



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 last column (KyMTSS), highlighted in light green, demonstrates how KyMTSS interconnects and builds upon the existing systems of RTI, PBIS and ISF to establish one 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 Interventions and Supports (PBIS)	Integrated Systems Framework (ISF)	Kentucky's Multi-tiered System of Supports (KyMTSS)
Overview	<p>Response to Intervention (RTI) 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 (2010)</p>	<p>Positive Behavioral Interventions and Supports (PBIS) is an evidence-based tiered framework for supporting students' behavioral, academic, social, emotional and mental health.</p> <p>Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2021).</p>	<p>The Interconnected Systems Framework (ISF) integrates PBIS and school mental health and 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>Kentucky's MTSS framework (KyMTSS) is defined as a multi-level prevention system to maximize student achievement and social and behavioral competencies through an integration of differentiated core instruction, assessment and intervention (704 KAR 3:095)</p> <p>KyMTSS promotes the integration of academic and behavioral multi-tiered approaches and school-wide initiatives under one coherent and unified system for continuous improvement.</p>
Components	<ol style="list-style-type: none"> 1. School-wide, multi-level instructional and behavioral system 2. Universal screening 3. Progress monitoring 4. Data-based decision-making 	<ol style="list-style-type: none"> 1. Team based approach 2. Data-based problem solving and decision making (at all tiers) 3. Multi-tiered continuum of supports 4. Evidence-based instruction, intervention and assessment 5. Universal screening and progress monitoring 6. Family, school and community partnerships 	<ol style="list-style-type: none"> 1. Integrated teams (includes community mental health providers) 2. Expanded use of school data (e.g., attendance, grades, discipline data) as well as community data as indicators of mental health 3. Formal process for selection of evidence-based practices purposefully includes all clinical services/ interventions 4. Comprehensive screening for early identification (includes internalizing and externalizing needs) 5. Progress monitoring (fidelity and impact) 6. Professional development and coaching at both the systems & practices level for both school and community employed professionals 	<ol style="list-style-type: none"> 1. Collaborative Problem-Solving Teams that include shared leadership, collaboration and communication) 2. Data-Based Decision Making with a comprehensive screening and assessment system 3. Tiered Delivery System with continuum of supports for academic, social and behavior. 4. Selection of Evidence-based Instruction, Intervention and Supports 5. Equitable Access and Opportunity 6. Family, School and Community Partners

References

PBIS (2024). Positive Behavioral Interventions & Supports [Website]. <https://www.pbis.org/pbis/what-is-pbis>

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2021). Positive Behavioral Interventions & Supports [Website]. Mental health/social emotional well-being. Retrieved from www.pbis.org.
<https://www.pbis.org/topics/mental-healthsocial-emotional-well-being>

National Center on Response to Intervention (March 2010). Essential components of RTI – A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. <https://files.eric.ed.gov/fulltext/ED526858.pdf>