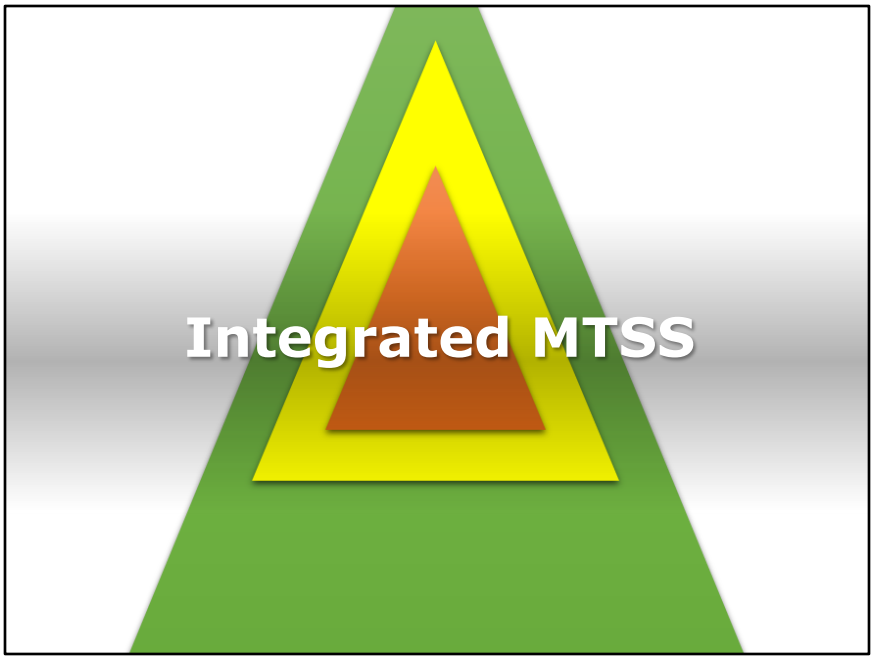


This presentation is about Integrated MTSS, and why and how MTSS implementation should be seamless.

I’m Dr. Gordon Way. I'm the newly minted State Director of MO SW-PBS, although after 11 Months, I probably can’t claim to be new anymore. This picture was taken before I needed glasses, again

Here are the intended outcomes for this session.
By the end of this session, you will understand principles to consider when developing and implementing integrated MTSS at all three tiers

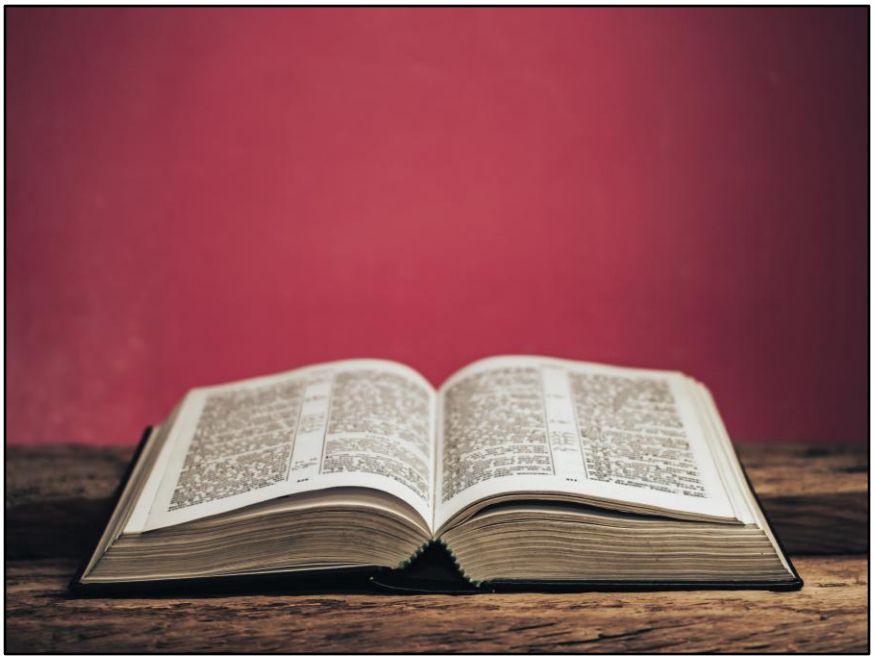
These are some questions to keep in mind as we go through the presentation.

Why is it important to integrate academic and behavior MTSS?

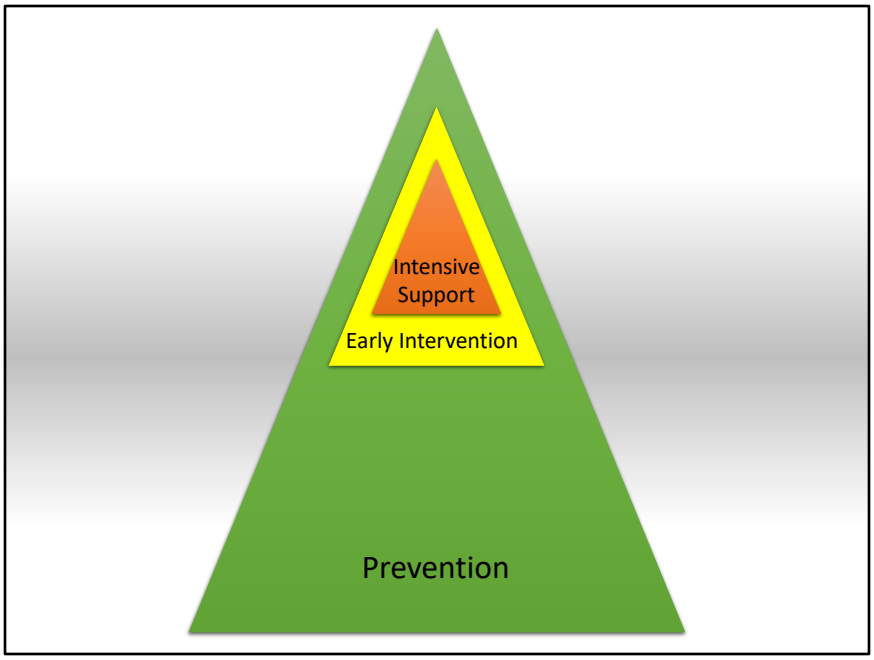
What can we integrate?

What should remain separate?

How do we integrate?

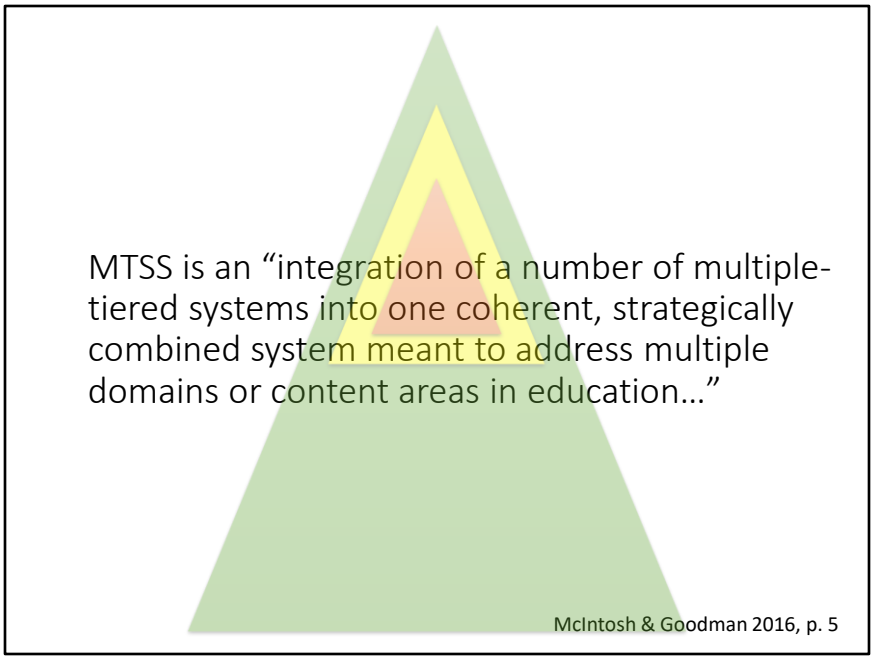


Here are some key words, phrases, and definitions of how we will be using them so that we are all on the same page.
For our purposes, **Practices** are things we do with students.
Systems are those procedures we put in place to support adults in using the practices with students.
Domain refers to the broad area of what is taught around which we develop interventions. Examples of the domains examples of domains on which we will focus today are academic instruction/RtI and SEB..
Components are those parts of a domain that make up the systems, data and practices of each domain. Examples of components include teams, evidence-based practices, and DBDM.
SEB refers to social-emotional-behavioral. For our purposes, this is the domain addressed by PBIS
Blending means combining that which can be combined without impacting integrity of the framework
Braiding refers to overlaying or sequencing components from different domains in a way that maintains fidelity of implementation, and presents both domains as a seamless framework.

