

# Integrated Multi-tiered Systems of Support (I-MTSS)

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## Consultants Learning Session 3: Developing I-MTSS and Implementation Expertise

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# Welcome!

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- When you think about infrastructure and data-based decision making within I-MTSS, which otter are you AND why?



# AIR Inclusive Meeting Guidelines

## Hosting and Participating in Meetings



### ENGAGE EVERYONE

Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants to alert the meeting facilitator if they have difficulty seeing the content and/or hearing the presenter. Designate a meeting monitor to address audiovisual issues, monitor the chat box, and respond to participants as needed.



### MINIMIZE NOISE

Avoid moving around or shuffling materials on your desk during the meeting. Eliminate crunching or chewing noises and loud typing, which interfere with sound quality for virtual participants and are amplified by microphones and sensory aids for visual or auditory impairments. Speak from a stationary position to keep the audio clear. Mute your phone or your computer microphone when you are not speaking.



### MAXIMIZE MICROPHONES

Presenters should use microphones to ensure that their voice is loud enough for all to hear. Microphones are needed for face-to-face and virtual meetings and are critical for engaging remote colleagues as well as persons with hearing loss. During virtual meetings, use headphones with a built-in microphone to make sure that the facilitator and attendees can hear you. During face-to-face meetings, set up microphones for the facilitator, presenters, and attendees. Make sure that hand-held microphones are available for meetings that include audience participation. Make sure that speakers are positioned near a microphone.



### ACKNOWLEDGE SPEAKER

Provide an auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, meeting facilitators should allow five to seven seconds for participants to use the "raise the hand" tool, unmute their phones, or provide a response in the chat box. Be comfortable with the wait time.



### BE HEARD AND SEEN

Project your voice when speaking. Only one person should speak at a time. Avoid overlapping and sidebar conversations. Position everyone present so that they can be seen on screen. Encourage virtual participants to use their webcams if they feel comfortable doing so. Let people see your facial expressions and body language clearly if you are using your webcam.



### MAXIMIZE VISUAL DISPLAYS

Email materials to participants before the meeting. Display meeting documents on screen and capture the main discussion points verbally and visually by taking notes, restating key concepts, or using the chat box. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting note taker so that the meeting leader and monitor can focus on engaging participants. Notes also ensure access for individuals with executive function-related needs, processing disorders, or visual/auditory impairments.

These guidelines are intended to improve the meeting experience for all participants, including meeting facilitators, monitors, and attendees, as well as people with hearing loss or visual impairment, and those for whom English is an additional language. Some of the guidance presented here may apply only to in-person meetings, or virtual meetings, while other guidance applies to both meeting types. Developed by the Access AIR and AIR CREW Employee Resource Groups With Support From the AIR Diversity, Equity, and Inclusion Office

# Virtual Meeting/Conference Recording Notice

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The American Institutes for Research (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business-related meetings.

This meeting is scheduled to be recorded by AIR. Your consent to the recording is requested. Participation in the meeting without expressing an objection to recording will be treated as consent. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. External AI bots are prohibited unless specifically authorized.

# The AIR Team

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# Agenda

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- Welcome and Icebreaker
- Review and Extend
- Developing I-MTSS and Implementation Expertise/Break
  - Infrastructure
  - Data Based Decision Making
- Wrap Up and Next Steps

## Breaks

- One 10-minute break
- Take additional breaks as needed

# Objectives

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- Understand the arc of learning and action
- Build a shared understanding of integrated Data-based Decision Making (DBDM) & Infrastructure

# Materials

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- PDF of slides
- Zoom white board

