

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

Consultants Learning Session 2: Developing I-MTSS and Implementation Expertise

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Welcome!

Emoji Check-In

- Drop 3 emojis that describe your week supporting schools
- Unmute or share in the chat why you picked the three emojis.



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

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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

- Welcome and Icebreaker
- Review and Extend
- Developing I-MTSS and Implementation Expertise/Break
 - Instruction and Intervention
 - Fidelity
 - Assessment
- Wrap Up and Next Steps

Breaks

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

Materials

- Pre-work handout
- IMFR-Aligned Fidelity Walk-Through Check
- Fidelity Messaging
- PDF of slides
- Zoom white board

Objectives

- Identify strategies to enhance IMFR administrations
- Understand integrated ***instruction and intervention*** and ***assessment*** in practice
- Identify fidelity tools and processes to support I-MTSS
- Determine how schools can enhance ***infrastructure*** to support I-MTSS implementation

Review and Extend

Review: Project Purpose, Logic and Essential Actions

Extend: Feedback from Prior LSs

Project Purpose, Logic, and Essential Actions

The Purpose and Logic of the Project

- Implement I-MTSS in 12 demonstration sites to achieve improved academic and SEB outcomes for all students.

Improved commonwealth, regional, and school **infrastructure** for I-MTSS

Improved CLC, consultant, and DSLT **capacity** for I-MTSS

Improved I-MTSS **implementation**

Improved **student outcomes**

Consultants' Essential Actions



Feedback from Prior LSs

Feedback on Consultant LS 1 and DSLT LS 1

Type of Feedback	Comment	AIR Response
<p>Glow</p>	<p><u>Consultant LS 1</u></p> <ul style="list-style-type: none"> • Breakouts & IMFR Review • Strategies for Data Analysis <p><u>DSLTS LS 1</u></p> <ul style="list-style-type: none"> • SWOT Activity • Breakouts by teams 	<ul style="list-style-type: none"> • Revisit the SWOT for DSLT LS 2 • Continue to review IMFR data as appropriate • Continue to use breakouts by school teams
<p>Grow</p>	<p><u>Consultant LS 1</u></p> <ul style="list-style-type: none"> • Time of day • More time in groups <p><u>DSLTS LS 1</u></p> <ul style="list-style-type: none"> • Actionable • More time with teams 	<ul style="list-style-type: none"> • Begin development of 2027-2028 schedule of events that incorporates consultant feedback • Add structured team time to DSLT sessions • Balance learning with actionable next steps

Consultant Feedback on the IMFR

Type of Feedback	Comment	AIR Response
Glow	<ul style="list-style-type: none">• Scoring procedures• Scripted protocol• Structured way to ask DSLTs about I-MTSS• Helps DSLT go beyond perceptions	NA
Grow	<ul style="list-style-type: none">• Functionality of form• Time• DSLT knowledge• 20% of consultants at LS 1 are not comfortable analyzing IMFR data	<ul style="list-style-type: none">• Fillable PDF on PA site• IMFR administrations tends to improve with experience

Pre-Work

- Reflect on the SWOT activity from DLST LS 1:
 - What parts of the SWOT activity seemed clear to DSLTs, and where did teams need additional clarification or support?
 - What strategies from the consultant handout did you use to support DSLTs during the SWOT activity?
 - What did you notice about how teams discussed strengths, needs, and next steps?

LS 2 Pre-Work Results

- ADD HERE
- We will use this information to shape and inform DSLT LS, tools, and coaching sessions.

Integrated Instruction and Intervention

Tier 1

Tier 2

Tier 3

Integrating Instruction & Intervention



Fidelity

- Tier 1: All Students
- Tier 2: Targeted Groups
- Tier 3: Very small group or individually



Differentiation

- Tier 1: Differentiation for all learners
- Tier 2 and 3: Supplemental to Tier 1



