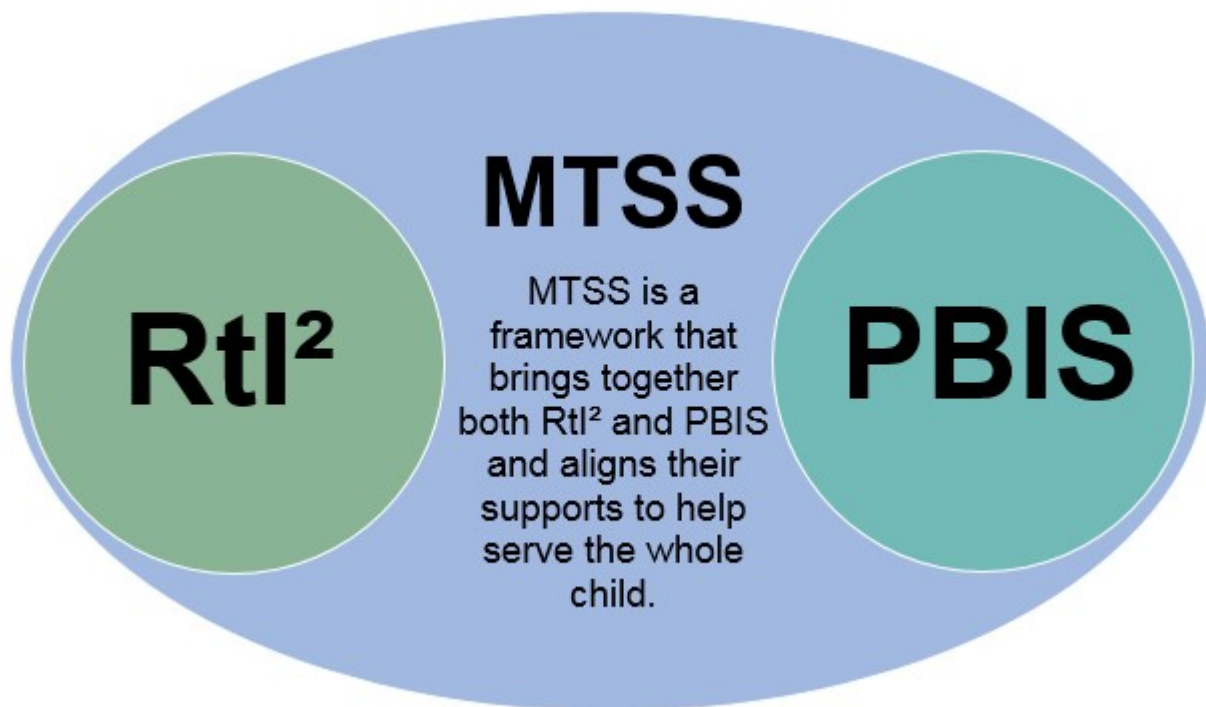


RTI², PBIS, and MTSS

MTSS, Response to Instruction and Intervention (RtI²), and Positive Behavioral Interventions and Supports (PBIS) are often spoken of synonymously, and for those new to MTSS, it can be difficult to determine what people mean when these terms are used interchangeably. It is important to keep in mind, though, that MTSS is a framework for aligning resources and initiatives; it is a method of organization. As such, MTSS encompasses both RtI² and PBIS, and systematically addresses support for all students.



Since MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

In particular, MTSS assists LEAs in:

- Promoting LEA participation in the focus to align the entire system of initiatives, supports, and resources
- Relying on a problem-solving systems process and method to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery

- Transforming the way LEAs provide support and setting higher expectations for all students through intentional integration of instruction and intervention services and supports so that systemic changes are sustainable and based on standards-aligned classroom instruction
- Endorsing [Universal Design for Learning](#) instructional strategies so that all students have opportunities for learning through differentiated content (i.e., teachers reacting responsively to a learner's needs), processes, and products
- Challenging all school staff to change the way in which they have traditionally worked both in and out of the classroom
- Using schoolwide and classroom research-based [positive behavioral supports](#) for achieving important social and learning outcomes
- Supporting high-quality standards and research-based, [culturally and linguistically relevant instruction](#) with the belief that every student can learn and excel, including students of poverty, those who are gifted and high achievers, students with disabilities, English learners, and students from all ethnicities evident in the school and LEA cultures
- Integrating a [data collection and assessment system](#) (PDF), including universal screening, diagnostics, and progress monitoring, to inform decisions appropriate for all students
- Implementing a collaborative approach to analyze student data and work together in the intervention process

[RtI²](#) is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

[PBIS](#) is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

So, while RtI² focuses on academics and PBIS focuses on social and emotional learning, MTSS encompasses them all. It acts as a way of organizing supports within an LEA so that both the academic side and the social-emotional-learning side are aligned to serve the whole child.