



## Response to Intervention within Colorado Multi-Tiered System of Supports

### Introduction

The Colorado Department of Education emphasizes that Response to Intervention (RtI) lives within a Multi-Tiered System of Supports (MTSS). MTSS is defined as “a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.” MTSS supports every stakeholder through capacity-building and system development. MTSS may be likened to a tapestry with common threads of prevention science, tiered logic, integrated learning supports, implementation science, effective teaming practices, and data-based problem solving.

RtI is narrowly focused on the use of data, practices, and individual student systems to ensure every student makes the necessary educational growth to succeed in postsecondary settings and to advance in career pathways of choice. In Colorado, RtI is defined as a preventive approach to improving individual outcomes through high-quality universal instruction within a multi-tiered system that connect supports matched to students’ academic, social-emotional, and behavioral needs.<sup>i</sup>



**Purpose:** The *RtI within CO-MTSS Table* provides a more detailed look at how RtI fits within each of the five Essential Components of a Colorado’s Multi-Tiered System of Supports. Information from the table is intended to be both practical and user-friendly for those who need a quick reference.

**Response to Intervention (RtI) within Colorado Multi-Tiered System of Supports (CO-MTSS) Table**

<b>Response to Intervention (RtI)</b>	<b>Multi-Tiered System of Supports (MTSS)</b>
<p><b><u>Team-Driven Shared Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Is process-focused: identifying, selecting, developing, implementing, and monitoring interventions</li> <li>• Team focus is on effective and efficient RtI implementation practices.</li> </ul>	<p><b><u>Team-Driven Shared Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Systems focus is emphasized.</li> <li>• Organized teaming structures for decision making are established; distributive leadership is prioritized.</li> </ul>
<p><b><u>Data-Based Problem Solving and Decision-Making</u></b></p> <ul style="list-style-type: none"> <li>• Problem solving is at the student level</li> <li>• Analysis of data drives decision making, is ongoing, and systematic</li> <li>• A formal and predictable process to build and implement solutions is evident</li> <li>• Student outcomes are evaluated using implementation and outcome data</li> </ul>	<p><b><u>Data-Based Problem Solving and Decision-Making</u></b></p> <ul style="list-style-type: none"> <li>• Culture of problem-solving process is established across the system</li> <li>• Data based decision making occurs at all tiers</li> <li>• Thoughtful analysis of all data is used in decision making</li> <li>• System outcomes are continuously evaluated using implementation and impact data</li> </ul>
<p><b><u>Layered Continuum of Supports</u></b></p> <ul style="list-style-type: none"> <li>• Student interventions that are fluid are emphasized</li> <li>• There is a focus on individual student response to layered supports</li> <li>• Supports are layered on top of core instruction and supplement rather than supplant</li> </ul>	<p><b><u>Layered Continuum of Supports</u></b></p> <ul style="list-style-type: none"> <li>• Prevention is emphasized in MTSS</li> <li>• The MTSS Leadership Team provides guidance for school implementation of practices across a layered continuum</li> <li>• Layers of support are established for students and for adult stakeholder groups</li> </ul>
<p><b><u>Evidence-Based Practice (EBP)</u></b></p> <ul style="list-style-type: none"> <li>• A data-driven and systematic selection of EBP for instruction and interventions is utilized.</li> <li>• Evidence based practices are used in response to need</li> <li>• Contextual fit for EBPs are determined through a culturally and linguistically sensitive lens.</li> </ul>	<p><b><u>Evidence-Based Practice (EBP)</u></b></p> <ul style="list-style-type: none"> <li>• A formal selection process is emphasized for all practices including assessments</li> <li>• There is a layering of evidence-based practices (EBP) across all instructional levels</li> <li>• Prevention focused</li> <li>• Implementation of the EBP is supported through training and ongoing technical assistance and coaching.</li> </ul>
<p><b><u>Family, School, and Community Partnering</u></b></p> <ul style="list-style-type: none"> <li>• Focus is on the student’s network of supports</li> <li>• Collaborative partnering between home, school, and community supports focused on student needs</li> <li>• Promotes family involvement in the problem-solving process</li> </ul>	<p><b><u>Family, School, and Community Partnering</u></b></p> <ul style="list-style-type: none"> <li>• Focused on the entire system</li> <li>• Partnerships are leveraged to support positive school culture</li> <li>• Creates and sustains mechanisms for families and staff to be partners in decision making</li> <li>• Builds strategic relationships with local community partners</li> </ul>

<sup>i</sup> McIntosh, K., & Goodman, S. (2016). *The Guilford practical intervention in the schools series. Integrated multi-tiered systems of support: Blending RTI and PBIS*. Guilford Press.