

Welcome!

| 1

Attendance Sign-in



<https://bit.ly/3TCaxU4>



Please sign-in, grab breakfast, and say hello to someone you haven't met before!

Multi-Tiered Systems of Support (MTSS) Tiers 2 and 3

North Texas School Mental Health Executive Learning Community
May 22, 2024

Today's Presenters



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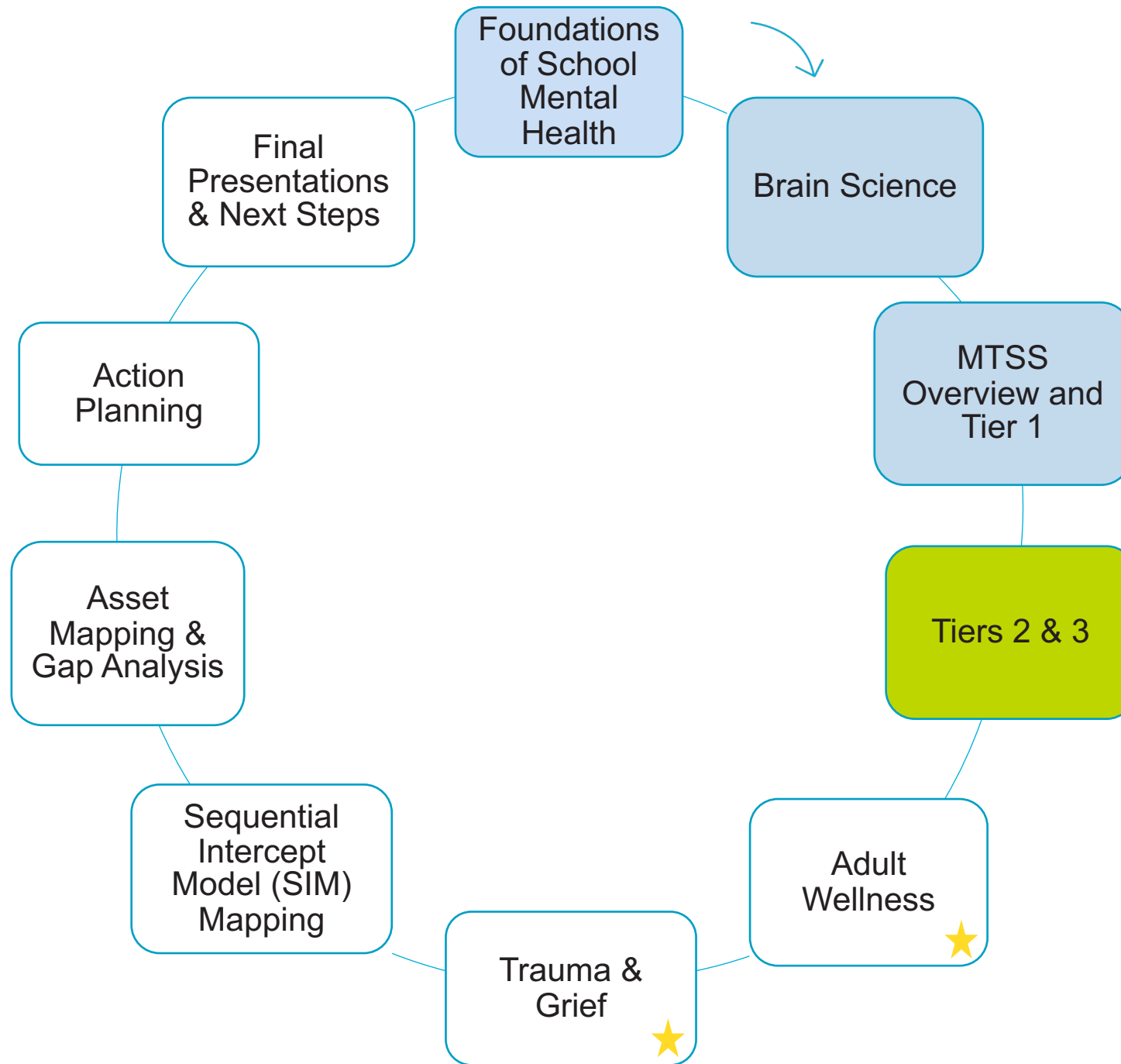
Cohort Norms

- Our base norms:
 - Participate
 - Be present
 - Vulnerability
 - Share
 - Give feedback
- Any additions?



