

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago    @PBISForum #pbisforum

2E– Foundations for Integrating Academic & Behavior Support

Presenters:
Brandi Simonsen & Steve Goodman, University of Connecticut;
Jodie Sorra, Virginia Tiered System of Supports (VA)

- Topic: District/State
- Keywords: Academic, Alignment, Implementation

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS 

1

I-MTSS/Academics

2E – Foundations for Integrating Academic & Behavior Support
Brandi Simonsen & Steve Goodman, UConn; Jodie Sorra, Virginia Tiered System of Supports (VA)

3E – Integrating PBIS & Academic Instruction
Erin Chaparro, University of Oregon; Emily Minnis, Springfield Public Schools (OR)

4E – Using Data to Facilitate Implementation of Integrated Tiered Systems: Data for the Win!
Kathleen Lynne Lane, University of Kansas (KU); Jennifer Pierce, American Institutes for Research (NY)

5E – Data-informed Professional Learning in Integrated Tiered Systems
Mark Matthew Buckman & Kathleen Lynne Lane, KU; Amber Smith, Fort Mill School District (SC)

National PBIS Leadership Forum 

2

Learning Objectives

1. **Learn about** an integrated academic and behavior system of support (“framing”)
2. Understand **foundational strategies** for integration
3. Understand **how** integration takes place through implementation examples across the cascade

National PBIS Leadership Forum 

3

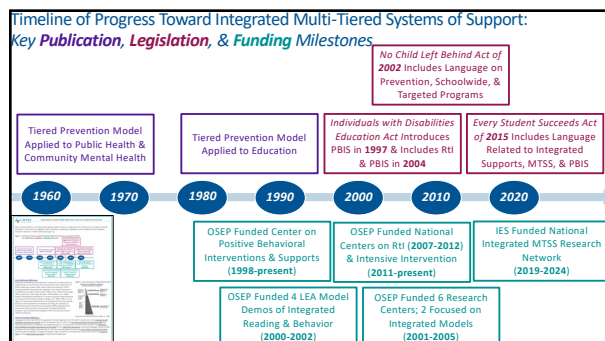
Framing

- 1 Core Features
Defining Integrated MTSS
- 2 Data to Inform Discussion
Emerging Research on I-MTSS
- 3 Big Ideas and Resources
Sharing I-MTSS Resources

0 Brief Detour
History of MTSS

 I-MTSS  PBIS Positive Behavioral Interventions & Supports

4



5

Framing

- 1 Core Features
Defining Integrated MTSS

 I-MTSS  PBIS Positive Behavioral Interventions & Supports

6

1 Core Features: Defining Integrated MTSS

An Integrated Multi-Tiered System of Support (I-MTSS) is a comprehensive prevention framework for improving students' **academic** (e.g., reading, math) and **behavioral** (e.g., social, emotional, behavioral, mental health) outcomes.



I-MTSS
Positive Behavioral Interventions & Supports
PBIS

7

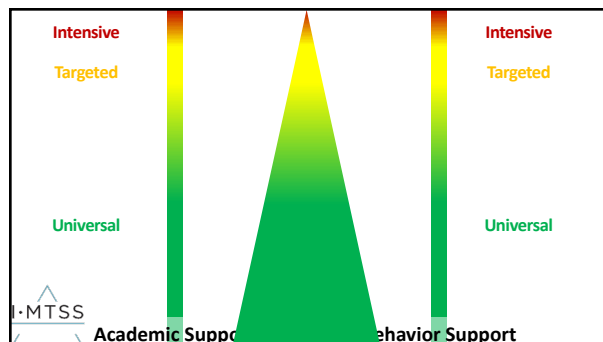
1 Core Features: Key Components of I-MTSS

- Integrated Continuum of Research-Informed Practices
- Comprehensive Data-Driven Decision Making
- Integrated Teaming and Coaching Structures
- Integrated Professional Development
- Additional Systems to Support Sustained and Scaled Implementation

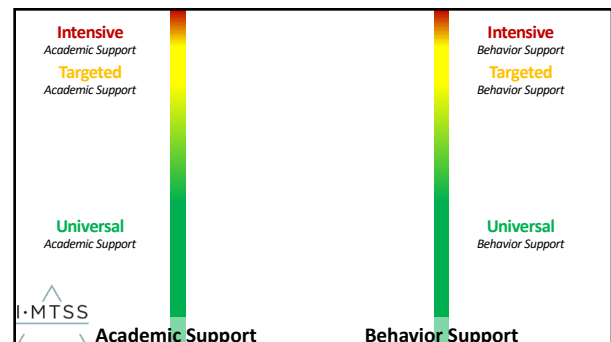


I-MTSS
Positive Behavioral Interventions & Supports
PBIS

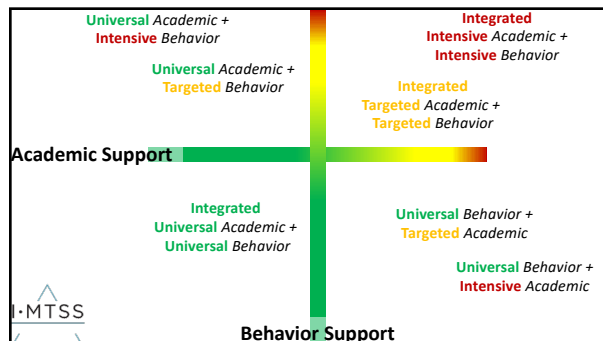
8



9



10



11

Framing

- 1 Core Features
Defining Integrated MTSS
- 2 Data to Inform Discussion
Emerging Research on I-MTSS
- 3 Big Ideas and Resources
Sharing I-MTSS Resources

