



Colorado Multi-Tiered System of Supports, Response to Intervention, and Positive Behavioral Interventions and Supports 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.



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

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 preventive approach to improving individual outcomes through high-quality universal instruction within a multi-tiered system that connect supports matched to students' academic, social-emotional, and behavioral needs. ⁱ	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	<p>Colorado's Response to Intervention (2020):</p> <ul style="list-style-type: none"> • Collaborative Teaming across all educational systems • A clear problem-solving model with steps and routine • A formal and predictable process to build and implement solutions • Decision rules based on data from a variety of formal and informal assessment tools 	<p>Colorado's Eight Guiding Principles of PBIS (2002):</p> <ul style="list-style-type: none"> • 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 	<p>Colorado's Five Essential Components of MTSS (2016):</p> <ul style="list-style-type: none"> • 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 Key Features were designed with considerations of research from national literature and Colorado's 6 Components of RtI that were developed in 2009 and included matching both academic and behavioral supports to student needs.	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 (2009) 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	<p>The Leadership component in RtI refers to the activities of the designated team, including:</p> <ul style="list-style-type: none"> • Creating a clear vision and commitment to the RtI process. • Identifying, selecting, developing, implementing, and monitoring student interventions 	<p>Active administrative involvement is emphasized to ensure that the adoption and sustainability of PBIS practices are contextually relevant and applied efficiently.</p> <ul style="list-style-type: none"> • Team has established a clear mission/purpose 	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,

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

	<ul style="list-style-type: none"> • Promoting effective and efficient RtI implementation practices. • Supporting collaborative problem-solving approaches with colleagues, families, learners, and community members to build partnerships.¹ 	<ul style="list-style-type: none"> • 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 	<p>implementation, and evaluation for adult activities.²</p> <ul style="list-style-type: none"> • 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 • Committing resources, time, and energy to building capacity and sustaining momentum.
<p>CO-MTSS Component: Data-Based Problem Solving and Decision-Making</p>	<p>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</p> <ul style="list-style-type: none"> • Interventions are provided based on individual needs regardless of the student’s designation. • Individual problem-solving teams identify students who require additional supports or acceleration. • Analysis of data drives decision making is ongoing, and systematic 	<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <ul style="list-style-type: none"> • 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

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)

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

	<ul style="list-style-type: none"> • A formal and predictable process to build and implement solutions is evident • Student outcomes are evaluated using implementation and outcome data 	<ul style="list-style-type: none"> • Evaluation of plan implementation is conducted to determine further decision making. 	<p>settings and at all levels, including: individual, classroom, school, district, BOCES, and state.</p> <ul style="list-style-type: none"> • Problem solving occurs across the tiers (i.e., universal, targeted, and intensive) to ensure students are responding to best first instruction.
<p>CO-MTSS Component: A Layered Continuum of Supports</p>	<p>Tiered <i>interventions</i> are matched to student need. Responses to tiered <i>interventions</i> are used for decision-making, including intensifying or lessening of an <i>intervention</i>. Eligibility and determination decisions are not assumed as a result of receiving <i>interventions</i>. Students not responsive to a research-based <i>intervention</i> may trigger the suspicion of a disability and a referral for a special education evaluation.</p> <ul style="list-style-type: none"> • Student interventions that are fluid are emphasized • There is a focus on individual student response to layered supports • Supports are layered on top of core instruction and supplement rather than supplant 	<p>A continuum of culturally responsive behavioral supports are emphasized across all tiers, using function-based thinking, to reduce the frequency, intensity, and duration of challenging behaviors.</p> <ul style="list-style-type: none"> • 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. 	<p>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).</p> <ul style="list-style-type: none"> • 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.
<p>CO-MTSS Component: Evidence Based Practices</p>	<p>Response to Intervention utilizes evidence-based instruction, interventions, and practices (e.g., differentiation, modified scheduling, targeted skill development) for improved student outcomes.</p> <ul style="list-style-type: none"> • A data-driven and systematic selection of EBP for instruction and interventions is utilized. • Evidence based practices are used in response to need 	<p>PBIS consists of core elements that exist within a multi-tiered framework. These elements are implemented systemically and with fidelity.⁵</p> <ul style="list-style-type: none"> • Administrative Leadership • Team Implementation • Define Concrete Expectations • Teach Behavior Expectations • Acknowledge and Reward Positive Behavior • Monitor and Correct Behavior 	<p>Approaches to instruction, intervention, and assessment that have been proven <i>effective</i> through research indicating improved outcomes for students.</p> <ul style="list-style-type: none"> • 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