Charles Butt Foundation Teacher Survey Update

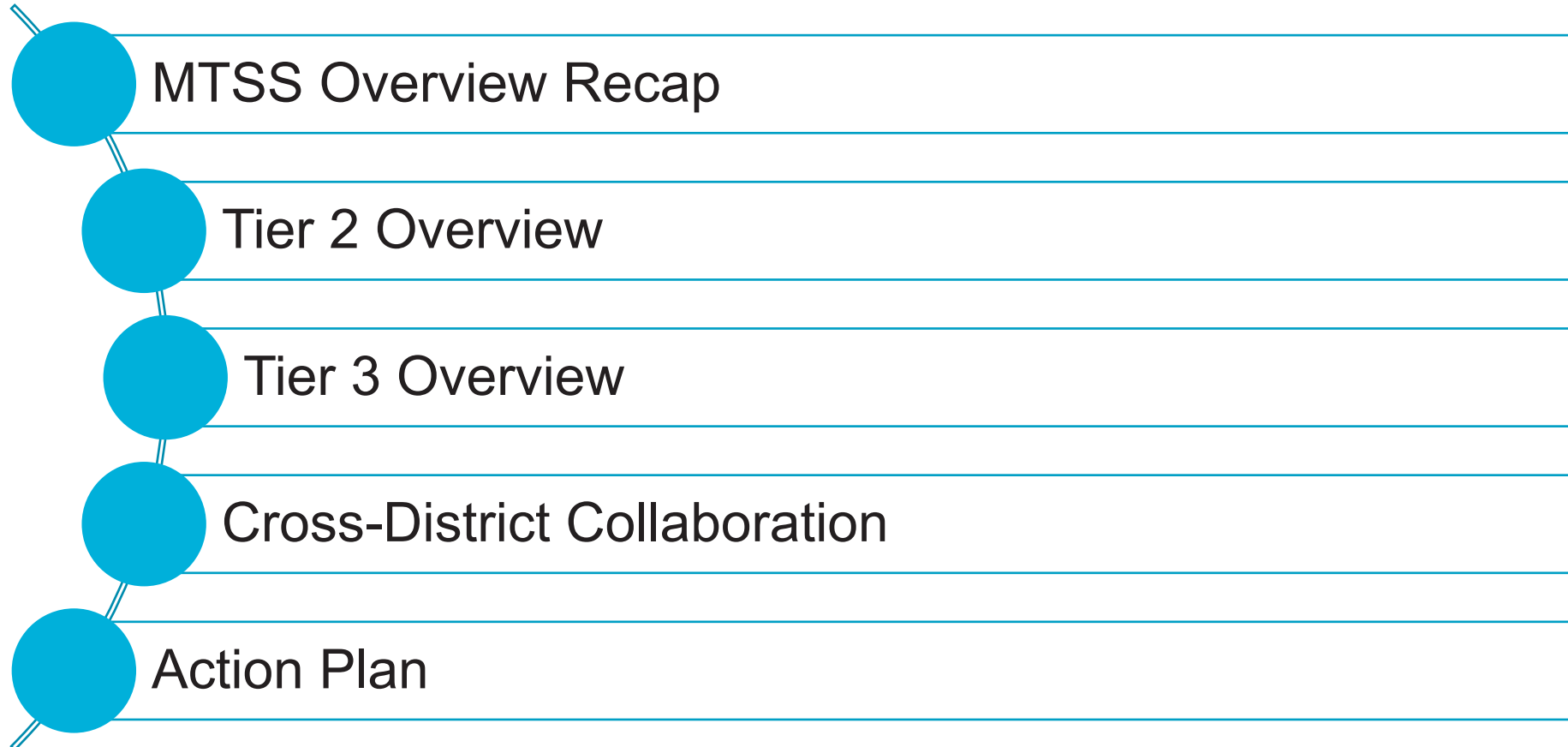
North Texas ELC Learning Sequence



Additional Information

- **Start Date:** February 14, 2024
- **End Date:** December 4, 2024
- **Break:** No sessions in July.
- ★ **Virtual Sessions:** June & August
- Each session is 2 hours with an optional third hour.

Agenda

- 
- MTSS Overview Recap
 - Tier 2 Overview
 - Tier 3 Overview
 - Cross-District Collaboration
 - Action Plan

Learning Objectives



Reflect on your district's Tier 2 and Tier 3 systems with your district team.