Evidence Based

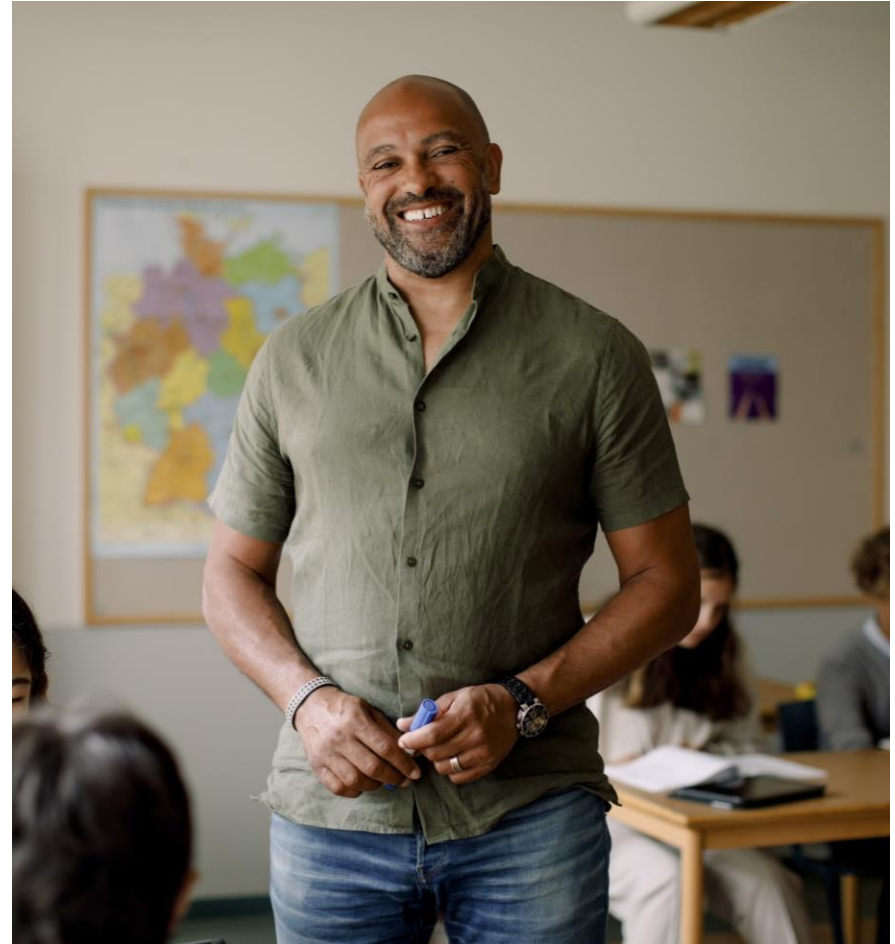
Demonstration Site IMFR Data

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%

Mr. Rojas

- 1st Grade Inclusion Teacher
- Strong relationships with students
- High expectations
- Implementing evidence-based practices to support a warm and caring environment and teach core reading
- Students speak over him, have side conversations, get out of their seats, or put heads down during instruction



Vignette source: Melton, C., Power, M. E., Duple Moore, T., Plumb, A., Bourget, J., Coyne, M., & Simonsen, B. (2024). A four-step plan to integrate behavioral practices into tier 1 foundational reading instruction with an integrated lesson plan template. *Intervention in School and Clinic*, 60(1), 6-16.



Dr. Cosen

- School Psychologist
- Observes Mr. Rojas' class during reading instruction
- Focuses recommendations on **high leverage practices**:
 - ✓ Providing Prompts
 - ✓ Opportunities to Respond
 - ✓ Specific Praise & Corrective Feedback
 - ✓ Group Contingency

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Integrated Lesson Plan Template