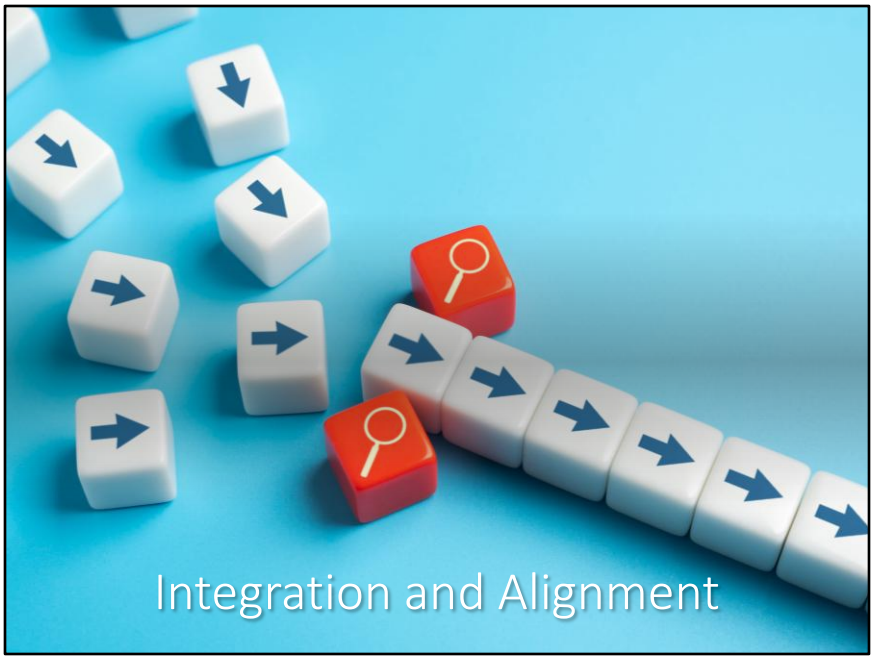


Just so we are all on the same page, MTSS stands for multi-tiered systems of support. It is based on the public health model of prevention, early intervention and intensive individualized supports. In schools, the idea is to provide *all* students with access to core content delivered using evidence-based practices, thereby avoiding many problems. Schools use universal screeners and decision rules to identify students who are struggling and provide them with an early intervention safety net before they fall so far behind that it becomes difficult to catch them up. Finally, some students will either not respond to the early intervention or are at such high risk that they will require more intensive and individualized support to get back on track.

This model of prevention, early intervention, and intensive support is used by different domains that have come to be know by different names, including RtI and PBIS.



MTSS integrates these different domains into one *seamless*, coherent, strategically combined system that addresses multiple domains or content in education.


Integration and Alignment

First of all, why is it important to integrate and align? Well, for one thing, it is more efficient:

- Reduces redundancies
- Reduces conflicts and contradictions
- Reduced competition for scare resources
- Increases Staff Buy-in

In addition, integration and alignment can be more effective. This is partly because of the efficiencies we've already discussed, but also because there is a relationship between student behavior and academic achievement. More on that in a bit.

Alignment

"Core features of practices, programs, or initiatives being examined and adjusted for better parallel performance. Core features complement rather than compete within an overall system with the same overarching goals."

From Goodman, S., Lane, K., & Coyne, M. (2025)

Alignment simply means that 2 or more practices, programs or initiatives share similar structures. They are parallel to each other rather than competing against each other. This might be something as simple as using 3-tiered models for academics and behavior.

Integration

"System components [are] strategically combined to create a functionally unified system. Integration may involve braiding or blending strategies, practices, programs, or initiatives together into a seamless approach."

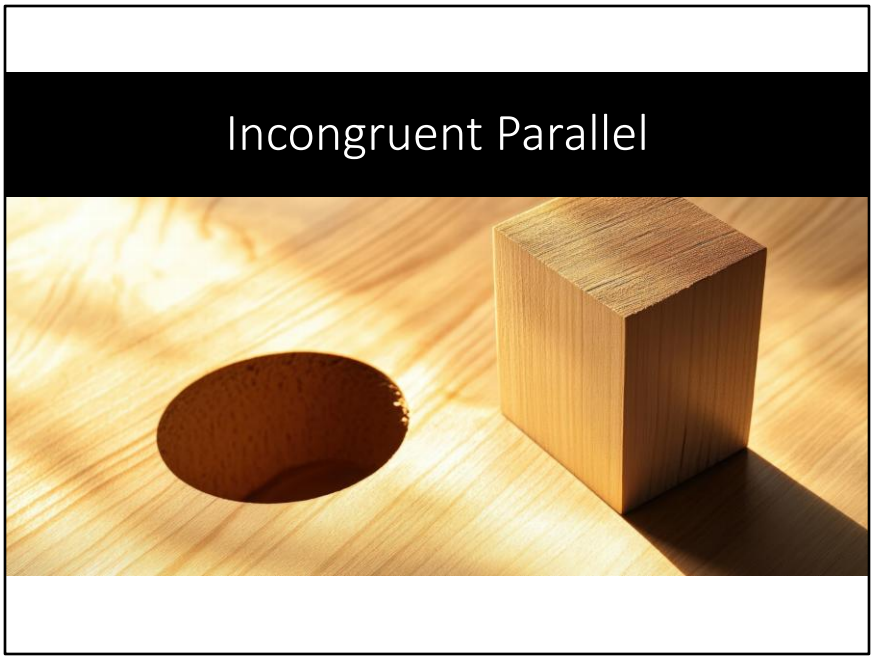
From Goodman, S., Lane, K., & Coyne, M. (2025)

Integration occurs when the different system components of different programs, practices or initiatives are blended or braided together into a seamless approach. So, instead of academic RtI and PBIS, the school implements MTSS

Incongruent Parallel	Combined Alignment	Combined Integration
• Initiatives separate, siloed systems • Unaligned • Initiatives compete for attention and resources	• Separate systems that support each other • Features of practices are leveraged to support each other • Barriers to resources are minimized across practices	• Separate initiatives are woven together into one seamless system • Resources are leveraged to build on each other.

Goodman, Lane and Coyne, 2025

We can think of alignment and integration of initiatives as falling along a continuum with Incongruent Parallel falling at one end of the continuum, Combined alignment in the middle, and Combined Integration at the other end of the continuum.



I liken incongruent parallel to the square peg/round hole. This occurs when the organization adopts two very different, unrelated initiatives that are implemented in silos. They are incongruent, separate, and independent. The components of the different initiatives may even contradict each other. They may have overlapping goals and, therefore, redundancies. They compete for attention and resources.

An examples might be exploratory learning and PBIS

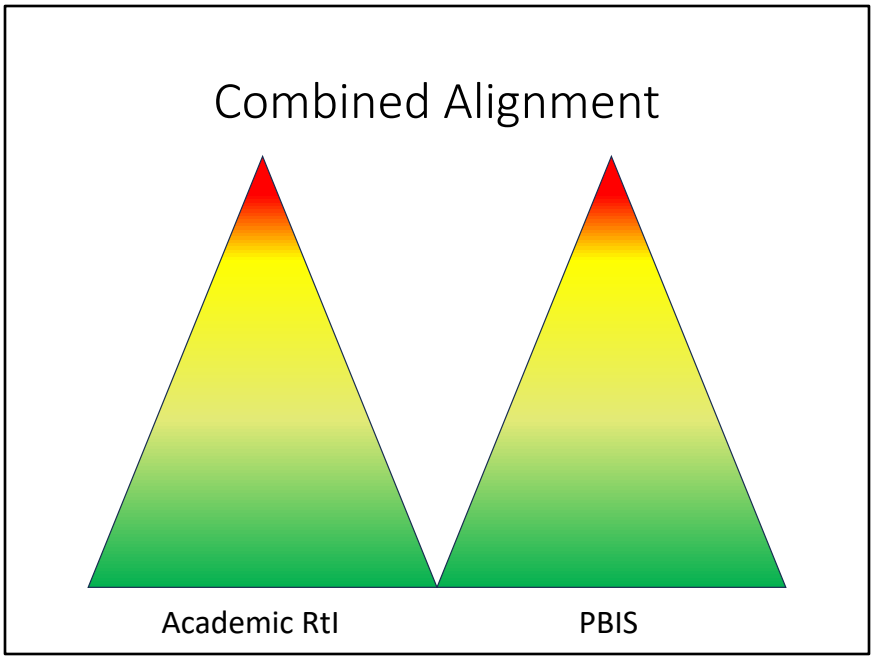
Or Balanced Literacy and Success for All.

Most organizations that implement MTSS are implementing in a way that might be called *Combined Alignment*. In a *Combined Alignment* implementation, different domains are implemented simultaneously and in parallel to each other. They share the same or similar structures, although the components of these structures may be named differently or are targeted to the specific domain. But they are still treated as separate programs within the school or district.