# Review and Extend

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Integration Knowledge Check

The Arc of Learning and Action

# Check Your Knowledge

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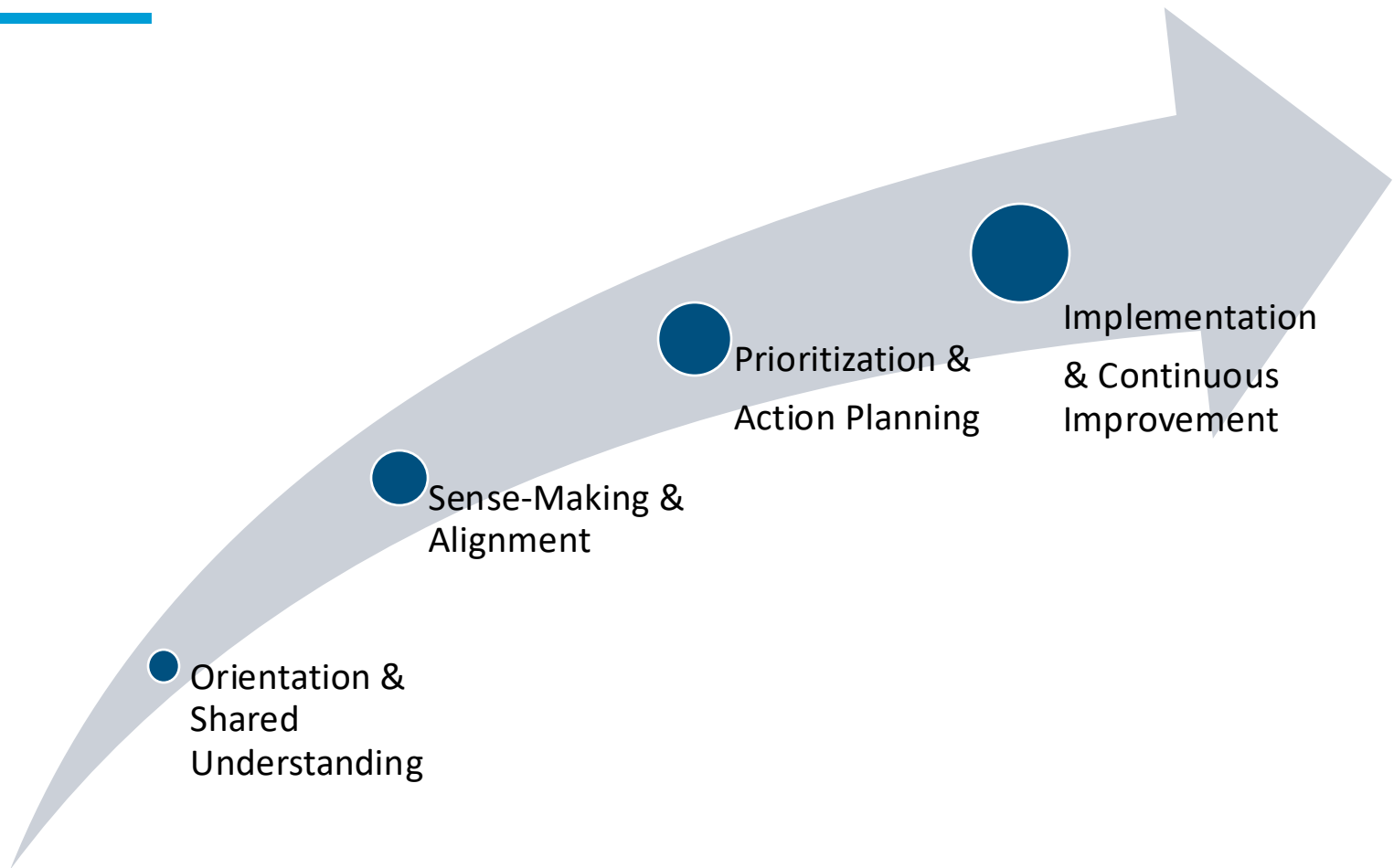
- Zoom polls – content in the speaker notes

# The Arc of Learning and Action

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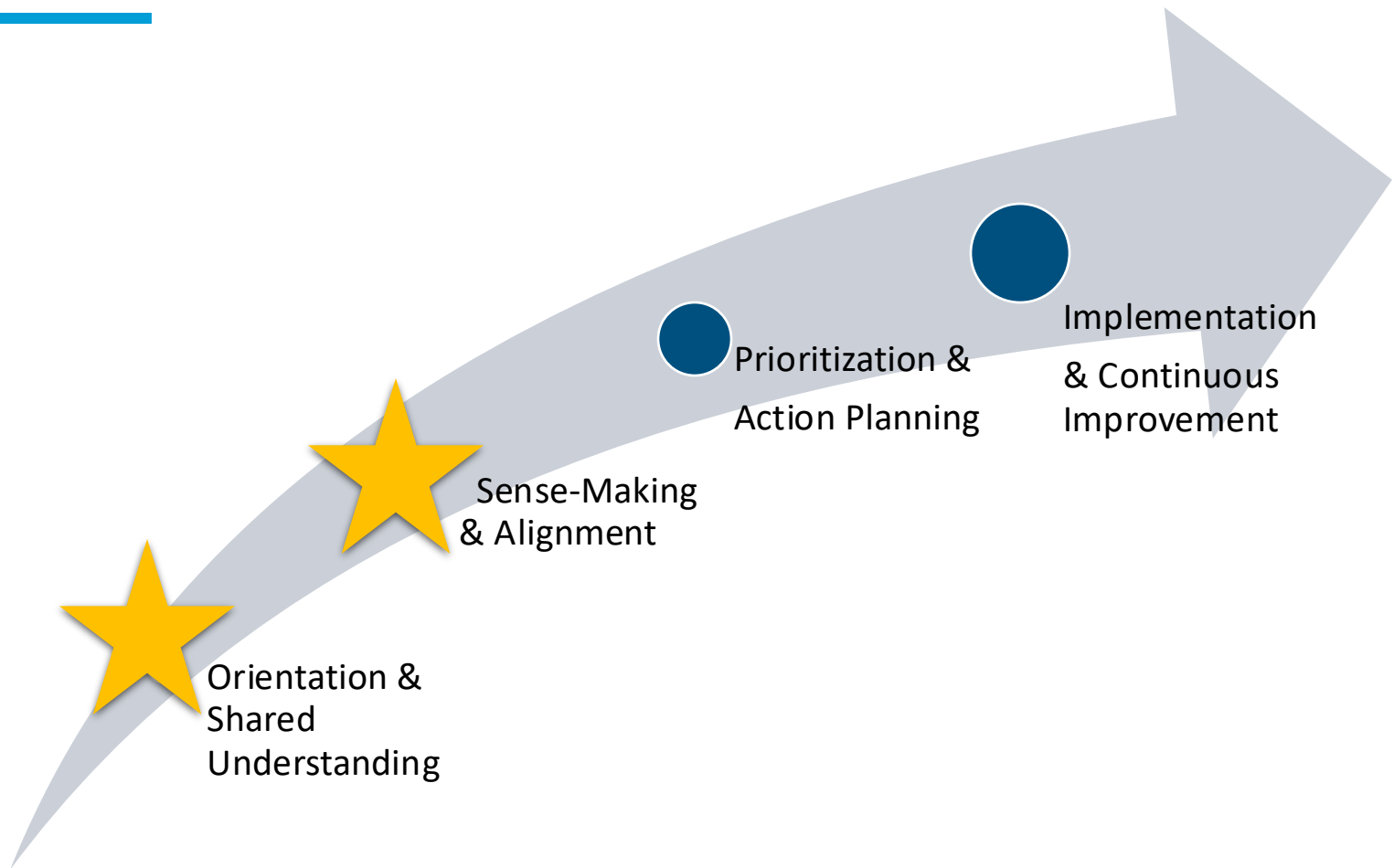
# The Project Arc of Learning and Action

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# Where Are We Now?