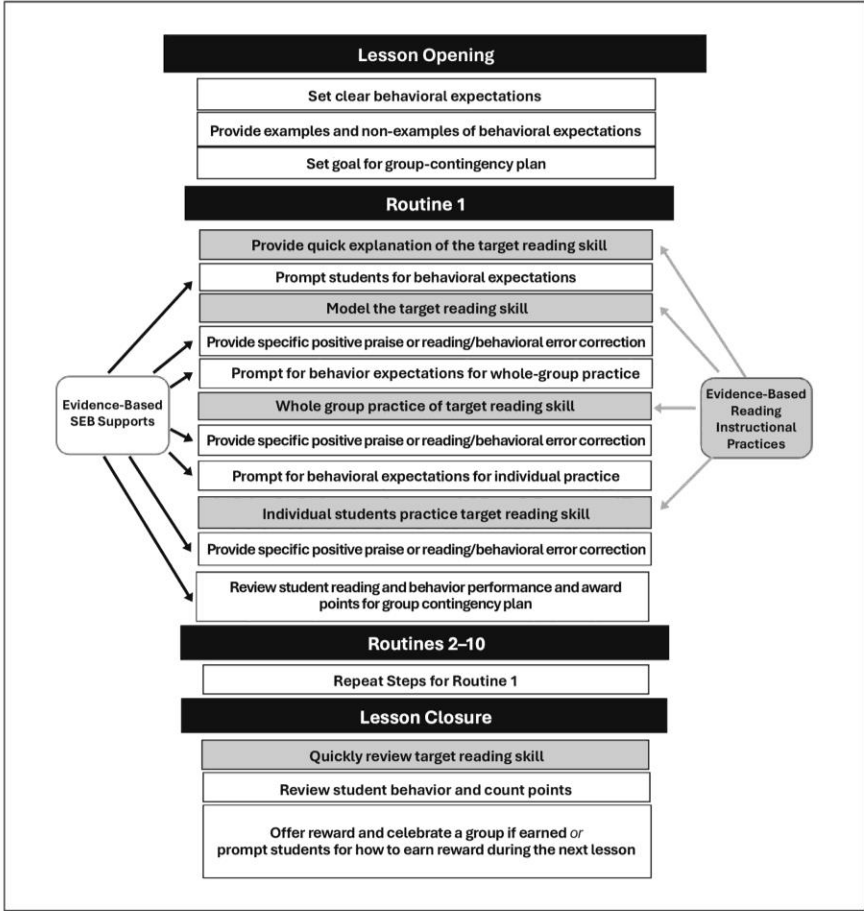
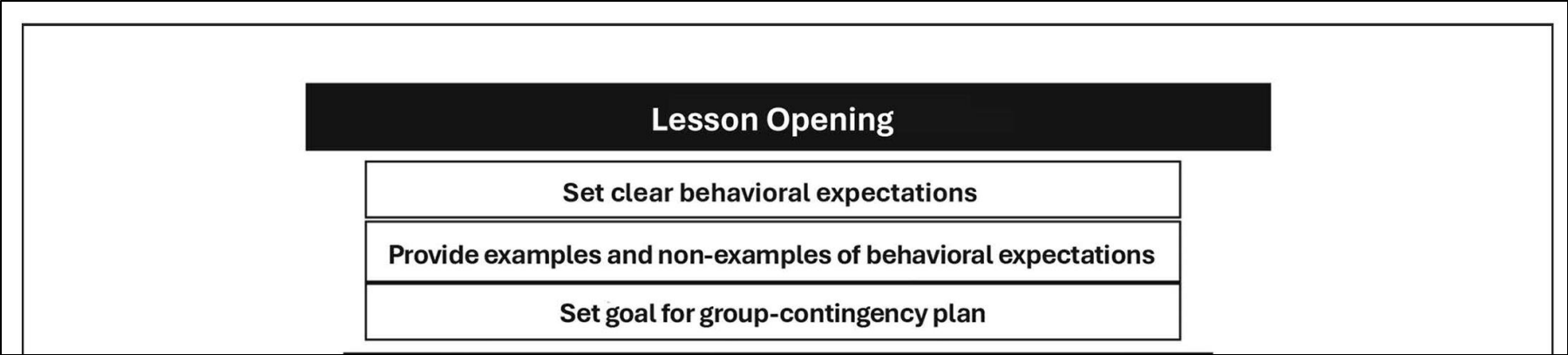