- Separate systems that support each other
- Features of practices are leveraged to support each other
- Barriers to resources are minimized across practices

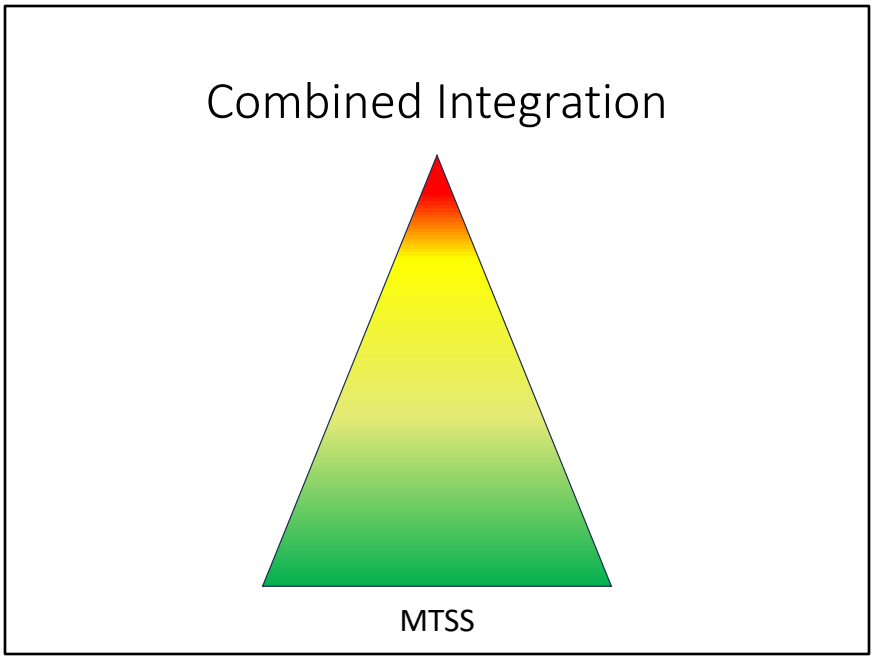
Think of a school that is implementing academic RtI and PBIS simultaneously but maybe they have separate teams or use different practices.

In a truly integrated MTSS, separate initiatives are woven together into one *seamless* system. Different components are blended where possible. Resources are leveraged to build on each other. Redundancies are reduced or eliminated.



Many schools implement RtI and PBIS. They have separate teams. The respective teams look at Academics and Behavior data separately. Separate teams plan academic and behavior interventions separately. They likely have different PD days for academics and behavior. Even the language they use unconsciously speparates the academic side from the behavior side. <Click> but what if we could integrate the two initiatives into one, seamless MTSS framework, where what can be combined or blended is combined or blended, and what cannot be combined or blended is braided in?

In other words, the school is not implementing RtI and PBIS…



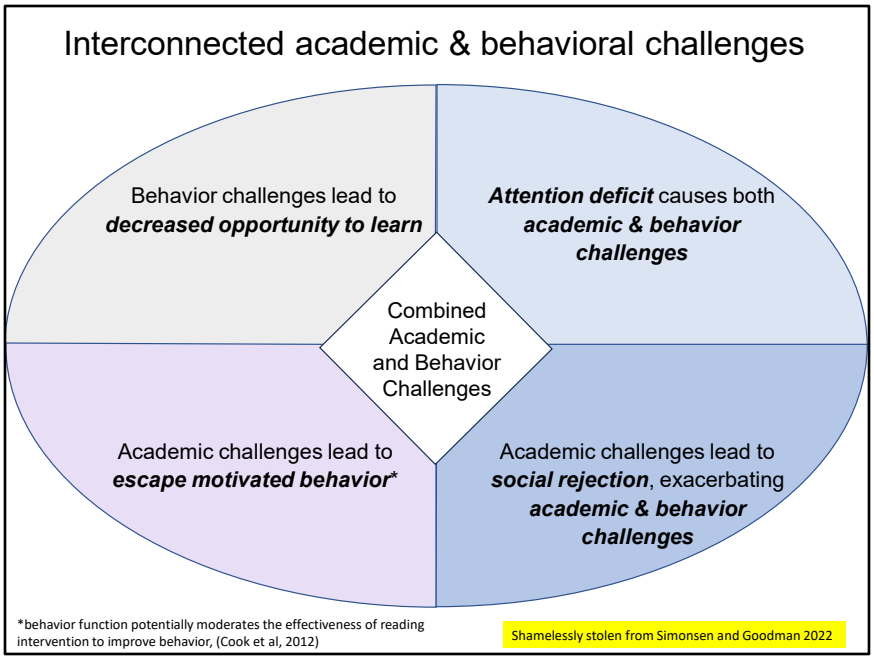
…it is implementing MTSS.


Why Integrate Academics and Behavior?
DESIGN

Function

Obtain	Escape/Avoid
Attention • Adult • Peer	Attention • Adult • Peer
Object/Activity	Object/Activity • Demanding or Boring
Sensory Stimulation • Visual • Auditory • Olfactory • Kinesthetic	Sensory Stimulation • Painful • Uncomfortable

So, here is just a quick review of the functions of b



This slide demonstrates how this works:

Pathway 1: ***Student enters school with behavior challenges.*** These behaviors disrupt instruction, cause the student to be removed from instruction, or their social/emotional challenges distract them from academic engagement, thereby disrupting their (and other students') opportunity to learn.

Implications

- Address social-emotional-behavioral problems as early as possible

Pathway 2: ***Underlying executive function challenges cause/contribute to both academic and behavior challenges*** (organizational skills, inability to focus attention on *relevant* stimuli). For example, students may miss social cues or teacher instructions.

Implications

- Teach
    - Focused attention is a teachable skill
- Self-monitoring strategies

Pathway 3 occurs when the ***student enters school with academic deficits***. These academic challenges *may be* caused by learning disabilities. Academic challenges often leads to ***social rejection and bullying***, . Social rejection and bullying can also lead to challenging behavior which further contributes to academic challenges. Over time, this becomes a vicious cycle.

Implications

- Address school climate and bullying in schools.
- Teach students appropriate responses to bullying behavior.

Pathway 4: ***Student enters school with academic deficits***. They find difficult tasks frustrating, resulting in disruptive behavior and removal from the classroom, resulting in worsening academic deficits in a classic coercive cycle. Alternatively, it can lead to learned helplessness.

Interesting findings about Pathway 4

- Kids who started with academic deficits in Kindergarten were at higher risk for ODRs in the 5th grade
- Kids who started with academicits in Kindergarten, but who caught up that fall had ***0 ODRS*** in the 5th grade!!!
- Kiddos who started on track at the beginning of Kindergarten, but who ended up behind at the end of the year had the ***worst*** outcomes by the 5th grade

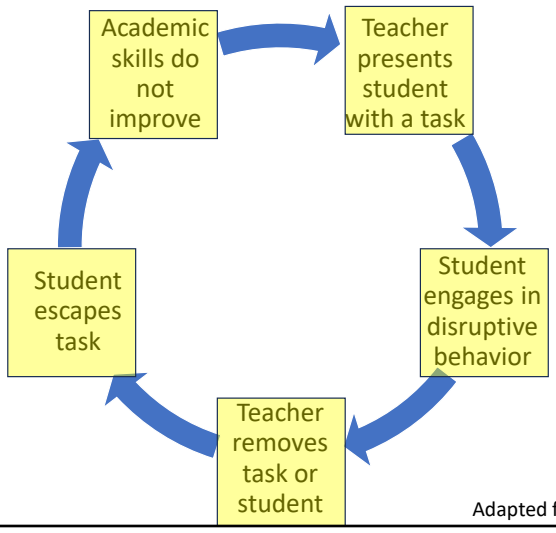
Implications

- Intervene early!

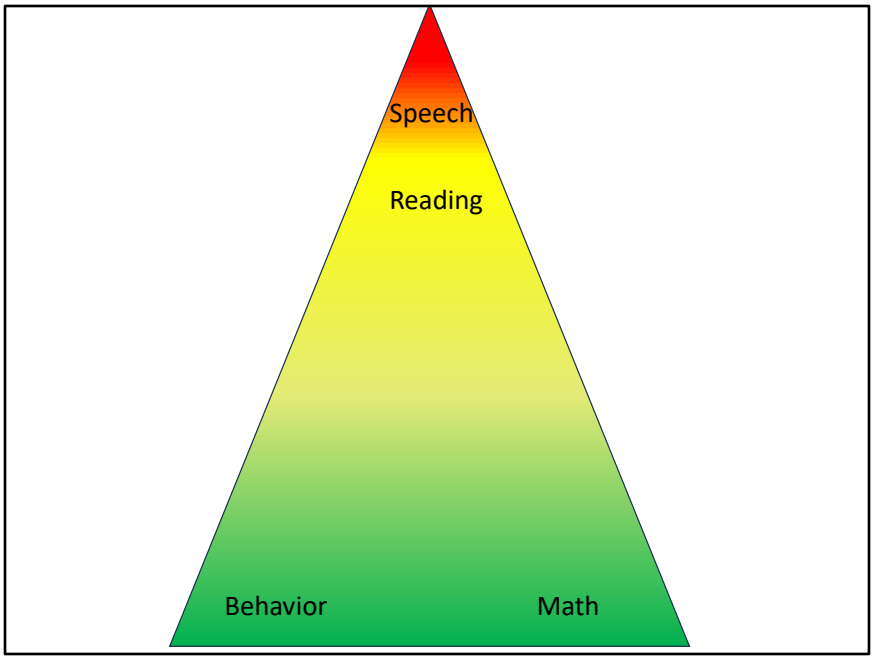
Roberts, G. J., Cho, E., Garwood, J. D., Goble, G. H., Robertson, T., & Hodges, A. (2020). Reading Interventions for Students with Reading and Behavioral Difficulties: A Meta-analysis and Evaluation of Co-occurring Difficulties. *Educational Psychology Review*, *32*(1), 17–47. https://doi.org/10.1007/s10648-019-09485-1

