

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

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Using Data to Facilitate Implementation of Integrated Tiered Systems: Data for the Win!

Presenters:
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Mark Matthew Buckman, University of Kansas

- **Topic:** Data-based Decision Making
- **Keywords:** Fidelity, Implementation, Assessment

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




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Learning Objectives

By participating in this session, attendees will:

1. Develop an understanding of a new tool for measuring implementation of integrated tiered systems
2. Describe how to assess faculty and staff's views of goals, procedures, and outcomes
3. Learn how to conduct systematic screenings to inform instruction, using these three sources of data in an integrated fashion to guide implementation efforts

Institute of Education Sciences, U.S. Department of Education
R324N190002 University of Kansas
R324N190007 American Institute for Research



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Agenda

1. Introducing the Integrated MTSS Rubric
2. Collecting and Using Treatment Integrity and Social Validity Data: An Illustration in Ci3T Models
3. Collecting and Using Systematic Screening: An Illustration in Ci3T Models



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Integrated Tiered Systems of Support



Integrated Multi-Tiered Systems of Support

Social Validity

Treatment Integrity

Systematic Universal Screening

Academic Behavior

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Introducing the Integrated MTSS Rubric

The research reported here was supported in part by the Institute of Education Sciences, U.S. Department of Education, through Grant Number R324N190007 -20 to American Institutes for Research. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

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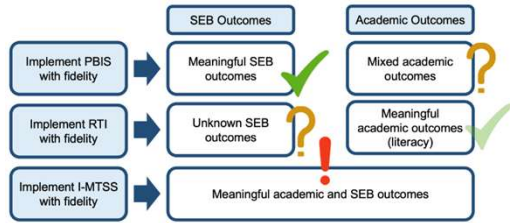
Tiered Systems of Support

Tiered System of Support	Student Improvement Area	Distinguishing Feature
Positive Behavior Intervention Support (PBIS), Schoolwide PBIS (Sugai & Horner, 2009)	Behavior/SEB outcomes	Behavior/SEB supports
Response to Intervention (RTI; Fuchs et al., 2003)	Academic outcomes	Academic supports
Multi-Tiered System of Support (MTSS; Sugai & Horner, 2009)	Academic and behavior/SEB outcomes	Academic and behavior/SEB supports
Integrated MTSS (I-MTSS; McIntosh & Goodman, 2016)	Academic and behavior/SEB outcomes	Strategically combined academic and SEB supports

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The Impact of I-MTSS on Students



Slide used with permission from Goodwin (2012). I-MTSS Research Network (2016).

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The Impact of I-MTSS on Staff

- Provides a feasible way to respond to rising academic and SEB needs
- Lowers staff burden and burnout by streamlining teams and supports
- Improves staff trust, collaboration, satisfaction
- Promotes efficiency by de-siloing academic and behavioral supports

Wolke et al., (2010)

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The Integrated MTSS Fidelity Rubric (IMFR)

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The IMFR

- A **valid, reliable** measure of I-MTSS at the elementary level.
- Users report the IMFR offers **valuable information**.
- The IMFR is **FREE** and includes a **suite of materials**.
- States, districts, and schools are using the IMFR in **grades K-12** to **assess** and **improve** implementation.
- The IMFR can be used in **any school**, from those just **beginning to implement** a tiered system to **advanced implementers**.

Quarrels, et al., (2025)

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Study Background

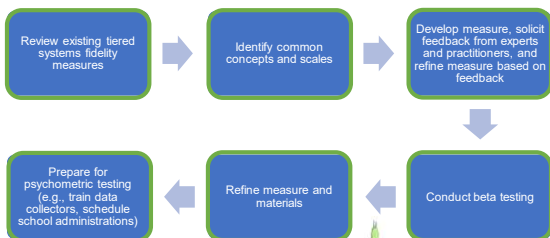
- The Need: Lack of valid, reliable measure specifically for assessing I-MTSS
- Conducted by AIR and University of Missouri from 2019-2025
- Part of a network of I-MTSS studies funded by the Institute of Education Sciences (IES)
- Sample included school MTSS teams at 65-87 schools in 13-20 districts located in nine states
- Examined validity, reliability, and costs
- Analytic methods included Many-faced Rasch Model, Exploratory and Confirmatory Factor Analysis, and Inter-rater Reliability

Quarrels, et al., (2025)