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# Why the Arc of Learning and Action Matters

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- It is a deliberate arc that depicts where **learning occurs first** then **gradually moves towards action** across different levels of the system
- All roles share the same arc
- Roles, learning needs, and timing differ, but direction and action is shared

# One Shared Arc, Differentiated by Role

Group	Learning To Support Your Role
<b>Consultants</b>	<ul style="list-style-type: none"><li>• How to interpret IMFR item-level and criterion patterns, not just scores</li><li>• Understand what integration looks like in practice (I/I, assessment, DBDM)</li><li>• Understand how strong infrastructure supports I-MTSS</li><li>• Know how to facilitate problem-solving and continuous improvement</li><li>• How to skillfully collaborate with CLC, facilitators, and DSLTs</li></ul>

# What's Your Implementation Pace?

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Slow and  
steady wins  
the race.



Go fast, go  
now.

# I-MTSS Infrastructure

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## Conditions That Enable Integration

# What is Infrastructure?

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- Infrastructure enables implementation
- Infrastructure includes the conditions, structures, and supports that allow I-MTSS to function as intended



# Supports For I-MTSS

## District Leadership

- District leaders actively support and prioritize I-MTSS
- District leaders guide implementation and promote a shared vision

## School Leadership

- Principals and assistant principals actively support and prioritize I-MTSS
- School leaders guide implementation and promote a shared vision

## I-MTSS Infrastructure

## Schoolwide Culture

- Staff support I-MTSS across the school
- I-MTSS is aligned with related school initiatives

## Professional Learning

- Professional learning is aligned to staff needs
- Professional learning is high quality and ongoing

# Demonstration Site IMFR Data (Continued, 2)

Item		Beginning	Exploring	Aligning	Integrating	Sustaining
Instruction and Intervention (I/I)	Tier 1	45%	27%	0%	27%	0%
	Tier 2	36%	45%	0%	18%	0%
	Tier 3	55%	18%	0%	18%	9%
Assessment	Universal Screening	18%	18%	18%	36%	9%
	Diagnostic	9%	64%	18%	9%	0%
	Progress Monitoring	18%	18%	36%	18%	9%
Data-based Decision Making (DBDM)	Universal DBDM	82%	9%	0%	9%	0%
	Targeted DBDM	45%	36%	0%	9%	9%
	Intensive DBDM	55%	27%	0%	9%	9%
	Continuous Improvement	64%	18%	0%	9%	9%

		Initial	Developing	Proficient	Advanced
Infrastructure	District Leadership	55%	9%	27%	9%
	School Leadership	18%	9%	45%	27%
	Schoolwide Culture	27%	0%	45%	27%
	Professional Learning	27%	27%	9%	36%

# District Leadership

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## Reflect on district leadership:

- In what ways has it strengthened I-MTSS?
- What specific actions did district leaders take to support I-MTSS implementation?



# Professional Learning

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**Based on DSLTs priorities from the LS 1 SWOT analyses and what staff report they experience in schools:**

- What are the most pressing professional learning needs to support integrated I-MTSS implementation?



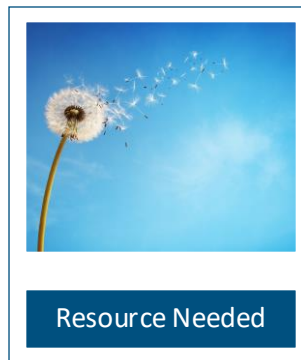
# Breakout Rooms

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## Reflection Questions (10 Minutes)

- Based on what we discussed about **district leadership** and **professional learning**, what infrastructure conditions are currently helping, or hindering, integrated I-MTSS implementation?
- Where do you see the greatest **infrastructure** needs to help schools move toward integrating?

## Crowdsourcing Activity (10 Minutes)



# Breakout Room Recap

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- Update on form entries

# Break

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Reconvene in 10 minutes

# Integrated DBDM

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DBDM Overview

Universal DBDM

Targeted and Intensive DBDM



Advancing Evidence.  
Improving Lives.

# DBDM Overview

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# IMFR DBDM Definitions

IMFR Item	IMFR Definition
Universal DBDM	uses screening data and other student-level data to determine students who are not adequately responding to Tier 1.
Targeted DBDM	uses diagnostic, progress monitoring, and other student-level data to make decisions about Tier 2 support and intervention and monitor student progress.
Intensive DBDM	uses diagnostic, progress monitoring, and other student-level data to select and adapt Tier 3 interventions and monitor student progress.
Continuous Improvement	uses school-level data to monitor and improve the effectiveness of I-MTSS.