I-MTSS
Positive Behavioral Interventions & Supports
PBIS

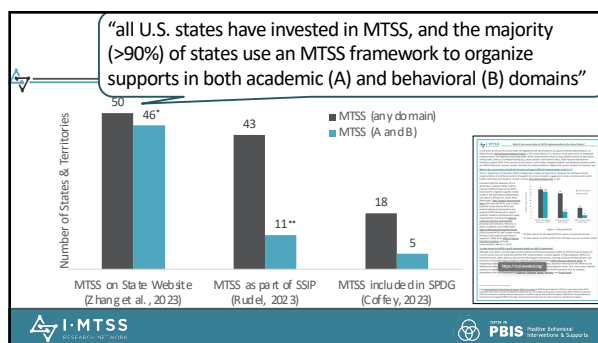
12

2 Data to Inform Discussion: *Emerging Research*

- Prevalence of MTSS
- Promise of I-MTSS
- Past research on I-MTSS
- Current research of the I-MTSS Research Network

I-MTSS **PBIS** Positive Behavioral Interventions & Supports

13



14

Past Research on I-MTSS

I-MTSS Framework

Research	Practice
All components of I-MTSS framework with demonstrated efficacy in controlled conditions	All components of I-MTSS framework with demonstrated effectiveness in typical conditions
Individual or cluster of components with demonstrated efficacy in controlled conditions	Individual or cluster of components with demonstrated effectiveness in typical conditions

Credit: Steve Goodman **I-MTSS Components** **I-MTSS** **PBIS** Positive Behavioral Interventions & Supports

15

Study	I-MTSS Focus	Research Design	Outcomes* Reading Behavior	
Algozzine et al. (2012)	Schoolwide PBIS + Comprehensive Reading Model	Cluster Randomized Waitlist Control Trial	↑	↑
Chaparro et al. (2020)	Effective Behavioral and Instructional Support System (EBISS)	Descriptive	↑	?
Ervin et al. (2006)	Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)	Descriptive	↑	↑↓
Lane & Menzies (2003a, 2003b, 2005)	Schoolwide Behavior Plan + District Literacy Plan	Descriptive	↑	↑↓
McIntosh et al. (2006)	Schoolwide PBIS + Scientifically-Based Reading Instruction	Descriptive	↑	↑
Noltemeyer & Sansosti (2012)	Interconnected Systems Model (ISM)	Descriptive & Predictive	↑	?

* ↑ = improved (in desired direction), ↓ = not improved, ↑↓ = mixed results, ? = not reported

I-MTSS **PBIS** Positive Behavioral Interventions & Supports

16

Current Research of the I-MTSS Network

I-MTSS Framework

Research	Practice
All components of I-MTSS framework with demonstrated efficacy in controlled conditions	All components of I-MTSS framework with demonstrated effectiveness in typical conditions
Individual or cluster of components with demonstrated efficacy in controlled conditions	Individual or cluster of components with demonstrated effectiveness in typical conditions

Credit: Steve Goodman **I-MTSS Components** **I-MTSS** **PBIS** Positive Behavioral Interventions & Supports

17

Lessons Learned from I-MTSS Research Network

UCONN **Integrated Research-Informed Practices** may result in better outcomes for students across tiers

When educators integrated key positive classroom behavior practices within rigorous reading instruction in Tier 1:

- Teachers**
 - ↑ implementation fidelity (for behavior AND reading)
 - ↑ EBPs (e.g., specific praise)
- Students**
 - ↑ behavioral strengths
 - ↑ academically engaged
 - ↓ behavioral risk
 - ↓ off task

*Based on preliminary data from Cohort 1

I-MTSS **PBIS** Positive Behavioral Interventions & Supports

18

Lessons Learned from I-MTSS Research Network (cont'd)

- Integrated Research-Informed Practices** may result in better outcomes for students across tiers
- Integrated MTSS Fidelity Rubric (IMFR)** shows promise as a reliable & valid measure of integrated implementation
- Integrated Teams** typically include an administrator, general & special education teachers, coaches, & specialists
- Integrated Professional Development** is desired to empower leaders, build school capacity, & systematically screen to inform instruction
- Additional Systems to Support Sustained and Scaled Implementation** require further study

I-MTSS Positive Behavioral Interventions & Supports

19

Framing

- Core Features**
Defining Integrated MTSS
- Data to Inform Discussion**
Emerging Research on I-MTSS
- Big Ideas and Resources**
Sharing I-MTSS Resources

I-MTSS Positive Behavioral Interventions & Supports

20

3 Big Ideas and Resources

MTSS is....

