MTSS Tier 1 Overview and Tier 2 Deep Dive

Advancing School Safety & Student Wellness
Executive Learning Community

September 2024

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Your Presenters Today

Rohanna Sykes, LPC-S

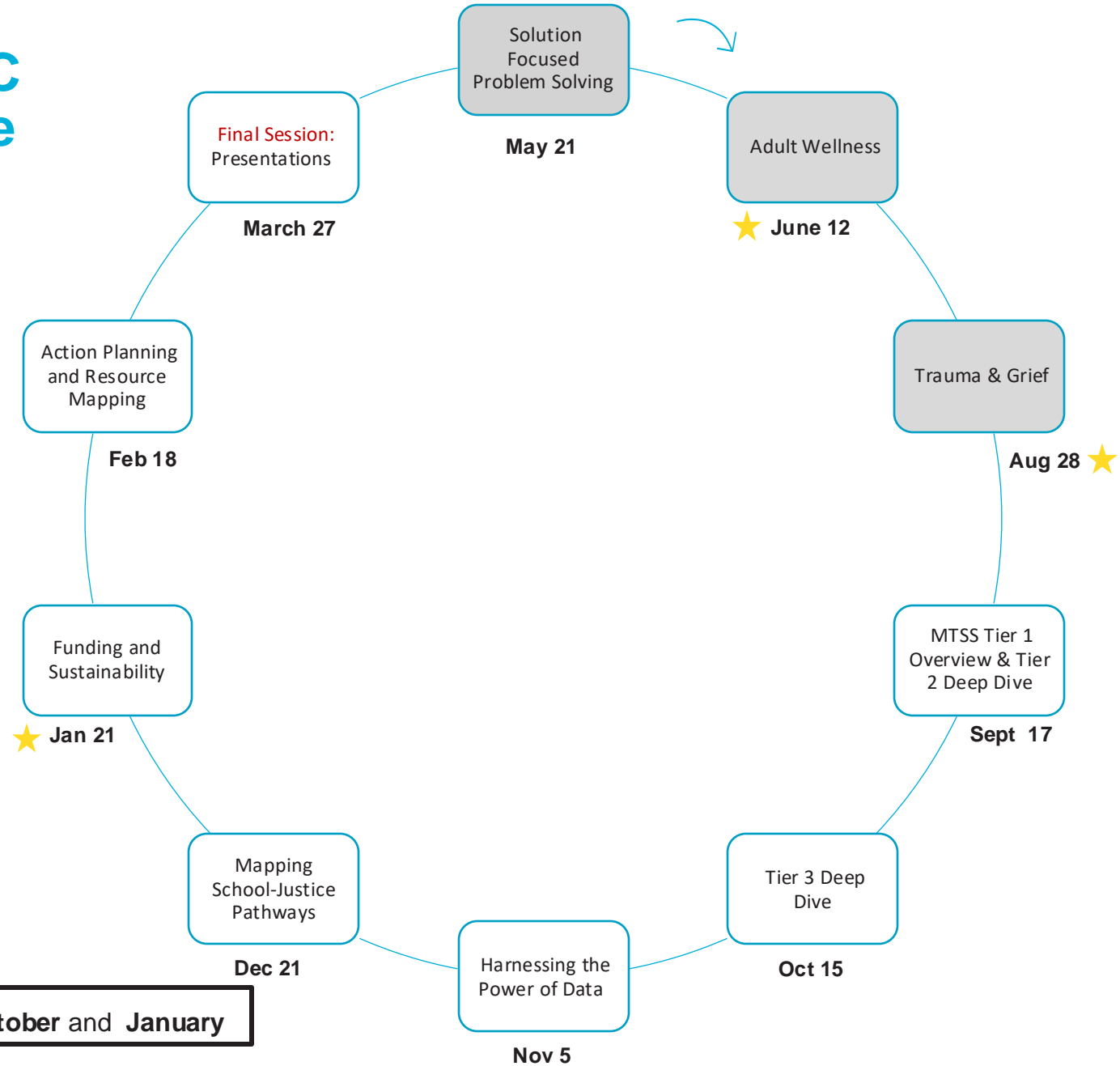*Assistant Director for School Mental Health*

Edna Henderson, LCSW

Assistant Director for School Mental Health

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Cohort Norms

- Our base norms:

    o Participate

    o Be present

    o Engage with vulnerability

    o Share

    o Give feedback

- Any additions?

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Tarrant County ELC Learning Sequence

Solution Focused Problem Solving — **May 21**

Adult Wellness — ⭐ **June 12**

Trauma & Grief — **Aug 28** ⭐

MTSS Tier 1 Overview & Tier 2 Deep Dive — **Sept 17**

Tier 3 Deep Dive — **Oct 15**

Harnessing the Power of Data — **Nov 5**

Mapping School-Justice Pathways — **Dec 21**

Funding and Sustainability — ⭐ **Jan 21**

Action Planning and Resource Mapping — **Feb 18**

Final Session: Presentations — **March 27**

⭐ **Virtual Sessions:** June, August, **October** and **January**

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Updates

- MMHPI team update

- Accessing the portal - https://mmhpi.org/executive-learning-communities/

- Accessing the directory - Coming soon!

Networking

Introduce yourself to someone new and discuss:

Something that you are

looking forward to

this school year.

Agenda

Brief Session 1 Review

MTSS Overview

Tier 1 Overview

Tier 2 Deep Dive

Action Planning

Young Leaders Strong City

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Learning Objectives

Understand the connection between effective MTSS implementation and the reduction in exclusionary discipline.

Reflect on your district's Tier 2 systems, data, and practices.

Use root cause analysis to determine the needs and identify your desired short- and long-term outcomes.
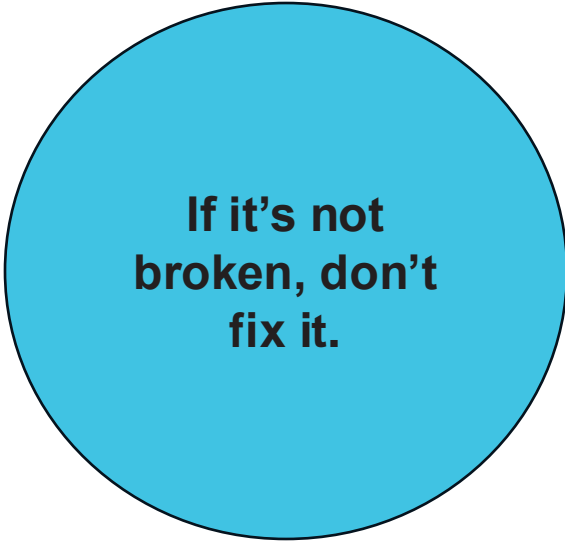
Session 1 Review
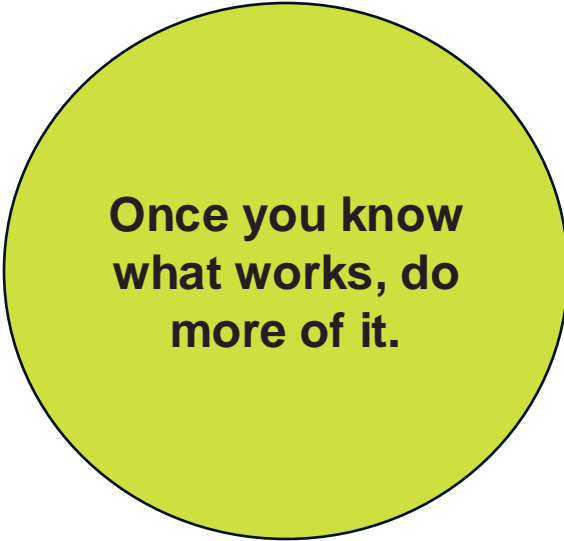
Solution-Focused is a Mindset