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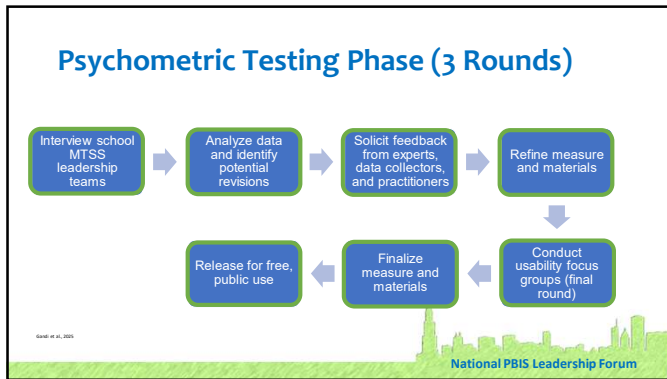
Initial Development Phase



Quarrels, et al., (2025)

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Key Findings

- **Construct validity as comprised of:**
 - **Content validity:** Domains and items accurately reflect with I-MTSS is.
 - **Substantive validity:** The scale categories may need refinement in future testing.
 - **Structural validity:** Item-level ratings accurately reflect a school's I-MTSS implementation status.
 - **Generalizability:** Multiple raters produce similar ratings for schools, although some raters are more severe than others.

Grand et al., 2020

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Key Findings (Continued)

- **Social validity:**
 - The IMFR provided valuable insight into their school's I-MTSS implementation effort.
 - Team members would participate in the IMFR administration again.
 - IMFR ratings accurately reflected their school's I-MTSS implementation and that the ratings were easy to understand.
 - Participating in the IMFR administration was valuable because it helped them better understand their unique I-MTSS implementation strengths and areas for improvement.
 - Would recommend other schools use the tool.
 - The time required to participate in the process was difficult to manage.

Grand et al., 2020

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Ratings At-A-Glance					
	Beginning	Exploring	Aligning	Integrating	Sustaining
Domain 1: Instruction and Intervention					
1.1 Tier 1	☒	☐	☐	☐	☐
1.2 Tier 2	☐	☒	☐	☐	☐
1.3 Tier 3	☐	☐	☒	☐	☐
Domain 2: Assessment					
2.1 Universal Screening	☐	☒	☐	☐	☐
2.2 Diagnostic Assessment	☐	☐	☒	☐	☐
2.3 Progress Monitoring	☐	☐	☒	☐	☐
Domain 3: Data-based Decision Making					
3.1 Universal DBDM	☐	☒	☐	☐	☐
3.2 Targeted DBDM	☒	☐	☐	☐	☐
3.3 Intensive DBDM	☒	☐	☐	☐	☐
3.4 Continuous Improvement	☐	☒	☐	☐	☐
	Initial	Developing	Proficient	Advanced	
Domain 4: Infrastructure					
4.1 District Leadership	☒	☐	☐	☐	
4.2 School Leadership	☒	☐	☐	☐	
4.3 Schoolwide Culture	☐	☒	☐	☐	
4.4 Professional Learning	☐	☐	☐	☒	

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Accessing the IMFR Suite of Materials

- Scan the QR code to the AIR IMFR landing page.
- Scroll to the bottom of the webpage.
- Complete the online form. You will get an automated email. Check your junk folder if you do not get the email.
- Open the email, click on the link, and download the documents from Dropbox. You do not need a Dropbox account. The email also contains the link to the IMFR training modules, which are hosted on the Moodle platform.



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Using the IMFR With A School Team

1. Complete the IMFR training modules.
2. Conduct an interview with school MTSS leadership team using the IMFR Interview Protocol.
3. Use the IMFR Scoring Worksheet to generate I-MTSS ratings.
4. Provide the 14 item-level ratings to the school.