...a widely implemented...comprehensive prevention framework...that *may* improve efficiency & efficacy of EPBs;



...however, more research is critically needed to document the effectiveness of I-MTSS across contexts.

I-MTSS Positive Behavioral Interventions & Supports

21

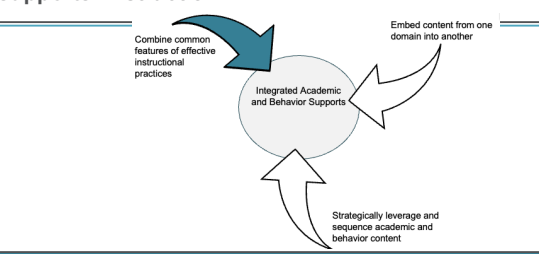
Foundational Strategies: Integrated PBIS in MTSS

- PBIS sets up conditions that create a favorable learning environments (positive, predictable, consistent with student SEB competencies while reducing disruption to instruction due to discipline issues (Horner et al., 2009))
- By improving social behavior, schools have more time and ability to deliver effective curriculum and instruction (Putnam et al., 2006)
- For students exhibiting problem behaviors, reducing discipline problems should increase exposure to classroom instruction and facilitate academic skill acquisition (Luiselli et al., 2005; Walker & Shinn, 2002)
 - If instruction is not effective, increasing access to it will not increase student success (Gage et al., 2015)
- By pairing effective academic interventions with effective behavior support, increases across both outcomes are found (Gage et al., 2015)

I-MTSS Positive Behavioral Interventions & Supports

22

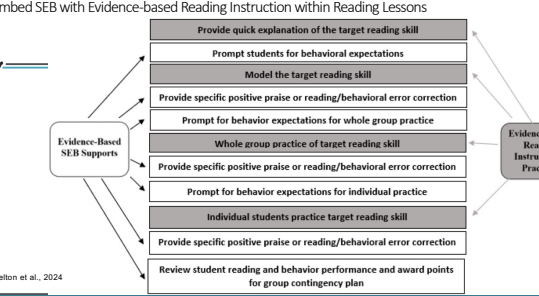
Strategies to integrate academic and behavior supports: *Instruction*



I-MTSS Positive Behavioral Interventions & Supports

23

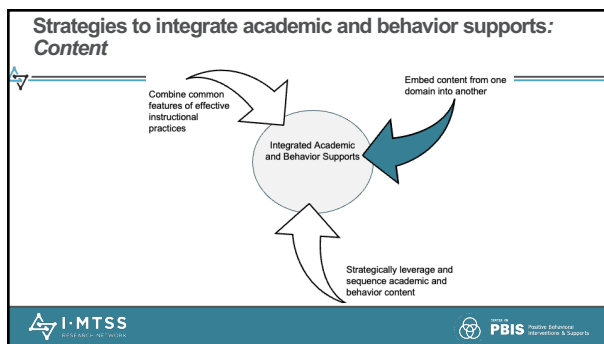
Embed SEB with Evidence-based Reading Instruction within Reading Lessons



Mellon et al., 2024

I-MTSS Positive Behavioral Interventions & Supports

24



25

Integrated Expectations and Routines

- Focus on expectations that not only follow school rules but also encourage participating fully in academic instruction
- Teach expectations within the classroom and specific expectations for the academic lessons (listen, attend, engage, participate, complete assignments)
 - What behaviors do you want to see during instruction, what are common behavior problems- identify appropriate alternatives
- Consider schoolwide expectations
- Consider specific context of instruction that may be more challenging and teach expected behaviors for these classroom activities (e.g., teacher- led instruction, group work, tests and quizzes)
- Teach routines during lessons (accessing help, what to do after work is completed, turning in in work, handing out material, transition between activities)
- Consider task analysis and behavior chains that comprise the routine

I-MTSS PBIS

26

Teaching Behavior Matrix

	All Settings	Halls	Classroom	Lunch	Library/ Computer Lab
We are Respectful	- Be on task. - Give your best effort - Be prepared	Walk	- Listen when others talk - Raise your hand before talking - Allow for yourself and others to make mistakes (be resilient) - Use your words - Use safe hands	Invite those sitting alone to join in	
We are Safe	- Be kind. - Hands/feet to self. - Help/share with others	- Use normal voice volume - Walk to right	- Sit with six feet on floor - Self Check - Use Calming Strategy	- Choose quiet or social lunch area - Use cognitive coping skills - Invite friends to join me	- Whisper - Return books
We are Responsible	- Recycle. - Clean up after self	- Pick up litter - Maintain physical space	- Engage in learning - Come prepared - Complete your own work - Be on time - Ask for help - Consent with Safe Reason	- Use my breathing technique - Listen to my signals	- Push in chairs - Treat books carefully

I-MTSS PBIS

27

Include Social and Emotional Content in Literacy, Social Studies, or History

Select materials or content that includes social or emotional lessons.