- Emphasizes solutions over problems

- Focus on strengths and resources

- Encourages forward-thinking and positive change

- Sets clear, achievable goals
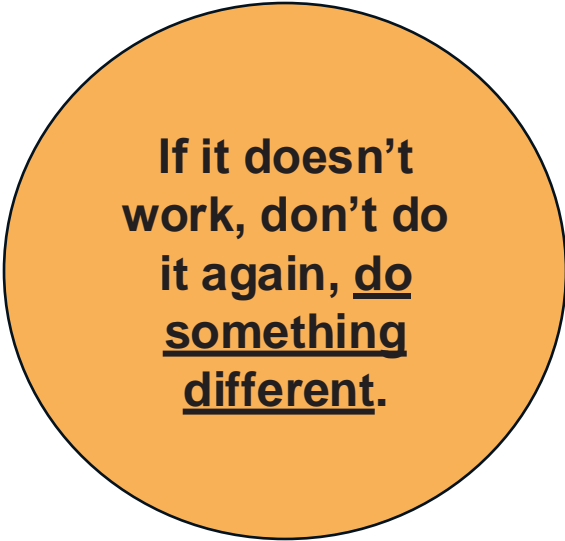
- Promotes resilience, empowerment, and agency

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Central Ideas of a Solution-Focused Approach

If it's not broken, don't fix it.

Once you know what works, do more of it.

If it doesn't work, don't do it again, <u>do something different</u>.

Assumptions:
- The facilitator has **confidence in students' ability** to make positive changes in their lives.
- The facilitator doesn't need to know the details or nuances of the presenting problem to **construct a workable solution**.
- Solutions and goals are constructed by **identifying and capitalizing on exceptions to the presenting problem**.

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Exclusionary Practices

Definition

Removing students from typical instruction (or social environment) for a period of time in response to unwanted student social behavior (Nese, McIntosh, 2019).

Range of Intensities

- Directed time-out from classroom instruction
- Directed cross-class timeouts; Sitting in alternative space
- Placement in a Seclusion rooms
- Detention; Office discipline referral
- Suspension (i.e., ISS and OSS)
- Expulsion (e.g., JJ, DAEP)

Why Exclusionary Discipline Needs to Be Addressed

Trend in School Districts:

Districts are reporting significant *increases* in *disciplinary infractions* resulting in suspensions, expulsions, and referrals to community providers.

Exclusionary Discipline is Costly for Students & Educators, it:

- Removes students from classroom instruction.

- Weakens the students' connection with their school, teachers, and peers.

- Lowers students' academic achievement.

- Increases risk of repeating a grade and/or dropping out.

Belfranz, et. al. (2015). *Sent home and put off track: The antecedents, disproportionalities, and consequences of being suspended in the 9th grade.*

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School-to-Prison Pipeline

1st Lack of processes and policies for suspensions and expulsions in Prk-12th grades.

2nd Student referred to administrator/law enforcement for misconduct.

3rd Child is suspended or expelled.

4th Child is deprived of access to valuable instruction time in class.

5th Child is more likely to experience academic disengagement, fall academically behind peers, receive referrals for special education services, and dropout.

6th Child is more likely to be engaged in juvenile justice system.

7th As an adult, child is more likely to be incarcerated.

SCHOOL

PRISON

5 Key Action Areas & Tools For Reducing Exclusionary Discipline

1. District-Level Leadership & Systems

2. Clear Discipline Process & Continuum of Interventions

3. Equitable Discipline Policies & Code of Conduct Revision

4. Behavioral Health Infrastructure and Proactive Supports

5. Discipline Data Systems & Progress Monitoring

Meadows Mental Health Policy Institute

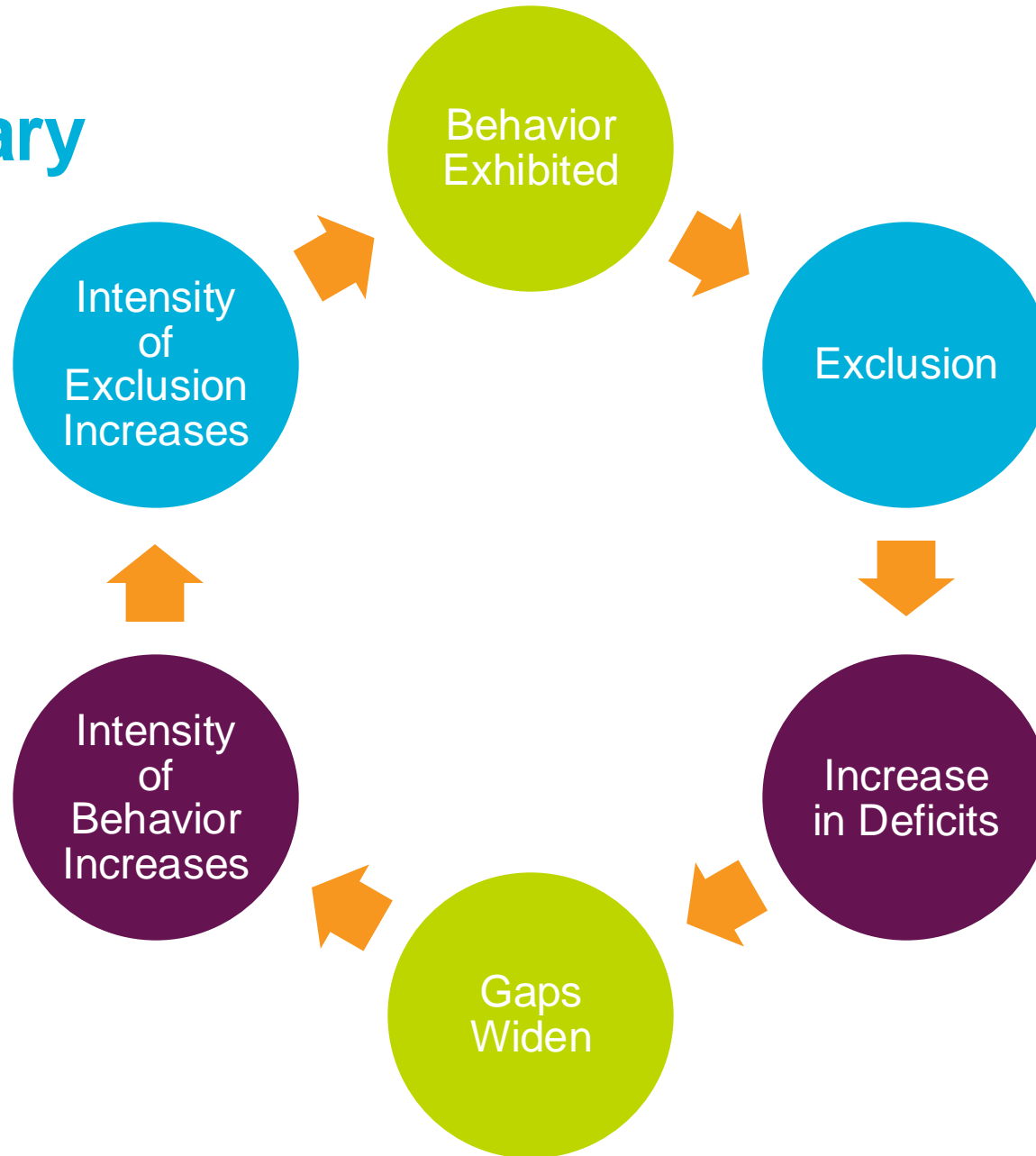## 5 KEY ACTION AREAS & TOOLS
For Reducing Exclusionary Discipline