# Nuances to Notice

IMFR Item	IMFR Definition
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# Nuances to Notice (continued)

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# Integrated DBDM: Universal, Targeted, Intensive

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Identifies students  
in need of support

Involves all relevant  
educators

Validated universal  
screening data

Student language,  
cultural background,  
and special  
education status

Consistent decision  
rules

Communication  
between staff and  
caregivers

# Integrated DBDM: Continuous Improvement

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Uses data to  
enhance I-MTSS

Administrator with  
decision-making  
authority

Review of school-  
level I-MTSS data

CI at least annually

Communication  
between the  
school and  
community

# What Demonstration Site IMFR Data Show

Item		Beginning	Exploring	Aligning	Integrating	Sustaining
Instruction and Intervention (I/I)	Tier 1	45%	27%	0%	27%	0%
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Infrastructure	District Leadership	55%	9%	27%	9%
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	Professional Learning	27%	27%	9%	36%

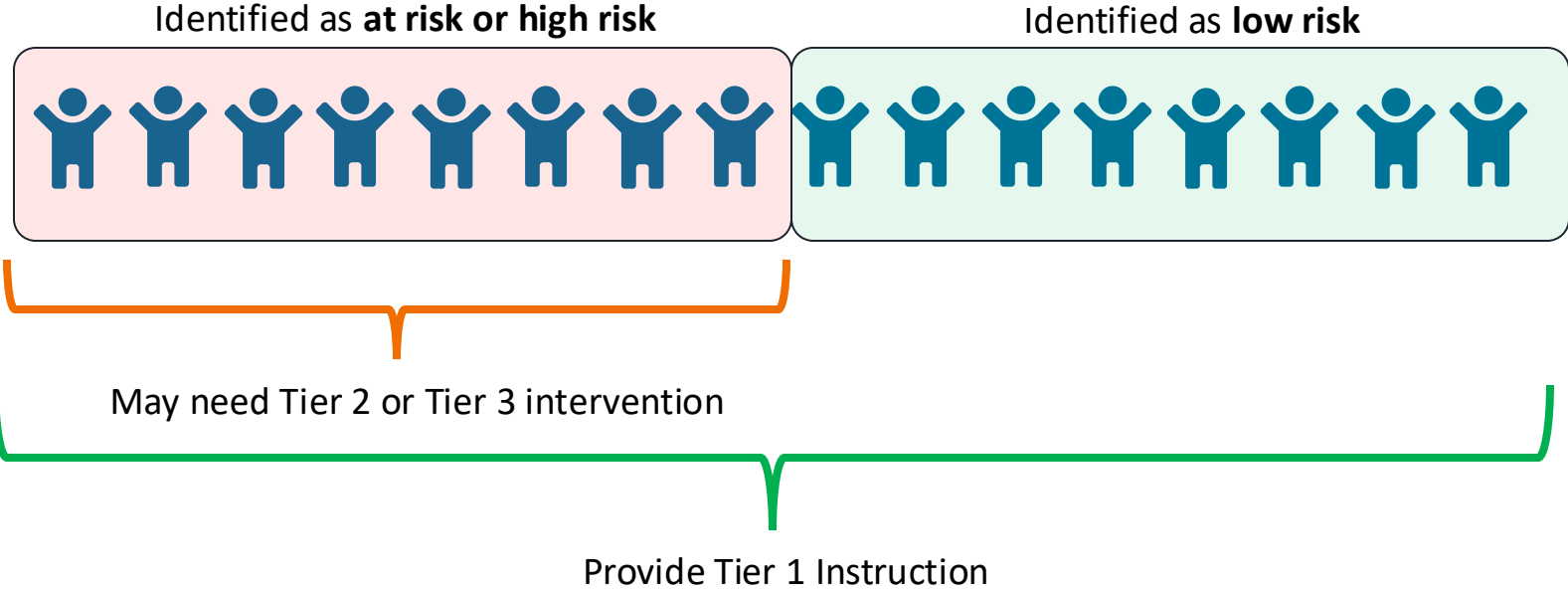


Advancing Evidence.  
Improving Lives.

# Universal DBDM

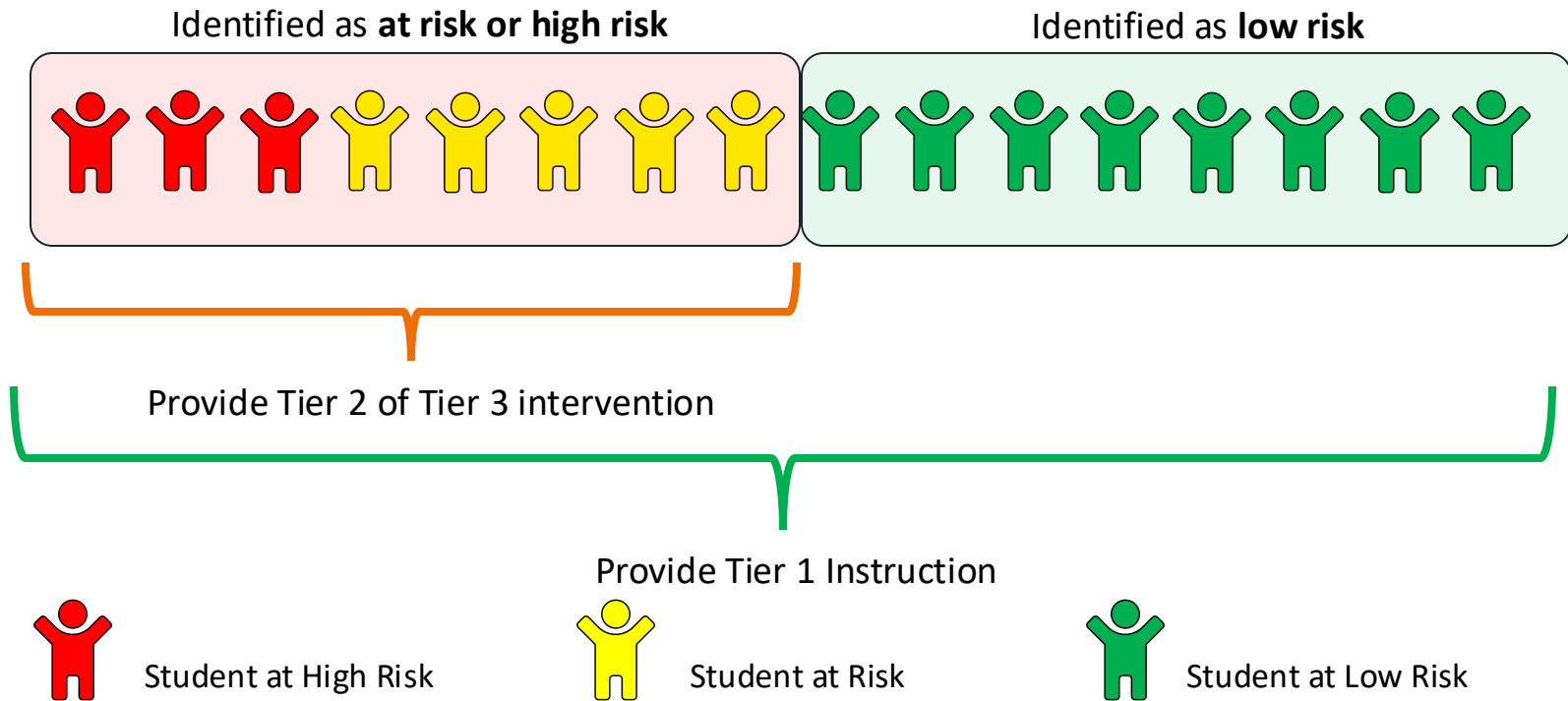
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# Universal DBDM Example