Figure 1. Elements of the Integrated Lesson Plan

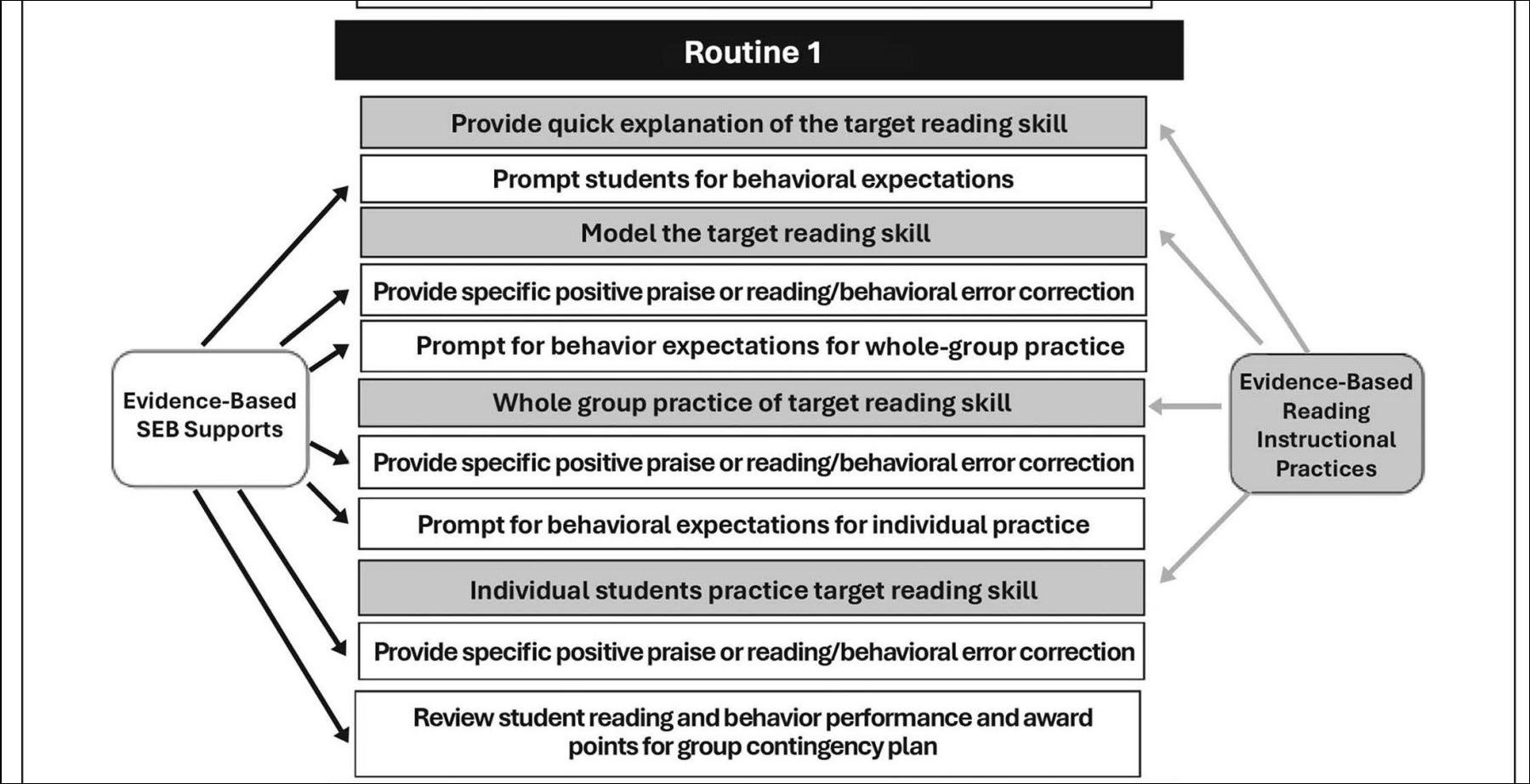
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Integrated Lesson Plan Template



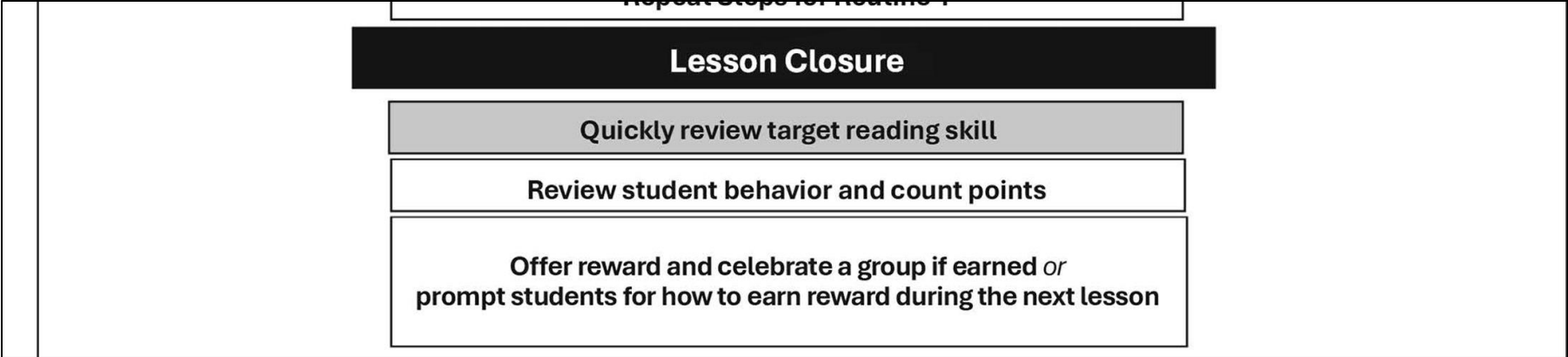
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Integrated Lesson Plan Template



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Integrated Lesson Plan Template



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Integrated Lesson Plan Template

Routine: Phoneme blending
Target Words or Sounds to Practice: plate, wake, base, made, sale
MODEL
Explanation of Target Skill:
We are going to practice blending the sounds into words. First, I will say the sounds. When I say “word,” you will blend the sounds into a word.
Behavior Prompt:
Remember to be respectful by having your voice off when it’s my turn and by staying in your seat.
Model:
My turn. Listen to how I blend the sounds into a word. /p/ /l/ /ā/ /t/. What word? plate.
Behavior Specific Praise:
I love how you were all respectful listeners while I blended the word plate.