Cook, C. R., Dart, E., Collins, T., Restori, A., Daikos, C., & Delport, J. (2012). Preliminary Study of the Confined, Collateral, and Combined Effects of Reading and Behavioral Interventions: Evidence for a Transactional Relationship. *Behavioral Disorders*, *38*(1), 38–56. https://doi.org/10.1177/019874291203800104

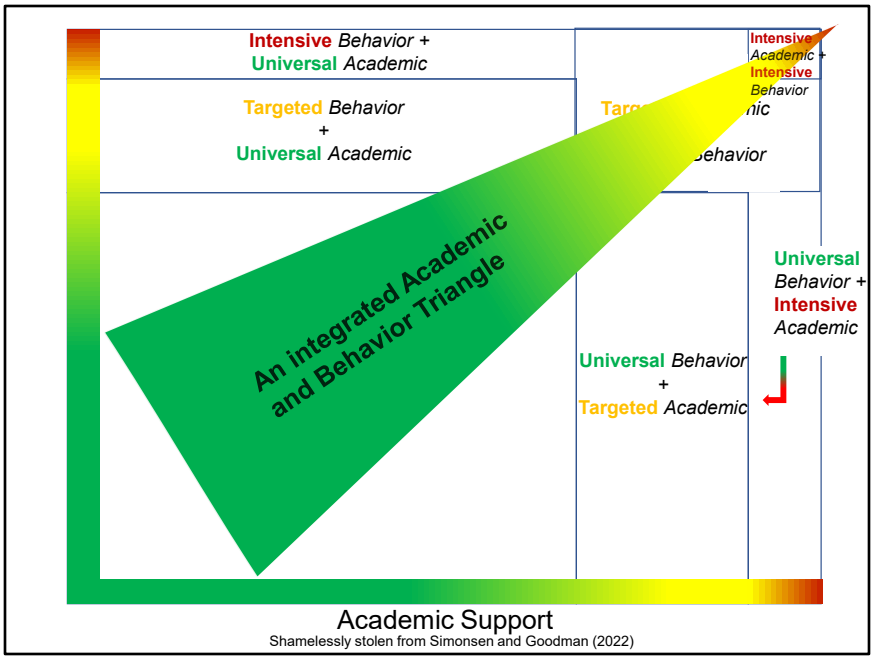
Coercive Cycle



Adapted from McIntosh 2008



If you ever got to see Dr. Sugai present, you probably saw a variation of this triangle. We don't have Tier 1 kids, Tier 2 kids, or Tier 3 kids; we have kids. Some do just fine with Tier 1 supports for behavior, but may benefit form additional supports in other areas. In the first grade, my son did just fine with Tier 1 supports for behavior and math. However, for a brief time, he needed Tier 2 support for reading, and he needed Tier 3 support for speech. The good news is we were able to get him the extra support he needed he needed for reading and he ended up above grade level for the rest of his educational career.



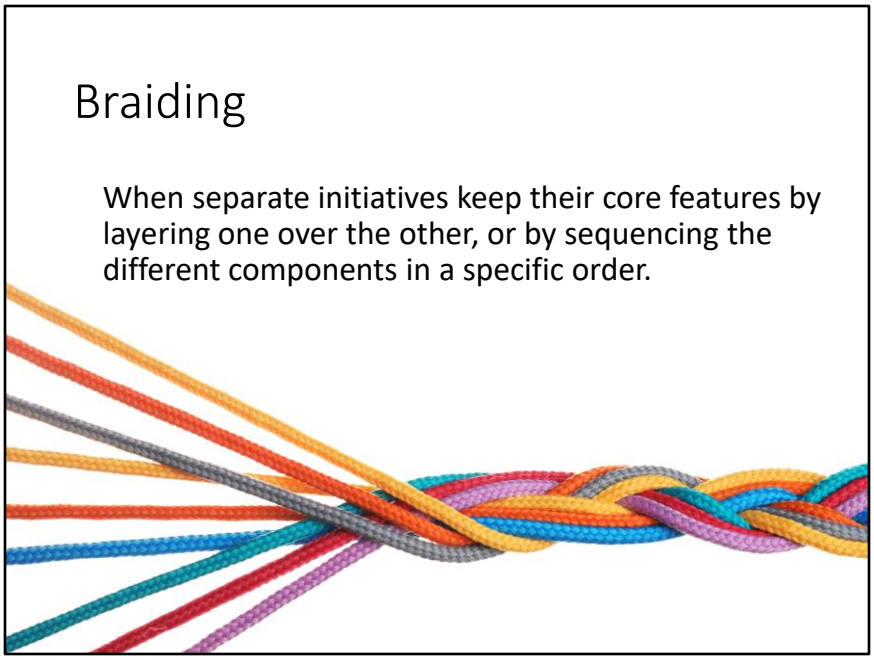
This is what a multi-tiered system of support in an integrated model can look like. All students receive Tier 1 academic supports. However, at Tiers 2 & 3, some students will experience challenges that are solely behavior, solely academic, or, as we just saw, the challenges will interact. As such, some students will require academic support, but will still benefit from Tie1 behavior. Some students will require behavior support but will still only require Tier 1 academic support. And some students will require an intervention that addresses both academic and behavior challenges.

What can be Integrated

There are two ways we can integrate. We can combine what can be combined, and we braid what must be kept separate. As we are choosing what to combine and braid, we want to maximize efficiencies while maintaining fidelity.

Blending occurs when you combine components in order to maximize efficiencies. RtI and PBIS are very similar. They often have overlapping components that when kept separate are kind of redundant. For example, many schools have an RtI leadership team that plans and refines implementation of RtI, and they have a PBIS leadership team that plans and refines the implementation of PBIS. Often, especially in small schools, they have the same people on both teams. Why not combine the RtI and PBIS teams into one Building Leadership Team that takes on both functions.

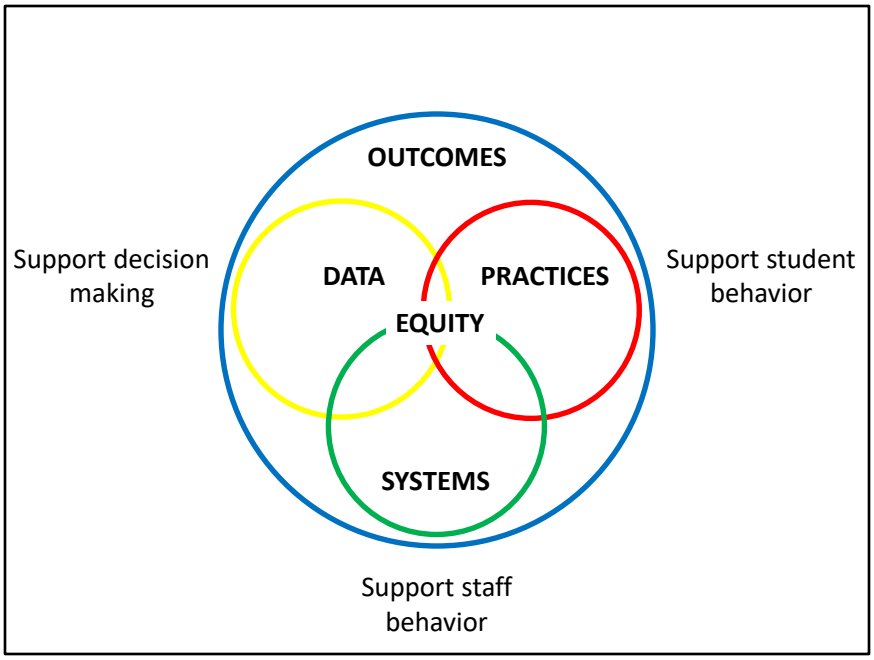
Similarly, a school may adopt a reading curriculum that relies on one set of instructional practices, and they use a different set of instructional practices to teach behavior. Why not select one set of evidence-based practices and use them to teach literacy and behavioral content?



What cannot be blended is braided together. So, think of braiding as weaving two initiatives together by layering one over the other, or sequencing the different components in a way that maintains the core features of each, resulting in a seamless strand.

