

Welcome!

Attendance Sign-in



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

Multi-Tiered Systems of Support Tier 3 Deep Dive

Tarrant County Executive Learning Community 2024

October 15, 2024

Our Team Presenting Today



Melissa True

*Vice President for Education and
Strategy*



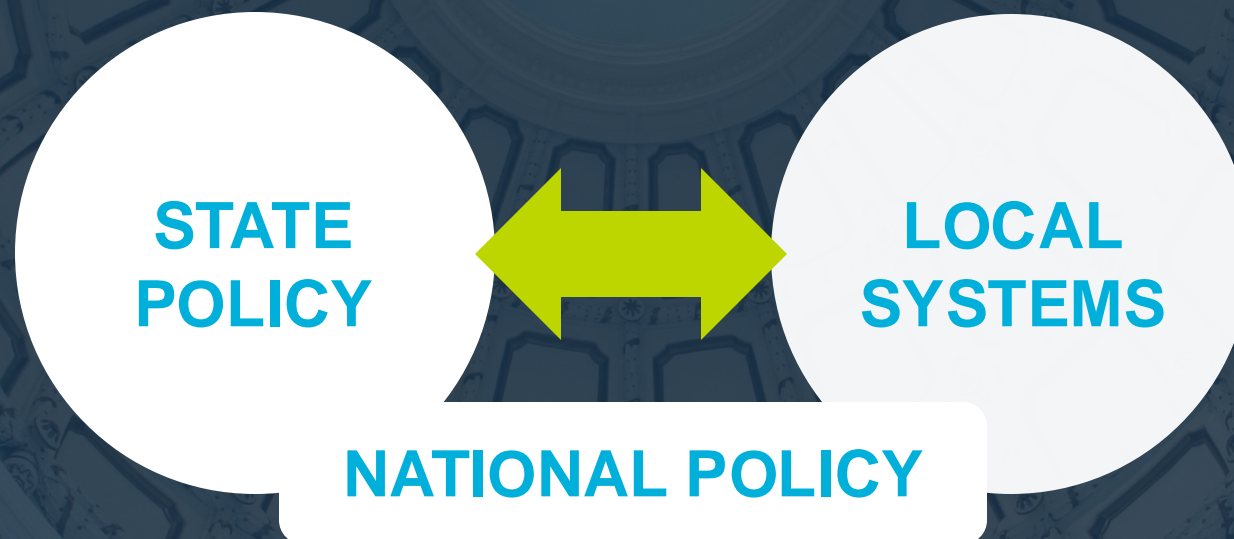
Edna Henderson, LCSW

*Assistant Director for School
Mental Health*

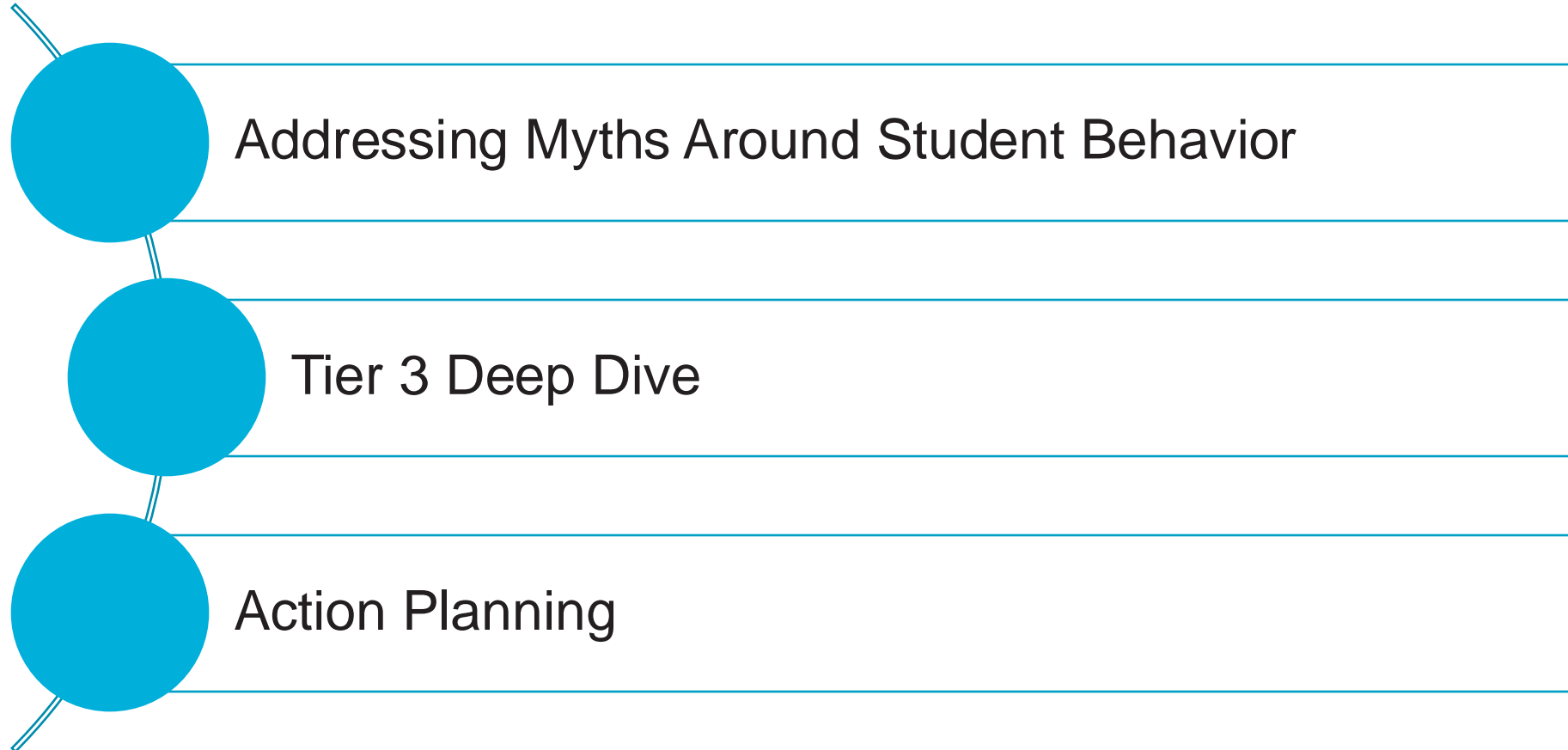
Vision, Mission, Core Change Strategy

Vision: We envision Texas to be the national leader in treating people with mental health needs.

Mission Statement: Independent and nonpartisan, the Meadows Mental Health Policy Institute works at the intersection of policy and programs to create equitable systemic changes so all people in Texas, the nation, and the world can obtain the health care they need.



Agenda



Learning Objectives



Understand research to debunk exclusionary discipline myths.