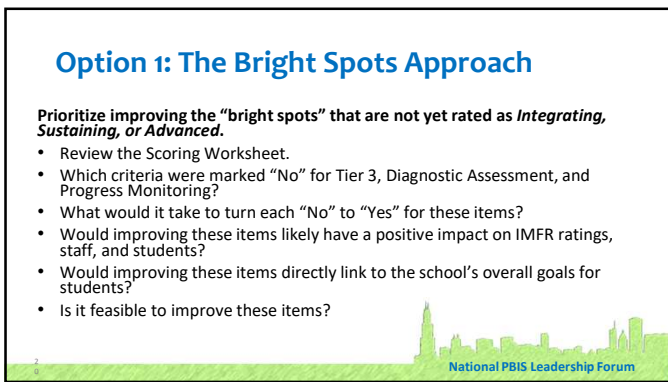
Quarsh et al., (2022)

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Ratings At-A-Glance					
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4.3 Schoolwide Culture	☐	☒	☐	☐	☐
4.4 Professional Learning	☐	☐	☐	☐	☒

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Option 2: The Biggest Bang Approach

Prioritize improving the items that likely have the biggest positive impact on I-MTSS implementation, staff, and students.

- Review the Scoring Worksheet.
- Which items are easiest to improve yet would likely improve IMFR ratings and student outcomes yet reduce staff burden?
- Would improving these items directly link to the school's overall goals for students?

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Ratings At-A-Glance					
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Domain 1: Instruction and Intervention					
1.1 Tier 1	☒	☐	☐	☐	☐
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4.3 Schoolwide Culture	☐	☒	☐	☐	
4.4 Professional Learning	☐	☐	☐	☒	

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Plan-Do-Study-Act (PDSA) Cycles Tool

<https://implementation.fpg.unc.edu/resources/cycle-of-improvement-templates/>

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Tracking IMFR Results

- Enter IMFR item-level ratings and scoring worksheet data for each school into Excel or another spreadsheet.
- Update twice annually or annually
- Analyze for trends:
 - Items with consistently lowest and highest ratings
 - Schools/districts with lowest and highest ratings
- Conduct PDSA Cycles to support improvement efforts and to inform:
 - Resource allocation
 - Alignment and coherence across initiatives
 - Prioritization of I-MTSS implementation

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Resources and Wrap-Up

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I-MTSS Resources

- Special Issue on I-MTSS from Intervention and School Clinic: <https://mtss.org/intervention-in-school-and-clinic-special-series/>
- I-MTSS Network: <https://mtss.org/>
- PBIS Network: <https://www.pbis.org/video/integrating-academic-social-emotional-behavioral-and-mental-health-supports-for-student-need>
- AIR: <https://mtss4success.org/resource/integrated-mtss-rubric>

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AIR's I-MTSS Services



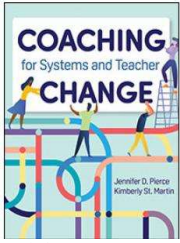
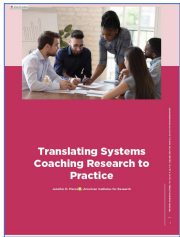
Email
Jpierce@air.org or
IMFR@AIR.ORG
 to learn how AIR
 can support your
 school, district, or
 state!



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Coaching Resources


Pierce (2024); Pierce & St. Martin (2023)



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Collecting and Using Treatment Integrity and Social Validity Data

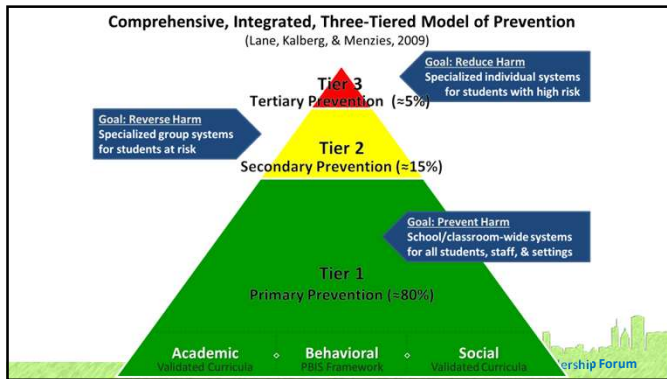
An Illustration in C3T Models

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324N190002 to University of Kansas. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.