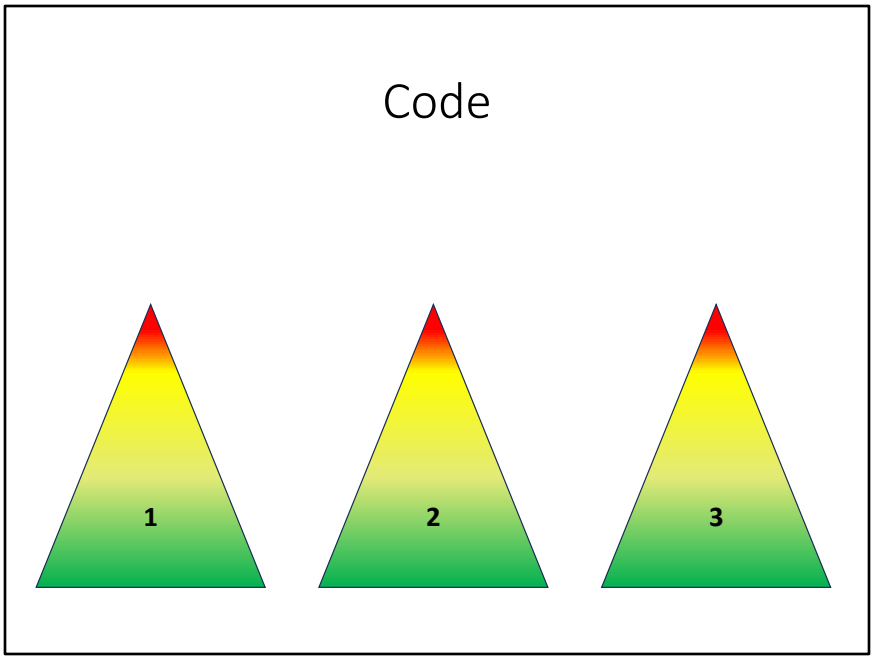
An example of braiding in RtI and PBIS might be as follows: the teacher prompts students to raise their hands before responding to a question, then asks a question over academic content, then providing specific positive feedback to a student for raising her hand, then providing specific positive feedback for a correct answer. This is what good teachers do!

Ultimately, you and your team will have to decide what can be blended for efficiency, and what needs to be braided to maintain integrity. But what follows are some considerations and suggestions that might help along the way.



To provide us some structure as we start thinking about what can be blended and what should be braided, we can use the interconnected elements of Outcomes, Data, Practices and Systems as a framework

So, quick review, outcomes are what we want for our kids. Practices are what we do with students to help them to achieve the objectives. Systems are what we put in place for adults to ensure that they implement the practices, and data is what we look at to make sure that we are implementing systems and practices, and are making progress toward our desired outcomes.



I originally was going to organize the remainder of the presentation by Tier, but so many of the opportunities to integrate cut across tiers that it risked becoming redundant. So I instead have organized the remaining slides by outcomes practices systems and data, but added a code at the bottom right hand slide to indicate which tier or tiers the information can be applied to.

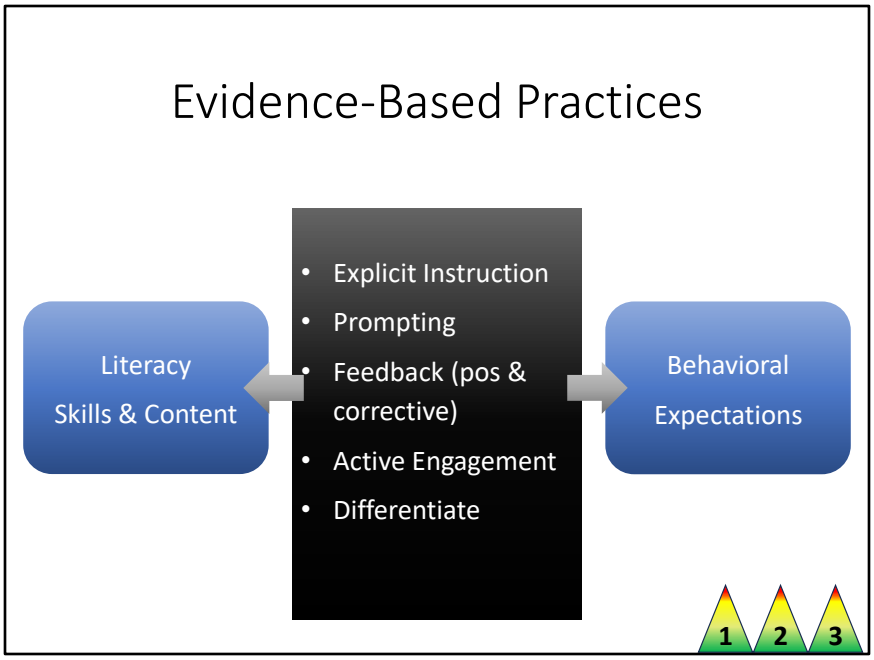
One place you can start integrating is with blended outcomes. Here I'm talking about broad outcomes, such as those expressed in your district or school's mission statement, that are valued by the school community and are addressed by both RtI and PBIS. An example is DESE's "All students will graduate career and college ready."

Activity: Think, Pair, Share

- Does your school or district mission statement express a shared valued outcome that is addressed by both RtI and PBIS?
- If not, can you think of a shared valued outcome that you hope to achieve for your students with an integrated MTSS?

To Know/To Say: Your school or district may already have a shared valued outcome that is incorporated into your school or districts mission statement. If so, turn and talk and share it with your partner. If not (or if you don't know your school or district's mission statement) think of a valued outcome that incorporates both academic and behavior goals for your students. Share that with your partner.

Evidence-based practices are another place where you may be able to blend MTSS.



The idea is to select a core set of practices that can be used to teach both academic skills and content and behavioral expectations. These are evidence-based practices that MO SW-PBS endorses that can be used to teach academic or behavioral content. I think it is a good list, but it is not exclusive. You may notice that these align with the MO SW-PBS effective teaching and learning practices as well as the ETLPs endorsed by DCI and DCI-MTSS.

It is important to remember that these practices not only cut across domains, they cut across *tiers!* These practices are the foundation of all Tier 2 and Tier 3 interventions. It's simply a matter of intensifying and focusing.

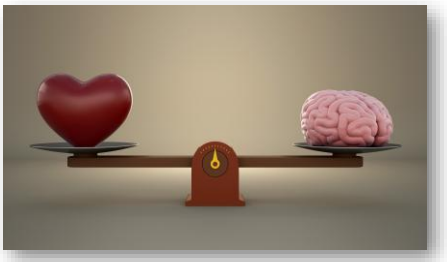
Activity: Think, Pair, Share

- Think of 2-3 evidence-based teaching and learning practices used in your school that could be effectively used to teach both academic and behavior content.

Think of 2-3 evidence-based teaching and learning practices that would be effective with both academic and behavior content? Share these with your shoulder partner.

Connections

- Connect content learned in one domain with another
  - i.e., social stories connect to behavior
  - Connect behavior expectations to actions in stories



National Center on PBIS (March 1918) Classroom Integrated Academics and Behavior Brief, version 1.4

In addition, you can blend academic and behavior content taught at Tier 1. For example, you can have students read and discuss social stories as part of their ELA instruction. Or you can have them make connections the actions of characters in stories and the behavior matrix.

Tier 2: Safety Net

- At-risk
- Early identification
- Rapid response
- Continuously available
- Evidence-based

Tier 2 provides a safety net for students who are at risk of academic or behavioral challenges. They are designed to catch students early and get them the support they need before they slip through the cracks, before they fall so far behind that it becomes much more difficult to catch them back up.

Tier 2 interventions are made up of evidence-based practices, because why go through the trouble of putting something in place if you don't know if it will work? Students are identified early through a universal screener, a nomination, or the an existing data trigger. The interventions are continuously available so the as soon as the student is identified, they can immediately begin receiving support

	Tier 2 Targeted
Purpose	Support students not meeting benchmarks
Instruction Type	Standardized, evidence-based intervention
Group Size	Small group (3–6 students)
Instructional Focus	Targeted (one or two key skill areas such as phonics, vocabulary)
Time & Frequency	20–40 min, 3–5x/week
Assessment Used	Universal screening + some diagnostic
Progress Monitoring	Every 1–2 weeks
Instructional Approach	Explicit, systematic, scaffolded

Function⇩	Check-in, Check-out	Social Skills Intervention Groups	Self-Management	Academic Intervention
Gain Adult Attention	✓	✓	✓	✓
Gain Peer Attention		✓	✓	
Gain Access to a Tangible, Task or Activity		✓	✓	
Escape/Avoid Adult or Peer Attention				
Escape/Avoid Access to a Tangible, Task or Activity				✓

Generic Tier 2 Literacy Interventions

- Foundational Skills (Elementary & Struggling Secondary Readers)
  - Structured literacy routines (explicit, systematic phonics)
  - Repeated reading / fluency protocols
  - Word work focused on common patterns (e.g., vowel teams, affixes)
  - Supplemental Resources focused on specific foundational skills
- Fluency
  - Repeated reading with feedback
  - Phrase-cued reading
  - Partner reading protocols with accountability
- Comprehension
  - Reciprocal teaching (predict, question, clarify, summarize)
  - Close reading with scaffolded text-dependent questions
  - Graphic organizers tied to text structure
- Writing (often overlooked in Tier 2)
  - Sentence expansion and combining
  - Structured paragraph frames tied to reading

