Colorado Multi-Tiered System of Supports (CO-MTSS), Response to Intervention (RtI), and Positive Behavioral Interventions and Supports (PBIS) Crosswalk

INTRODUCTION

Purpose: The purpose of this document is to provide **educators** (e.g., leadership teams, administrators, teachers, implementation support personnel) with information regarding the evolution and interrelatedness of Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), and Colorado Multi-Tiered System of Supports (MTSS). The content here reflects current thinking, distinctions between PBIS and RtI, and clarity around alignment of how the frameworks function under the MTSS umbrella in Colorado. As mutually supportive frameworks within an MTSS, RtI and PBIS are essential. This document describes elements of RtI (e.g., legislative expectations and effective practices), and PBIS that are embedded within MTSS.

Format: This document has two sections. *Section One* provides information on the definitions, features, and components. *Section Two* provides information about the strategic concepts incorporated in the frameworks. Citations/publication dates are included to clarify adaptations that have been made over time.

Color Coding: The boxes highlighted in yellow represent the historical foundation of RtI and PBIS. The column highlighted in light blue demonstrates how CO-MTSS integrates and builds upon PBIS and RtI to establish a larger system of supports.

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FRAMEWORK DESCRIPTORS	COLORADO'S RESPONSE TO INTERVENTION (RtI)	POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)	COLORADO'S MULTI-TIERED SYSTEM OF SUPPORTS (CO-MTSS)
SECTION 1: DEFINITIONS, FEATURES, ESSENTIAL COMPONENTS				
A Definition Describing its Scope	RtI is a framework 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.	PBIS (sometimes referred to as: School-Wide Positive Behavior Supports or SWPBS) is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral supports and interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.	MTSS is 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.
Key Features	Colorado's Six Components of RtI (2009): • Leadership • Problem-Solving • Curriculum & Instruction • Assessment • Positive School Climate • Family & Community Partnering	Colorado's Eight Guiding Principles of PBIS (2002): • Administrative Leadership • Team Implementation • Define Concrete Expectations • Teach Behavior Expectations • Acknowledge and Reward Positive Behavior • Monitor and Correct Behavior • Use Data for Decision Making • Family and Community Partnerships	Colorado's Five Essential Components of MTSS (2016): • Team Driven Shared Leadership • Data-based Problem Solving and Decision Making • Family, School, and Community Partnering • Layered Continuum of Supports • Evidence-Based Practices
Development of Key Features	The Six RtI Components were designed with considerations of research from national literature and Colorado stakeholder feedback. Partially incorporated in the RtI Components were the PBIS practices of defining, teaching, acknowledging, and monitoring behavior.	The Eight Guiding Principles were developed based on the work of a representative group of Colorado stakeholders under the guidance, leadership, and technical assistance of national partners from the PBIS Office of Special Education Programs (OSEP) Technical Assistance Center.	The Six Components of RtI and the eight Guiding Principles of PBIS informed the creation of the five Essential Components of CO-MTSS. Braiding the elements of RtI, PBIS, and Implementation Science helped ensure alignment of past guidance and lessons learned from implementation efforts both locally and nationally.
CO-MTSS Component: Team-Based Shared Leadership	The Leadership component in the RtI framework refers to the activities of designated leaders, including: • Creating a clear vision and commitment to the RtI process; • Inspiring, facilitating, monitoring growth	Active administrative involvement is emphasized to ensure that the adoption and sustainability of PBIS practices are contextually relevant and applied efficiently. • Team has established a clear mission/	Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources,