| 16

Clear Discipline Process & Continuum of Interventions

A consistently implemented discipline process and toolbox of exclusionary discipline alternatives across campuses

Our Tools & Services:

- Mapping the School-to-Prison Pipeline
- Graduated Response Grid & Structured Decision-Making Tools
- Behavior 101 Training for Teachers and Administrators

Behavioral Health Infrastructure & Proactive Supports

A school-based behavioral health system with strong proactive universal supports

Our Tools & Services:

- Campus Team Training for Tier 1 Universal Supports & Social Emotional Learning (SEL)
- Resource Mapping Template
- Implementation Workbook for Tier 2 & 3 Evidence-Based Practices

District-Level Leadership & Systems

A Multi-tiered System of Supports (MTSS) framework that aligns student supports, leadership teams, school culture, and professional development

Our Tools & Services:

- District Leadership Team Formation & Training
- District Self-Assessment & Action Plan Tracker
- Mini-Roadmap for Beginning MTSS in Schools

Equitable Discipline Policies & Code of Conduct Revision

Intentional focus on the impact of policies on marginalized student groups

Our Tools & Services:

- Code of Conduct Review Protocol & Templates
- Root Cause Analysis of Data & Decisions

Discipline Data Systems & Progress Monitoring

Integrated data systems and a progress monitoring plan to guide decision-making around interventions

Our Tools & Services:

- Discipline Data Dashboard
- Documented Progress Monitoring Guide
- Fidelity Monitoring Tools for Tier 1, 2, & 3 Teams & Interventions

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MTSS Overview

Multi-Tiered Systems of Support for Reducing Exclusionary Discipline

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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.

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Cycle of Exclusionary Practices

Behavior Exhibited

Exclusion

Increase in Deficits

Gaps Widen

Intensity of Behavior Increases

Intensity of Exclusion Increases

Implementing evidence-based alternative strategies to exclusionary discipline, such as tiered systems of support, schoolwide restorative practices, and teaching social and emotional skills, can help reduce suspensions and improve school climate.

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Sample MTSS Linear Model

Tier 1 Prevention	Tier 2 Small Group Intervention	Tier 3 Individualized Intervention
School wide PBIS	Check and Connect (Mentoring)	Functional Behavioral Assessments (FBAs)
Classroom PBIS	Social Skills Groups	Behavior Intervention Plans (BIPs)
Social Emotional Learning (Character Strong)	Self-Management (Emotional Regulation) Training	Safety Plans
Classroom Behavioral Interventions	Check in/Check out & Check and Connect	Referrals for Evaluation
Restorative Circles for Academics, Problem-Solving & Community Building	Restorative Circles or Chats to Problem Solve or Repair Harm	Restorative Chats to Repair Harm, Re-entry, or Disciplinary Intervention
Suicide/Mental Health, Bullying, and Substance Abuse Prevention Training	Referrals to Campus/District Support Staff & Outside Service Providers	Suicide/Threat Assessments
Trauma Informed Care Training	Trauma Groups	Referrals to Outside Service Providers
Grief Training	One on One Support	Wraparound services including CRCGs
Academic Curriculum	Academic Small Group Intervention & Academic Accommodations	Academic One on One Instruction

Midland ISD

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Apply Your Learning: MTSS Overview

Through the lens of discipline policies, consider how some of these systems are already operating within your district as it relates to:

- Teams
- Data
- Partnerships
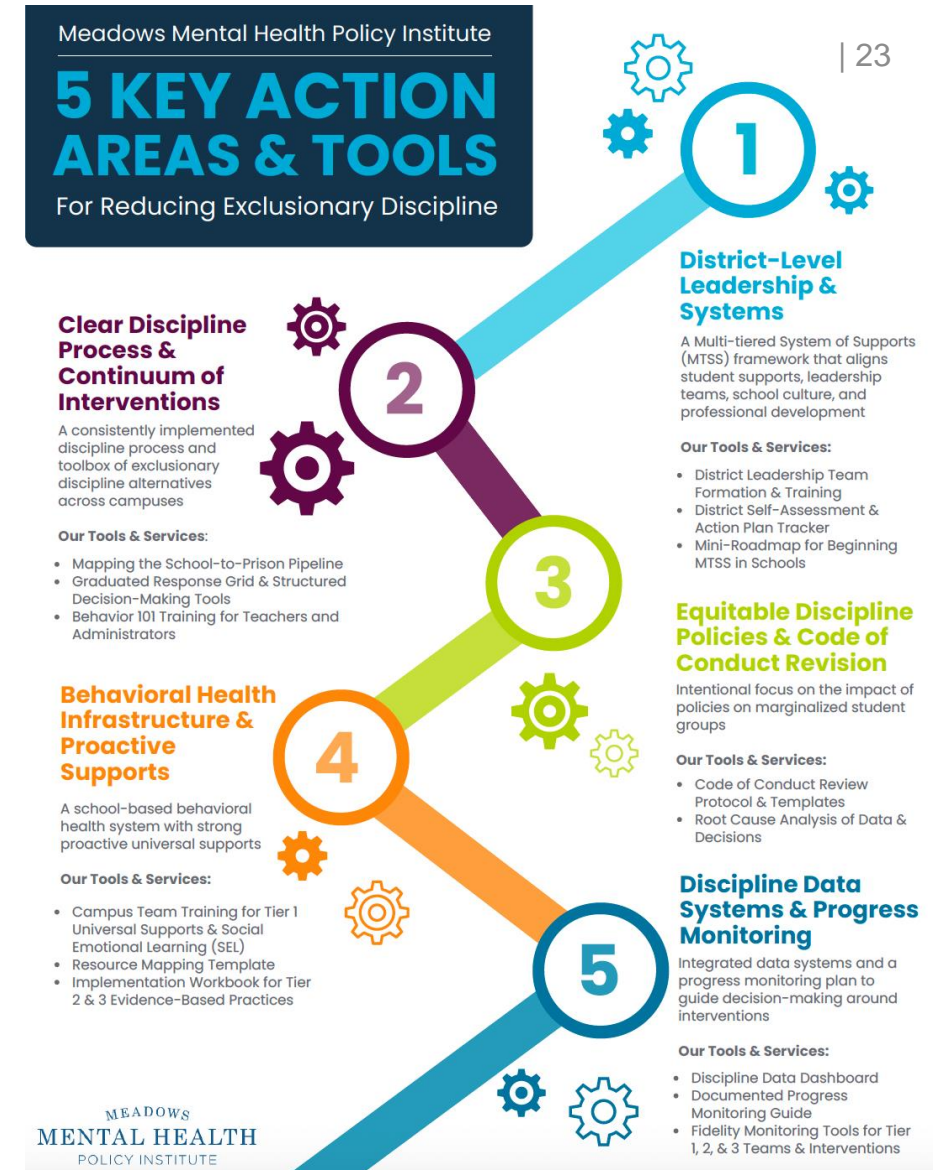- Layered Continuum of Evidenced-Based Practices

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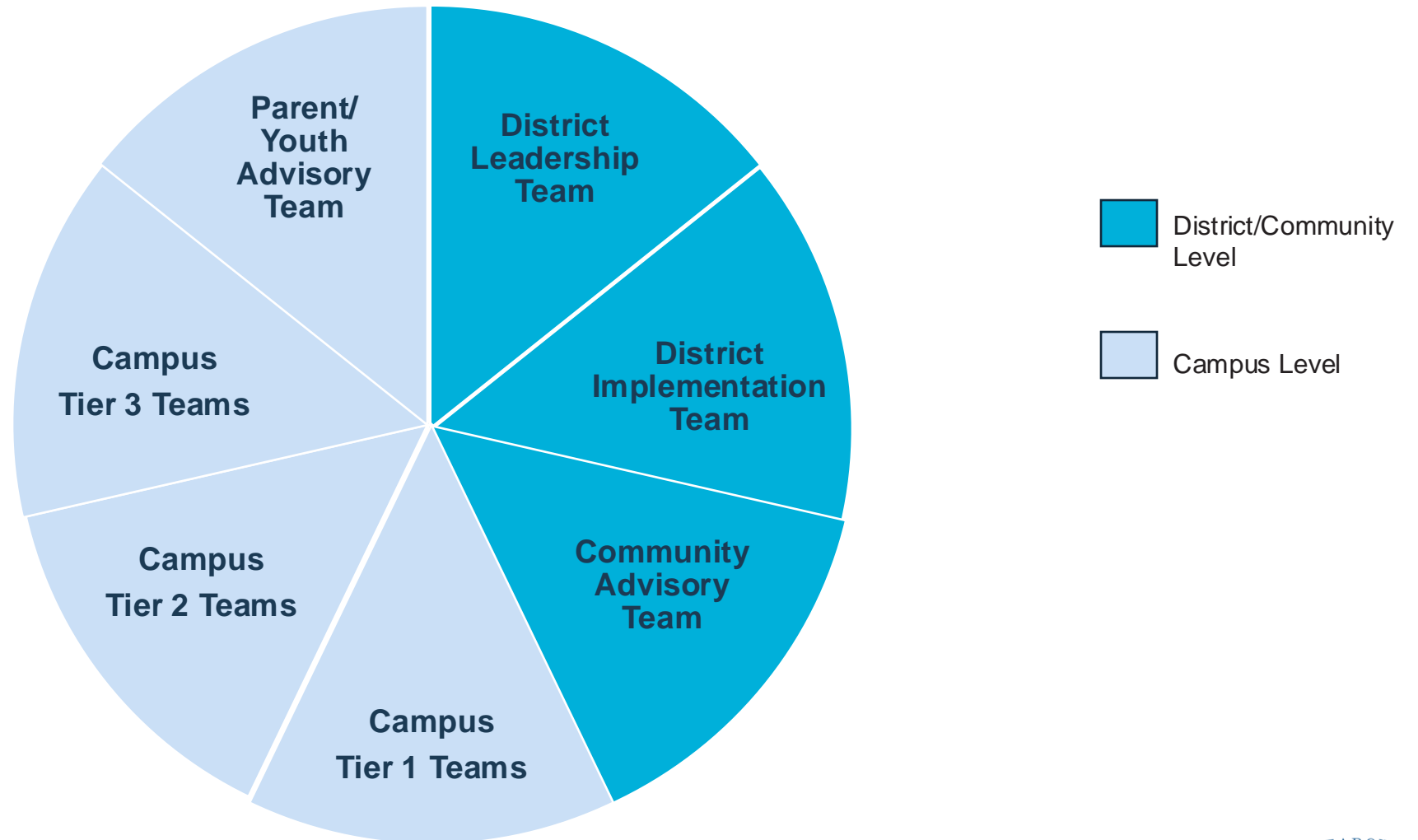MENTAL HEALTH
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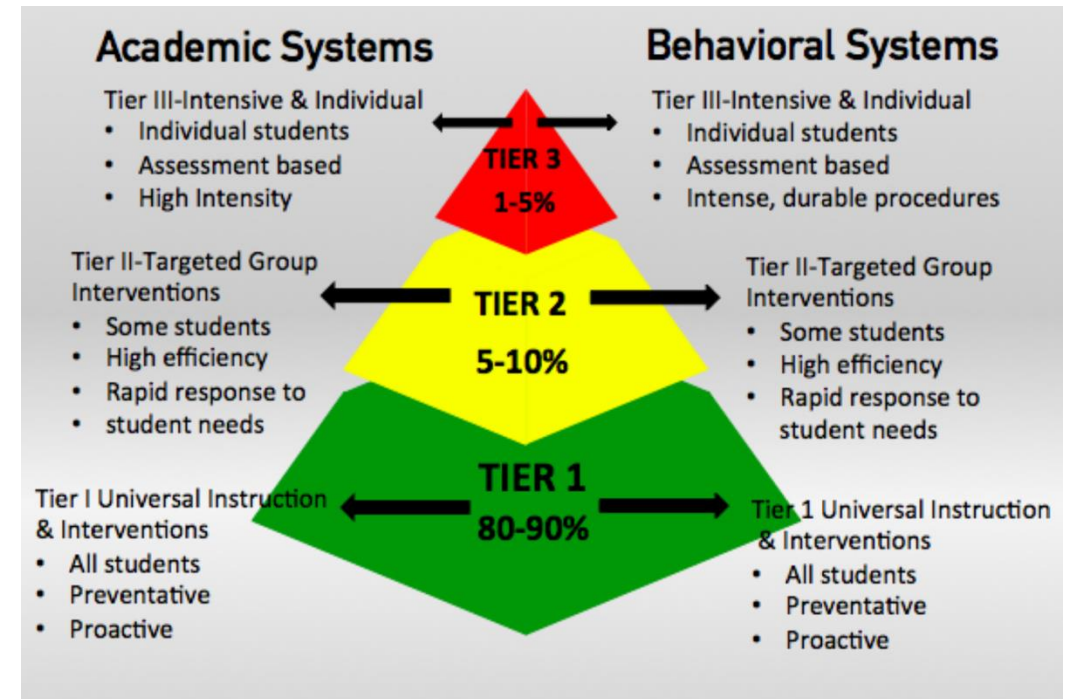
Tier 1 Overview