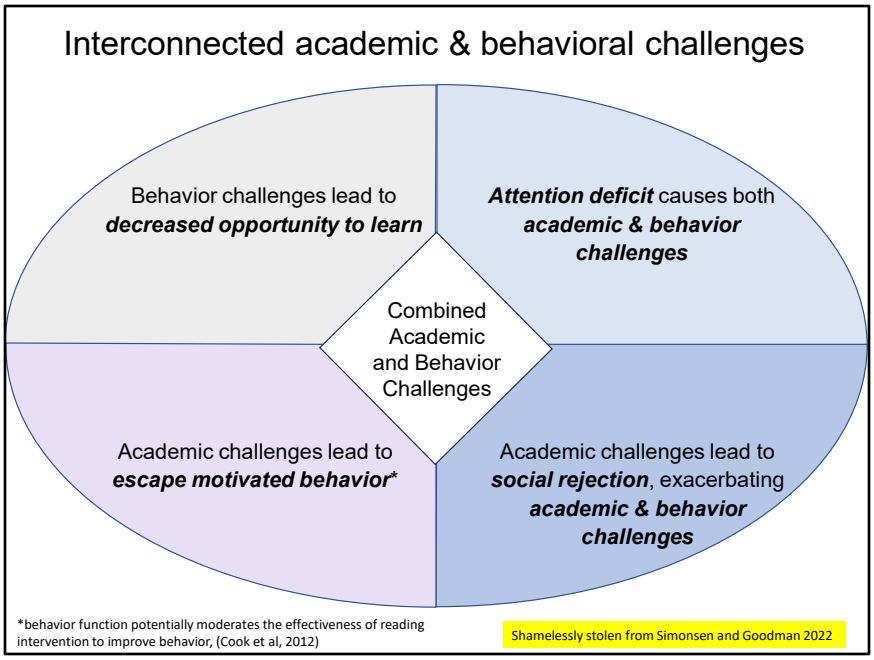
Standard Protocol Tier 2 Literacy Interventions

- Early Interventions in Reading (EIR): A manualized, scripted program designed to teach phonemic awareness, phonics, and fluency.
- Wilson Reading System (Wilson Fluency): Structured, systematic instruction for decoding and fluency.
- Read Naturally: A research-based program designed to improve reading proficiency by combining scaffolding techniques (teacher modeling, repeated reading, and progress monitoring).
- Peer-Assisted Learning Strategies (PALS): Structured, paired reading activities where students reinforce literacy skills.

Tier 3 Intensive	
Purpose	Address persistent, significant skill deficits
Instruction Type	Individualized, diagnostic-driven intervention
Group Size	Very small group or 1:1 (1–3 students)
Instructional Focus	Intensive and Precise (specific subskills such as phoneme-grapheme mapping for vowel teams in multisyllabic words)
Time & Frequency	30–60+ min, often daily or more
Assessment Used	Deep diagnostic assessment
Progress Monitoring	Weekly (or more frequent)
Instructional Approach	More explicit, more scaffolded, more feedback

Tier 3 Behavior Intervention

- Function Based Behavior Intervention Plan
- Intensification of core practices



This might be a good time to revisit the interconnected academic and behavior challenges pathways

Pathway 1: ***Student enters school with behavior challenges.*** These behaviors disrupt instruction, cause the student to be removed from instruction, or their social/emotional challenges distract them from academic engagement, thereby disrupting their (and other students') opportunity to learn.

Implications

- Address social-emotional-behavioral problems as early as possible
- Provide extra instruction if the student begins to fall behind

Pathway 2: ***Underlying executive function challenges cause/contribute to both academic and behavior challenges*** (organizational skills, inability to focus attention on *relevant* stimuli). For example, students may miss social cues or teacher instructions.

Implications

- Teach
    - Focused attention is a teachable skill

- Self-monitoring/metacognition strategies

Pathway 3 occurs when the ***student enters school with academic deficits***. These academic challenges *may be* caused by learning disabilities. Academic challenges often leads to ***social rejection and bullying***, . Social rejection and bullying can also lead to challenging behavior which further contributes to academic challenges. Over time, this becomes a vicious cycle.

Implications

- Address school climate and bullying in schools.
- Teach students appropriate responses to bullying behavior.

Pathway 4: ***Student enters school with academic deficits***. They find difficult tasks frustrating, resulting in disruptive behavior and removal from the classroom, resulting in worsening academic deficits in a classic coercive cycle. Alternatively, it can lead to learned helplessness.

Interesting findings about Pathway 4

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- Kiddos who started on track at the beginning of Kindergarten, but who ended up behind at the end of the year had the ***worst*** outcomes by the 5th grade

Implications

- Intervene early!
- Provide both academic and behavior interventions
- Academic intervention can include strategies such as preteaching
- Behavior interventions may include an acceptable alternative behavior

Roberts, G. J., Cho, E., Garwood, J. D., Goble, G. H., Robertson, T., & Hodges, A. (2020). Reading Interventions for Students with Reading and Behavioral Difficulties: A Meta-analysis and Evaluation of Co-occurring Difficulties. *Educational Psychology Review*, *32*(1), 17–47. https://doi.org/10.1007/s10648-019-09485-1

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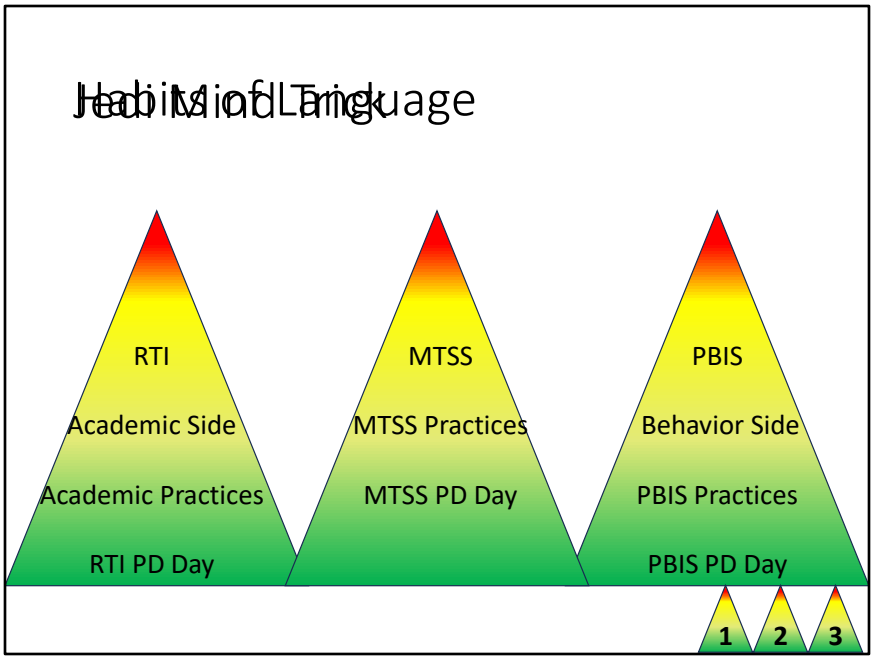
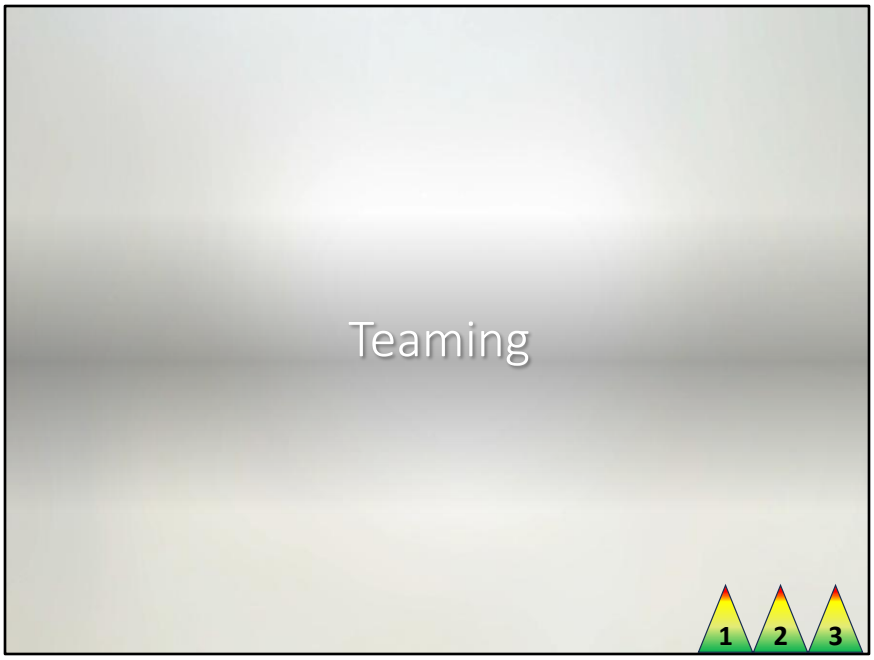
Systems that support the adults to implement practices with fidelity offer a number of ways that MTSS can be either blended or braided



An important first step towards alignment and integration is really just a Jedi mind trick. It simply involves changing the way we talk about the different domains of MTSS. <click> For example, if we continuously refer to academics and behavior and their component parts as though they are two separate things, people will think about them as two separate things! So, instead of talking about the academic side vs the behavior side, or RtI vs PBIS, or academic practices vs behavior practices, we have to start talking about MTSS, the MTSS Framework, and the component parts of MTSS. This is conceptually very easy, but for some reason tends to be very difficult.