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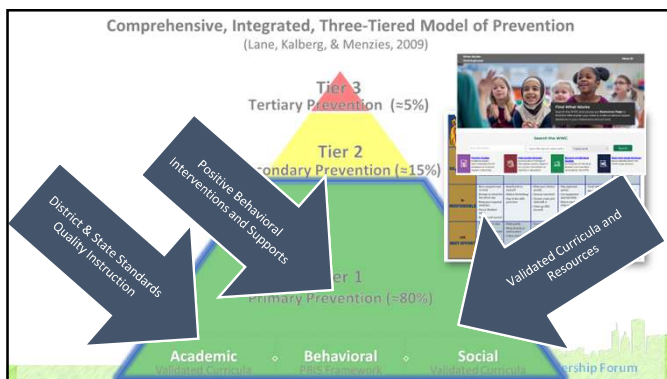
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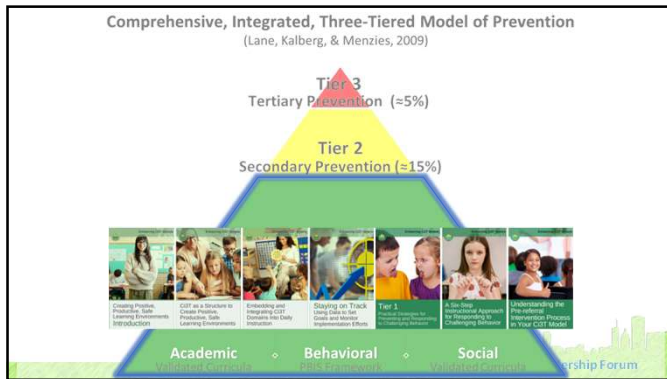
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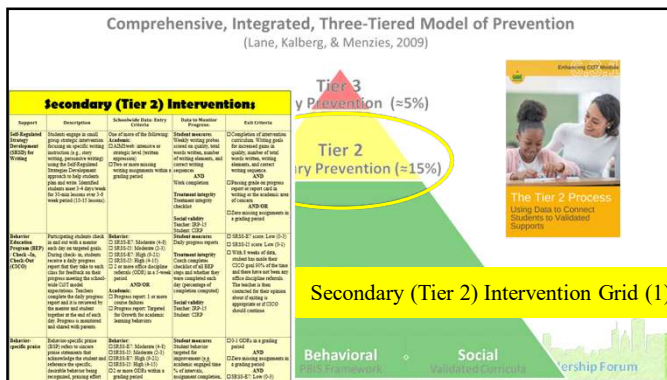
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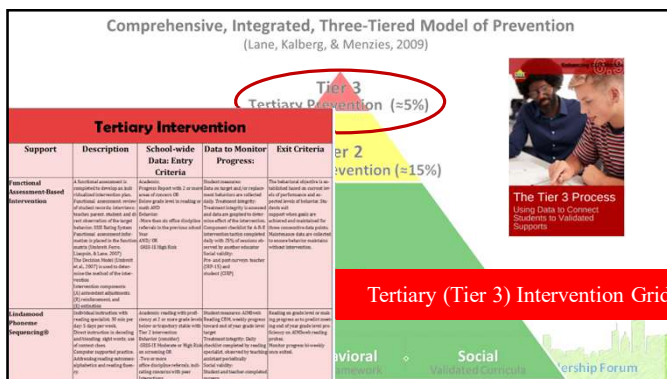
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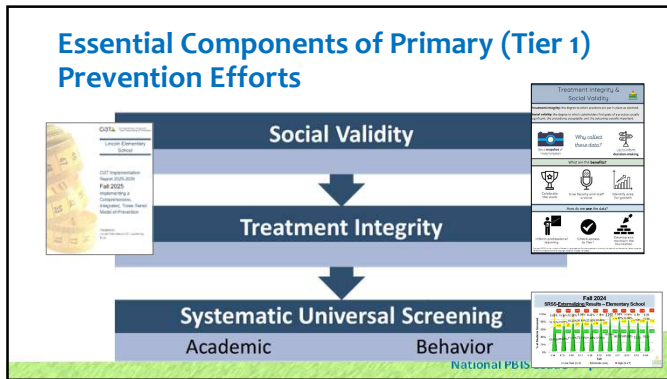
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Social Validity

How do stakeholders view the plan?

Social validity refers to the level of:

- Social significance of intervention goals
- Social acceptability of intervention procedures
- Social importance of intervention outcomes

(Wolf, 1978)

Assessed using the Primary Intervention Rating Scale (PIRS)

Social Validity: PIRS Results

Year	Fall: <i>n</i>	Fall: % (SD)	Spring: <i>n</i>	Spring: % (SD)
2025-2026	32	85.39 (8.89)	TBD	TBD

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Treatment Integrity

Are we implementing our plan as intended?