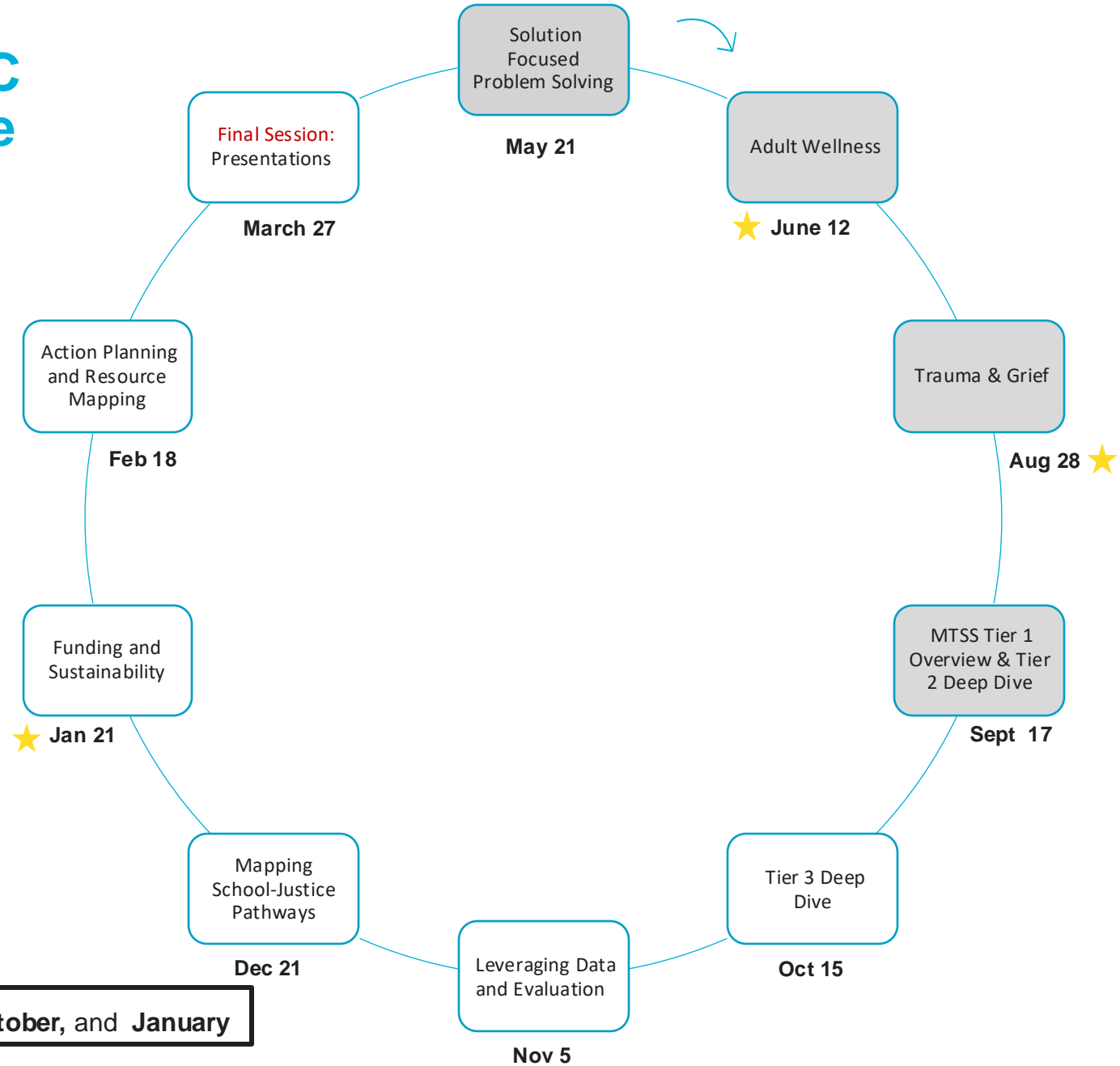


Reflect on your district's Tier 3 systems with your district team.



Identify effective approaches and strategies for students needing Tier 3 interventions and supports.

