CORE RtI Principles

Developed by Colorado RtI Task Force and Implementation Team composed of parents and educators

We believe that...

- All students can learn and achieve high standards as a result of effective teaching.
- All students must have access to a rigorous, standards-based curriculum and research-based instruction.
- Intervening at the earliest indication of need is necessary for student success (Pre K-12).
- A comprehensive system of tiered intervention is essential for addressing the full range of needs.
- Student results improve when ongoing academic and behavioral performance data are used to inform instructional decisions
- Collaboration among educators, families and community members is the foundation to effective problem-solving and instructional decision-making.
- Ongoing and meaningful involvement of families increases student success.
- All members of the school community must continue to gain knowledge and develop expertise in order to build capacity and sustainability.
- Effective leadership at all levels is crucial for the implementation of RtI.

The RTI Problem-Solving Team Process

- ❑ Define Problem, Directly Measure Behavior
- ❑ Analyze the Problem, Validate the Problem, Identify Variables
- ❑ Develop Plan, Implement Plan as Intended, Progress Monitor, Modify as Necessary
- ❑ Evaluate Response to Intervention

Essential RtI Vocabulary

Family-School Partnerships: Families and staff partnering in the RtI process, including designing interventions for school and home.

Problem-Solving Team: A collaborative team (which includes parents, general and special educators) that meets to evaluate student data, and plan and monitor prescribed interventions.

Multi-Tiered Intervention Model: Providing different levels of instruction (universal, targeted, intensive) based upon student response to intervention,

Data-Driven Decision Making: The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

Focused Assessment: Formal and informal assessment targeted to specifically plan program service delivery and/or appropriate interventions for student success.

Problem-Solving Process: A collaborative team process based on the multi-tiered model which includes prescribing, monitoring, and evaluating interventions based on data

Progress Monitoring: Collecting and analyzing data about student progress to make instructional decisions.

What should you do if you have concerns about your child's academic or behavioral progress?

- ✓ Notify your child's teacher, counselor or case manager and ask for a problem-solving team meeting.*
- ✓ Gather home information related to your child's specific strengths, homework samples, attitude about school, test scores, previous school experiences, peer relationships, and challenges.
- ✓ Participate in problem-solving discussions with the school staff about your child's specific strengths and needs.
- ✓ Develop interventions with school staff and monitor your child's progress towards meeting specific, measurable goals.

*Note: School problem-solving teams may have various titles.

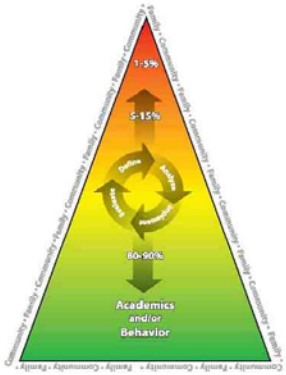
The overarching purpose of RtI implementation is to improve educational outcomes for all students.

RtI Defined

Response to Intervention is an approach that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs.

Colorado Department of Education
For more information contact your school or go online to:
www.cde.state.co.us

Stakeholder Brochure:
Parents, Community, Teachers, Service Providers



Response to Intervention:

A Framework for Educational Reform