Treatment integrity can refer to:

- Adherence
- Dosage
- Quality

Assessed using:

- Ci3T Treatment Integrity: Teacher Self-Report
- Ci3T Treatment Integrity: Direct Observation
- Tiered Fidelity Inventory (TFI)

	Ci3T Procedures	Fall 2025 Teacher Self-Report*	Educator Direct Observation*	Observer Direct Observation*
		<i>n</i> = 45 % (SD)	<i>n</i> = 6 % (SD)	<i>n</i> = 7 % (SD)
Teaching		80.43% (10.86)	70.72% (13.81)	75.02% (17.05)
Reinforcing		80.83% (12.89)	62.06% (15.33)	34.99% (16.02)
Monitoring		75.49% (18.06)	-	-
Total		79.10% (11.87)	67.66% (14.03)	62.28% (14.58)

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Social Validity and Treatment Integrity: Data Sources (1)

Primary Intervention Rating Scale (Social Validity)
Ci3T Treatment Integrity: Teacher Self Report

Ci3T Treatment Integrity: Direct Observation

Tiered Fidelity Inventory

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Ci3T Implementation Report

- Primary Intervention Rating Scale (Social Validity; PIRS)
- Ci3T Treatment Integrity: Teacher Self Report (Ci3T TI: TSR)
- Demographics (e.g., role)

Table of Contents

Social Validity (SV) A

Primary Intervention Rating Scale (PIRS)

Treatment Integrity (TI) B

Ci3T Treatment Integrity: Teacher Self Report (Ci3T TI: TSR)

Demographics C

Report Sharing

This report is intended to be shared with your school faculty and staff. It may also be used to inform your school's internal communication about your design and focus in implementing your Ci3T plan.

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Primary Intervention Rating Scale (PIRS)

Item-level data reported as mean and standard deviation (scale = 1-6)

Item-level data visualization

Item-level data reported by response category (e.g., number of people who 'strongly agreed')

Total PIRS % (mean and standard deviation)

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Primary Intervention Rating Scale (PIRS): Open Ended Items

- Read through comments
- Highlight success (literally!)
- Look for themes for celebrations and focus areas

1. What do you feel is most beneficial about this primary prevention plan's components (Tier 1 efforts)? What is the least beneficial part?

2. Do you think that your and your students' participation in this CIST plan will cause your students' behavior, social, and/or learning problems to improve? Why or why not? Or if so, how?

3. What would you change about this plan (components, design, implementation, etc.) to make it more student-friendly and educator-friendly?

4. What other information would you like to contribute to this plan?

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Ci3T Treatment Integrity: Teacher Self Report (Ci3T TI: TSR)

Total Scores (mean and standard deviation)

Item-level data reported as mean and standard deviation (scale = 0-3)

Item-level data visualization

Forum

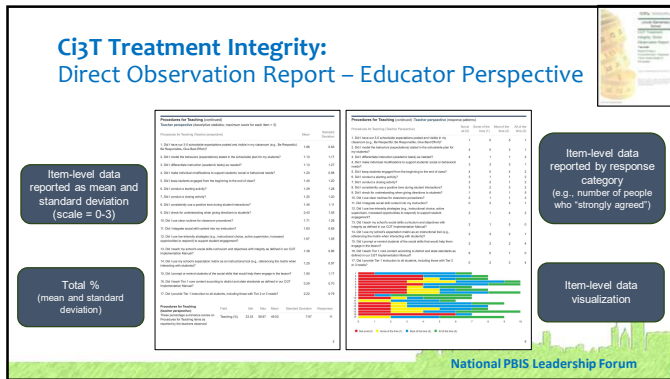
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Ci3T Treatment Integrity: Teacher Self Report - Strengths and Areas of Focus