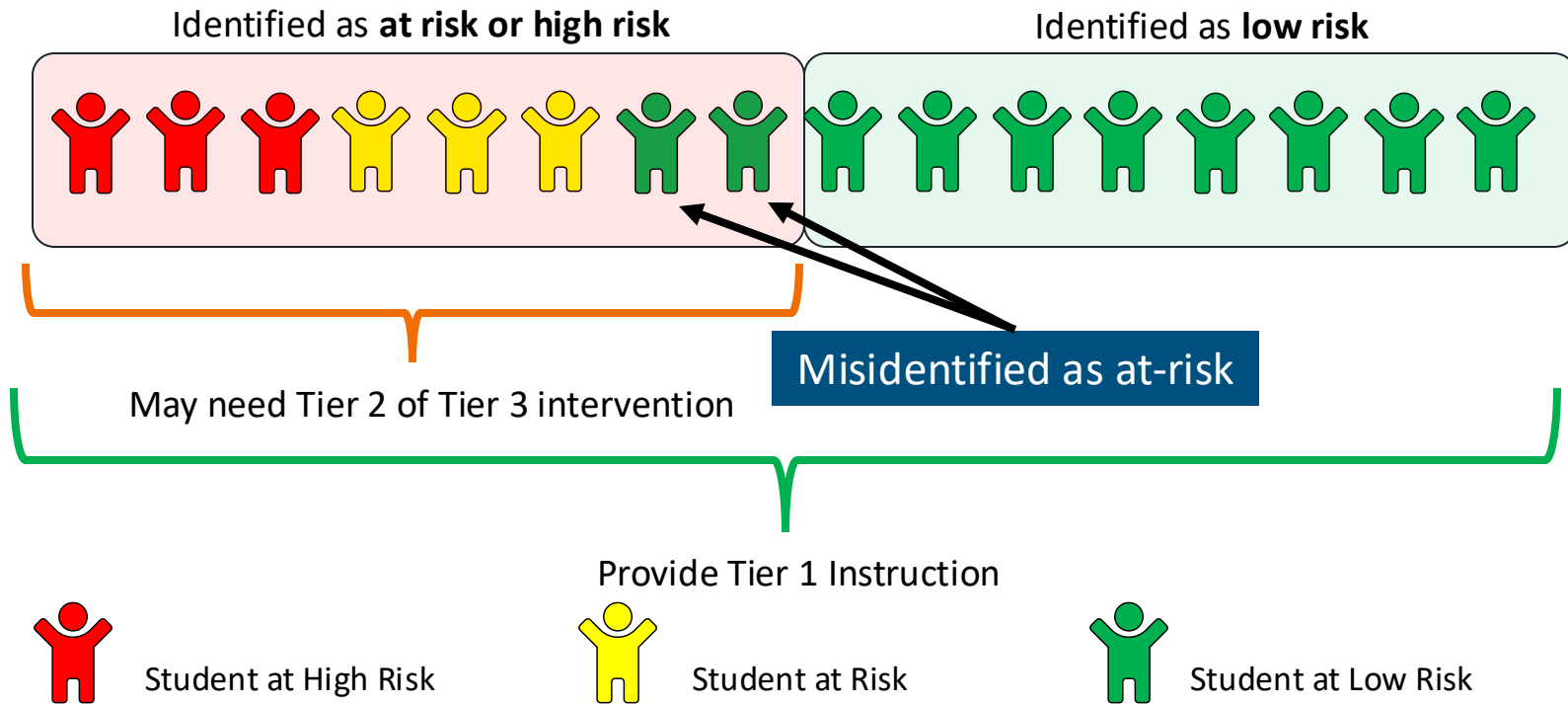


Screeners should accurately identify all students' level of risk, but screeners are not perfect.

