Welcome!

Attendance Sign-in

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

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Tier 2 Deep Dive

San Antonio

Advancing School Safety & Student Wellness
Executive Learning Community

October 23, 2024

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Our Team Presenting Today

Melissa True

Vice President for Education and Strategy

Rohanna Sykes, LPC-S

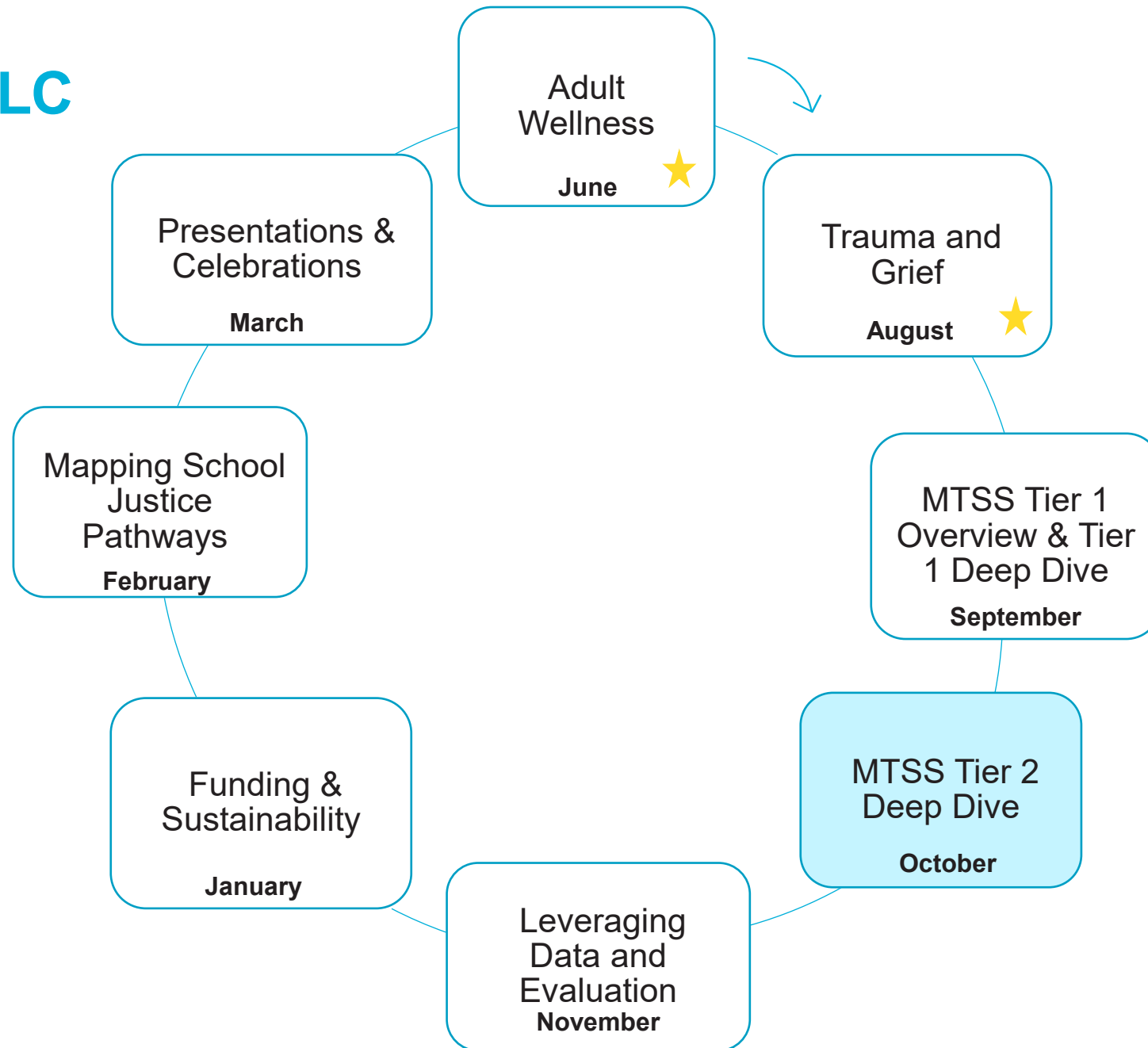*Assistant Director for School Mental Health*

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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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San Antonio ELC Learning Sequence

Adult Wellness — June ⭐

Trauma and Grief — August ⭐

MTSS Tier 1 Overview & Tier 1 Deep Dive — September

MTSS Tier 2 Deep Dive — October

Leveraging Data and Evaluation — November

Funding & Sustainability — January

Mapping School Justice Pathways — February

Presentations & Celebrations — March

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Updates

Webinar MTSS Implementation Years of Dedication

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Networking

Introduce yourself to someone new
and discuss:

As first-quarter wraps up, what are you
proud of that your district has done to
support *all* students?