Procedures for Teaching	Mean	Standard Deviation
1. Did I meet our 3-5 behavioral expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Use Good Effort)?	2.71	0.75
2. Did my students receive instruction (e.g., videos, PowerPoint, formal lessons) about our schoolwide expectations for each setting (e.g., hallway, classroom, and cafeteria)?	2.13	0.85
3. Have my students taught (e.g., videos, PowerPoint, formal lessons) the social skills component of our getting started (e.g., daily morning meeting)?	2.27	0.61
4. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	2.87	0.51
5. Did I differentiate instruction (academic tasks) as needed?	2.56	0.54
6. Did I make individual accommodations to support students' social or behavioral needs?	2.60	0.46
7. Did I keep students engaged from the beginning to the end of class?	2.25	0.46
8. Did I conduct daily sharing activities?	2.41	0.85
9. Did I conduct daily sharing activities?	2.16	0.61
10. Did I consistently use a positive tone during student interactions?	2.54	0.53
11. Did I check for understanding when giving directions to students?	2.48	0.50
12. Did I use clear instructions for classroom procedures?	2.81	0.56
13. Did I integrate social skill content into my instruction?	2.37	0.68
14. Did I use low intensity strategies (e.g., institutional choice, active supervision, increased opportunities to respond) to support student engagement?	2.46	0.64
15. Did I teach my school's social skills curriculum and objectives with integrity as defined in our CIST?	2.33	0.75
16. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	2.59	0.64
17. Did I complete a record of each of the social skills that would help them engage in the lesson?	2.35	0.67
18. Did I create a new record according to desired data data according to school or our CIST?		

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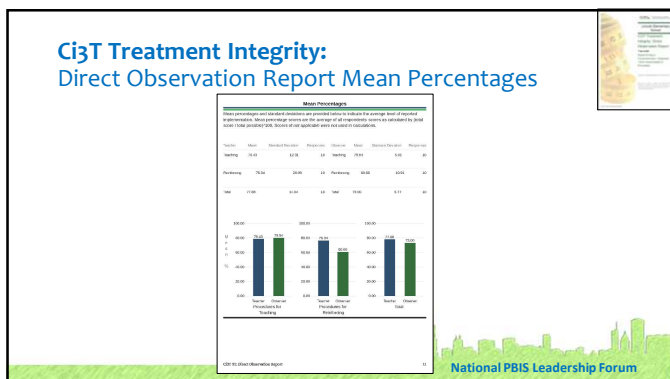
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Social Validity and Treatment Integrity: Data Sources (3)

Primary Intervention Rating Scale (Social Validity)
CIST Treatment Integrity: Teacher Self Report

CIST Implementation Report 2025-2026
Fall 2025
Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention

CIST Treatment Integrity: Direct Observation

CIST Treatment Integrity: Direct Observation Report
Fall 2025
Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention

Tiered Fidelity Inventory

TIERED FIDELITY INVENTORY (TFI) MANUAL
Version 3.1 February 2020

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Tiered Fidelity Inventory (TFI)

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Sharing TFI Data

Lincoln Elementary Tiered Fidelity Inventory Score (%) Fall 2025

Tier	TFI Score (%)
Tier 1	~65%
Tier 2	~55%
Tier 3	~45%

■ Fall 2025 ■ Goal

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Let's Discuss

- 1) Locate your school's Social Validity and Treatment Integrity Data
(e.g., CI3T Implementation Report, CI3T Treatment Integrity: Direct Observation Report, Tiered Fidelity Inventory)
- 2) Review data and:
 - Highlight successes
 - Discuss concerns and identify areas of focus
 - Use HO *Working with Treatment Integrity and Social Validity Data* to record plans for addressing these focus areas

Example of a "Talk Time" with School-site Leadership Teams

20:00

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Collecting and Using Systematic Screening Data to Inform Instruction

An Illustration in CI3T Models

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Essential Components of Primary (Tier 1) Prevention Efforts (2)