Tarrant County ELC Learning Sequence



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

Updates

- Webinar MTSS Implementation Years of Dedication
- K-12 Mental Health Navigator



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

5 KEY ACTION AREAS & TOOLS

For Reducing Exclusionary Discipline

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

Common School Discipline Myths

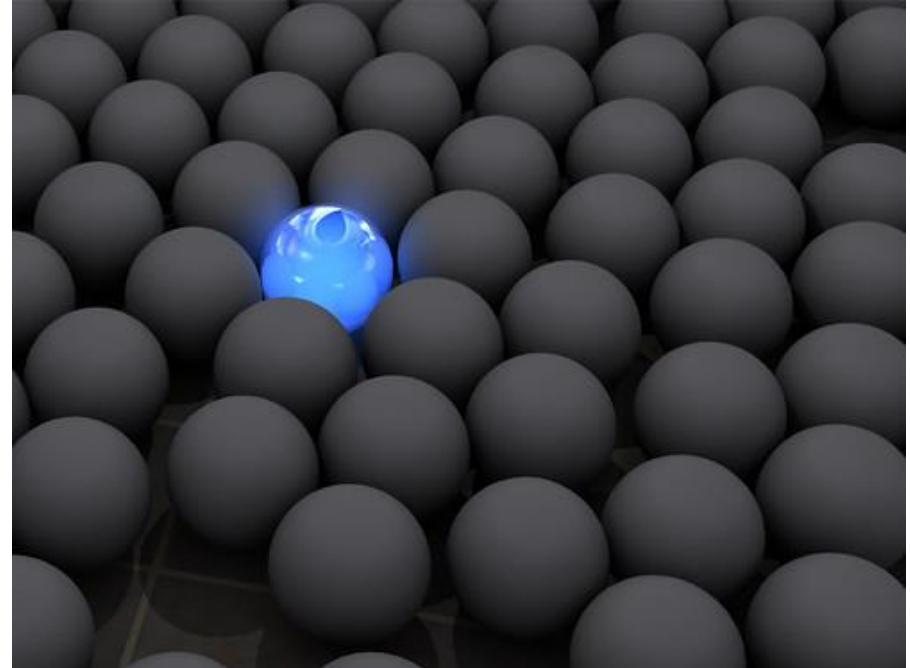
Role Play

Role Play: Common School Discipline Myths

1. Break into groups of 3.
2. Select someone to play the following roles: 1) Principal, 2) Teacher, 3) Parent
3. You will be assigned a statement.
4. Follow the directions for your statement.
 - Read each statement: Think about possible perspectives on—and emotional reactions to—the statement that the person in your assigned role may have.
 - Read the research.
 - Discuss the following questions:
 - I. Based on your role, what opinions do you think teachers, principals, or parents might have about this statement?
 - II. How could an awareness of these opinions help improve discipline practices at your school or district?

Role Play: Debrief

- What stood out?
- Let's hear from a principal, a teacher, and a parent.