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Agenda

Tier 2 Deep Dive

Action Planning

Big Brothers/Big Sisters

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Learning Objectives

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

Identify an intervention to address your district's discipline concern.

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Framework Connection

- Team-Driven Shared Leadership in Schools

- Family, School, and Community Partnerships

- Data-Based Problem Solving and Decision-Making

- Evidenced-Based Practices

MTSS Tier 2

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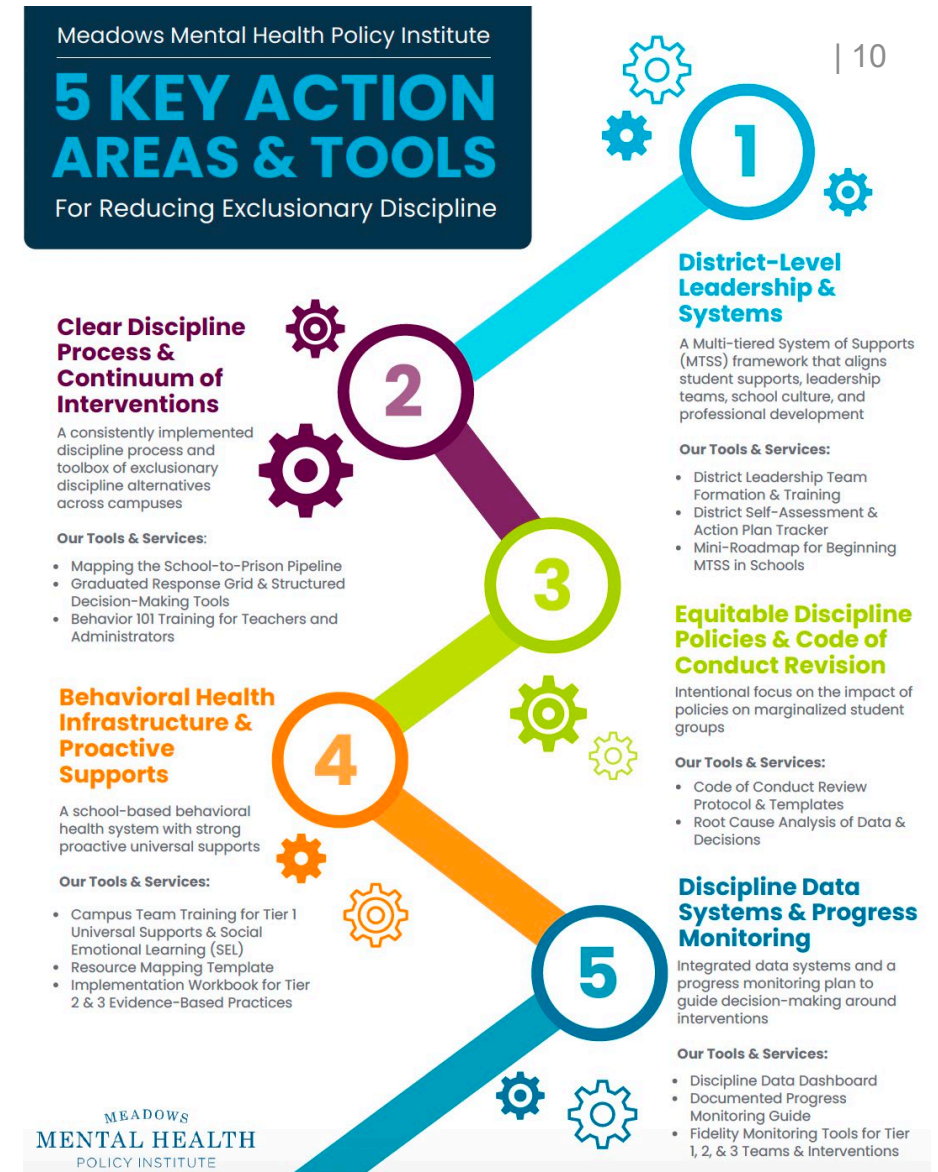
Tier 2 (Targeted) Approach

