Response to Intervention Problem-Solving Team Student Review Protocol

May 2026, Version 1

Purpose

This protocol is designed to ensure efficient, equitable, and data-driven decision-making during Response to Intervention (RtI) problem-solving team meetings. It aligns to the 4-step problem-solving process within Colorado Multi-Tiered System of Supports and is intended to reduce meeting drift, over-referral, and inconsistent decisions.

Use

This protocol is appropriate for use for all types of student need including students who are struggling and students who are advanced proficient. It is also appropriate for use across grade levels.

Roles

- Administrator: Protects purpose, time, and decision rules
- Facilitator: Guides the team through each step of the protocol
- Data Lead: Presents data visually and neutrally
- Recorder: Documents decisions and next steps

Procedure

Follow the protocol through each step. The protocol is written to take 20-25 minutes per student. The length of time for each step may be modified as needed.

Before the Meeting: Readiness Check

Student data is only reviewed if data criteria are met.

- Universal screening data
- Relevant diagnostic or skill-level data
- Tier 1 supports documented
- Progress monitoring data (if previously receiving intervention)
- Attendance and/or behavior data (as applicable)

Step One: Problem Identification (5 minutes)

Goal: Clearly define the problem only using data.

Guiding Questions:

- What data triggered this review?
- How is the student performing compared to expectations?
- How is the student performing compared to peers?
- Is a concern of academic, behavioral, attendance, or a combination?

Rules: Use numbers, not narratives to identify root cause

Output: A one-sentence, data-based problem statement

Step Two: Problem Analysis (5 minutes)

Goal: Determine why the problem is occurring.

Guiding Questions:

- What skill or condition is most likely contributing?
- Is this an instruction, curriculum, environment, or learner issue?
- Are similar patterns present across a class or course?

Rules: Hypotheses must be supported by data, and all plans must align to decision rules

Output: One prioritized hypothesis to address

Step Three: Plan Development (5–7 minutes)

Goal: Design a targeted, feasible plan.

Guiding Questions:

- What specific skill or behavior will be addressed?
- What intervention or instructional change will be implemented?
- Who will deliver it, how often, and for how long?

Required Elements:

- Skill-specific focus
- Assigned staff member(s)

- Frequency and duration

Rules: “Extra time” or “check-ins” must be defined

Output: Clear intervention plan

<u>Step Four</u>: Plan Evaluation (5 minutes)

Goal: Determine how success will be measured.

Guiding Questions:

- What progress monitoring tool will be used?
- How often will data be collected?
- What data pattern indicates success, adjustment, or intensification?
- How will fidelity of implementation be monitored?

Required Elements:

- Progress monitoring tool
- Data collection schedule
- Fidelity check schedule
- Review date

Rules: Fidelity data must be reviewed prior to progress or outcome data

Output: Defined intervention plan and review schedule