Tier 1 Systems, Data, and Practices

An effective Tier 1 system includes:

- Team-Driven Shared Leadership in Schools

- Family, School, and Community Partnerships

- Data-Based Problem Solving and Decision-Making

- Evidenced-Based Practices

Team Driven Shared Leadership

Legend:
- District/Community Level
- Campus Level

Pie chart segments:
- District Leadership Team
- District Implementation Team
- Community Advisory Team
- Campus Tier 1 Teams
- Campus Tier 2 Teams
- Campus Tier 3 Teams
- Parent/Youth Advisory Team

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District Level Tier 1 Teams

Code of Conduct & Discipline Policy

- Implement discipline policies and procedures that are culturally responsive and promote equity.

- Clearly define problem behaviors.

- Include documentation procedures in the discipline protocols and processes.

- Describe the discipline process in a narrative format or depict graphically.

- Offer a graduated array of appropriate responses to problem behaviors that:

    - Are clearly defined.

    - Utilize trauma-informed best practices

    - Take a restorative approach.

    - Limit law enforcement involvement (e.g., School Resource Officers, community police).

    - Eliminate exclusionary disciplinary practices when possible.

Staff Training

- Train and support staff in the equitable implementation of disciplinary practices in ways that reduce racial/ethnic disproportionality in discipline responses.

- Train and support school staff in evidence-informed, culturally responsive crisis de-escalation strategies and techniques.

- Consider implementing supports for staff wellbeing.

National Center for School Mental Health. (2023). School Mental Healthy Quality Guide.

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Campus Level Tier 1 Support Teams

Main Role	Members	Meeting Schedules
Coordinate, implement, and monitor schoolwide and classroom: • Positive behavioral strategies/programs • Teaching frameworks for classroom behavior management and coaching • Mental health supports • Ongoing training	Seek representation from: • Administration • Classroom teachers • Support staff • Special teams • School Counselor	Schedule meetings with the team: • Weekly: Once training is complete • Monthly: Once systems are in place • Quarterly: Team leaders meet with a district coach

National Center for School Mental Health. (2023). School Mental Healthy Quality Guide.

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Data Used by Tier 1 Teams

Discipline Data System and Dashboard

The Big 5 office discipline referral (ODR) data should include:
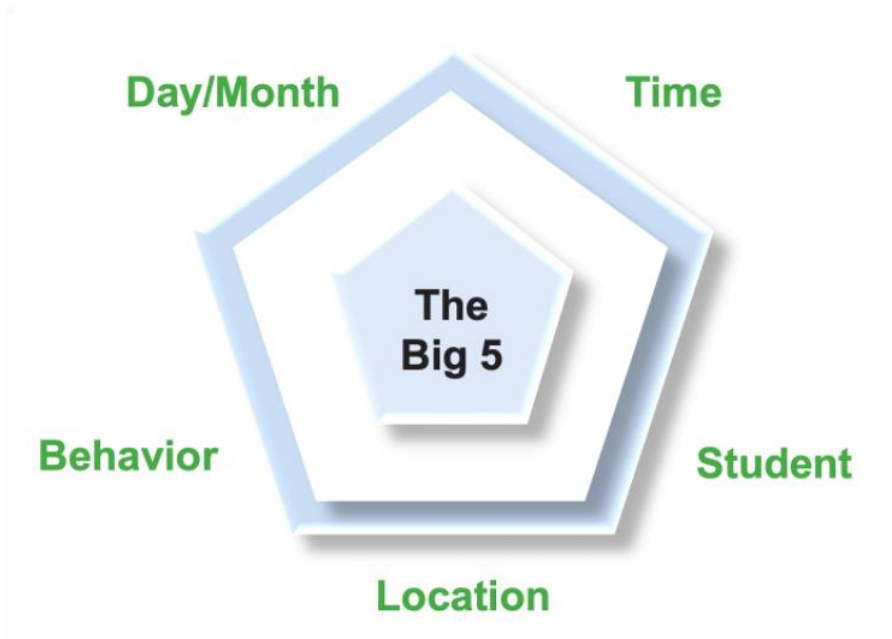
Teams should regularly:

- **Review** discipline data during a scheduled meeting cadence.

- **Examine** the number of suspensions/expulsions by demographic group to better understand any differences in policies or practices contributing to disproportionality and disparity.

- **Identify** repeating students and create a plan to refer them to Tier 2 services or interventions.

- **Monitor** the effectiveness of school-wide positive behavioral programs/strategies.

- **Administer** school climate surveys periodically to determine if there is a correlation between school climate data and office discipline referrals.

National Center for School Mental Health. (2023). School Mental Healthy Quality Guide.

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Schools Can Focus on Families in 3 Different Ways

Family Engagement

- What processes are used to build trusting relationships regarding discipline?

- How are you building relationships with parents whose child is repeatedly in trouble?

Family Involvement

- What efforts are being made to leverage family members as partners and decision-makers in their children's behavior and mental well-being?

Parental Education

- What training is being held to notify parents of the Code of Conduct and consequences with time for questions?

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Family Engagement and Involvement

Collaborate with students and families who represent diverse cultural groups and identities to define problem behaviors and appropriate strategies to address them.

Parent and Youth Advisory

Main Role	Members	Meeting Schedules

• Provide insight and information access related to:
  • Student behavioral and mental health needs
  • Safety
  • Cultural diversity
  • Equity and inclusion
• Make recommendations for improvement.
	Selected parent and campus youth leaders who represent the campus' diverse student population.	Quarterly or, at minimum, bi-annually.