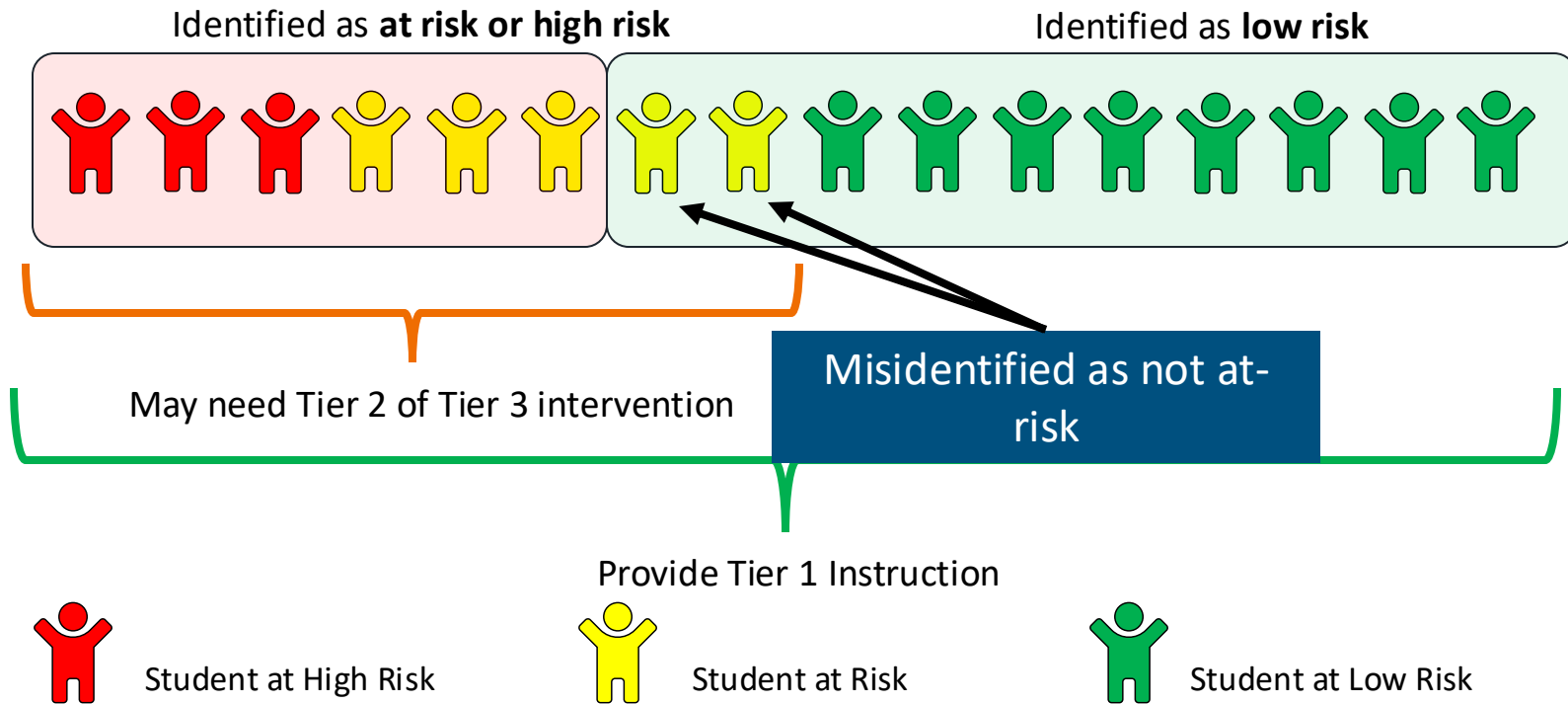
# Scenario 1: All Students Accurately Identified



# Scenario 2: Overidentification of Risk



# Scenario 3: Under-identification of Risk



# Share Your Insights

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**In your experience, how do DSLTs approach universal DBDM?**

- Scenario 1: All Students Accurately Identified
- Scenario 2: Overidentification of Risk
- Scenario 3: Under-identification of Risk

**How have you worked with DSLTs to shift towards Scenario 1?**

# Targeted and Intensive DBDM

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# Max

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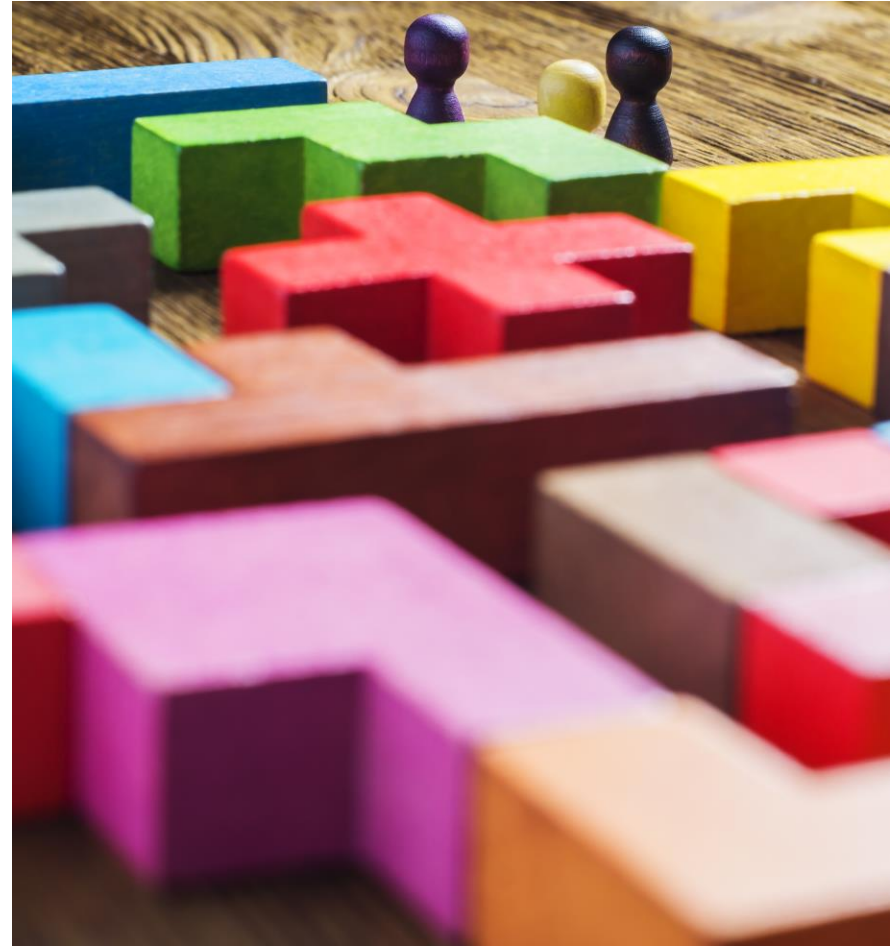
- 2<sup>nd</sup> Grade
- Inclusive classroom
- Intensive supports for reading and behavior
  - Explicit phonics program
  - Behavior support plan
- Missed 60% of reading instruction due to disruptive behavior