Use comprehension or discussion questions that focus on social and emotional behavior when reading.

- "How do you think that made her feel?" (to teach empathy)
- "What do you think is going to happen next?" (to teach cause and effect)
- "How could he have done things differently?" (to teach problem solving)

I-MTSS PBIS

28

Tier 2 Self Monitoring

Students self-evaluate how well they met the behavioral expectations during the preceding lesson

O'Donnell et al., 2024

I-MTSS

BASIC Group Expectations

- Engaged**
Pay attention to the teacher and stay focused on my work.
- Respectful**
Follow the teacher's directions and get along well with others.
- Effort**
I work hard and try my best.

BASIC SELF-MONITOR

Engaged means that I am paying attention to the teacher and focused on my work.

Yes No

1. When I heard the signal, was I engaged?

2. When I heard the signal, was I engaged?

3. When I heard the signal, was I engaged?

4. When I heard the signal, was I engaged?

5. When I heard the signal, was I engaged?

MY DAILY REPORT

Engaged
I paid attention to the teacher and stayed focused on my work.

% of Total Time

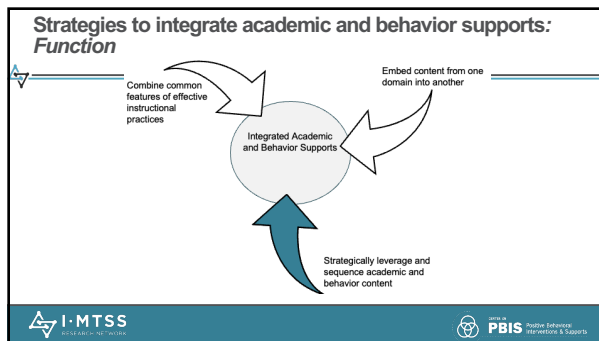
Respectful
I followed the teacher's directions and got along well with others.

% of Total Time

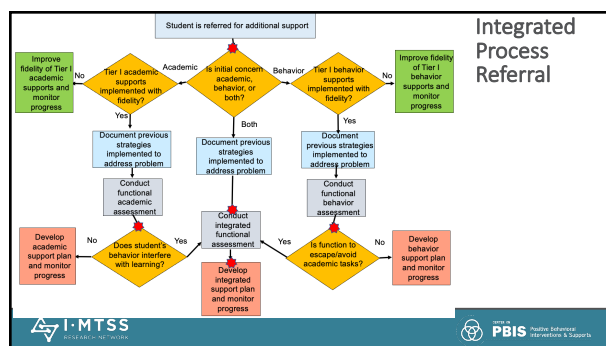
Effort
I worked hard and tried my best.

% of Total Time

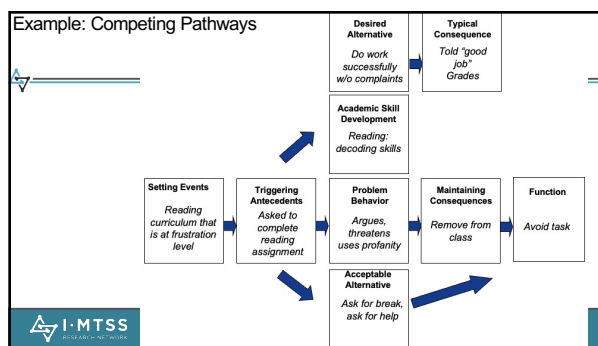
29



30



31



32



33

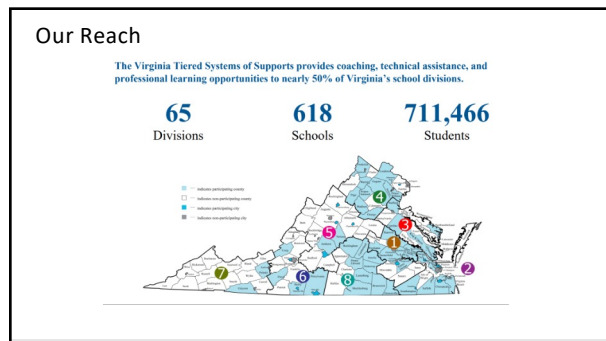
Who are we? What do we do?

Virginia Tiered Systems of Supports is a collective of organizations funded and led by the Virginia Department of Education to support divisions with implementing and sustaining a multi-tiered system of supports (MTSS). The primary implementation partners include:

- VTSS-Research and Implementation Center (VTSS-RIC) at Virginia Commonwealth University
- VTSS Evaluation Team at Old Dominion University
- Seven University Regional Training and Technical Assistance (T/TAC) Partners

VTSS is who we are; MTSS is what we do!