Behavior is a Form of Communication

All Behavior is a Form of Communication

yet learned how to
handle the
frustration of not
getting what you



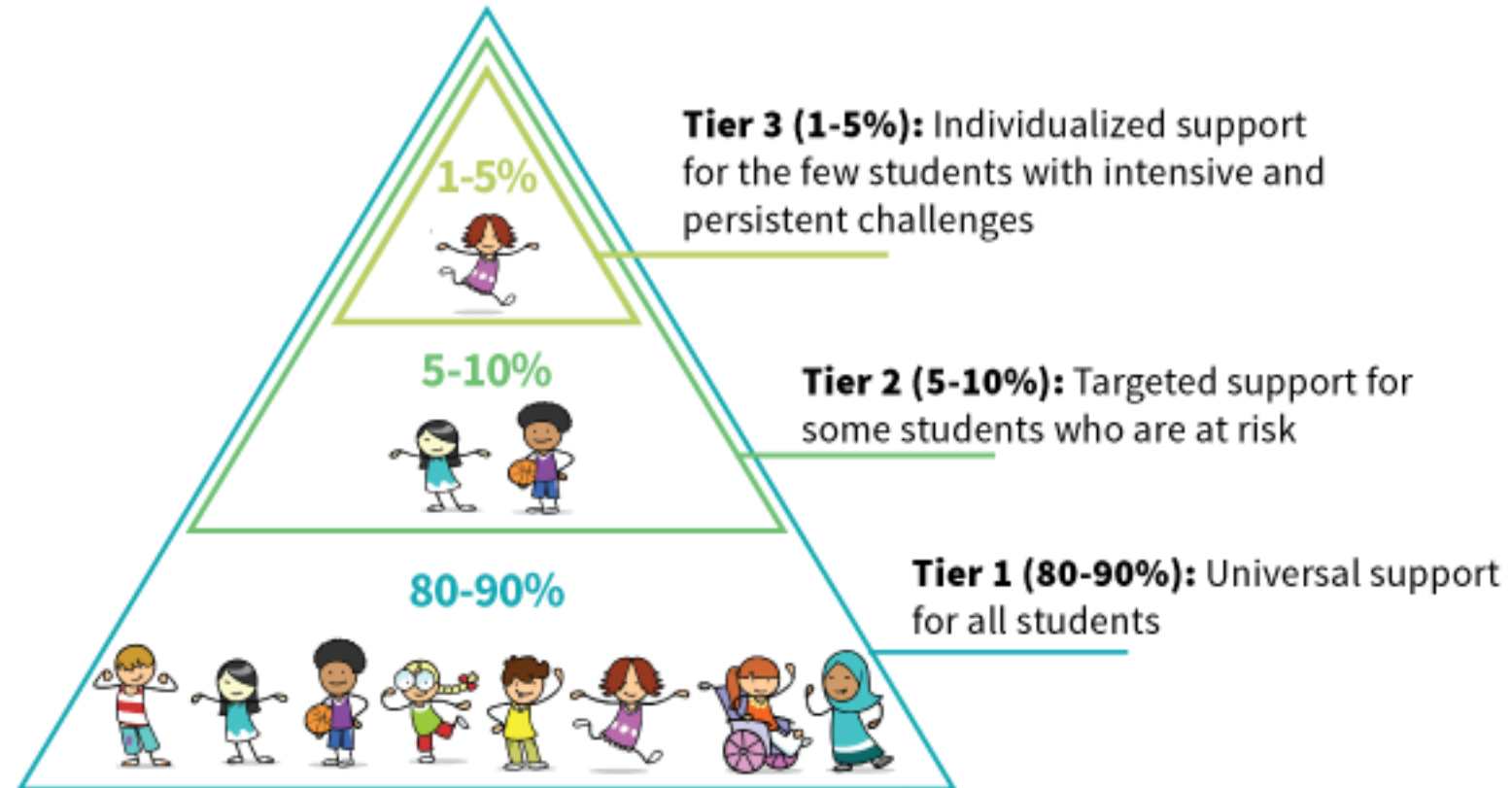
EPIISODE 019

**Navigating Lockdowns
from Dr. Becky Bailey's
Perspective**

Real Talk for Real Teachers
with Dr. Becky Bailey

Tier 3 Deep Dive

Tier 3: Individualized Interventions



Graphic by Stanford Research Institute: <https://www.sri.com/about-us/>

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.

Reflection Prep

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

Tier 3 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 3 Teams	
Strengths	
Areas of improvement	
Recent successes	
Ongoing challenges	

Data	
Strengths	
Areas of improvement	
Recent successes	
Ongoing challenges	

Tier 3 Individualized Approach

Coordination of mental health treatment or specialized services to support selected students with social, emotional, behavioral, and/or mental and behavioral health needs.



Team-Driven Shared Leadership

MTSS Component #1

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

Activity



Work with your district team.



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



You have 5 minutes.