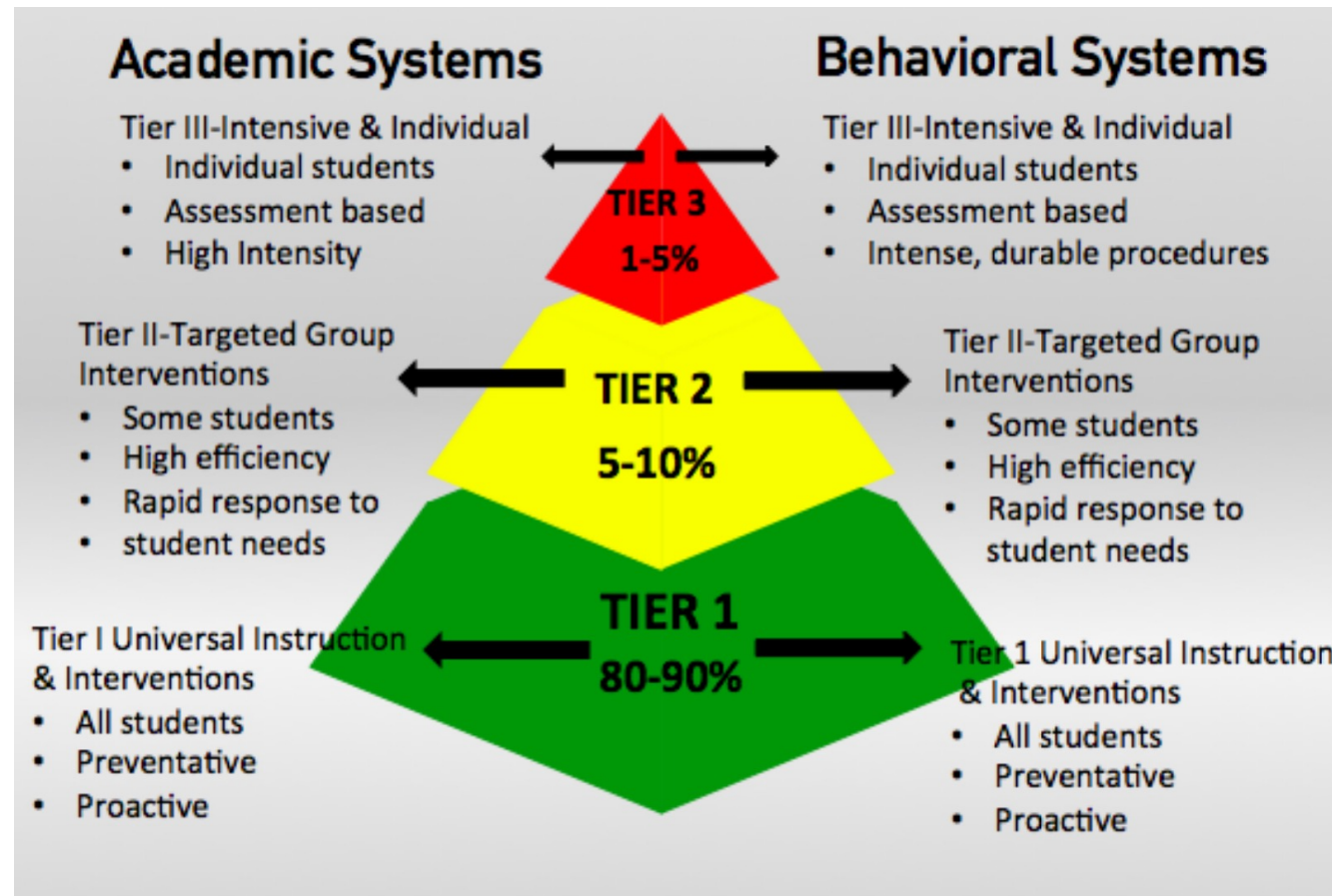
Connect across districts to get feedback and problem solve.



Identify next steps that can improve or enhance your district's Tier 2 or Tier 3 systems.

