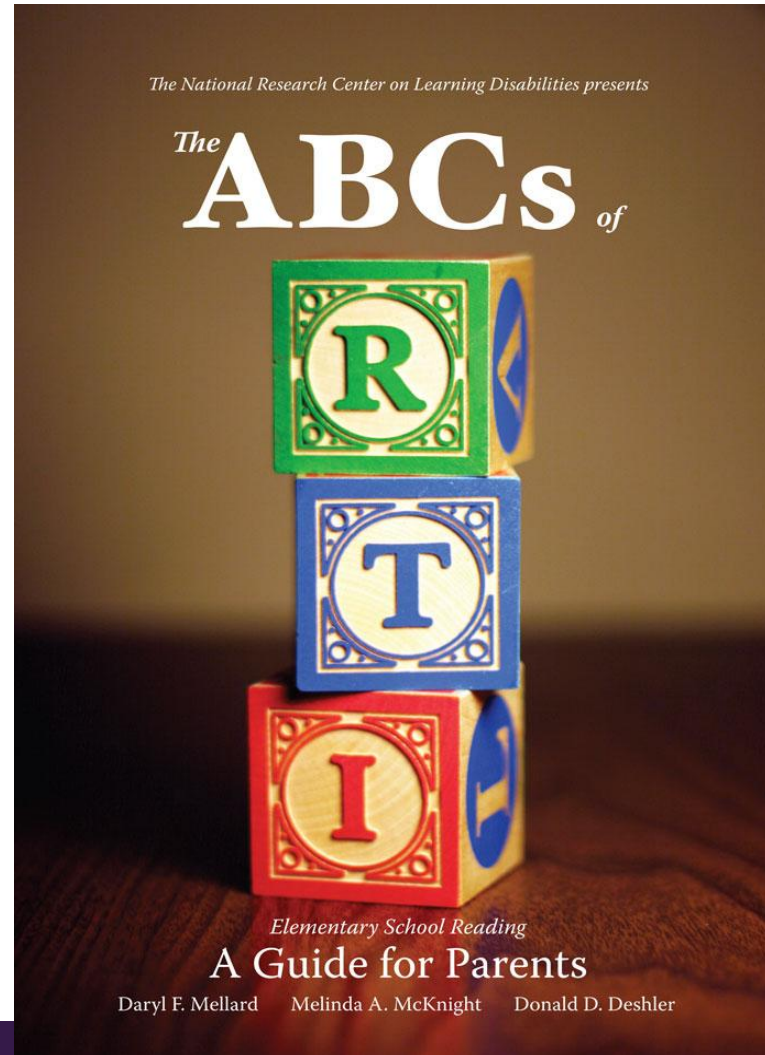
In our national study of 60+ elementary schools, we spent considerable time hearing from parents in 21 of those schools.

The anecdotal comments were very affirming:

- ✓ More aware
- ✓ Better communication
- ✓ Better progress



# Parents as an RTI Stakeholder



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# Interdependence



# Interdependence Partners

## Stakeholders

- District
- School
- Design team
- Board of education
- District patrons

## Levers

- 1) Specificity
- 2) Stability
- 3) Consistency
- 4) Authority
- 5) Power
- 6) Resources



# What is the information parents should have?

1. All parents should understand that schools implementing RTI are doing so for all the students, that RTI is school-wide and everyone is involved.
  - Shift in parental opportunities
  - Emphasis is on prevention of academic and behavioral difficulties.



# Parent Information

2. Parents should be informed of their student's RTI data from the very beginning regardless of risk status (e.g., screening data).
3. Parents should be given a method for communicating with the classroom teacher whenever questions or concerns arise.



# IDEA Documentation Requirements

Document the instructional strategies used and the student-centered data collected; and

1. the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
2. The strategies for increasing the child's rate of learning; and
3. Notification to the parents of their right to request an evaluation.



# Defining Scientifically Based Research

In the Elementary and Secondary Education Act (34 CFR 300.35) means research that involves the:

- a) Application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge
- b) Empirical methods of observation and experiment
- c) Appropriate data analysis
- d) Measures that yield reliable data
- e) Causal relationships based in experimental or other appropriate designs



# What can you expect for SBR claims? (continued)

Expect to see results in a peer-reviewed journal or documented by a panel of independent experts

- Q: What is the peer-reviewed journal with findings?
- Q: Who were the experts and where are the results documented?



# How are the RTI preventative levels different?

- Intensity of the intervention



# How are the RTI preventative levels different? Intensity

1. Size of the instructional group
2. Immediacy of corrective feedback
3. Mastery requirements of content
4. Number of response opportunities.
5. Number of transitions among contents or classes
6. Specificity and focus of curricular goals
7. **Duration of the intervention (weeks)**
8. **Daily or weekly frequency the intervention is delivered**
9. **Amount of time focusing on the intervention (minutes)**
10. Instructor's skill level



# **NCRTI Primary Strategies/Service Areas for State Support**

- Knowledge Production
- Technical Assistance Support
- Information Dissemination



# Strategies for State Support

## 1. Knowledge Development

*Conduct reviews of RTI tools and practices for:*

- Rigor and Impact
- Conditions for successful implementation
- Cultural and linguistic competence

Tools including:

Screening

Progress monitoring

Tiered Interventions



# Strategies for State Support

## 2. Technical Assistance

*Provide support to states that is:*

- Face to Face
- At a Distance
- Regional and National

Three levels of TA:

Intensive (HI, KS, MA, MO, NM, OK, PA, & SC)

Targeted

Universal



# Strategies for State Support

## 3. Information Dissemination

*Share information through a variety of methods*

- Web-based Communities of Practice
- Library of Products for Educators and Families on 11 topics
- Webinars
- Newsletter



# Thank You On the web @ RTI4Success.org



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U.S. Office of Special  
Education Programs



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