	and improvement, and holding everyone to high standards; • Promoting the essential components of RtI and the significant systemic changes needed to implement RtI with fidelity; • Committing resources, time, and energy to building capacity and sustaining momentum; • Supporting collaborative problem-solving approaches with colleagues, families, learners, and community members to build partnerships.[1]	purpose • Team has administrative support predicated upon clearly articulated expectations of practice to all staff. • Team has regular meetings (at least monthly) • Team includes one or more family representatives who are equal members • Team is representative of all staff, student/family demographics and values cultural diversity	implementation, and evaluation for adult activities.[2] • The purpose of the Leadership Team is to build capacity and establish hospitable environments that effectively align systems, policies, and infrastructure. • The Leadership Team consists of committed individuals who possess vision, knowledge and skills to lead MTSS implementation. • Intentional collaboration between all teams within the system enables MTSS integration and scale-up efforts
CO-MTSS Component: Data-Based Problem Solving and Decision-Making	Primary focus of data collection and analysis is related to student achievement in response to standards- based instruction. Progress monitoring at the individual level is prioritized. Student data is used for identification of Giftedness, Specific Learning Disability (SLD),[3] Serious Emotional Disability (SED), and Significant Reading Deficiency (SRD).[4] • Problem solving occurs across the tiers (i.e., universal, targeted, and intensive) to ensure students are responding to best first instruction. • Interventions are provided based on individual needs regardless of the student's designation. • Problem Solving Teams respond quickly with evidence-based strategies and interventions that will likely result in	Emphasis on the use of on-going data collection and analysis to inform decision making. This requires identifying a variety of relevant data sources that can be efficiently and effectively accessible. Team based problem solving is used to address the social-emotional and behavioral needs of all students. This approach is used across all levels and contexts of the school; process steps include: • Analysis of data is used to inform a precise problem statement. • Useful solution(s) are selected with considerations of contextual fit. • Implementation is systematically-employed and monitored. • Evaluation of plan implementation is conducted to determine further decision making.	A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes. • Thoughtful collection and analysis of academic and behavioral data inform instruction, performance, interventions, fidelity of implementation, and the efficient use of resources. • A problem solving culture exists; inclusive and equitable access is embedded throughout the system. • The four-step process (Define, Analyze, Implement, and Evaluate) is applied formally and informally. This asset-based approach is used within all contexts, in all educational settings and at all levels, including: individual, classroom, school, district, BOCES, and state.

[1] (Colorado Department of Education, 2010)

[2] (Colorado Department of Education, Office of Learning Supports, 2016)

[3] **SLD**: Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (Colorado Department of Education, 2016)

[4] **SRD:** Significant Reading Deficiency: A student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board for the student's grade level. (Colorado Department of Education, 2015)

	student success. • Individual problem-solving teams identify students who require additional supports or acceleration.		
CO-MTSS Component: A Layered Continuum of Supports	Tiered *interventions* are matched to student need. Responses to tiered *interventions* are used for decision-making, including intensifying or lessening of an *intervention*. Eligibility and determination decisions are not assumed as a result of receiving *interventions.* Students not responsive to a research-based *intervention* may trigger the suspicion of a disability and a referral for a special education evaluation.	A continuum of culturally responsive behavioral supports are emphasized across all tiers, using function-based thinking, in order to reduce the frequency, intensity, and duration of challenging behaviors. • Universal- Primary prevention occurs school-wide and in classroom, non-classroom, and individual systems. • Targeted- Supplemental interventions and supports are provided for some students to benefit from universal instruction. • Intensive- Specialized, individualized systems are provided for students with complex behavioral challenges.	Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students). • Hierarchical, preventative tiers of instruction, interventions, and supports (as a layered continuum) are accessible for every student within the school • Tiered supports facilitate improvement and growth for every student (i.e., struggling or excelling) and are not contingent on student label or identification • Layers of support are established for students, but also for adult stakeholder groups, including school staff, families, and the community.
CO-MTSS Component: Evidence Based Practices	Response to Intervention utilizes evidence based instruction, interventions, and practices (e.g., differentiation, modified scheduling, targeted skill development) for improved student outcomes.	PBIS consists of core elements that exist within a multi-tiered framework. These elements are implemented systemically and with fidelity.[5]	Approaches to instruction, intervention, and assessment that have been proven *effective* through research indicating improved outcomes for students. Evidence Based Practices (EBPs) are layered across a continuum of academic and behavioral domains EBPs are reviewed and adopted-based on the efficacy demonstrated through peer-reviewed research
Co-MTSS Component: Family, School, and Community	Family and community partnering is the collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district	Families and communities are essential to the efficacy and success of the PBIS framework through all- staff valuing their involvement and desire to achieve and	The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

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[5] (Horner, et. al., 2015)