MTSS Overview Recap

An Integrated MTSS



Expected Outcomes of MTSS

Improved Student Outcomes

- Academic Performance
- Attendance
- Social-Emotional Competence
- Reduced Bullying Behaviors
- Decreased Rates of Student Reported Drug/Alcohol Abuse

Reduced Exclusionary Discipline

- Office Discipline Referrals
- Suspensions
- Expulsions
- Restraint and Seclusion

Improved Teacher Outcomes

- Perception of Teacher Efficacy
- School Organizational Health and School Climate
- Perception of School Safety

Schoolwide Behavioral Interventions and Supports

MTSS Implementation in Schools

An **effective** MTSS system includes:

- Team-Driven Shared Leadership in Schools.
- Data-Based Problem Solving and Decision Making.
- Family, School, and Community Partnering.
- Layered Continuum of Evidenced-Based Practices that support students who are struggling academically, behaviorally, socially, emotionally, and with mental health concerns.

Tier 2 and Tier 3 Stop & Jot Prep

- Select a scribe for your district team.
- Copy this template to your chart paper.

The image shows a yellow Post-it note with a grid layout. The top left corner features the 'Post-it' logo and the text 'SUPERIOR MARKING' and 'MARQUEUR SUPÉRIEUR'. The top right corner features the '3M' logo and an illustration of two people. The grid is divided into two columns: 'Tier 2' on the left and 'Tier 3' on the right. The grid has four rows, with the first row labeled '#1' and '#5', the second row labeled '#2' and '#6', the third row labeled '#3' and '#7', and the fourth row labeled '#4' and '#8'. The rest of the grid is blank.

Tier 2	Tier 3
#1	#5
#2	#6
#3	#7
#4	#8

Tier 2 Systems, Practices, & Data

Tier 2 (Targeted) Approach

Early intervention (Tier 2) services and supports address the mental health concerns of students who are experiencing mild distress, functional impairment, or are at risk for a given problem or concern.

Supports and interventions should be efficient, accessed quickly, and able to facilitate quick improvement.



Team Driven Shared Leadership: Tier 2 Teams

Roles and Responsibilities

- Ensuring students receive timely access to interventions.
- Overseeing the implementation of interventions.
- Using data to monitor student progress.
- Evaluating the outcomes of implementing the intervention.

Team Membership

- Experienced Master Teachers
- Principals and Assistant Principals
- School Counselors
- School Behavioral or Mental Health Interventionists/ Clinicians

#1 Stop & Jot

What do you call your Tier 2 teams and how often do they meet?



Data Systems

Tier 2 Teams utilize multiple sources of data.

Student Identification/Screening

- Students can be identified through needs assessments, screening, referral, or other school teaming processes.
- When mental health needs are identified early and culturally responsive, anti-racist, and equitable supports are put in place, positive youth development is promoted, and the chronicity and severity of mental health concerns can be eliminated or reduced.
- Tier 2 services include services provided by all school-based mental health professionals, including school-employed and community-employed.

Progress Monitoring Tools

- Tiered Fidelity Inventory (TFI) to assess Tier 2 system fidelity.
- District & Campus Tier 2 Student List
- Monthly implementation checks for each EBP in place.
- Student improvement checks: Pre/Post data

#2 Stop & Jot

What data does your district use for screening/identification at Tier 2?

What student data is reviewed regularly for progress monitoring?



Families

- Send intervention notification letters to parents
- Conduct intervention meetings with parental engagement/input (face to face, virtually, or through email/phone call)
- Obtain parental consent forms
- Check progress regularly (weekly, bi-weekly, or monthly)
- Update supports and services on district/campus websites annually

Community Service Providers

- Update list of providers annually
- Visit sites during summer months
- Make effective referrals
- Obtain parental consent forms for information sharing when possible
- Check progress regularly (weekly, bi-weekly, or monthly)

#3 Stop & Jot

What partnerships are in place to support Tier 2 students?



Tier 2 Evidence Based Practices (EBPs)

- **Low-intensity classroom-based supports** (*e.g., daily report card, daily teacher check-in, and/or home school note system*).
- **Brief individualized interventions or responsive services—immediate access to a counselor or social worker** (*e.g., motivational interviewing, brief solutions-focused counseling*).
- **Meaningful Work/Job Assignment**
- **Support groups** for newcomers, gifted/talented students, or restorative circles for problem-solving, etc.
- **Skill building groups for students with similar needs** (*e.g., social skills, conflict resolution, executive functioning, stress management, and resiliency building*).
- **Intervention groups:** *check-in/check-out, check and connect (mentoring), trauma, grief, & attendance.*
- **Referrals to campus or district intervention teams or specialists.**
- **Referrals for therapy or clinical intervention** (mental health, complex trauma and grief, etc.).