Duble Moore, T., Bourget, J., Plumb, A., Power, M. E., Melton, C., Coyne, M., & Simonsen, B. (2024). Integrated intensive intervention: academic and behavioral support in tier 3. *Intervention in School and Clinic*, 60(1), 28-38.

# Integrated DBDM Non-Examples

- ✘ The reading team recommends a social skills group or individual counseling to address behavior.
- ✘ The behavior team recommends extended breaks during reading instruction.



Duble Moore, T., Bourget, J., Plumb, A., Power, M. E., Melton, C., Coyne, M., & Simonsen, B. (2024). Integrated intensive intervention: academic and behavioral support in tier 3. *Intervention in School and Clinic, 60*(1), 28-38.

# Template for Integrated Targeted/Intensive DBDM

## Page 1

- Student Strengths
- Current Supports
- Student Needs (Max: Reading & Behavior)
- Contextual Factors

Integrated Intensive Assessment Summary			I-MTSS
Student: Max Doherty	Educator: Jane Kim	Date: 10/12/22	UCOE
<i>This report summarizes data collected during diagnostic reading assessment (using curriculum-based and standardized reading assessments)<sup>1</sup> and functional behavioral assessment (review of existing behavioral data, brief interviews, and direct observations). This report summarizes (a) student strengths, (b) reading and behavior needs, (c) contextual factors that may be associated with reading and/or behavioral needs, and (d) other relevant information.</i>			
<b>Student Strengths</b>			
Based on the integrated assessment, we identified the following strengths:			
<ul style="list-style-type: none"><li>• Max loves animals, recess, playing games, listening to music, and drawing as evidenced by self-report, family input, and observations</li><li>• Max is sometimes able to vocalize his frustrations</li><li>• Max has relative literacy strengths in blending and segmenting words with three phonemes</li><li>• Max attends to stories when adults read aloud to him</li></ul>			
<b>Current Supports</b>			
Based on the records review and interviews, the student currently receives the following supports:			
<ul style="list-style-type: none"><li>• Predictable routines and a structured schedule promote Max's appropriate behaviors</li><li>• Max receives reading intervention in the general education setting</li></ul>			
<b>Student Reading and Behavior Needs</b>			
Based on diagnostic reading assessment (e.g., Dynamic Indicators of Basic Early Literacy Skills [DIBELS], CORE Phonics Survey), we identified the following needs:			
<ul style="list-style-type: none"><li>• Consistent phonemic awareness</li><li>• Decoding and reading words with automaticity</li><li>• Reading phonetically controlled, connected text with fluency and comprehension</li></ul>			
Based on functional behavioral assessment (student interview, educator interview, parent interview, records review, systematic direct observations) we identified the following needs:			
<ul style="list-style-type: none"><li>• Screening<sup>2</sup> and interviews highlighted the following areas as potential targets for support: elopement (leaving the designated space without adult permission), vocal refusal (any instance of verbally indicating noncompliance [e.g., "no, I hate doing that."] following an adult directive)</li><li>• During direct observations during reading instruction, Max engaged in elopement (defined as leaving the designated space without adult permission) and vocal refusal (defined as any instance of verbally indicating noncompliance following an adult directive) resulting in off-task behavior during an average of 50% of intervals.</li></ul>			
<b>Contextual Factors</b>			
Based on the integrated assessment, we identified the following contextual factors that may be associated with students reading and behavioral needs:			
<ul style="list-style-type: none"><li>• Conflict with siblings, particularly before school</li><li>• Unexpected changes in schedules or routines</li><li>• During observations, we noted the following antecedents preceded student's contextually inappropriate behavior.<ul style="list-style-type: none"><li>○ Opportunity to respond (OTR) or task demand (90% of intervals where this preceded behavior)</li><li>○ Transition (10% of intervals where this preceded behavior)</li></ul></li><li>• In addition, we noted the following consequences followed student's contextually inappropriate behavior (see Figure 3 below).</li></ul>			
<sup>1</sup> List reading measures			
<sup>2</sup> List behavioral screener			

(continued)

Duble Moore, T., Bourget, J., Plumb, A., Power, M. E., Melton, C., Coyne, M., & Simonsen, B. (2024). Integrated intensive intervention: academic and behavioral support in tier 3. *Intervention in School and Clinic, 60*(1), 28-38.

