

## Key Features of Response to Intervention

September 2025, Version 2

### What is Response to Intervention

Response to Intervention (RtI) targets implementation at the school-level creating systems and structures that focus on giving all students high-quality instruction and individualized tiered support based on their academic, social-emotional, and behavioral needs.

The six key features of RtI are used to guide and inform RtI processes:

#### **A collaborative team focused on student-level problem solving.**

- Each school is responsible for establishing and supporting a team that implements a problem-solving process to address the academic and behavioral needs of students who are at risk or not making adequate progress.
- Successful problem-solving teams rely on diverse representation and a collaborative approach. These teams should include a range of educational staff, such as teachers, specialists, administrators, families, and the student when appropriate. Membership should reflect a variety of skills and expertise to effectively support both academic and behavioral needs.
- These problem-solving teams should meet regularly, ranging from weekly to bi-monthly, to ensure ongoing support and intervention.

#### **A problem-solving model focused on individual student needs.**

- A problem-solving process follows a structured approach to analyze potential causes of a student's academic or behavioral challenges and develop appropriate interventions. Using this structured method allows the team to use time effectively and increases the likelihood of selecting the most appropriate intervention(s).
- The problem-solving model involves four steps: problem identification, problem analysis, plan monitoring, and plan evaluation.
- Data is collected through a comprehensive screening and assessment system.
- Data is used in all decision-making and is comprehensive including both formal and informal data sources.

#### **A standardized process to select and implement evidence-based practices.**

- The team uses the selection process to identify evidence-based interventions (EBIs) that are culturally responsive and developmentally appropriate.



- The selection process evaluates EBIs for contextual fit, the match between the strategies, procedures, or elements of an intervention and the values, needs, skills, and resources of those who implement and experience the intervention.
- To determine a strong contextual fit, an EBI should be evaluated in relation to the school setting in three key areas: strength, fit, and capacity.
  - Strength: Is the intervention clearly defined and supported by high-quality research?
  - Fit: Does the strategy address needs and align to staff skills and competencies?
  - Capacity: Is there leadership support, resources, and necessary time for implementation?

**A comprehensive data collection and analysis process is used consistently to target identified student needs.**

- Decision rules are established based on a comprehensive review of all available data and are evaluated at regular intervals.
- Decision rules clearly distinguish between system-level (COMTSS) and student-level (Rtl) considerations.
- Decision rules are applied equitably and consistently when reviewing student-level data.

**Capacity building for all partners to understand and implement interventions.**

- The Rtl team ensures that capacity building opportunities are available to all partners and include activities or resources that provide information or feedback about the Rtl process.
- Barriers to Rtl implementation can include anything that interferes with the implementation of the "solutions" that were decided upon by the Rtl team. These barriers are reviewed at regular intervals.

**Consistent, meaningful collaboration with families.**

- Families play a crucial role in the Rtl model and problem-solving process. Their partnership is essential, and their input should be included when developing intervention plans.
- The Rtl team ensures that the whole of the Rtl process is accommodating to the needs of the family, ensuring that they can engage meaningfully.
- Families and school staff maintain regular, two-way, and meaningful communication to support student learning.