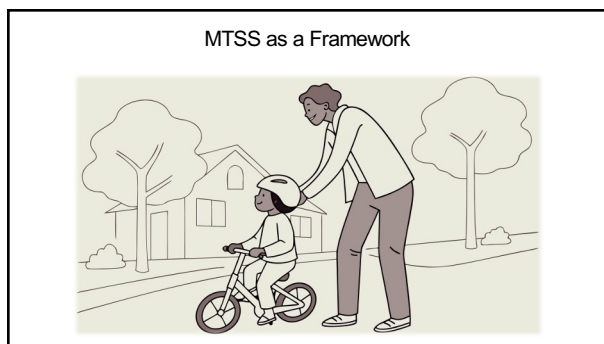
34



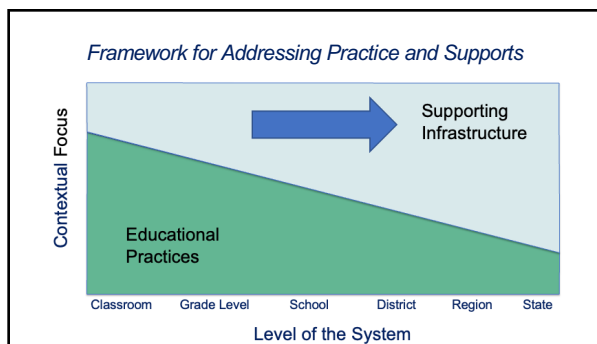
35



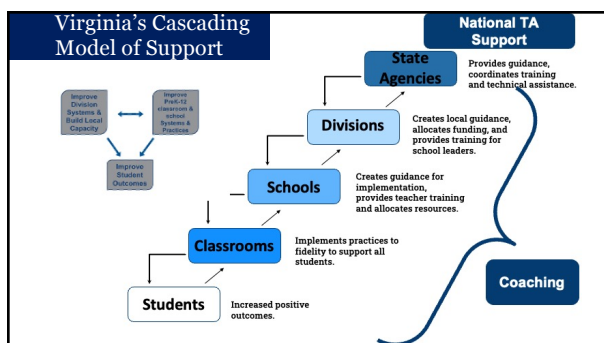
36



37



38



39



40

Alignment of Efforts

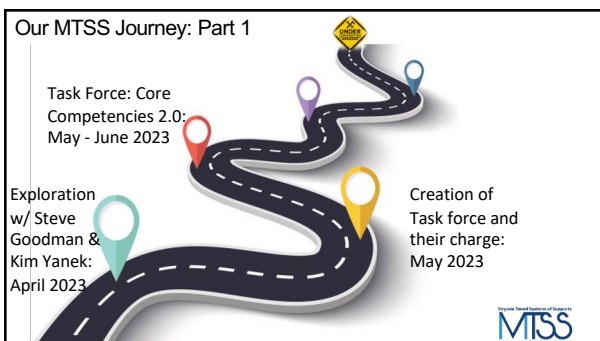
An intentional process that is always evolving to be responsive to the needs of a school community by organizing and connecting implementation systems, education units, and resources in an efficient and mutually impactful way. Alignment is how we improve our way of work and positively impact outcomes.

41

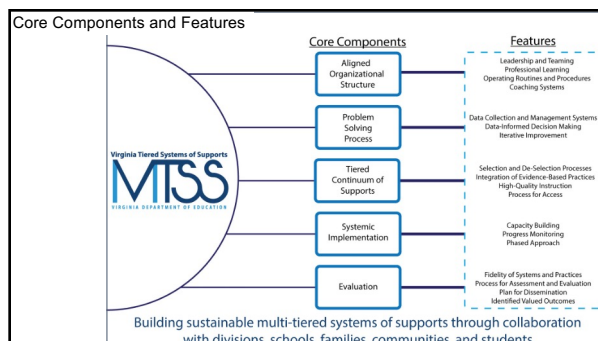
Examples and Non-Examples

Examples	Non-Examples	Core Features
- Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.)	- Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.)	- Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.)
- Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.)	- Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.)	- Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.)
- Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.)	- Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.)	- Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.) - Training that includes voices represented (race, gender, sexual orientation, etc.)

