

How Can You Support Intensive Intervention?

TIPS FOR FAMILIES

Is your child struggling with academic or behavioral challenges? Has he or she made slow progress? Have you noticed that your child is not meeting his or her Individualized Education Program (IEP) goals? Intensive intervention may be able to help. With intensive intervention your child's teacher uses data to determine WHEN and HOW supports can be changed to better meet your child's individual needs. Here are some tips to help you get started.



Celebrate Your Child's Growth

Intensive intervention is customized to address your child's unique needs. As a result:

- Each child's intervention plan will look different.
- Each child's progress is compared to his or her own individual goals, not other students.
- Parents should provide encouragement and celebrate success, even small improvements.



Communicate!

- Share openly about your child. You may know things that the school doesn't.
- Confused about the data, tests, or interventions? Ask for clarification when you don't understand.
- Ask about ways you can support your child at home.



Be Patient and Persistent

- Intensive intervention is *not a quick fix*. It takes time and effort to see progress.
- Intensive intervention is a *problem-solving process*. If we are not seeing progress, we have not yet found the right approach and we will keep trying.

Are you a parent of a child with a disability or suspected disability who needs additional support?

Visit <http://www.parentcenterhub.org> to find resources and to locate the Parent Training and Information Center (PTI) and Community Parent Resource Center (CPRC) in your state or community. Learn more about intensive intervention by visiting www.intensiveintervention.org.

This document was produced under the U.S. Department of Education, Office of Special Education Programs, Award No. H326Q160001. Celia Rosenquist serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

Thank you to all who provided assistance and feedback for this document, including:

- Helene Fallon, project director, Long Island Parent Center, Center for Community Inclusion, Long Island University
- Michelle Murphey, associate director, Utah Parent Center
- Feedback and review from attendees at the 2016 Region 1 Parent Center Conference
LEARNING, SHARING, GROWING TOGETHER

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