⁵ (Homer, et. al., 2015)

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

	<ul style="list-style-type: none"> Contextual fit for EBPs are determined through a culturally and linguistically sensitive lens. 	<ul style="list-style-type: none"> Use Data for Decision Making Family and Community Partnerships 	
<p>Co-MTSS Component: Family, School, and Community Partnering</p>	<p>Family and community partnering is the collaboration of families, schools, and communities. In RtI, the focus of these collaborative partnerships is on an individual student’s network of supports to address individual student’s needs.</p> <ul style="list-style-type: none"> Establishes and sustains trusting relationships Understands the importance of and integrating family and school culture for student success Maintains reciprocal communication Promotes collaborative problem-solving, coordinating learning at home, school and in the community, and acknowledging and celebrating progress. Partnerships between home, school, and community supports focused on student needs and network of supports 	<p>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 sustain a positive school climate and culture. Families and communities are informed and actively invited to participate across all elements of PBIS implementation:</p> <ul style="list-style-type: none"> Equitable representation on leadership teams to support the PBIS framework. Ongoing partnership with all-staff across all classroom and non-classroom settings. Clear and consistent communication of school-wide expectations, rules, acknowledgement system, and discipline processes. Data-sharing occurs at specified intervals within the imperative of confidentiality. 	<p>Family and community partnering is the collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district outcomes.</p> <ul style="list-style-type: none"> The six <i>National Standards for Family-School Partnerships</i> (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	<p>RtI is a responsive and culturally-sensitive approach designed to support effective instruction and interventions in order to reduce academic, social-emoional, and behavioral challenges individual students’ experiences. Accurate identification of students with exceptionalities is a priority.</p>	<p>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</p>	<p>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.</p>

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

		the intensity, number, and complexity of incidents. ⁶	
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, classroom, individual student, family and community) to support the school community. ¹	Implementation occurs across multiple levels and settings (e.g. state, BOCES, district, school, classroom, and individual student). Strategic selection methods, sequential progression of 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, social-emotional, 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: <ul style="list-style-type: none"> • 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.

⁶ (Sugai, et al., 2015)

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)

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

- Colorado Department of Education. (2010, November). *Response to Intervention: RtI Implementation Rubrics Guidebook*. Retrieved January 1, 2016, from Colorado Department of Education, Multi-Tiered System of Supports: http://www.cde.state.co.us/sites/default/files/documents/rti/downloads/pdf/guidebook_rtirubrics.pdf
- Colorado Department of Education. (2015, May 13). *Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ ACT)*. Retrieved February 1, 2016, from Colorado Department of Education, Office of Literacy: <http://www.cde.state.co.us/coloradoliteracy/finalrevisedreadactrules>
- Colorado Department of Education. (2016, February). *Specific Learning Disability*. Retrieved February 2, 2016, from Special Education: <http://www.cde.state.co.us/cdesped/sd-sld>
- Colorado Department of Education, Office of Learning Supports. (2016, September). *Multi-Tiered System of Supports: Practice Profile- Shared Leadership*. Retrieved February 2, 2016, from Colorado Department of Education, Multi-Tiered System of Supports: http://www.cde.state.co.us/mtss/mtss_practiceprofilesharedleadership
- McIntosh, K., & Goodman, S. (2016). *The Guilford practical intervention in the schools series. Integrated multi-tiered systems of support: Blending RTI and PBIS*. Guilford Press.
- National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill. (n.d.). *Active Implementation* . Retrieved June 8, 2016, from NIRN National Implementation and Research Network: <http://nirn.fpg.unc.edu/learn-implementation>
- Positive Behavioral Intervention and Supports Office of Special Education Programs. (October, 19 2015). *Team-Initiated Problem Solving (TIPS)*. Retrieved March 21, 2016, from PBIS Positive Behavioral Interventions and Supports: <http://www.pbis.org/>
- Rob H. Horner, George Sugai, Timothy Lewis. (2015, April). *Research: Making the case that School-wide Positive Support (SWPBS) is an evidence-based practice*. Retrieved May 19, 2016, from PBIS Positive Behavioral Interventions and Support: <https://www.pbis.org/research>
- Sugai, G., Horner, R., Dunlap, G., Hieneman, M., Lewis, T., Nelson, C. M., . . . Rief, M. (2015). Applying Positive Behavior Support and Functional Behavioral Assessment in Schools. *Journal on Positive Behavior Interventions*, 131-143.

ⁱ (McIntosh, K., & Goodman, S., 2016)