Related to changing the way we talk about MTSS is changing the way we present academic and behavior MTSS during professional learning. Many schools and districts will bring in folks for academic initiatives and behavior, separately. Not only does this communicate to staff that academics and behavior are separate domains, but it is also likely that the staff will be trained on different practices, one set to be used for academic instruction and one used for behavior instruction.

If you select a common set of evidence-based practices that will help you to achieve your high value academic and behavior goals, it makes sense to combine professional learning sessions.



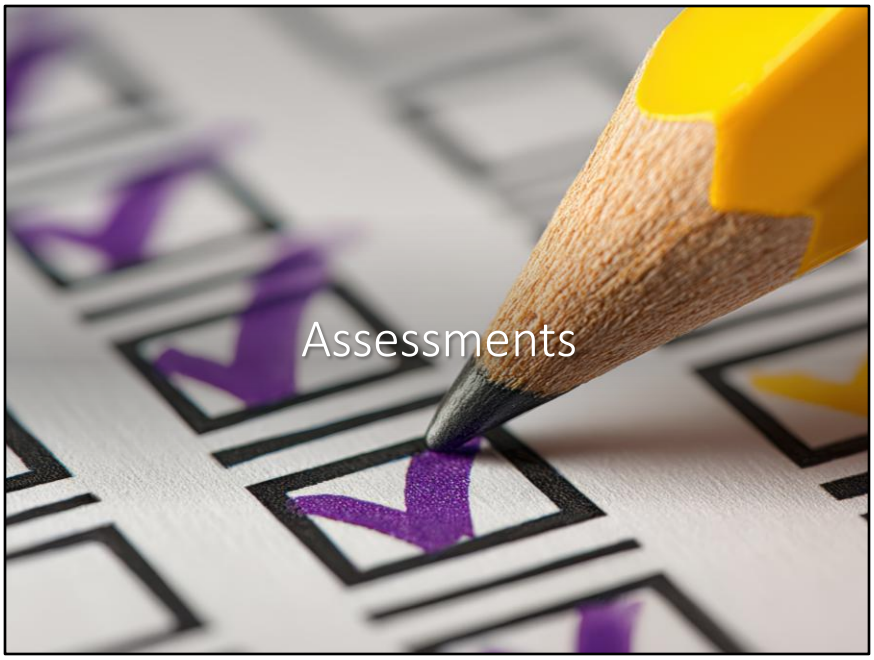
Many schools have a separate team for every initiative in the school, and every Tier of Support. Often, the same people are on multiple teams, and these teams have responsibilities that either overlap or contradict each other. In the case of RtI and PBIS, especially in the advanced Tiers, these responsibilities could compliment each other if they were combined. Furthermore, keeping teams separate at the Advanced Tiers could result in academic and behavior interventions that either compete with each other or contradict each other.

Integrated Matrix: Secondary Example

	Classroom (All Times)	Whole Group	Cooperative Groups	Independent Work
Be Respectful	Be on time and in your seat when the bell rings Assume positive intent Use conflict resolution strategy	Actively listen to teacher	One speaker at a time Critique the idea, not the speaker Voice volume at 2	Follow directions the first time Use headphones to listen to music
Be a Learner	Complete flipped assignments before class Add assignments to your planner	Raise your hand and wait to be called on before speaking Ask clarifying questions Be prepared to respond to questions	Help each other learn the material Share your ideas	Complete assigned tasks Raise hand if you need help
Be Responsible	Enter room, turn in assignment, sit down Ask for help when needed			When you complete your assignment, you ma[illegible]ead q[illegible]o to lis[illegible]g s[illegible]n 1 2 3

Similarly, you can add behaviors that contribute to academic success to your behavior matrix. This is a classroom matrix that includes “Be a Learner” as one of the three expectations. It defines the expectations across four different types of academic activities that regularly occur in the classroom, and it has at least 16 rules that define the expectations in ways that contribute to academic success. Honestly, I could justifiably have added 5 more.


Data



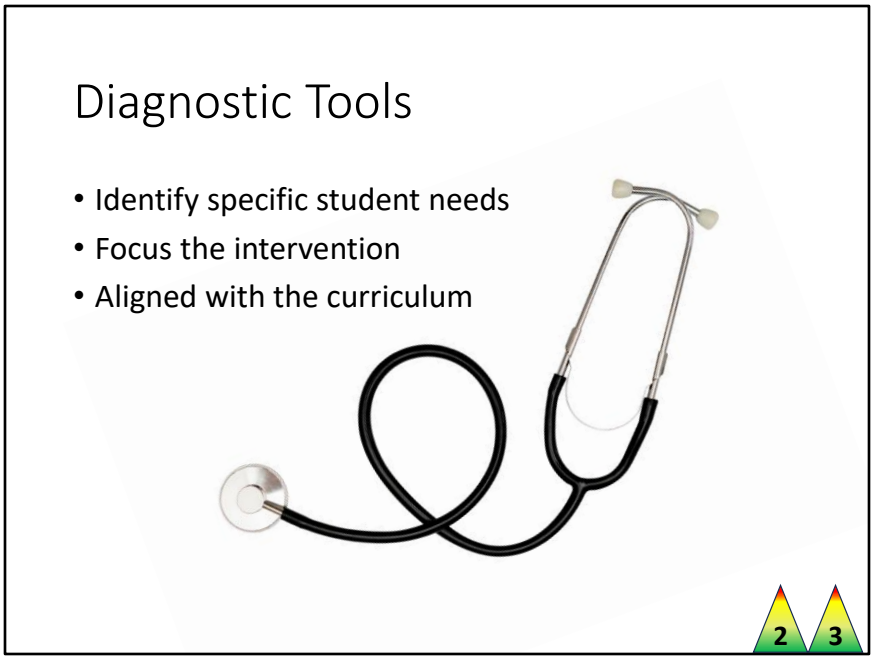
There are three types of assessment data that we review in an integrated MTSS: Student Identification, Diagnostic, Progress Monitoring, and Systems .

The first category of assessment data we will discuss is student identification. We have entire presentations dedicated to student identification, so I want to give a brief definition of each and ways that they can be blended or braided. Student identification data is generally collected at ***Tier 1*** and is available to all students. It is how we identify those students who may benefit from more intensive Tier 2 or Tier 3 supports. Existing school data amounts to data that is regularly and consistently collected in the school and can be tied to data decision rules to flag students for additional testing and support. Examples of existing school data include D and Fs, GPA, attendance and tardies, and major and minor behaviors. The point is that the school decides was data is routinely collected that could be used in conjunction with a decision rule to flag a student for additional support. Because you determine what is collected, this can easily be blended.

Student nomination forms are simply forms that are completed to nominate a student for additional support. Again, the form can be designed in such a way that it can be used for either academic or behavior support, and therefore is blended MTSS.

Finally, Universal Screeners are brief assessments that are given to or completed for all students approximately 3 times per year. Screening assessments for behavior are

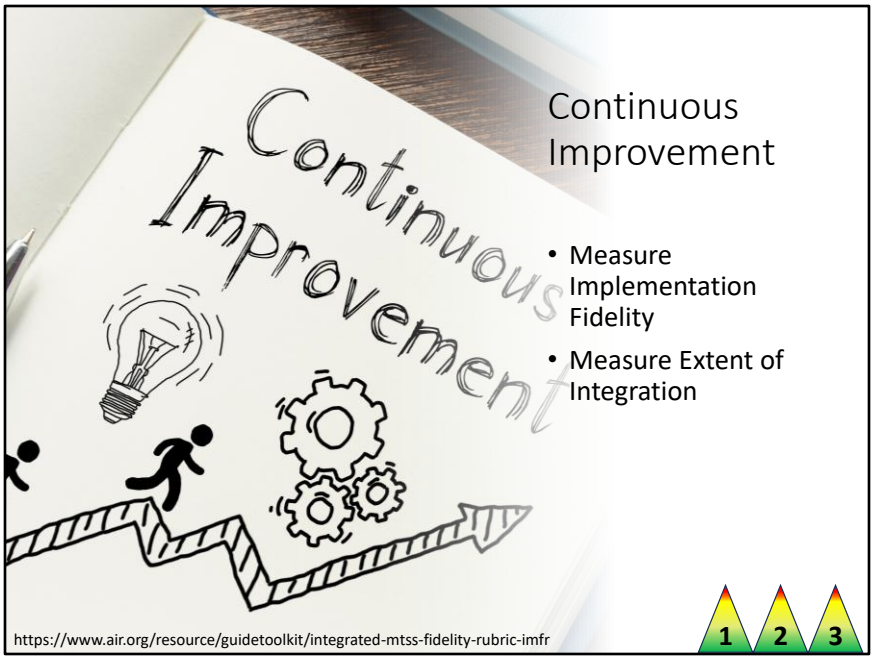
often a brief questionnaire that the teacher completes on each of his or her students. Academic assessments are brief assessments that teachers give to their students related to specific content. There are a number of behavior and academic screeners that are available on the market and it is beyond the scope of this presentation to explore them. The point is, use of screening tools is an area where it is probably better to braid than to blend.