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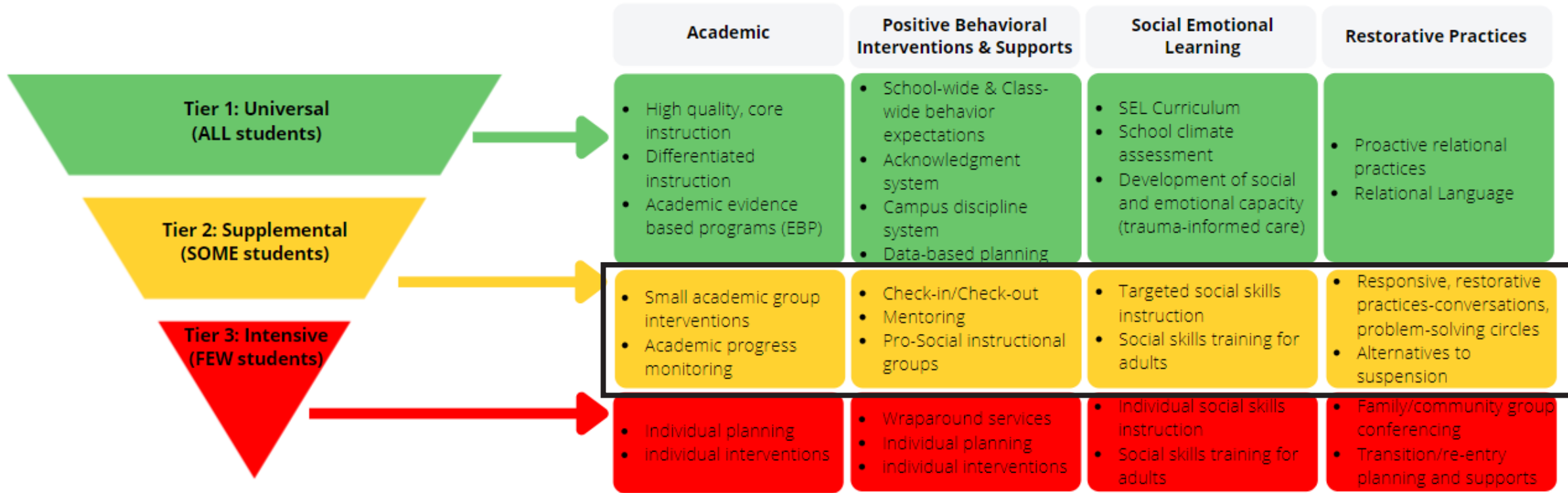
Supports and interventions should be efficient, easily accessible, and able to facilitate quick improvement.

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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Teams

MTSS Component #1

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

MTSS Component #2

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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.

Partnerships

MTSS Component #3

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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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Evidence-Based Practices

MTSS Component #4

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

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**

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Behavior is a Form of Communication

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.
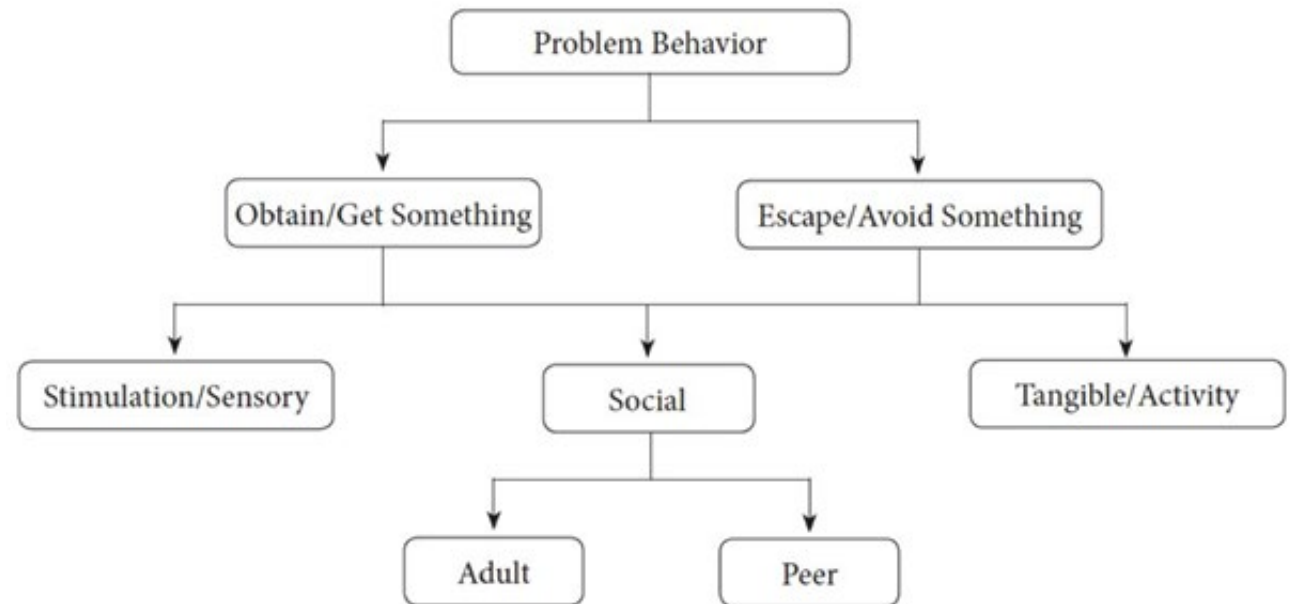
Informal Functional Behavioral Assessment Elements and Process

