

What is my involvement in Tier 1?

Remember, Tier 1 is the general education classroom with good instruction and qualified staff. Parents can be involved in the following ways:

- Frequently communicate with the teacher.
- Attend school functions, such as back to school night and parent-teacher conferences.
- Ask your child about their school day.
- Monitor and assist with homework assignments.
- Support and reinforce the classroom teacher.
- Meet with the teacher if your child starts to experience difficulties.
- Praise your child for good work and discuss issues that are problems.

What is my involvement in Tiers 2 and 3?

If your child is struggling academically or behaviorally, it might be necessary for the school to implement targeted academic and/or behavioral interventions. In many cases, this will be enough to get your child “back on track”. Your involvement could include the following:

- Ask the school to notify you of EBIS team and SST meetings as well as progress on the intervention(s).
- If necessary, attend team meetings.
- Suggest interventions and strategies.
- If necessary, implement and reinforce strategies at home.
- Praise your child as he/she improves!

What is my involvement in Tier 4?

If attempts are unsuccessful in Tiers 1, 2 or 3, it is sometimes necessary to make a referral for a comprehensive evaluation. This assessment will determine if your child has a disability and needs special education- specially designed instruction for an eligible student. This is a very formal process, and parent involvement issues have been well defined. Parent involvement includes, but is not limited to, these activities:

- Your consent is required for the school to evaluate or implement special services.
- The school must notify you if they propose to change or not change your child’s eligibility, services, or placement.
- Actively participate in all Individualized Education Program (IEP) meetings.
- The special education Parents Rights brochure will explain your involvement and rights in special education.

If you have questions, please contact your school administrators or your child’s teacher.



Newton County Schools Pyramid of Interventions and Response to Interventions

Information for Parents



Introduction

In 2004, the Individuals with Disabilities Education Act (IDEA) was revised and updated. IDEA is the federal law that defines and explains special education in this country. There are three emerging issues in the law that you might hear at IEP meetings and in your conversations with school staff: Early Intervening Services (EIS), the Pyramid of Interventions (PoI) and Response to Intervention (RtI).

The focus of this brochure is to explain Early Intervening Services (EIS), the Pyramid of Interventions (POI), and Response to Intervention (RtI) as they pertain to parents of children who are “at risk” for academic and behavioral problems. This brochure explains these important changes to special education law and how parents should be involved in each process. Certain aspects of each issue are defined and explained in current law and regulations while other parts are still vague.

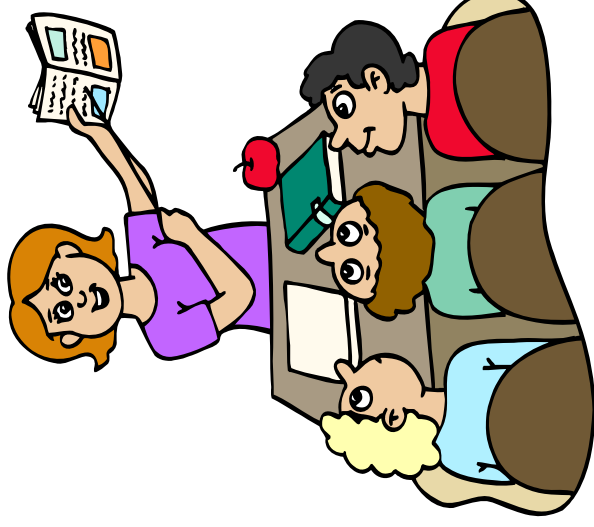
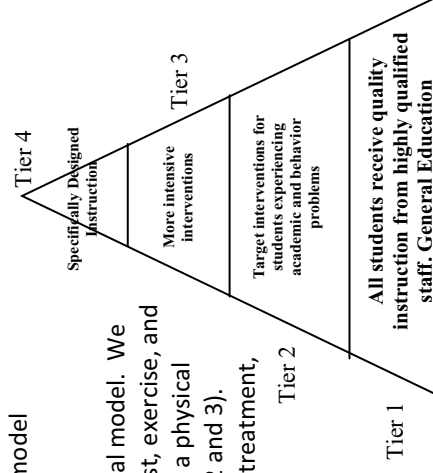
What are Early Intervening Services (EIS) and Effective Instructional and Behavioral Support (EBIS) Teams?

One major change in the law is the emphasis on *early intervening services* for students who are at risk for academic and/or behavioral problems or who are academically advanced. For struggling students, the idea is to intervene early with evidence-based strategies before a child fails and becomes so far behind that they require special education. In Newton County, **EBIS teams** are grade level groups of teachers who meet to examine assessment data and brainstorm instructional strategies for both students who are struggling to meet standards and those who are exceeding standards.

What is the Pyramid of Interventions (PoI)?

The PoI is divided into a four-tier intervention model as illustrated to the right in the diagram.

The four-tier process is analogous to the medical model. We might start with practicing good health with rest, exercise, and a proper diet (Tier 1). At times, we might need a physical exam and special medical interventions (Tiers 2 and 3). Finally, some of us might need individualized treatment, therapy, or surgery (Tier 4).



What is Response to Intervention (RtI)?

Response to intervention is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified staff that is matched to student needs and then monitored on a frequent basis. The information gathered by this approach is used by the EBIS team or the Student Support Team (SST) to make decisions regarding the student's educational program.

What are the goals of EIS, Pol, and RtI?

- Prevent unnecessary academic failure.
- Implement evidence-based intervention for all students.
- Prevent unnecessary referral to special education.
- Use prevention rather than reaction to student difficulties.
- Increased parent involvement at all four tiers.
- Encourage teachers to use evidence-based strategies.