:

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Integrated Lesson Plan Template

WHOLE GROUP PRACTICE	
Prompt for Whole Group Practice:	
Now, it's your turn! When I say "Word?," say the word out loud. Be safe and responsible by staying in your seat. Be respectful by waiting for my signal to say the word out loud.	
Whole Group Practice:	
*Blend words fake, wake, base, made, sale	
Specific Feedback for Reading and Behavior:	
Specific Praise:	
<ul style="list-style-type: none"> • Reading – My turn. The word is “___” Watch me blend. / _ / _ / _ / . Word: ‘ ____.’ Your turn.” • Behavior – Remember to be respectful/responsible by _____. You earn points when you are respectful/responsible. 	
Corrective Feedback:	
<ul style="list-style-type: none"> • Reading - Excellent job blending the sounds in the word! • Behavior - You are being very respectful by having your voices off when it's your friend's turn 	

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Ms. Jones

- Special education teacher providing Tier 2 reading and math supports during an intervention block.
- Behavioral concerns taking time away from learning and distracting peers.
- Concerned that a social skills group or other SEB supports might mean missing academic intervention time.



Source:

O'Donnell, K. E., Shen, L., Stratford, D. C., Candelaria, P. Y., & Clemens, N. H. (2024). Integrating a self-regulation intervention within a Tier-2 academic intervention. *Intervention in School and Clinic*, 60(1), 17-27.



Dr. Curry

Former Professor

Identifies strategies to support self regulation through:

- ✓ Self-monitoring
- ✓ Group Contingency
- ✓ Mystery motivators

Source:

O'Donnell, K. E., Shen, L., Stratford, D. C., Candelaria, P. Y., & Clemens, N. H. (2024). Integrating a self-regulation intervention within a Tier-2 academic intervention. *Intervention in School and Clinic*, 60(1), 17-27.

Self Monitoring During Intervention Block

BASIC Name Student Date M/D/Y

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 ?		✓
TOTAL:		TOTAL:

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

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

Effort I worked hard and tried my best.

Adapted with permission from Chatouleas, Riley-Tilman, & Christ (2010).

BASIC Name Teacher Date M/D/Y

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 ?		✓
TOTAL:		TOTAL:

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

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

Effort I worked hard and tried my best.

Adapted with permission from Chatouleas, Riley-Tilman, & Christ (2010).

Figure 3. Example of Mystery Match Check.

Source:

O'Donnell, K. E., Shen, L., Stratford, D. C., Candelaria, P. Y., & Clemens, N. H. (2024). Integrating a self-regulation intervention within a Tier-2 academic intervention. *Intervention in School and Clinic, 60*(1), 17-27.

Breakout Rooms

Reflection Questions (10 Minutes)

- What stood out to you from these examples of integrated instruction and intervention?
- 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

- Review form entries
- Was 20 minutes the right length for breakout room discussions?

Break

Reconvene in 10 minutes

Deep Dive: Fidelity Checks and Processes

The What, Why, and How

What:

- Implementing as intended, with consideration to dose, adherence, and quality.

Why:

- Achieving expected outcomes depends on a practice being implemented with fidelity.

How:


- Simple
- Transparent, documented procedures (e.g., forms; schedule; who is involved)
- Intentional messaging about how data will and will not be used, and consistent actions that align to the messaging

Examples Of Fidelity Tools

Name /Source	Tier 1	Tier 2	Tier 3
NCII: Intensive Intervention Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IMFR Aligned Walk Through Fidelity Check	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HLP Self-Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RESET Rubric	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Supporting Buy-In Through Messaging

Collecting and Using Fidelity Data



School/district leaders use this handout to communicate with school staff about why fidelity data are collected and how the data will not be used.

Why We Collect Fidelity Data

Fidelity data help us understand the degree to which instruction and interventions are being implemented the way they were designed, so we can improve how we instruct and support students. Collecting fidelity data is about how the school as a system is working, *not* about evaluating individual teachers.