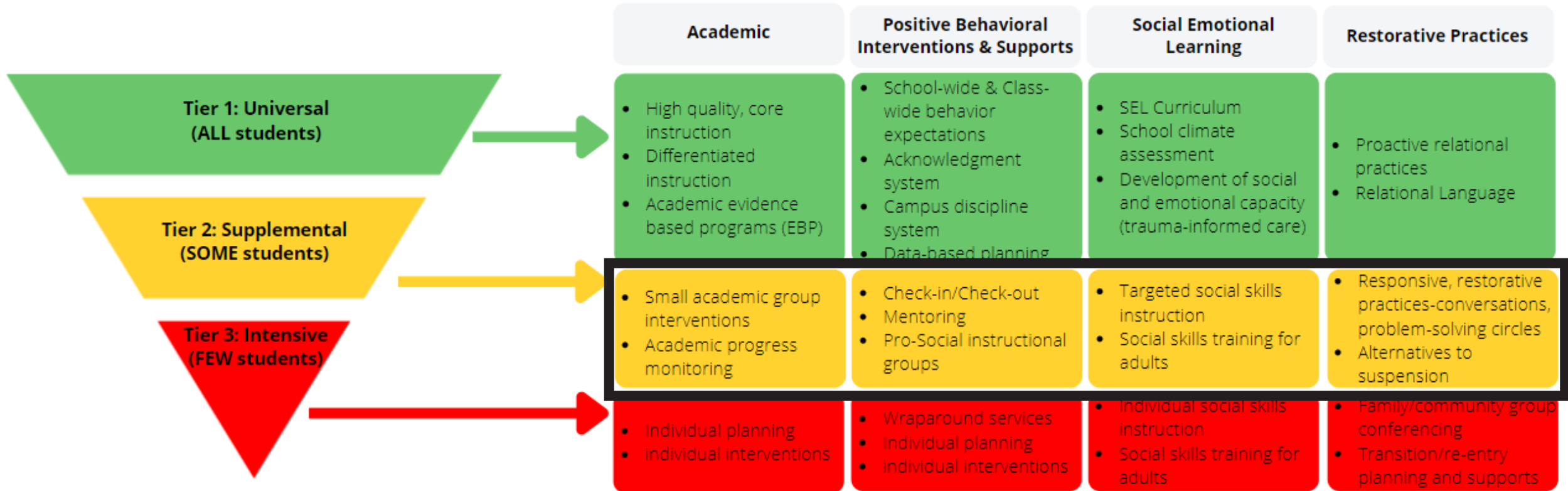
#4 Stop & Jot

Where do teams go to find Tier 2 EBP?

What are common EBPs your district uses?



MTSS Integrated Model Tier 2 Focus



Tier 2 Targeted Small Group Interventions & Support

<p>Tier II Some Students</p> <p>Teams Shared Leadership DLT DIT CAT</p> <p>Tier 1 Teams Tier 2 Teams</p> <p>Parents notified as per SB 1153</p>	Tier I General Instruction <i>and...</i>	
	Behavioral Interventions	<i>Tier 2 Intervention Ideas</i>
	Additional Trainings for Counselors and Other Mental Health Specialists	<p>TEC 21.451(d), TEC 38.351(g), and TEC 37.108; TEC 21.451(d), TEC 21.451(d)</p> <p>•Youth Mental Health First Aid (PermiaCare)</p> <p>TEC 21.451(d), TEC 21.451(d), TEC 38.036, and TEC 37.108 Trust Based Relational Intervention (TBRI)</p> <p>TEC 21.451(d), TEC 38.036, and TEC 37.108</p> <p>•Bounce Back (Elementary Counselors)</p> <p>•Cognitive Behavioral Intervention for Trauma in Schools (CBITS) (Secondary Counselors)</p> <p>•Trauma and Grief Component Therapy for Adolescents (TGCT-A)</p>
	Check In/Check Out	Click here to learn more about Check in/Check Out & Data Tracking Examples
	Behavior Contracts	Click here to learn more about Behavior Contracts & Sample Behavior Contract
	Referrals	<p>To School Counselors Elementary Counselor List & Secondary Counselor List</p> <p>Outside Agencies Community Resource Guide & Care Solace Partnership</p> <p>Referrals for Therapy - Individual and group counseling for trauma, grief, and loss</p> <ul style="list-style-type: none"> • TTU PSYCH • TTU CATR • Centers • PermiaCare
	Small Groups	Counselors Groups Social Skills and Emotional Regulation
	Progress Monitoring/Data	Tiered Fidelity Inventory for Tier 2; Smart Data Disaggregation, Rtl/Parent Referrals, Attendance

Cross-district Sharing

- Connect with someone you haven't met before.
- Each of you share your chart paper Tier 2 Stop & Jot answers.