Social Validity

Treatment Integrity

Systematic Universal Screening

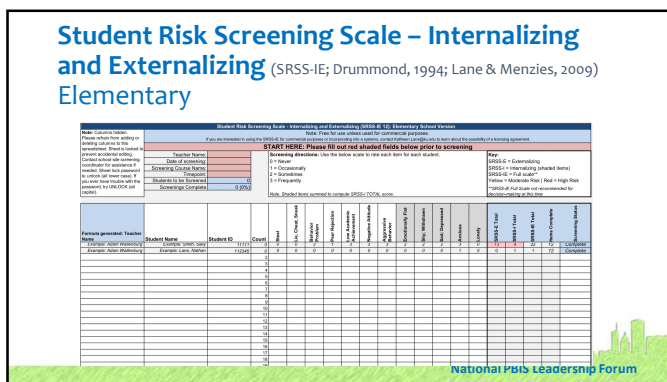
Academic Behavior

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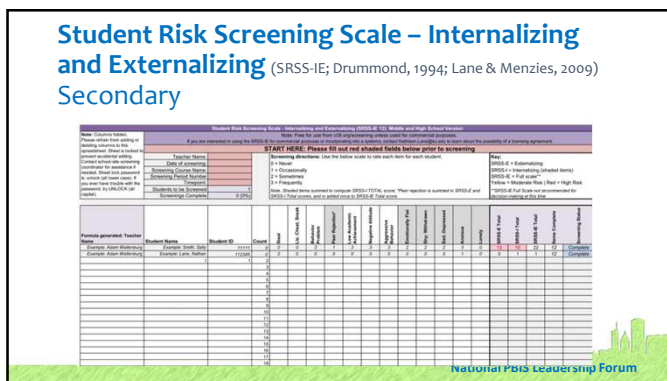
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**SRSS-IE:
Cut Scores**

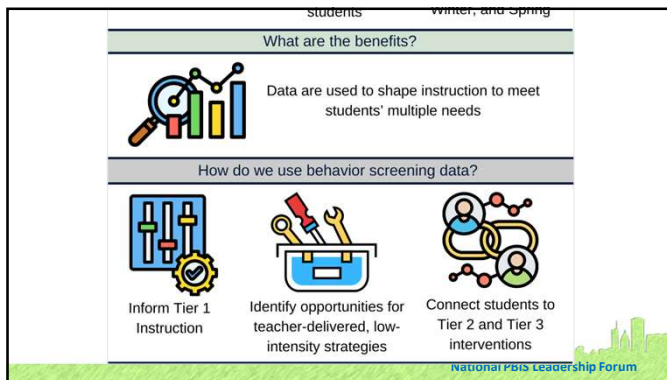
Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

Elementary School Level:
Lahe, K. L., Oakes, W. P., Swengler, E. D., Schatschneider, C., Meneses, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders*, 40, 103-110.

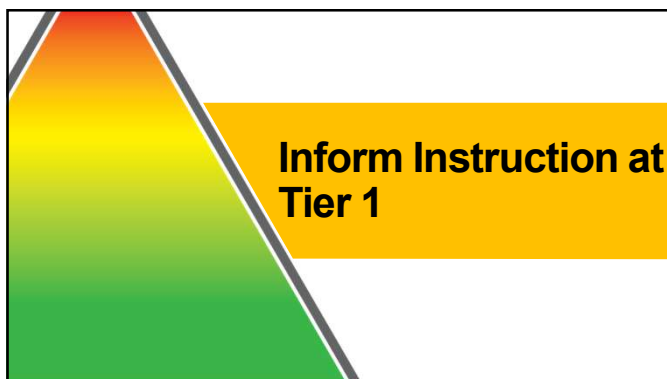
Middle and High School Level:

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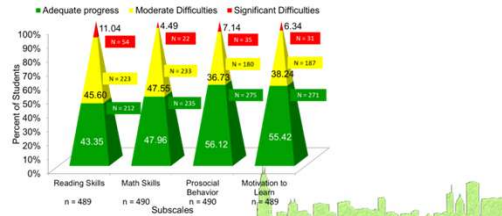
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Data to Indicate a Focus on Tier 1: School Level

Social Skills Improvement System – Performance Screening Guide Spring 2012 – Total School



Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implement and monitor the Tier 1 Comprehensive, Integrated, Three-Tiered (CIT) Model? *Preventing School Failure, 58*(1), 143-156.

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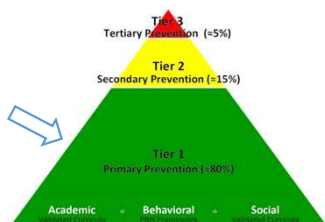
Data to Indicate a Focus on Tier 1: Breakdown by Grade-Level



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Ci3T Integrated Lesson Planning



CIT Integrated Lesson Plan	
Lesson	Lesson Objectives
Lesson 1	Lesson Objectives
Lesson 2	Lesson Objectives
Lesson 3	Lesson Objectives
Lesson 4	Lesson Objectives
Lesson 5	Lesson Objectives
Lesson 6	Lesson Objectives
Lesson 7	Lesson Objectives
Lesson 8	Lesson Objectives
Lesson 9	Lesson Objectives
Lesson 10	Lesson Objectives
Lesson 11	Lesson Objectives
Lesson 12	Lesson Objectives
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Lesson 47	Lesson Objectives
Lesson 48	Lesson Objectives
Lesson 49	Lesson Objectives
Lesson 50	Lesson Objectives