42



43



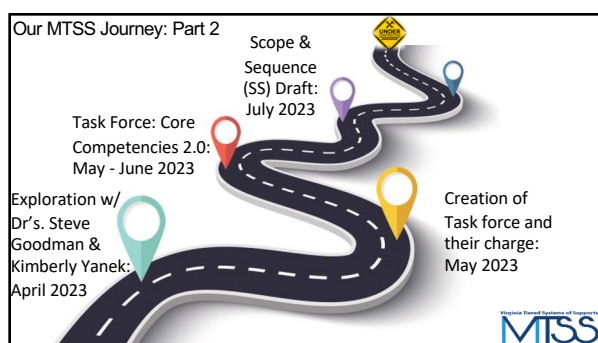
44

MTSS Alignment with Core Competencies

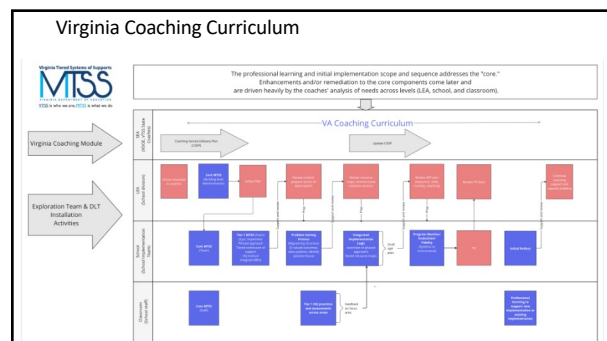
Core Competencies	Level of Educational System			
	Classroom	Grade	School	LEA / State
Aligned Organizational Structures				
a. Leadership and Teaming		X	X	X
b. Professional Learning			X	X
c. Operating Routines and Procedures			X	X
d. Coaching Systems			X	X
Problem-Solving Process				
a. Data Collection and Management Structures		/	/	X
b. DIDM		X	X	X
c. Iterative Improvement		/	/	X
Tiered Continuum of Supports				
a. Selection and De-selection Processes				
b. Integration of Evidence-Based Practices	X			
c. High-Quality Instruction	X			
d. Process for Access	X			
Systemic Implementation				
a. Capacity Building				X
b. Leadership				X
c. The Competency				X
d. Organization				X
e. Progress Monitoring				X
f. Phased Approach				X
Evaluation				
a. Fidelity of Systems and Practices		X	X	X
b. Process for Assessment and Evaluation		X	X	X
c. Plan for Dissemination			X	
d. Identified Valued Outcomes			X	/

X = stated from charts created on April 17-18, 2023. / = implied from charts created on April 17-18, 2023.

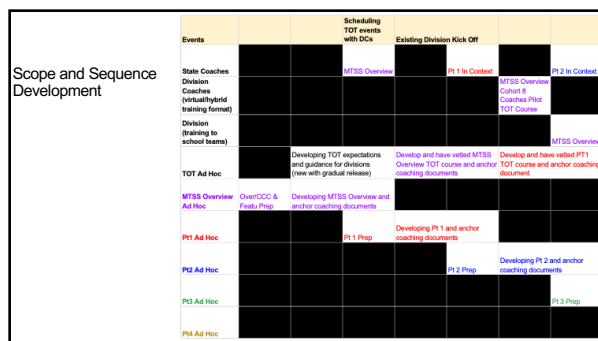
45



46



47



48

Foundations of MTSS School-Level Curriculum		
Part	Focus Areas	Objectives
1	Introduction & Core Concepts	- Review and discuss the Core Components and MTSS Overview. - Restate the goal and outcome of each phase of implementation at the school level as compared to the division level. - Produce a resource map of current practices. - Explain the grounding assumptions for HLPs and EBPs
2	Integration & Evaluation	- Recall grounding assumptions for HLPs and EBPs - Describe key factors for successful EBP integration - Practice evaluating program/practices - Compare fidelity of systems vs practices (HLP Assessment) - Summarize data collection and management structures - Understand structured problem-solving process: - Role of school team - Use of Hexagon Tool - Monitoring outcomes and fidelity
3	Planning & Implementation	- Analyze baseline data to guide planning - Review Usable Innovations and complete mock profile - Review implementation phases and align with logic - Demonstrate complex change cycles - Draft initial implementation plan (practices, systems, data, outcomes) - Select data sources for monitoring implementation
4	Fidelity & Sustainability	- Review fidelity of systems vs practices; align companion guides - Outline complex change for selected HLP/EBP (vision, skills, incentive, resources, action plan) - Illustrate professional learning calendar aligned with change and practice profile - Identify practices/systems for valued outcomes - Establish monitoring process for outcomes and fidelity - Identify core features of annual evaluations (Tier 1 practices, year-by-year comparisons, shared with partners)

49

Our MTSS Journey: Part 3

Scope & Sequence (SS) Draft: July 2023

Task Force: Core Competencies 2.0: May - June 2023

Exploration w/ Dr's. Steve Goodman & Kimberly Yanek: April 2023

Creation of Task force and their charge: May 2023

MTSS

50

Our MTSS Journey: Part 4

LEA Exploration & Installation

MTSS

51

Division Exploration Guide					
Purpose: This guide is to be used by VTSS Systems Coaches to facilitate and support the installation of structures/systems needed to support Multi-Tiered Systems of Supports (MTSS). The goal is for teams to examine the current system using exploration activities and generate actions to move toward a more efficient and effective service delivery model.					
Step 1: Initial Contact with LEA Leadership					
Tasks	Exploration Activities	Not Yet Initiated	In Progress	Completed	Action Needed By Who/By When
1a. First contact meeting with LEA Leadership scheduled with VTSS Director, State Education Agency (SEA) VTSS Lead, VDOE rep, and VTSS Systems Coach(es)	- Local Education Agency (LEA) introduction of needs - Assessments/General Information - Conduct a debrief to discuss where future content needs to focus.	☐	☐	☐	
	- Exploration Agreement - Discuss expectations for LEA and Technical Assistance (TA) Center - Identify Point of Contact (POC) - Sign the Exploration Agreement	☐	☐	☐	
1b. Exploration Team Development	- Identify Exploration Team - Initial purpose, and roles/functions needed for a functional size	☐	☐	☐	
Guiding Questions: - Which voices with academic, behavioral, and social emotional expertise within the PK-12 school system will support equitable outcomes? - Which community and stakeholders' voices of staff, parents/families, students, mental health, juvenile justice, core service agency partners could benefit this team? - Which voices include executive decision-making leadership to approve and support team decisions (i.e. Superintendent, funding, resource allocation, IT, HR, positions, etc.)? This team will need access to resources and influence to be able to fulfill its aims. Ideally, this team is positioned to enact change in policies, practices, resource allocation, and hiring. It is important to consider that this initiative will take considerable time and effort, and it is a					

