



## **Crosswalk: Kentucky Multi-Tiered System of Supports (KyMTSS), Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS) and Interconnected Systems Framework (ISF)**

### **Purpose**

The purpose of this document is to provide clarity to educators (e.g., leadership teams, administrators, teachers, implementation support staff, etc.) on how Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS) and the Interconnected Systems Framework (ISF) share foundational components and are integrated under the overarching framework of Kentucky Multi-Tiered System of Supports (KyMTSS).

### **Format**

Each column provides information on the definition, features and essential components of each tiered system.

### **Color Coding**

The column highlighted in light blue demonstrates how KyMTSS integrates and builds upon the existing systems of RTI, PBIS and ISF to establish a comprehensive and equitable system of supports that is designed to meet the academic, behavioral and social emotional needs of all students.

## Crosswalk: KyMTSS/RTI/PBIS/ISF

	Response to Intervention (RTI)	Positive Behavior Intervention and Supports (PBIS)	Integrated Systems Framework (ISF)	Kentucky's Multi-Tiered System of Supports (KyMTSS)
<b>Overview</b>	<p><b>Response to Intervention (RTI)</b> is defined in KY regulation as a multi-level prevention system to maximize student achievement and social and behavioral competencies through an integration of assessment and intervention. (704 KAR 3:095)</p> <p><b>Response to Intervention (RTI)</b> integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.</p> <p>Source: National Center on Response to Intervention</p>	<p><b>Positive Behavioral Interventions and Supports (PBIS)</b> is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.</p> <p>It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.</p> <p>Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2021).</p>	<p>The <b>Interconnected Systems Framework (ISF)</b> is an approach to building a single system of social-emotional behavioral (SEB) supports in schools.</p> <p>Integrating PBIS and school mental health, the ISF applies the core features of MTSS to intentionally integrate mental health, community, school and family partners through a single system of support.</p> <p>Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports</p>	<p><b>Kentucky's MTSS framework (KyMTSS)</b> is defined as a multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.</p> <p><b>KyMTSS</b> promotes the integration of state/district/school initiatives and systems-level approaches to efficiently use resources while focusing on improving outcomes for every student.</p>
<b>Components</b>	<ol style="list-style-type: none"> <li>1. School-wide, multi-level instructional and behavioral system</li> <li>2. Universal screening</li> <li>3. Progress monitoring</li> <li>4. Data-based decision-making</li> </ol>	<ol style="list-style-type: none"> <li>1. Team based approach</li> <li>2. Data-based problem solving and decision making (at all tiers)</li> <li>3. Multi-tiered continuum of supports</li> <li>4. Evidence-based instruction, intervention and assessment</li> <li>5. Universal screening and progress monitoring</li> <li>6. Family, school and community partnerships</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrated teams (includes community mental health providers)</li> <li>2. Expanded use of school data (e.g., attendance, grades, discipline data) as well as community data as indicators of mental health</li> <li>3. Formal process for selection of evidence-based practices purposefully includes all clinical services/ interventions</li> <li>4. Comprehensive screening for early identification (includes internalizing and externalizing needs)</li> <li>5. Progress monitoring (fidelity and impact)</li> <li>6. Professional development and coaching at both the systems &amp; practices level for both school and community employed professionals</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaborative Problem-Solving Teams that includes shared leadership, collaboration and communication)</li> <li>2. Data-Based Decision Making with a comprehensive screening and assessment system</li> <li>3. Tiered Delivery System with continuum of supports</li> <li>4. Selection of Evidence-based Instruction, Intervention and Supports</li> <li>5. Equitable Access and Opportunity</li> <li>6. Family, School and Community Partners</li> </ol>

Adapted from Colorado Multi-Tiered System of Supports (CO-MTSS), Response to Intervention (RTI), and Positive Behavior Interventions and Supports (PBIS) Crosswalk

## Crosswalk: KyMTSS/RTI/PBIS/ISF

### References

- Colorado Department of Education (nd). *Colorado Multi-Tiered System of Supports (CO-MTSS), response to intervention (RTI), and positive behavior interventions and supports (PBIS) crosswalk*. Retrieved from Colorado Department of Education, Multi-Tiered System of Supports: <https://www.cde.state.co.us/mtss/mtss-rti-pbis-crosswalk>
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- Miller, A. (2015). Rti, PBIS, and MTSS: An evolution, a revolution, or roses by other names? [Weblog post]. Retrieved from <https://www.mcrel.org/rti-pbis-and-mtss-an-evolution-a-revolution-or-roses-by-other-names/>
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