What We're Asking Teachers to Do

- Review the fidelity tools to understand what data will be collected.
- Notice that these tools focus on observable elements of the practice, not perfection.

How Fidelity Data Will Not Be Used

We will NOT use fidelity data to:

- Evaluate teacher performance
- Compare teachers or classrooms
- Determine compliance or noncompliance or for punitive purposes
- Assign blame when students are not making progress

How Collecting and Using Fidelity Data Supports Teachers

Fidelity data help ensure that conclusions about instruction are based on evidence. Data are used to support problem-solving and continuous improvement.

In sum, fidelity data tell us how well our system is supporting instruction, not how well someone is doing their job. I welcome you to talk to (school/district leader's name) about this one-on-one, so that we can jointly work through any questions or concerns you might have.

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XXXXX_M03/22

Breakout Rooms

Reflection Questions (10 Minutes)

- What stood out to you from these examples of fidelity checks, tools, and processes?
- How could you use or adapt these fidelity tools (e.g., observation rubrics, walkthroughs, messaging resources) within your demonstration site(s)?

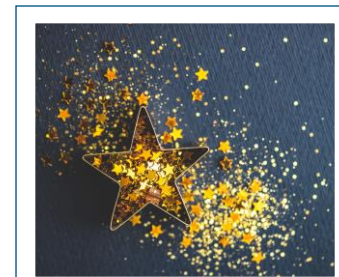
Crowdsourcing Activity (10 Minutes)



Resource that Exists



Resource Needed



Bright Spot

Breakout Room Recap



Integrated Assessment

Universal Screening

Diagnostic Assessment

Progress Monitoring

Integrating Assessment



Demonstration Site IMFR Data (Continued)

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%
	Universal DBDM	9%	9%	0%	9%	0%
Data-based Decision Making (DBDM)	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%

How to Integrate Assessment Items

Can all relevant staff access academic and SEB data at the same time within the same database?

IMFR Item	# of DS indicating Integration	Platform(s) Used
Universal Screening	4	
Diagnostic Assessment	1	
Progress Monitoring	2	

Assessment Pop Quiz

True or False?

- The purpose of diagnostic assessment is to identify students who likely need support beyond the core curriculum to meet expected outcomes.
- The purpose of universal screening is to determine a student's specific need(s) and inform the focus for intervention.
- The purpose of progress monitoring is to track progress towards a Tier 3 intervention goal.

Check Your Answers

True or False?

- The purpose of diagnostic assessment is to identify students who likely need support beyond the core curriculum to meet expected outcomes. **FALSE**
- The purpose of universal screening is to determine specific need(s) and inform the focus of intervention. **FALSE**
- The purpose of progress monitoring is to track progress towards a Tier 3 intervention goal. **TRUE***

Universal Screening

- Who? All students
- When? A few times a year
- Why?
 - To identify students who likely need support beyond the core curriculum to meet expected outcomes
 - To indicate quality of instruction at the school



Diagnostic Assessment

- Who? An individual student or group of students.
- When? After screening or progress monitoring indicates a need.
 - E.g., A student is not responding to instruction/intervention
- Why? To determine specific need(s), inform the focus for intervention, and helps clarify why a student is not responding.



Progress Monitoring

- Who? All students receiving intervention.
- When? On a regular basis.
 - Frequency varies by level of need
- Why? To track progress toward an intervention goal.



Breakout Rooms

Reflection Questions (10 Minutes)

- How well could **DSLIT members** you support explain the differences between assessment purposes?
- What are the misconceptions or sticking points?

Crowdsourcing Activity (10 Minutes)



Resource that Exists



Resource Needed



Bright Spot

Breakout Room Recap

- Review form entries

Wrap Up and Next Steps

3, 2, 1

In the chat, respond to a prompt below:

- What are **3** things you learned from today's session?
- What are **2** action steps that you will take from today's session?
- What **1** question remains for you?



Image developed by Copilot

Next Steps

- Come to Friday's session ready to learn about integrated ***data-based decision making*** and fidelity checks.



Image created by Copilot

Upcoming Events

Consultant Events		
Consultant Learning Session (LS) 1 of 4	4/16/2026	12:00pm – 4:00pm EST
Consultant LS 2 of 4	5/6/2026	9:30am – 12:30pm EST
Consultant LS 3 of 4	5/8/2026	12:00pm – 3:00pm EST
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

- <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



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

This survey is anonymous and we review every response!



THE PENNSYLVANIA I-MTSS PROJECT

Thank You!

integratedmtss@air.org