Attendance Sign-in



<https://bit.ly/3TCaxU4>

Break- 10 minutes



Tier 3 Systems, Practices, & Data

Tier 3 (Individualized) Approach

Coordination of mental health treatment or specialized services to address mental health concerns are provided for students who are already experiencing significant distress and functional impairment.



Team Driven Leadership: Tier 3

Roles and Responsibilities

- Schools may identify Tier 3 students in the same way that Tier 2 students are identified.
- Students most often receive Tier 3 interventions after a Tier 2 intervention was unsuccessful and more intensive services are needed.
- Utilize Tiered Fidelity Inventory (TFI) for Tier 3 to assess systems implementation.

Team Membership

- Administrator.
- Behavior representative who has experience with formal behavior support.
- Others with basic knowledge of problem-solving.
- Staff who actively provide Tier 3 support in the school.
- Campus and district experts from different departments ensure an array of perspectives.

#5 Stop & Jot

What is the difference between your Tier 2 and Tier 3 teams? How has the team changed, is there anyone new included or taken out?



Tier 3 Teams utilize data to monitor how the resources allocated and the practices adopted affect students' individualized intervention outcomes.

Data collection and progress monitoring is achieved through:

- Reviewing student outcome data
- Obtaining data from mental health providers.
- Coordinating with the special education department for data collection methods and referrals for Full Individual Assessments (FIEs).
- Using **informal** Function-based Assessments (FBAs) to ensure a student's plan centers on why they behave the way they do.

#6 Stop & Jot

What data does your district use for screening/identification at Tier 2?

What student data is reviewed regularly for progress monitoring?



Families

- Send intervention notification letters to caregivers
- Conduct intervention meetings with parental engagement/input (face to face, virtually, or through email/phone call)
- Obtain parental consent forms
- Check progress regularly with student and caregivers (daily, weekly)
- Design in-home services/schedules when appropriate
- Connect families to additional services

Community Service Providers

- Obtain memorandums of understanding or other formal service contracts
- Make effective referrals
- Obtain parental consent forms for information sharing
- Check progress regularly (weekly, bi-weekly, monthly)
- Develop transition and aftercare plans

#7 Stop & Jot

What partnerships are in place to support Tier 3 students?



Tier 3 Evidence-based Practices (EBPs)

- Increased intensity of individual evidence-based therapeutic interventions by mental health professionals.
- Utilize a solution-focused approach to engage parents/caregivers.
- Crisis plans—i.e., suicide prevention and intervention protocols.
- Safety plans for suicide prevention or return from treatment or hospitalization.
- Referrals to community resources.
- Reentry plans from disciplinary alternative education programs.
- Case coordination with mental health providers.
- Coordination with the special education department for assessment and Individualized Education Program (IEP) services.
- Use Function Based Assessments (FBAs) to ensure a student's plan centers on why they behave the way they do.
- Wraparound services including Community Resource Coordination Groups (CRCGs).
- Person-Centered Planning (PCP) as a supplement to plans such as IEPs.