- Define the problem behavior (include frequency, duration, and intensity)

- Review existing data

- Collaborate with relevant stakeholders (teacher, student, caregiver)

- Create a plan that includes data collection to address problem behavior

- Monitor and modify the plan based on the student's response to intervention(s)

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

• Guiding Questions	• 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?	• What is the student doing that is disruptive or undesired?	• What happens immediately after the undesired or problem student behavior?	• Are you aware of anything additional that may be impacting the student's behavior?

Day	Time	Antecedent	Behavior	Consequence	Comments

https://intensiveintervention.org/sites/default/files/Antecedent_Modification_508.pdf

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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.

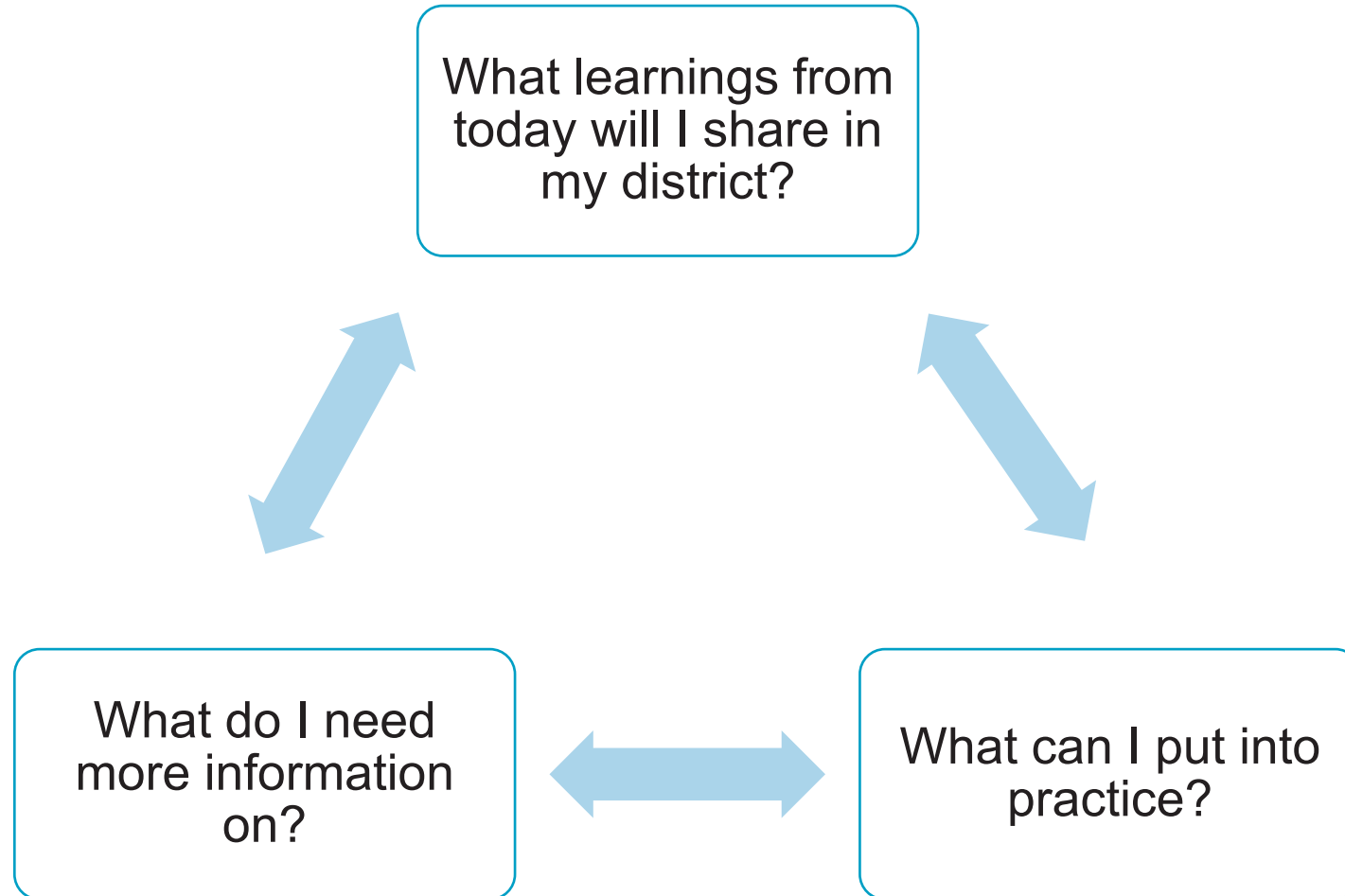3. Share your reflections with the whole group.