# Integrated Intensive Assessment Template

## Page 2

- Summary
- Baseline Data (Graphs)

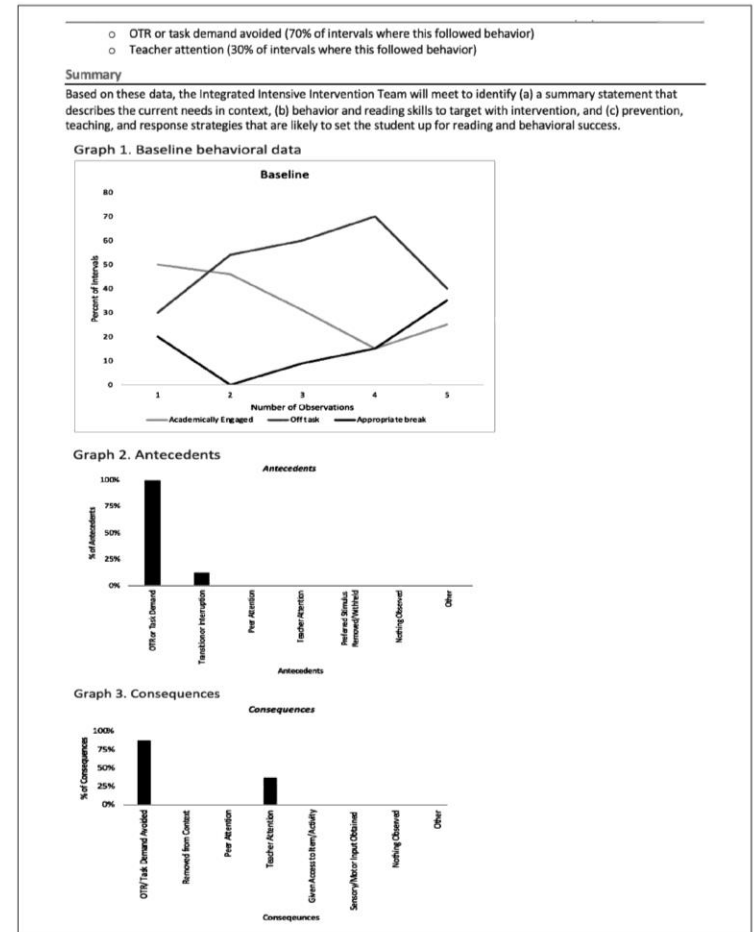


Figure 1. Integrated Intensive Assessment Summary.

Duble Moore, T., Bourget, J., Plumb, A., Power, M. E., Melton, C., Coyne, M., & Simonsen, B. (2024). Integrated intensive intervention: academic and behavioral support in tier 3. *Intervention in School and Clinic, 60*(1), 28-38.

# Engagement Opportunity

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# Breakout Rooms

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## Reflection Questions (10 Minutes)

- What stood out to you from this example of integrated data-based decision making?
- How could you use these resources (e.g. templates, forms, vignettes, etc.) with your demonstration site(s)?

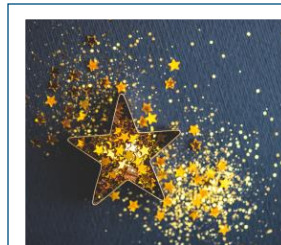
## Crowdsourcing Activity (10 Minutes)



Resource that Exists



Resource Needed



Bright Spot

# Breakout Room Recap

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# Wrap Up and Next Steps

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# Finish the Sentence...

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- One takeaway I'm leaving with is...
- The information from today that surprised me the most is...
- The most useful idea for my role from today is...



Image developed by Copilot

# Next Steps

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- AIR will share crowdsourced resources prior to LS 4.
- Remind DSLTs to:
  - Develop and finalize norms and a meeting schedule.
  - Complete the *Teaming Structure Reflection Guide*.
  - Share the finalized norms and a schedule with the AIR team ([integratedmtss@air.org](mailto:integratedmtss@air.org))
  - Complete the SWOT Activity for DBDM and Infrastructure.

# Upcoming Events: DBDM Deep Dive

Consultant Events		
<del>Consultant Learning Session (LS) 1 of 4</del>	<del>4/16/2026</del>	<del>12:00pm – 4:00pm EST</del>
<del>Consultant LS 2 of 4</del>	<del>5/6/2026</del>	<del>9:30am – 12:30pm EST</del>
<del>Consultant LS 3 of 4</del>	<del>5/8/2026</del>	<del>12:00pm – 3:00pm EST</del>
Consultant LS 4 of 4	5/21/2026	9:30am – 12:30pm EST
Consultant Community of Practice (CoP) 1 of 3	8/19/2026	12:00pm – 2:00pm EST
Consultant CoP 2 of 3	10/7/2026	12:00pm – 2:00pm EST
Consultant CoP 3 of 3	1/20/2027	12:00pm – 4:00pm EST

# Resources

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- <https://www.air.org/resource/guidetoolkit/integrated-mtss-fidelity-rubric-imfr>
- [SISEP-Brief-3-Readiness-for-Change---AI-Hub.pdf](#)
- [Four-Key-Actions-for-SEA-Teams-to-Support-MTSS.pdf](#)
- <https://mtss.org/intervention-in-school-and-clinic-special-series/>



*Intervention in School and Clinic* published a special series focused on implementing practices within an I-MTSS framework. Each article was written by Early Scholars and other researchers within the I-MTSS Research Network. Articles are all open access and available to everyone.

[Click here to visit the open-access special series on the journal website.](#)

Check out the visual abstracts with videos highlighting each article **below!**

# Session Evaluation

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Please fill out our event feedback form linked in the QR code or at <https://fillout.air.org/imsseventfeedback>.

This survey is anonymous and we review every response!



THE PENNSYLVANIA I-MTSS PROJECT

**Thank You!**

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