Data

MTSS Component #2

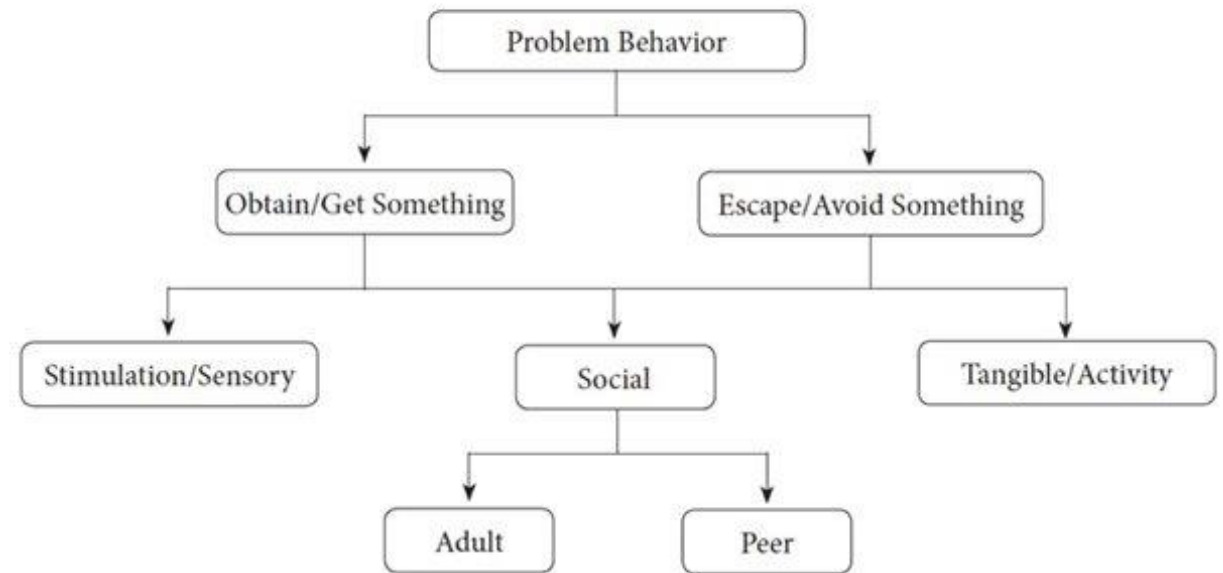
Tier 3 Teams utilize data to monitor how the allocated resources and the adopted practices affect students' individualized intervention outcomes.

Data collection and progress monitoring is achieved through:

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

Using Data to Identify the Function of the Behavior

- All behaviors serve a function (purpose).
- Identifying the function of the behavior to select appropriate and effective behavior interventions.



Informal Functional Behavioral Assessment Elements and Process

- Define the problem behavior's frequency, duration, and intensity.
- Review existing academic and behavioral data.
- Collaborate with relevant stakeholders (e.g., teacher, student, caregiver).
- Create a plan to address the problem behavior (include a process to collect baseline data to support progress monitoring).
- Monitor and modify the plan based on the student's response to intervention(s).

Sample A-B-C Data Collection Chart and Guiding Questions

<ul style="list-style-type: none"> Guiding Questions 		<ul style="list-style-type: none"> What occurs right before the problem behavior? What are other individuals doing in the environment? Where is the student when the problem behavior occurs? Who is near the student when the problem behavior occurs? 	<ul style="list-style-type: none"> What is the student doing that is disruptive or undesired? 	<ul style="list-style-type: none"> What happens immediately after the undesired or problem student behavior? 	<ul style="list-style-type: none"> Are you aware of anything additional that may be impacting the student's behavior?
Day	Time	Antecedent	Behavior	Consequence	Comments

ABC Observation Summary Statement

- During (time/place), when (antecedent), the student will (observed behavior), because (consequence +/-). Therefore, the function of the behavior is to (hypothesis). This is more likely to happen when (conditions).
- ***During math and reading, when asked to work with a group or independently, the student will interrupt others, make comments unrelated to the work, mimic classmates, and grab items off others' desks, because the other students will tell her to stop and become engaged in a disagreement. Therefore, the function of the behavior is to get peer attention. This is more likely to happen at the beginning of the week or after short breaks.***

Activity



Work with your district team.



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



You have 5 minutes.

Partnerships

MTSS Component #3

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.

Community Partner List

As you do the next activity, review the list of community partners to assist in your reflection.



Activity



Work with your district team.



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



You have 5 minutes.