Once a student has been flagged by a screener, it is important to understand why the student is struggling. Diagnostic tools can help the school to identify specific student needs so that they can focus the intervention to address that need. A functional behavior assessment is an example of a diagnostic tool used to identify the likely function behind student behavior. There are a number of literacy and math diagnostic tools that can identify the skill or knowledge gap that is holding the student back with specific content. Again, diagnostic tools are not so much blended as braided, but the Advanced Tiers Team would likely want to look at the academic and behavior data simultaneously

Progress monitoring assessments are very brief assessments that help the advanced tiers team chart progress towards a goal. For behavior, it can be something like a Daily Progress Report which is a brief teacher rating given at the end of a period. They are usually used for Tier 2 interventions but can also be used for Tier 3. Direct observations can also be used to progress monitor at Tier 3. For academics, it is usually a brief assessment over one skill or a small number of skills.

Like diagnostic assessments, because of the broad array of skills that might be included, academic and behavior progress are typically monitored using separate assessments. However, you would want to review academic and behavior data simultaneously



Schools implementing Integrated MTSS use implementation fidelity assessments both as they are fleshing out their framework, and as they engage in cycles of continuous improvement. Schools have the option of using academic and behavior assessments separately, then triangulating the data when engaging in the DBDM process.

Alternatively, there is at least one assessment available that schools can use to assess Integrated-MTSS. This is called the Integrated MTSS Fidelity Rubric, or IMFR. The IMFR is a free assessment that measures the extent to which a school is implementing integrated MTSS using 14 items across four domains. I have added the link to the IMFR's website on the slide

Student Information System

One of the more obvious places that you can blend your MTSS implementation is by using a Student Information Systems program that allows you to run academic and behavior reports for each student on a single dashboard. Preferably one that can be set up by your IT department to flag students who meet your criterion measure for a possible Advanced Tier intervention.

You may have limited control over what SIS your district uses. If you are fortunate enough to have a district level implementation, I would recommend pulling your IT person onto the DLT.

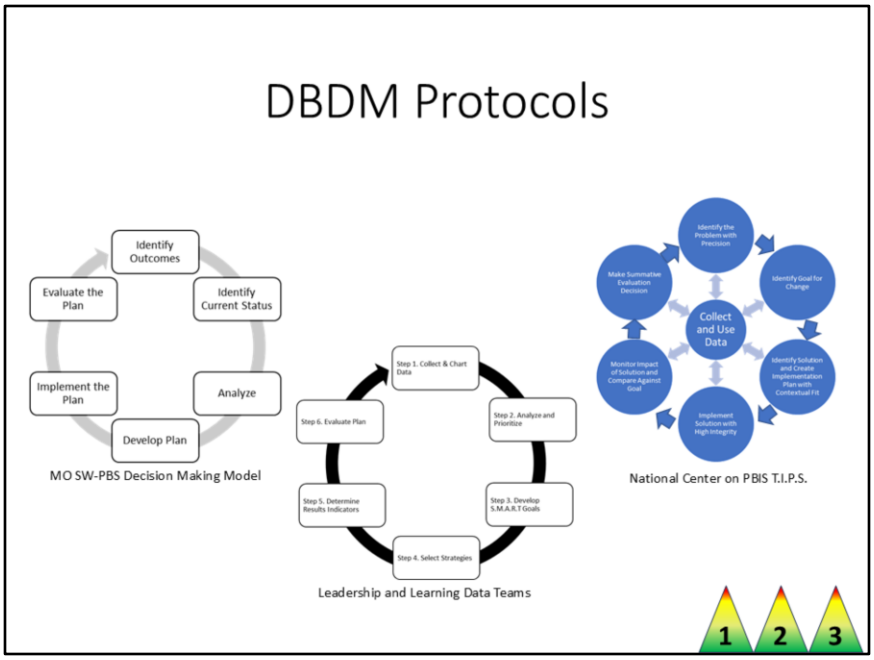
If you are stuck with a SIS that does not collect and report the data in a format that you need, then you may need to simply run reports from different sources and triangulate the data when the team meets.

Activity: Think, Pair, Share

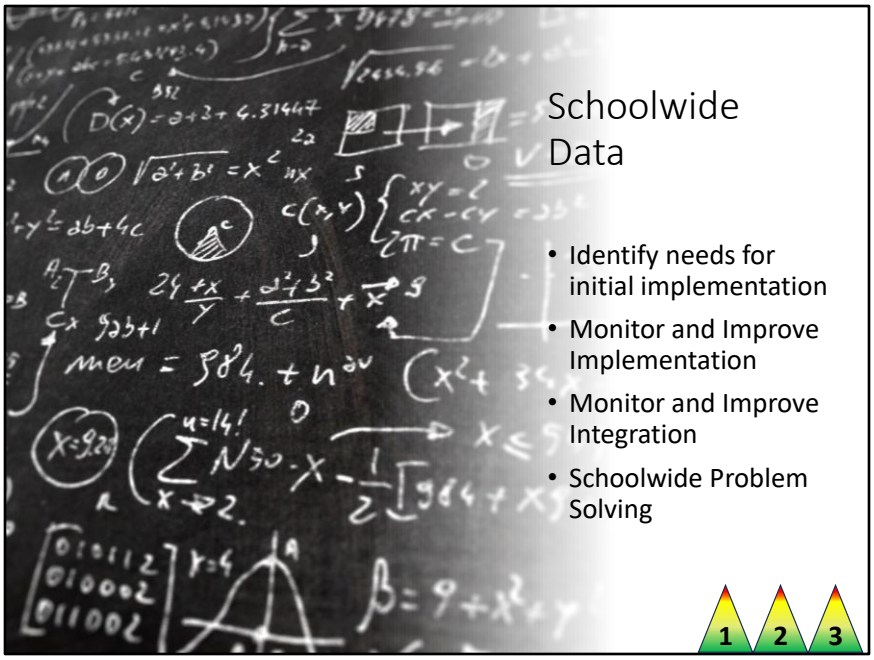
- Does your school or district's current SIS collect and report both academic and behavior data?
  Can it be configured to show both on a dashboard?
- Can it flag students for advanced Tiers support?
- If not, what systems can your team put in place to get the right data when you need it?

Does your school or district's current SIS collect and report both academic and behavior data?
Can it be configured to show both on a dashboard?
Can it flag students for advanced Tiers support?
If not, what systems can your team put in place to get the right data when you need it?

Turn to your shoulder partner and discuss the questions on the screen.



When different teams in the same school receive different training on separate initiatives dealing with different domains, there is a risk that the team will be trained on different Data-Based Decision-Making Protocols. As long as you select a good protocol that at minimum answers the following questions: 1) do we have a problem? 2) Why is the problem happening? 3) What can we do about the problem? 4) Did our intervention work?, you only need one DBDM protocol that all staff and all teams receive training on. The steps may look a little different depending on the purpose of the meeting and the data that is being reviewed. But selecting one DBDM protocol reduces redundancies and confusion, and makes the team more efficient.



Schoolwide Data

- Identify needs for initial implementation
- Monitor and Improve Implementation
- Monitor and Improve Integration
- Schoolwide Problem Solving

Summary

3 Big Ideas

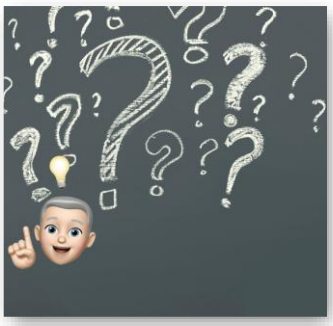
2 Questions

1 Commitment

As we wrap up, I want you to think of 3 big ideas, 2 questions you still have, and one commitment you are willing to make based on this session. I'll ask two or three of you to share out.

Questions & Contact Info

Gordon Way, Ed.D.
wayg@Missouri.edu



I hope this gave you some ideas to get you started on seamlessly implementing MTSS. I don't have all of the answers. If you have questions, please ask. I'll answer them as best I can. Otherwise, there are a lot of smart people in this room. Between us, maybe we can give you some ideas.