Summary

There are actions you can take today to strengthen your district's MTSS implementation.

Your district's Tier 2 systems, data, and practices have strengths, areas of improvement, and challenges.

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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?

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.

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:
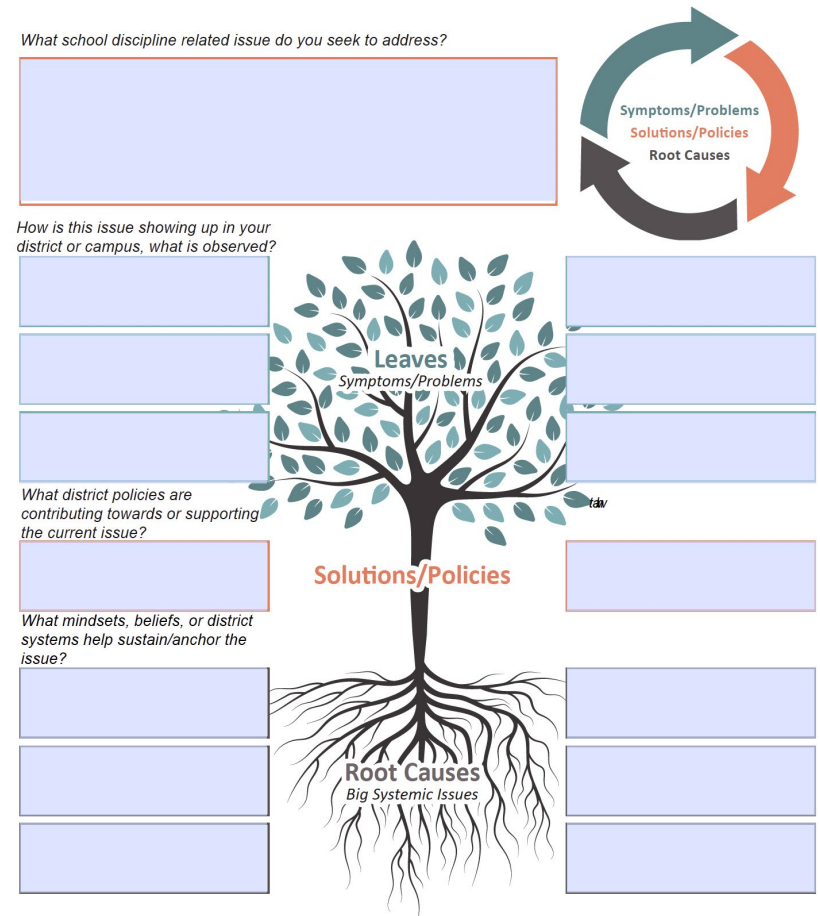
Goal:

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.	• **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	• 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:						

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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?

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

Today's Action Planning

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?	

Activity 3:
Choose an Appropriate Intervention

Question	Response
What action, intervention or innovation could address your discipline need/issue?	
Is the intervention evidence-based or supported by research and literature?	
Determining alignment: How is the intervention consistent with the district's mission and vision? How is the intervention consistent with the values of your district and target community? To what extent does this intervention align with current initiatives or organizational structures?	
What are some potential barriers in implementing this intervention?	
Share out the intervention you selected to implement. **Are there other districts implementing this practice that you can connect with?**	

Page 8 and 9 of the Action Plan to Reduce Exclusionary School Discipline

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Big Brothers/Big Sisters

Community Partner

Thank You!

If you have any questions, reach out to Melissa True, at mtrue@mmhpi.org .

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