52

LEA Examples

Intervention

Intervention	Type	Year
MTSS	Intervention	1
Griffin Summer School	Intervention	2
Small Group (ES)	Intervention	2
Algebra Reading (ES)	Intervention	2
Classroom	Intervention	2
MAP	Intervention	2/3
Check & Connect	Intervention	2/3
Personalized Learning	Intervention	2/3
Peer	Intervention	2/3

Academics

Academics	Type	Year
Intervention	Intervention	1
Small Group (ES)	Intervention	2
MAP	Intervention	2/3
Check & Connect	Intervention	2
Classroom	Intervention	2
MAP	Intervention	2/3
Check & Connect	Intervention	2/3
Personalized Learning	Intervention	2/3
Peer	Intervention	2/3

53

Columns 1 list all initiatives (e.g., intervention, program, practice) that are in place at the institution. Consider what is current and implemented by the facility.
 Column 2: Identify the type of initiative (intervention, program, or practice) using the following table:

- Intervention: involves individual and assessment
- Program: are composed of a combination of all courses or subjects
- Practice: extends beyond individual and assessment

Column 3: Estimate the tier of support (1, 2 or 3) used by each intervention.

Tiered Initiative Inventory

Initiative	Type	Tier	Year
PDOS	☐ Intervention ☐ Program ☐ Practice	1 2 3	1 2 3
HOUSE	☐ Intervention ☐ Program ☐ Practice	1 2 3	1 2 3
Crash Prevention Intervention (PWI)	☐ Intervention ☐ Program ☐ Practice	1 2 3	1 2 3
Small Groups	☐ Intervention ☐ Program ☐ Practice	1 2 3	1 2 3
Morning Meetings	☐ Intervention ☐ Program ☐ Practice	1 2 3	1 2 3
FAFT	☐ Intervention ☐ Program ☐ Practice	1 2 3	1 2 3
Check & Connect	☐ Intervention ☐ Program ☐ Practice	1 2 3	1 2 3
Outpatient Counseling	☐ Intervention ☐ Program ☐ Practice	1 2 3	1 2 3
Thrive	☐ Intervention ☐ Program ☐ Practice	1 2 3	1 2 3

Initiatives

Initiative	Type	Tier
Weekend (K-5)	☐ Intervention ☐ Program ☐ Practice	1 2 3
Benchmark (Practices K-5)	☐ Intervention ☐ Program ☐ Practice	1 2 3
UFLI	☐ Intervention ☐ Program ☐ Practice	1 2 3
Wilson Reading 4-12	☐ Intervention ☐ Program ☐ Practice	1 2 3
Ready Reading (K-6)	☐ Intervention ☐ Program ☐ Practice	1 2 3
Foundations	☐ Intervention ☐ Program ☐ Practice	1 2 3
GP 4-6 (Sci, Math, SL, Rtg)	☐ Intervention ☐ Program ☐ Practice	1 2 3
Ready Math (K-6)	☐ Intervention ☐ Program ☐ Practice	1 2 3
MAP (Fluency Book)	☐ Intervention ☐ Program ☐ Practice	1 2 3
Straw	☐ Intervention ☐ Program ☐ Practice	1 2 3
Workshop	☐ Intervention ☐ Program ☐ Practice	1 2 3
Flag Direct/Classroom	☐ Intervention ☐ Program ☐ Practice	1 2 3

Data Sources		
Academics	Behavior	Social Emotional Wellness
LEA Strategic & Improvement Plan Analysis Data What questions do you have about student outcomes related to academics, behavior, and/or social emotional wellness? First, consider division data trends. What data speaks to division priorities and the questions you have?		
Identify Areas of Strength/Growth What data speaks to evidence that you would like to change? Please list the questions, priorities and supporting data points below.		
Precision Statement What is the story your data is telling about your student in present? Describe who, what, when, where and why? The more precise the story, the more efficient and effective we can be in our decision making.		

55

Division Installation Guide

Purpose: This guide is to be used by YTS Systems Coaches to facilitate and support the installation of structures/systems needed to support Multi-Tiered Systems of Supports (MTSS). The goal is for teams to examine the current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

Step 1: Teaming Structure & Purpose/Mission Statement for DIT			
Tasks	Installation Activities	Action Needed	By Who/By When
LEA Contact for Data Entry Select a person to be the LEA point of contact for data entry Add to YTS Contact List Email: tsa-coaches@yts.org Guidelines for joining YTS Data Collection System			
Establish Common Mission Define purpose of team, establish goals for work, create a shared vision to communicate with stakeholders Conduct a crosswalk of existing mission statements Prioritize areas of need through a consensus process Adopt a current mission statement or develop a new mission statement that better defines the vision of an integrated approach.			