Extending and Integrating CIT

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**Empower Teachers
with Low-Intensity
Strategies**

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Data to Indicate a Focus on Low-Intensity Teacher-Delivered Strategies

	SRSS-Externalizing (SRSS-E7)	SRSS-Internalizing (SRSS-I5)
High Risk	10%	13%
Moderate Risk	19%	26%
Low Risk	68%	61%

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Low-Intensity Teacher-Delivered Strategies

School's CDT Primary (Tier 1) Plan			
Mission Statement			
Regents Statement			
School-Wide Expectations			
Our Expectations Matrix			
Area I: Academic Responsibilities	Area II: Behavioral Responsibilities	Area III: Social Skills Responsibilities	
Students:	Students:	Students:	
Area I: Academic Responsibilities	Area II: Behavioral Responsibilities	Area III: Social Skills Responsibilities	
Faculty and Staff:	Faculty and Staff:	Faculty and Staff:	
Each year, our principal will direct, coordinate, and lead:	Each year, our principal will direct, coordinate, and lead:	Each year, our principal will direct, coordinate, and lead:	
CDT program	CDT program	CDT program	
CDT program	CDT program	CDT program	
Each year, our principal will direct, coordinate, and lead:	Each year, our principal will direct, coordinate, and lead:	Each year, our principal will direct, coordinate, and lead:	
CDT program	CDT program	CDT program	
CDT program	CDT program	CDT program	

CDT: Low-Intensity Teacher-Delivered Strategies

CDT: High-Intensity Primary (Tier 1) Plan

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Low-Intensity Strategies	
Active Supervision	
Behavior-Specific Praise	
High-P Request Sequence	
Instructional Choice	Instructional Choice Offering students opportunities to make choices throughout the instructional day. Teachers offer students two or more options, allow each student to independently make their choice, and the student is provided with the selected option. 
Instructional Feedback	
Opportunities to Respond	
Precorrection	

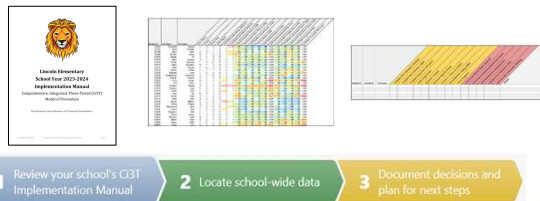
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Connect Students to Validated Tier 2 and Tier 3 Supports

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Getting Started with Data-Informed Decision Making



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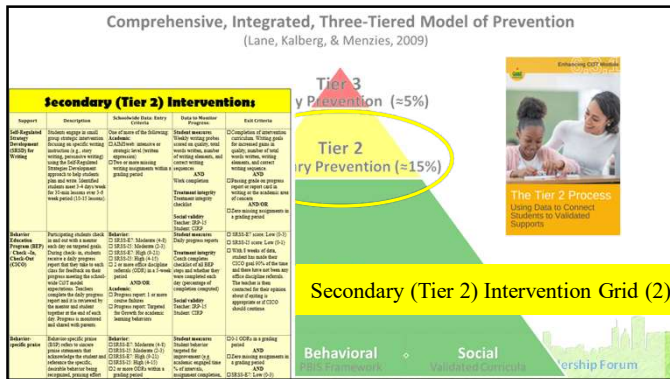
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Tier 2 and Tier 3 Intervention Grids

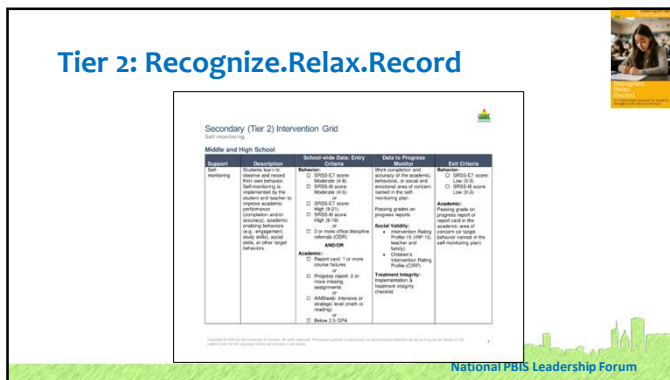
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