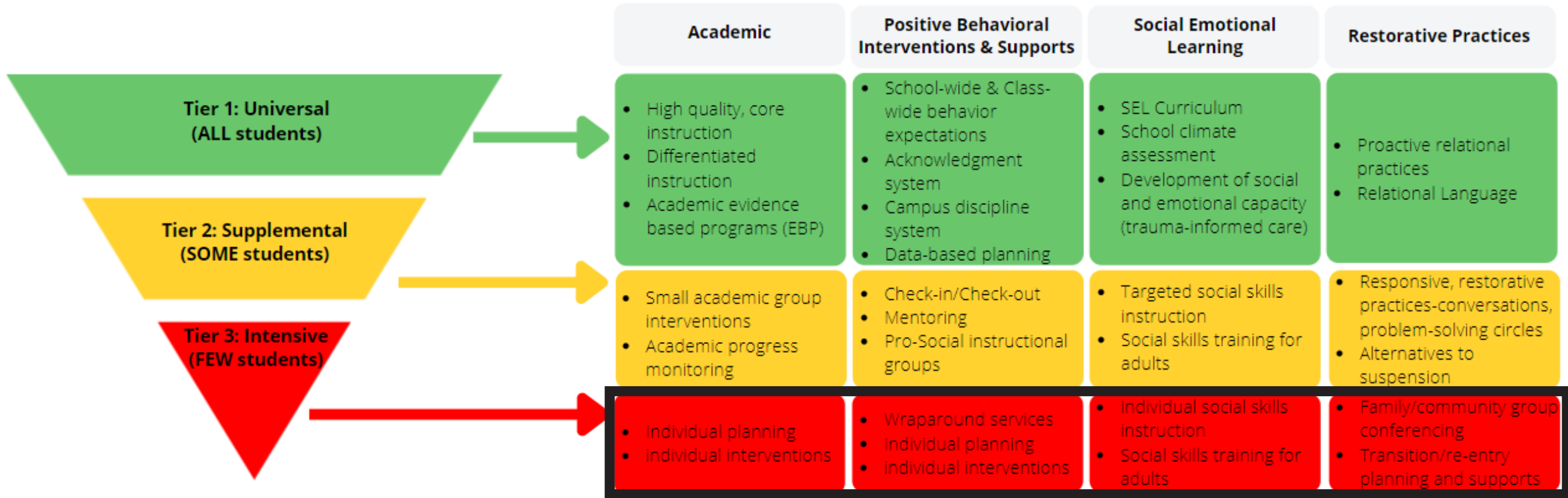
#8 Stop & Jot

Where do teams go to find Tier 3 evidence-based practices?

What are common Tier 3 evidence-based practices your district uses?



MTSS: Layered Continuum of Support



Tier 3 Individualized Interventions and Supports

<p>Tier III <u>Few Students</u></p> <p>Teams Shared Leadership DLT DIT CAT Tier 1 Teams Tier 2 Teams Tier 3 Teams</p> <p>Parent notified as per SB 1153</p>	<p>Tier I General Instruction, Tier II <i>and...</i></p>	
	<p>Additional Trainings for Counselors and Other Mental Health Specialists</p>	<p>TEC 37.115 •School Behavioral Threat Assessment Training (Texas School Safety Center)</p>
	<p>Referrals</p>	<p>Response to Intervention •Behaviors Specialists (GenEd) Referral Form</p> <ul style="list-style-type: none"> • Behavior Intervention Plans (BIPS) • Threat Assessments <p>Therapy •Individual and group counseling for trauma, grief, and loss</p> <ul style="list-style-type: none"> • TTU PSYCH • TTU CATR • Centers • PermiaCare • District Crisis Counselors <p>Community Resource Coordination Groups (CRCG)</p>
	<p>Crisis Intervention</p>	<p>Suicide Outcry/Outburst/NSSI •PermiaCare, MISD Mental Health Officers •District Protocols and Procedures</p>
	<p>Progress Monitoring</p>	<p>Tiered Fidelity Inventory (TFI) for Tier 3, Smart Data Disaggregation, RtI/Parent Referrals, Attendance</p>

Additional Resources:

