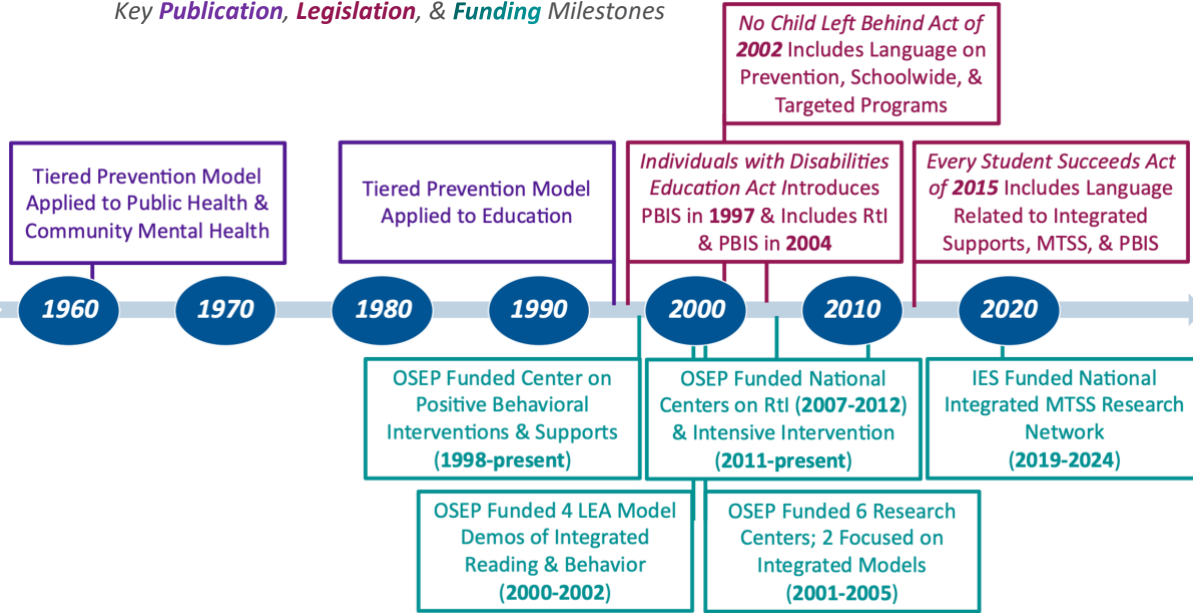


Many schools, districts, and states now organize support within an integrated multi-tiered system of support (I-MTSS) framework. In this brief, we highlight major milestones in publication, legislation, and funding that have propelled educators toward an I-MTSS framework (Figure 1).

Figure 1. Timeline of Progress Toward Integrated Multi-Tiered Systems of Support (I-MTSS): Key **Publication**, **Legislation**, & **Funding** Milestones

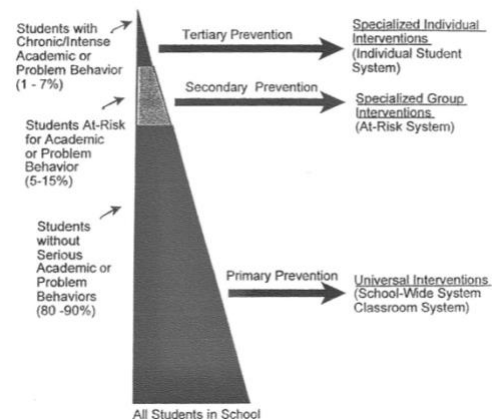


Early Publication Milestones

Prevention frameworks that emphasize a continuum of universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) prevention have a long history in public health (e.g., Caplan, 1961; 1964; Caplan & Grunebaum, 1976). Tiered prevention frameworks first appeared in the field of education in the 1990s (e.g., Kame’enui & Simmons, 1998; Larson, 1994; Lewis & Sugai, 1999; Simeonsson, 1994; Sugai & Horner, 1999; Walker et al., 1996). Scholars described the potential for “a systems approach toward effective instructional and behavioral supports” (Sugai et al., 1998; 1999, p. 1; see Figure 2). These key publications laid the foundation for the next decades of work on tiered prevention frameworks including, for example: (a) Positive Behavioral Interventions and Supports (PBIS), (b) Response to Intervention (RtI) and Multi-Tiered System of Support (MTSS) for academics, (c) Comprehensive Integrated Three-Tiered (Ci3T), and (d) I-MTSS frameworks.

Figure 2. Early picture of an integrated framework

Continuum of Effective Academic and Social Behavior Support



(Reprinted with author permission; Sugai et al., 1998)

Federal Legislation Milestones

Language consistent with MTSS first appeared in federal legislation with the 1997 amendments to the *Individuals with Disabilities Education Act (IDEA)*, which introduced a focus on PBIS. The *No Child Left Behind Act (NCLB) of 2001* also referenced prevention, schoolwide, and targeted programs. The subsequent reauthorization of IDEA, the *Individuals with Disabilities Education Improvement Act of 2004* and the *2006 IDEA regulations* maintained language related to PBIS, introduced RtI, and aligned IDEA with NCLB. The 2015 reauthorization of NCLB, the *Every Student Succeeds Act (ESSA)*, included specific language on integrated supports, PBIS, and MTSS. Click hyperlinks to learn more about the [history of IDEA](#), and the [federal policy guidance](#) interpreting this legislation.

Federal Funding Milestones

The federal government has prioritized funding to support research, technical assistance, and dissemination efforts related to MTSS (Figure 1). Specifically, the US Department of Education first funded (a) technical assistance and dissemination centers and (b) model demonstration projects on tiered frameworks to support student behavior (e.g., Center on PBIS) starting in the late 1990s, academics (National Center on RtI) starting in the early 2000s, and intensive intervention (National Center on Intensive Intervention) starting in the early 2010s. Funding has continued to support the study, dissemination, and technical assistance for tiered frameworks, including our Integrated Multi-Tiered Systems of Support (I-MTSS) Research Network, funded by the Institute for Education Sciences in 2019.

To support implementation of MTSS efforts, the Office of Special Education also funded doctoral training grants (e.g., National Center for Leadership in Intensive Intervention) to prepare leaders to train future practitioners in pre-service programs. Similarly, IES prioritized the training of the next generation of Early Career Scholars within the I-MTSS Research Network to conduct rigorous research on MTSS frameworks in decades to come.

Acknowledgements

A team of I-MTSS early career scholars (Blair Payne & Heather Smith) and faculty (Steve Goodman & Brandi Simonsen) led this brief, with input from the broader I-MTSS Research Network. We would like to acknowledge the wisdom and information shared by leaders in the field of I-MTSS, including Bob Algozzine, Scott Baker, Lou Danielson, Doug Fuchs, Lynn Fuchs, Russel Gersten, Rob Horner, Ed Kame'enui, Alexa Posney, George Sugai, Dave Tilly, and Sharon Vaughn. For a broader discussion of the concepts presented in this brief, please return to www.mtss.org in the future to access *The Past, Present, and Future of Integrated Multi-Tiered Systems of Support Frameworks* (I-MTSS Research Network, in preparation). The I-MTSS Research Network was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant to R324N180020 to the University of Connecticut. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

Recommended Citation

I-MTSS Research Network. (2023). *Brief history of I-MTSS: Summary of major milestones toward an I-MTSS framework*. Integrated Multi-Tiered Systems of Support Research Network, University of Connecticut, www.mtss.org.

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