National Center for School Mental Health. (2023). School Mental Healthy Quality Guide.

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Addressing School Discipline Disparities through Conflict Prevention

Principles of Conflict Prevention

- **Supportive relationships**
  - Forging authentic connections with students.

- **Academic rigor**
  - Promoting the potential of all students by having high expectations and providing high-level learning opportunities.

- **Culturally relevant and responsive teaching**
  - Teaching that responds respectfully to students' real lives.

- **Bias-free classrooms and respectful school environments**
  - Creating inclusive, positive classroom and school environments in which students feel fairly treated.

Gregory, A., Bell, J., & Pollock, M. (2014). *How educators can eradicate disparities in school discipline: A briefing paper on school-based interventions*.

Evidence-Based Practices

- **Implement restorative practices** that encourage student disciplinary practices that focus on repairing the harm caused by an incident and allowing the people most affected by the incident to participate in its resolution.

- **Develop a multi-tiered system of culturally responsive emotional and behavioral health services and supports** for students at risk for disruptive behavior related to mental health concerns or trauma exposure.

- **Establish teams responsible for:**
  - Implementing discipline policies and procedures that are culturally responsive and promote equity.
  - Describing the discipline process in a narrative format or depict graphically.
  - Including documentation procedures in discipline protocol.
  - Training and supporting school staff in evidence-informed, culturally responsive crisis de-escalation strategies and techniques.
  - Training and supporting staff in equitable implementation of disciplinary practices in ways that reduce racial/ethnic disproportionality in discipline responses.
  - Using a process of graduated responses that are clearly defined, do not re-traumatize youth, limit involvement of law enforcement (e.g., School Resource Officers, community police), and eliminate exclusionary disciplinary practices when possible.

- **Develop a data collection and review plan**
  - Collecting and reviewing disaggregated data.
  - Examining the number of suspensions/expulsions by demographic group to better understand any differences in policies or practices contributing to disproportionality and disparity.

- **Partner with students and families**
  - Collaborate with students and families representative of diverse cultural groups and identities to define problem behaviors and appropriate strategies to address them.

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National Center for School Mental Health. (2023). School Mental Healthy Quality Guide.

10-minute break

If you have not done so already, please scan and complete the attendance form.

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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.
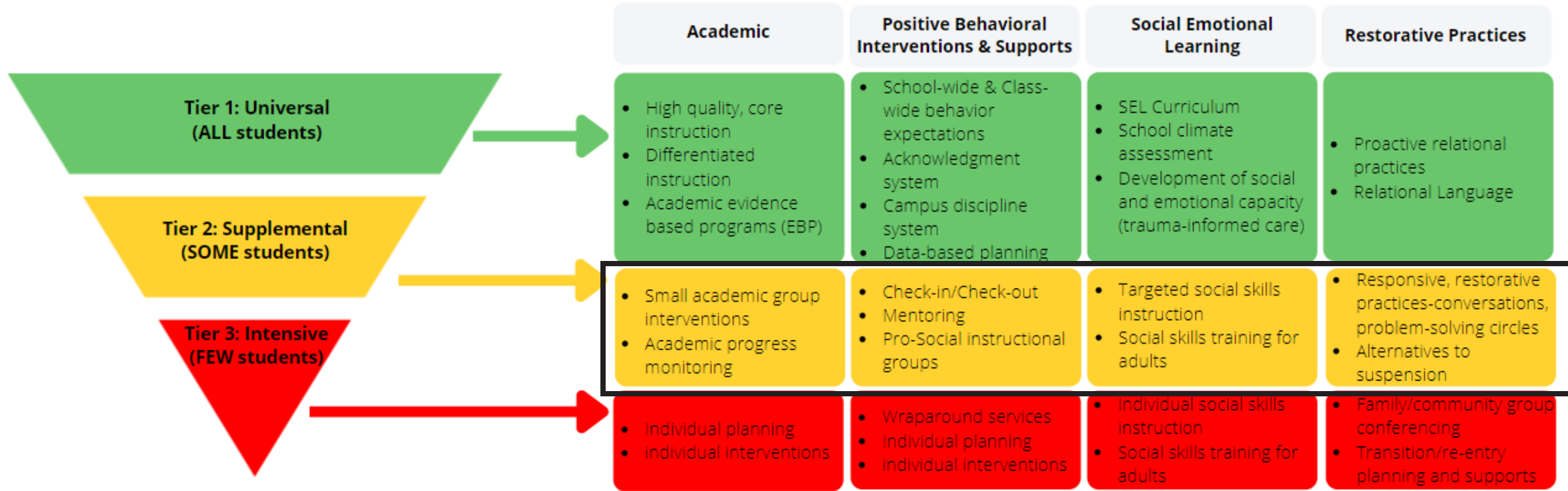
Supports and interventions should be efficient, easily accessible, and able to facilitate quick improvement.

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Sample MTSS Integrated Model (Academic/Behavior) Tier 2 Focus

MTSS: Integrated Supports and Interventions

	Academic	Positive Behavioral Interventions & Supports	Social Emotional Learning	Restorative Practices
Tier 1: Universal (ALL students)	• High quality, core instruction • Differentiated instruction • Academic evidence based programs (EBP)	• School-wide & Class-wide behavior expectations • Acknowledgment system • Campus discipline system • Data-based planning	• SEL Curriculum • School climate assessment • Development of social and emotional capacity (trauma-informed care)	• Proactive relational practices • Relational Language
Tier 2: Supplemental (SOME students)	• Small academic group interventions • Academic progress monitoring	• Check-in/Check-out • Mentoring • Pro-Social instructional groups	• Targeted social skills instruction • Social skills training for adults	• Responsive, restorative practices-conversations, problem-solving circles • Alternatives to suspension
Tier 3: Intensive (FEW students)	• Individual planning • individual interventions	• Wraparound services • Individual planning • individual interventions	• Individual social skills instruction • Social skills training for adults	• Family/community group conferencing • Transition/re-entry planning and supports

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Reflection Prep

- After each MTSS component, we will complete the corresponding section on the worksheet.

Tier 2 Deep Dive Reflection

Reflecting on your district's MTSS system through the lens of reducing exclusionary discipline, complete the worksheet below in correspondence with the presentation.

Tier 2 Teams	
Strengths	
Areas of improvement	
Recent successes	
Ongoing challenges	

Data	
Strengths	
Areas of improvement	
Recent successes	

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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 intervention implementation outcomes

Team Membership

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

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Activity

Work with your district team.

Complete the **Teams** portion of the worksheet.

You have 5 minutes.

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Data Systems

Tier 2 Teams utilize multiple sources of data.

Student Identification/Screening

- Universal screening or a campus assessment (including behavioral and mental health needs)
- Regular data reviews (discipline, attendance, and grades) using the district's student information and reporting system
- Referrals from administrators, teachers, parents, support staff or the student (self)

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

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Activity

Work with your district team.