Evidence-Based Practices

MTSS Component #4

Tier 3 Evidence-Based Practices

- **Increase the intensity and/or duration** of individual evidence-informed therapeutic interventions by mental health professionals.
- **Develop systematic crisis plans aligning prevention to supportive resources** —i.e., suicide prevention and intervention protocols.
- **Collaborate to create supportive safety plans** for suicide prevention or students returning from treatment or hospitalization.
- **Refer students and their families to community resources.**
- **Develop supportive reentry plans** for students returning from disciplinary alternative education programs (**DAEP**).

Tier 3 Evidence-Based Practices (EBPs) *continued*

- **Coordinate and collaborate** cases/services **with mental health providers.**
- **Collaborate/consult** for **wraparound services** including Community Resource Coordination Groups (CRCGs).
- **Observe and analyze student behaviors** using Functional Behavioral Assessments (FBA) to ensure a student's plan addresses root causes.
- **Teach replacement behaviors** based on findings of the informal FBA and input from the student, teacher, and caregiver.
- **Coordinate with special education department** when assessments or Individualized Education Program (IEP) services may be needed.

Activity



Work with your district team.



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



You have 5 minutes.

Pair & Share

1. Connect with someone from another district.
2. Discuss your reflection worksheet observations.
3. Share your reflections with the whole group.



Action Planning

Exploring Evidence and Identifying Outcomes

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.

Action Plan Template

Now it's time to break down your goal it down further into doable and time-bound objectives. Space for 3 objectives has been provided, but you may add or delete rows as needed:

Goal:

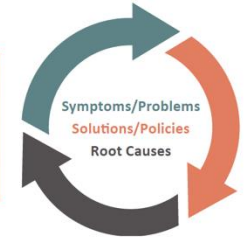
Objective	Possible Actions	Responsibility	Possible Performance Indicators & Outcomes	Helpful Resources	Target Date	Status (frequency of evaluation)
Example: Increase the # of peer support opportunities in secondary schools.	<ul style="list-style-type: none"> • Train students in what mental health resources are available and in recognizing signs of mental distress. • Provide structured space in the school day for students to check in with their peer group. 	Counselors- Planning/implementation; Teachers- Group facilitation/ monitoring; Student leaders- Group facilitation	<ul style="list-style-type: none"> • Student participation • Testimonials from students • Pre- and ongoing surveys 	Building Community with Restorative Circles Examples of Community Circle Questions	Start: 01/2024 Ongoing	Initial pre-survey & monitoring every quarter.
Objective 1:						
Objective 2:						
Objective 3:						

Action Plan: Explore the Need (September session)

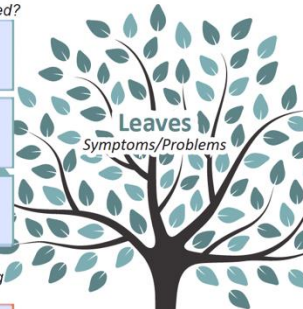
Activity 1: Explore the Need

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?



How is this issue showing up in your district or campus, what is observed?



What district policies are contributing towards or supporting the current issue?

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

Action Plan: Exploring Evidence and Identifying Outcomes

Activity 2: Exploring Evidence (Data) and Identifying Outcomes	
Question	Response
With your district team, discuss and analyze the data related to the identified need. Overall, what does the data say?	
Target Population: Based on your analysis, is there a certain student population (demographics, grade-level, special populations) with greater need?	
What does the data say about the underlying needs of the target population? Are there any other data sources that can help you understand this need?	
Miracle Question: Imagine a miracle happened overnight and the needs of this target population are fully addressed. What is different or what has changed for students, staff, and for you?	
Intended Outcomes: How will you know the need or challenge has been addressed? In other words, what changes in the data (qualitative, quantitative) will indicate that progress is being made?	

In Summary



MTSS is a layered continuum of evidence-based practices.