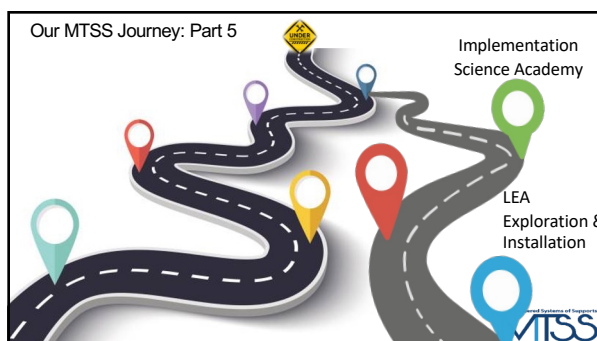
Guiding Questions:

- What issues/data can your group consensus around?
- What is your "why" for your group?
- How will this mission be communicated to key stakeholders?

56

MTSS District Action Plan									
Item	Item Description	Item Category	Item Status	Item Date	Item Date	Item Date	Item Date	Item Date	Item Date
1	Leadership Training	Leadership Training	Completed	2022	2022	2022	2022	2022	2022
2	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
3	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
4	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
5	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
6	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
7	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
8	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
9	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
10	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
11	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
12	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
13	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
14	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
15	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
16	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
17	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
18	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
19	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022
20	Stakeholder Engagement	Stakeholder Engagement	In Progress	2022	2022	2022	2022	2022	2022

57



58

Implementation Science Academy (ISA)	
Session 1 Key features of Implementation Science (IS) Features of a viable implementation Assessing readiness for implementation Using data to monitor readiness Implementation stages of practice	Session 2 Implementation drivers and barriers Establishing a shared vision and data system Training structures and required roles for implementation and practice teams Understanding practice profiles
Session 3 Key features of viable innovations (VIA/ISPs) Transformational change and the role of implementation Identifying practice profiles for innovation Establishing structures for implementation teams	Session 4 Understanding Plan, Do, Study, Act Cycle (PDSA) Applying PDSA cycles to implementation Key features of communication loops Identifying implementation planning to establish data collection and monitoring processes
Session 5 Creating an implementation plan that establishes: Transformational change Professional development activities Identifying resources Data collection and monitoring plans Alignment with existing work	Ongoing Coaching and Support Participating leadership teams receive: Access to PDSA and professional learning Monthly coaching sessions with state coaches to plan for implementation, needs, and sustainability Funding to support implementation activities Leadership support from ISM/ISD

59

LEA Example	
LEA Goal	Teacher Goal
By the end of the 25-26 school year, 75% of students in grades K-5 will meet or exceed the state grade level benchmarks for literacy, as measured by VALLSS &/or SOL EOY assessments, through consistent implementation of HLP 18 as evidenced by teacher walkthrough data, peer observation reports, and self-assessment data.	By the end of the 25-26 school year, 100% of K-5 literacy teachers will demonstrate measurable growth in the implementation of OTRs as evidenced by progress toward individualized professional goals.

60

Essential Features of Tier 1

The foundation of a quality, effective system of behavior support, universal strategies for all students, and the most common and effective strategies for addressing behavior concerns.

- 1. Universal strategies for all students
- 2. Positive reinforcement and praise
- 3. Clear expectations and rules
- 4. Consistent consequences
- 5. Data collection and monitoring
- 6. Professional development and training
- 7. Collaboration and communication
- 8. Family involvement
- 9. Student self-management
- 10. Peer support and leadership

Remember the 3 Rs: Reinforce, Redirect, and Remove!

Are you on the right path?

10 Essential Features of Tier 2

Targeted interventions and supports for students with behavior concerns who are not responding to Tier 1 strategies.

- 1. Targeted interventions and supports
- 2. Data collection and monitoring
- 3. Professional development and training
- 4. Collaboration and communication
- 5. Family involvement
- 6. Student self-management
- 7. Peer support and leadership
- 8. Consistent consequences
- 9. Clear expectations and rules
- 10. Positive reinforcement and praise

School Overview

Essential Features of Tier 3

Intensive, individualized interventions and supports for students with significant behavior concerns who are not responding to Tier 2 strategies.

- 1. Intensive, individualized interventions and supports
- 2. Data collection and monitoring
- 3. Professional development and training
- 4. Collaboration and communication
- 5. Family involvement
- 6. Student self-management
- 7. Peer support and leadership
- 8. Consistent consequences
- 9. Clear expectations and rules
- 10. Positive reinforcement and praise

61

Please Complete this Session's Evaluation

10/22
2E – Foundations for Integrating Academic & Behavior Support

Four options, pick one!

1. Mobile App
Click "Take Survey" under the session description.

2. QR Code
Scan the code on this slide.



3. Online
Click on the link located next to the downloadable session materials posted online at:
www.pbis.org/conference-and-symposium/status/pbis-leadership-forum

4. Direct Link
Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the **gift card raffle!**

Evaluations are anonymous! We send reminder emails to all participants.

National PBIS Leadership Forum

62