Complete the **Data** portion of the worksheet.

You have 5 minutes.

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Partnerships

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).

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Activity

Work with your district team.

Complete the **Partnerships** portion of the worksheet.

You have 5 minutes.

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Addressing School Discipline Disparities through Conflict Intervention

Inquiry into the causes of conflicts

Reintegration of students after conflict

Principles of Conflict Intervention

Problem-solving approaches to discipline

Recognition of student and family voices and their perspectives on the cause of conflict and solutions

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Gregory, A., Bell, J., & Pollock, M. (2014). *How educators can eradicate disparities in school discipline: A briefing paper on school-based interventions*.

Tier 2 Best Practices

- Evidence-based small group interventions for skill-building.

- Interventions such as such as check-in/check-out, check and connect (mentoring), and restorative circles.

- Parent engagement & family psychosocial education.

- Responsive services available to address student needs as they arise—immediate access to a counselor or social worker.

- Referrals to local community service providers.

- Data and progress monitoring e.g., baseline data or pre/post surveys/screening.

- Student wellness or intervention plans.

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Sample Tier 2 Evidence Based Practices (EBPs)

❑ **Check In/Check Out**

❑ **Check & Connect (Mentoring)**

❑ **Simple Behavior Plans/Contracts**

❑ **Meaningful Work/Job Assignment**

❑ **Skill Building Groups** (self-regulation, social skills, and executive functioning)

❑ **Intervention Groups** (trauma and grief)

❑ **Referrals to campus or district intervention teams or specialists**

❑ **Referrals for therapy or clinical intervention** (mental health, complex trauma and grief, etc.)

❑ **Intervention conferences (**parent/student/teacher/administrator)

❑ **Increased Access to Academic Supports**

❑ **Attendance intervention** (phone calls/letters; home visits)

❑ **Targeted parent training and support groups**

Texas Education Agency. (2021) TEA's School Mental Health Toolkit.

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Selecting An Appropriate Intervention: Identifying the Function of the Behavior

Selecting an intervention for a student means identifying what needs a student is trying to meet through their behavior. All behaviors serve a function (purpose).

Identifying the function of the behavior to help select an appropriate and effective intervention is key to student success.

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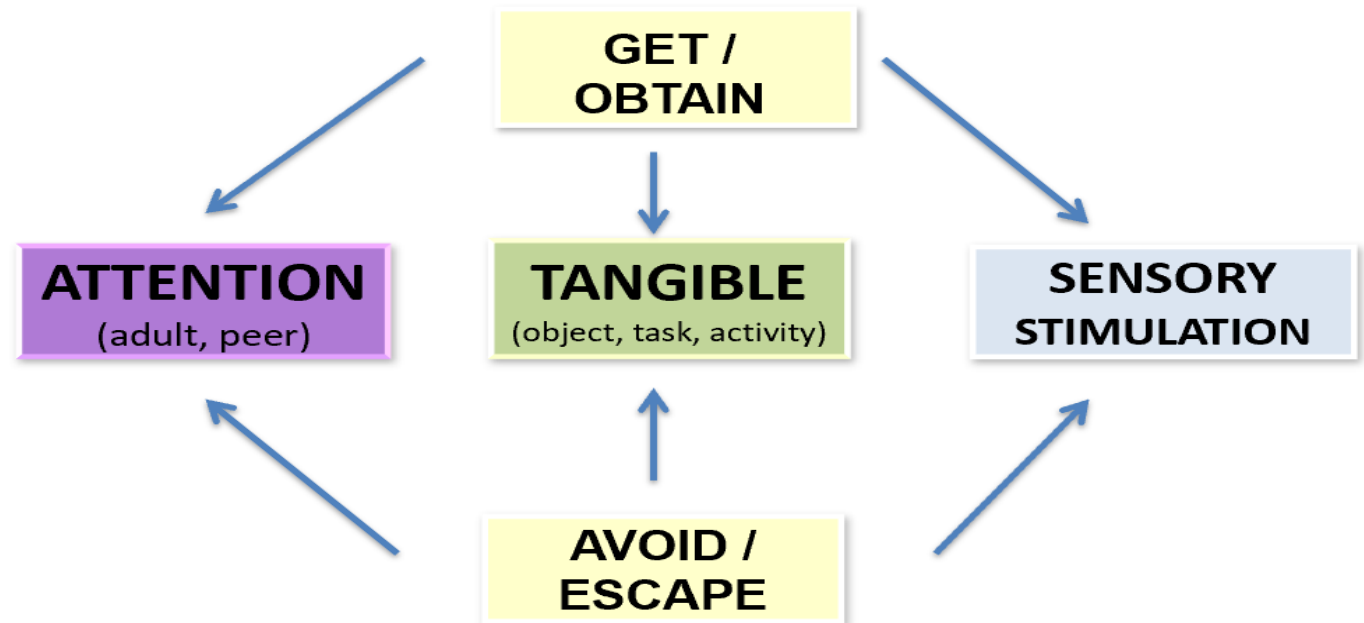
Four Functions of Behavior

E	A	T	S
Escape	Attention	Tangible	Sensory
Behavior reinforced by removal of a demand.	Behavior reinforced by adult/peer attention.	Behavior reinforced by access to the item/event.	Behavior reinforced by automatic positive or negative stimulus.
Ex: A student continues to rip homework because teacher doesn't make them do it.	Ex: A student makes jokes during independent reading, getting laughs from peers.	Ex: During recess, a student hits a peer so that they drop their toy.	Ex: Regardless of an audience, the student rocks back and forth to calm down.

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EBPs Organized by the Function of the Behavior

Function	Get/Obtain			Avoid/Escape		
	Attention A = Adult P = Peer	Tangible (Object/ Activity)	Sensory Stimulation	Attention A = Adult P = Peer	Tangible (Object/ Activity)	Sensory Stimulation
Interventions	**Build Connection**			**Provide Safety**		
Check-In/ Check-Out	A	X	X		X	
Restorative Circles			X	A/P	X	X
Social Skills Training	A/P	X		A/P		X
Check and Connect	A		X	A		X
Trauma Intervention	A/P	X	X	A/P	X	X

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Supporting Students in Special Populations

To effectively support students and respond to behavior, school and program personnel should have knowledge, skills, and experience in topics such as:

- Understanding the unique needs of each child with a disability and the rights afforded to children with disabilities under IDEA;

- Being aware of potential signs of stress;

- Being prepared to be the first contact and resource for children in need of support;

- Implementing universal screening and understanding screening data to make informed decisions about child needs and appropriate instructional and behavioral strategies;

- Implementing evidence-based prevention and intervention practices across all school or program settings to effectively support and respond to child behavior;

- Conducting Functional Behavioral Assessments;

- Effectively designing, implementing, and evaluating Individual Education Programs and Behavior Intervention Plans, in collaboration with families and with support from specialized support personnel; and,

- Re-integrating children into the school or program after extended periods of virtual learning or other absences from school.