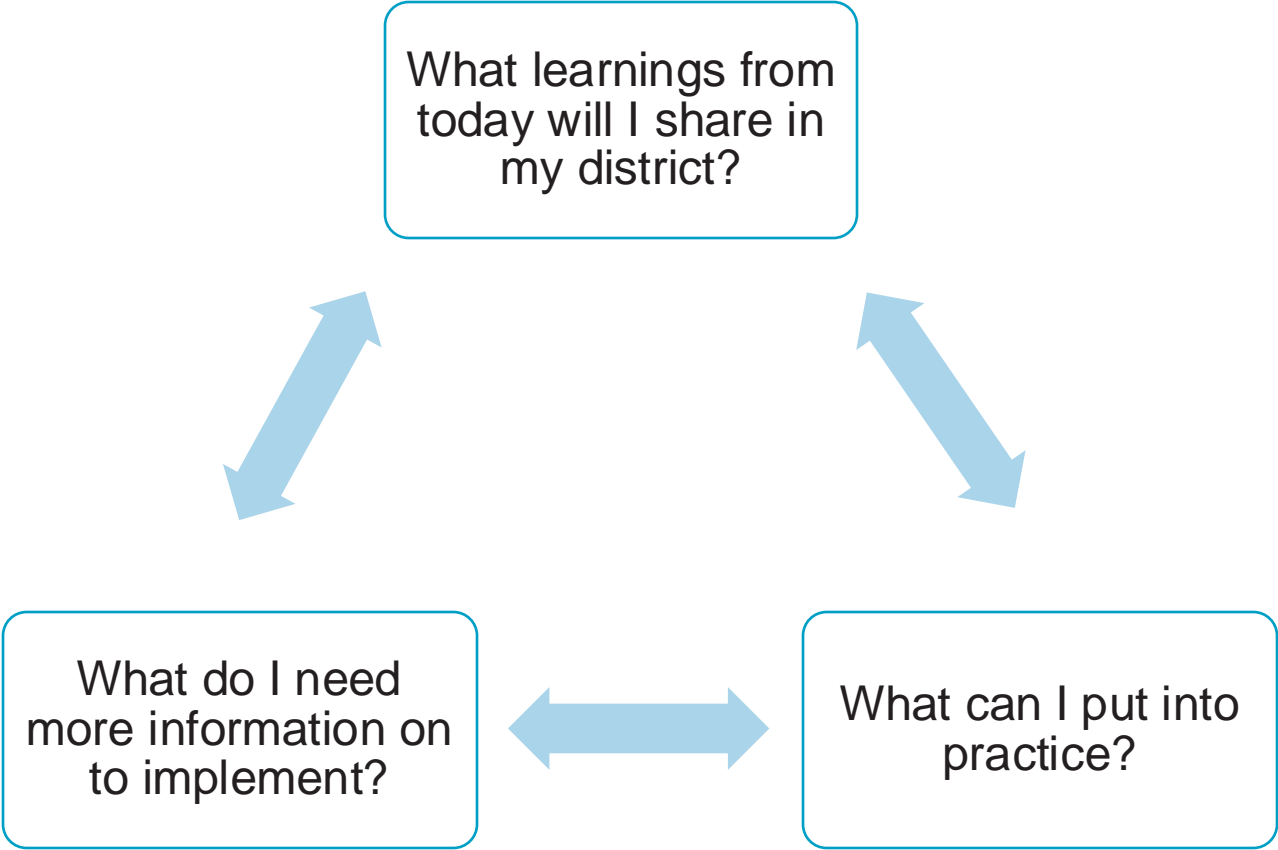


Tier 3 intensive interventions provide specialized services for few students.



We can't do this work alone. Collaboration between home, school, district experts, and community service providers is instrumental in developing Tier 3 student support plans.

Key Takeaways



Feedback Survey & What's Coming Up Next

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



Coming up next...

Leveraging Data and Evaluation

November 5, 2024

Community Partner: The Railroad Project

Thank You!

For more information visit mmhpi.org.



TRAUMA & GRIEF CENTER AT
THE HACKETT CENTER



CENTER FOR CHILD AND FAMILY WELLNESS



CENTER FOR JUSTICE AND HEALTH