Partnering	outcomes. In effective partnering, each stakeholder shares responsibility for learners' success by: • establishing and sustaining trusting relationships; • understanding and integrating family and school culture; • maintaining reciprocal communication; and • engaging in collaborative problem-solving, coordinating learning at home, school and in the community, and acknowledging and celebrating progress.	sustain a positive school climate and culture. Families and communities are informed and actively invited to participate across all elements of PBIS implementation: • Equitable representation on leadership teams to support the PBIS framework; • Ongoing partnership with all-staff across all classroom and non-classroom settings; and • Clear and consistent communication of school-wide expectations, rules, acknowledgement system, and discipline processes; and • Data-sharing occurs at specified intervals within the imperative of confidentiality.	• The six *National Standards for Family-School Partnerships* (PTA, 2008) frame the expectations for implementation of high-impact strategies • Effective Multi-Tiered Partnering consists of comprehensive, strategic, and sustainable structures that benefit every stakeholder. Shared goals are embedded in continuous improvement efforts. • FSCP is equitable and inclusive; ongoing relationships demonstrate value of cultural and linguistic diversity. Informed by the experiences and philosophies of stakeholders, partnering practices are genuine, meaningful, and relevant • Dual Capacity-Building (USDE, 2013) is prioritized; policies and adult learning opportunities enhance the capabilities, connections, cognition, and confidence of every stakeholder.
SECTION 2: STRATEGIC CONCEPTS		
A Focus on Prevention	RtI is a responsive and culturally-sensitive approach designed to support effective instruction and interventions in order to reduce academic and behavioral challenges individual students' experiences. Accurate identification of students with exceptionalities is a priority.	School-wide PBIS is a system's approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. Through a school-wide approach, emphasis is placed on prevention. The sustained use of effective practices will prevent problem behaviors, and when problem behaviors occur, reduce the intensity, number, and complexity of incidents.[6]	A prevention-based framework, consisting of five essential components, supports improved learning outcomes for every student. Each system of supports establishes a learning culture and a positive climate. Prevention also occurs systematically across the tiers. Preventing the emergence and habituation of learning obstacles is paramount. Every stakeholder contributes to the creation and maintenance of an enabling context where learning occurs in each educational setting and at each layer of intensity within the continuum.
Multi-Dimensional Application	Implementation is applied across general, compensatory, and special education program areas.	Implementation efforts are intentionally focused on developing and sustaining effective and efficient multiple systems (district, school-wide, non-classroom,	Implementation occurs across multiple levels and settings (e.g. state, BOCES, district, school, classroom, and individual student). Strategic selection methods, sequential progression of

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[6] (Sugai, et al., 2015)

		classroom, individual student, family and community) to support the school community.[1]	planned activities, and the adaptability of organizational drivers contribute to systematizing using Implementation Science as a guide.[7]
Prioritizing Student Outcomes	Intended to be inclusive of a student's academic and behavioral needs. School personnel provide instruction within a nimble system to deliver fluid access to interventions that support individual student success.	The effective implementation of PBIS depends on function–based thinking that allows schools to design both school-wide and individual systems which encourage and support adaptive behavior for all students.	Culturally relevant and equitable access to support is provided to every student to ensure positive academic and behavioral outcomes. A coherent system is developed across each setting to support every student's success.
Visible in Legislation	CO statutes, rules, and guidance require Response to Intervention: • The Exceptional Children's Education Act (ECEA) created provisions to identify and support the needs of gifted students and students with disabilities • HB 12-1238 READ Act (Reading to Ensure Academic Development Act) to support students identified as having a significant reading deficiency SB 09-90 SACPIE (State Advisory Council for Parent Involvement in Education) to support best practices for family engagement and partnering for student success	The Individual Students with Disabilities Education Act (IDEA) Federal Rules and the Every Student Succeeds Education Act (ESSA) insure the use of Positive Behavioral Interventions and Supports to improve outcomes for student.[8]	MTSS is identified throughout the Every Student Succeeds Act (ESSA, 2016).[9] The Essential Components of MTSS make RtI, PBIS, and MTSS inextricably-aligned within the same framework.

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7 (NIRN, 2016)

8 IDEA §300.170; §300.324; §300.704; ESSA § 2103 (b)(3)(F); §4108(G); §8002 (42)(B)(xii)

9 ESSA § 2103(b)(3)(F); §2224(e)(4); §8002 (33); §8002 (42) (B) (xii)

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