US Department of Education: Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders, July 19, 2022

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Activity

Work with your district team.

Complete the **Layered Continuum of Evidence-Based Practices** portion of the worksheet.

You have 5 minutes.

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Pair & Share: Tier 2

1. Connect with someone from another district.

2. Discuss your reflection worksheet observations (8 minutes).
   - How are your campus Tier 2 Team(s) structured? What are their responsibilities?
   - What system does your campus have in place to collect data? What data do your Tier 2 Team(s) collect and track? How are the outcomes of small-group interventions tracked?
   - How does your district create and utilize family and community partnerships?
   - What evidence-based interventions are being implemented on your campus? How are these interventions being monitored?

3. Share your reflections with the whole group.

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Action Planning

Reminder: Action Plan Expectations

The Learning Community experience will culminate in the presentation of an action plan.

- The action plan will focus on reducing exclusionary discipline.

- Your district team will have opportunities to work together on the different activities in the action plan during and after our sessions.

- Activities in the action plan build towards a summary document and final presentation.

- Your team will present your action plan during the last session.

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Activity 1: Explore the Need

Question	Answer
As a team, choose one school discipline need or challenge that you want to explore further.	
Does a focus on this need align with your District Improvement Plan or other district priorities?	
What data demonstrate a need to address this need or challenge?	
Conduct a Root Cause Analysis on the identified need or challenge (worksheet below). Now that you have conducted a root cause analysis, what is your understanding of the need or challenge?	

What school discipline related issue do you seek to address?

Symptoms/Problems
Solutions/Policies
Root Causes
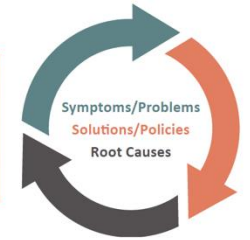
How is this issue showing up in your district or campus, what is observed?

Leaves
Symptoms/Problems
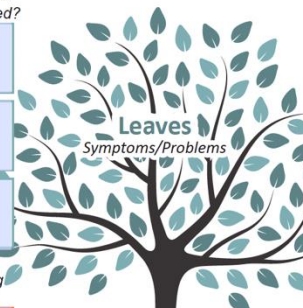
What district policies are contributing towards or supporting the current issue?

Solutions/Policies

What mindsets, beliefs, or district systems help sustain/anchor the issue?

Root Causes
Big Systemic Issues

Pages 6 - 8 of the Action Plan to Reduce Exclusionary School Discipline

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Summary

MTSS is a framework that supports reducing exclusionary discipline by having clear equitable systems in place.
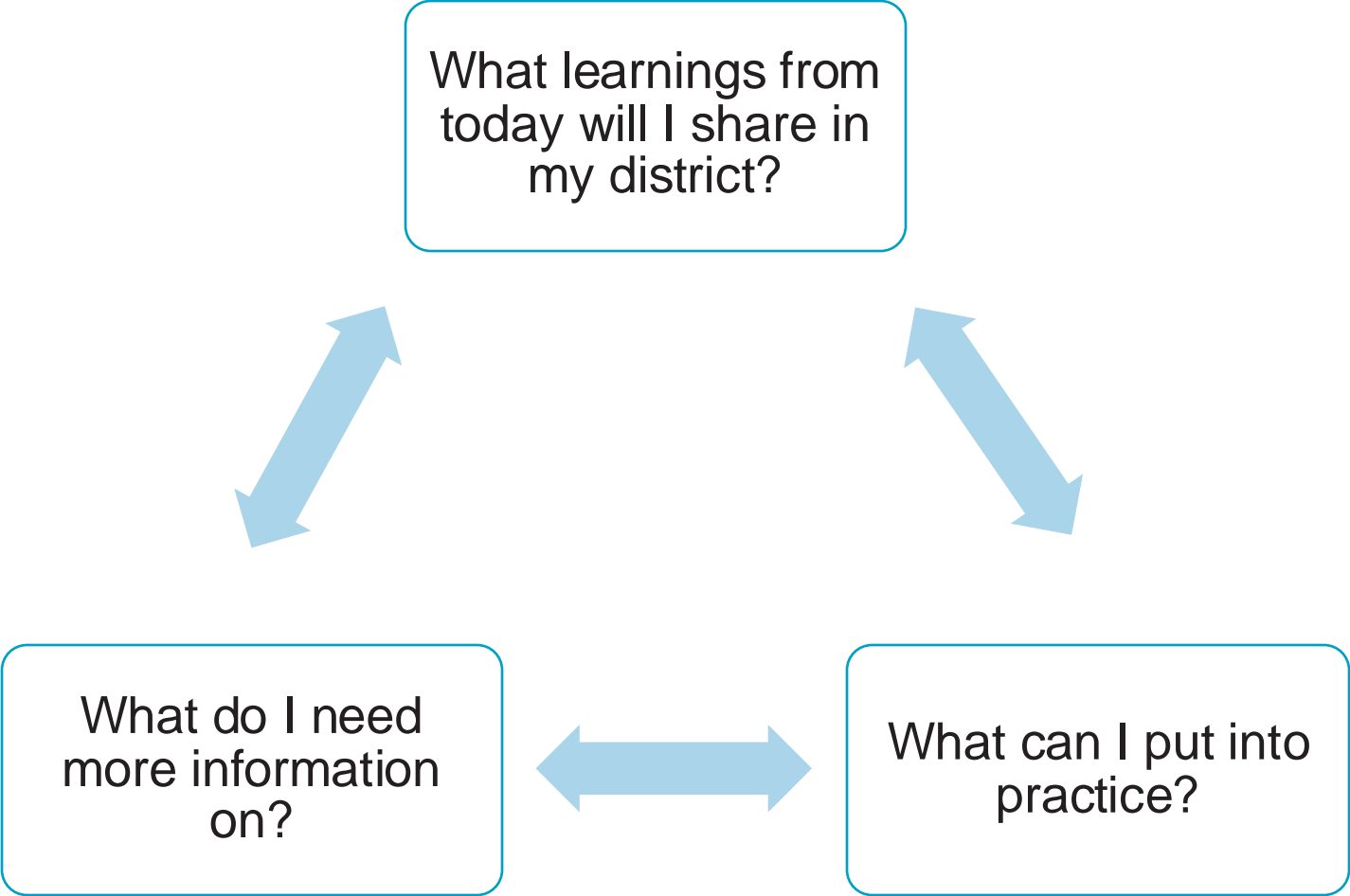
Your district's Tier 2 systems, data, and practices have strengths, areas of improvement, and challenges.

A root cause analysis is one tool to determine the needs and identify your desired short- and long-term outcomes.

Key Takeaways

What learnings from today will I share in my district?

What do I need more information on?

What can I put into practice?

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