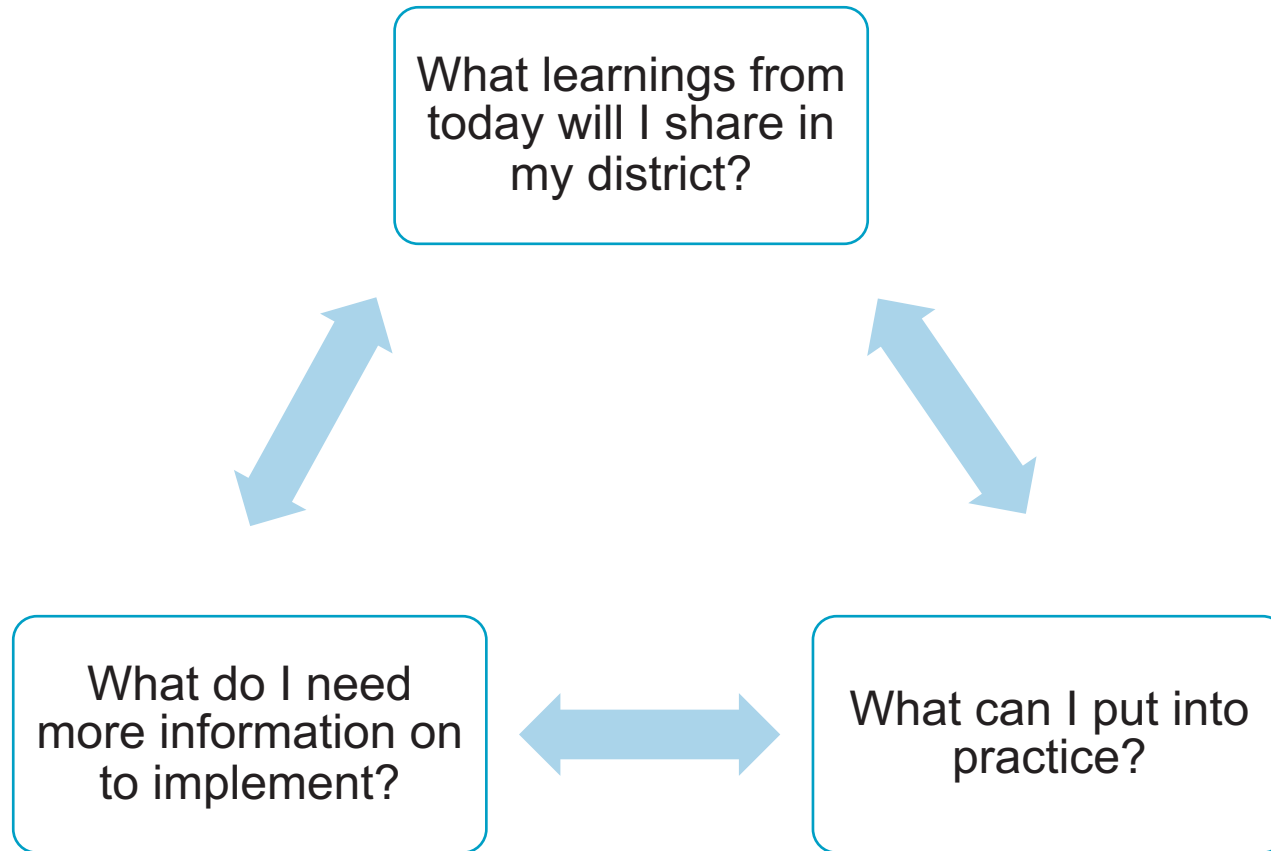
- Behavior Intervention Guide (PDF included in session resources)
- Tier 2 Website resources:
 - <https://www.pbis.org/pbis/tier-2>
 - <https://www.pbisworld.com/tier-2/>
- Tier 3 website resources:
 - <https://www.pbis.org/pbis/tier-3>
 - <https://www.pbisworld.com/tier-3/>
- [Tiered Fidelity Inventory \(TFI\)](#) - Assesses Tiers 1-3 system fidelity
- [IES WWC What Works Clearinghouse](#)
- [Blueprints for Healthy Youth Development](#)
- [Title IV-E Prevention Services Clearinghouse](#)
- [California Evidence-Based Clearinghouse for Child Welfare](#)

Cross-district Sharing

- Connect with someone you haven't met before.
- Each of you share your chart paper Tier 3 Stop & Jot answers.



Key Takeaways



Action Plan

Action Plan: Introduction Review

Expectations

- Throughout the ELC, we will designate teamwork time to work on the action plan.
- Each activity builds towards the full action plan and a presentation.
- Your team will present your action plan during the last session.



Action Plan: Activity 1 – Exploring the Need

- With your district team,
- Complete Activity 1 in the Action Plan:
 - The table activity and
 - The root cause analysis.
- Districts will share the need they identified.
- You have 15 minutes.



Funding Opportunity

The Greenlights Grant Initiative



Feedback Survey & What's Coming Up Next

Please assist us in making the time you spend with us valuable by providing your feedback.



<https://bit.ly/48VHvmV>

Coming up next...
June 12, 2024

Adult Wellness "Beyond Burnout"
by the Trauma and Grief Center

*Virtual Session (Zoom link is
included in the calendar invitation)*

Thank You

Reach out to Edna Henderson for questions at
ehenderson@mmhpi.org

 THE HACKETT CENTER
FOR MENTAL HEALTH

MEADOWS
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