MTSS Tier 1 Review and Tier 2 Deep Dive

Northeast Texas

Advancing School Safety & Student Wellness
Executive Learning Community

October 17, 2024

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Our Team Presenting Today

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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.

STATE POLICY

LOCAL SYSTEMS

NATIONAL POLICY

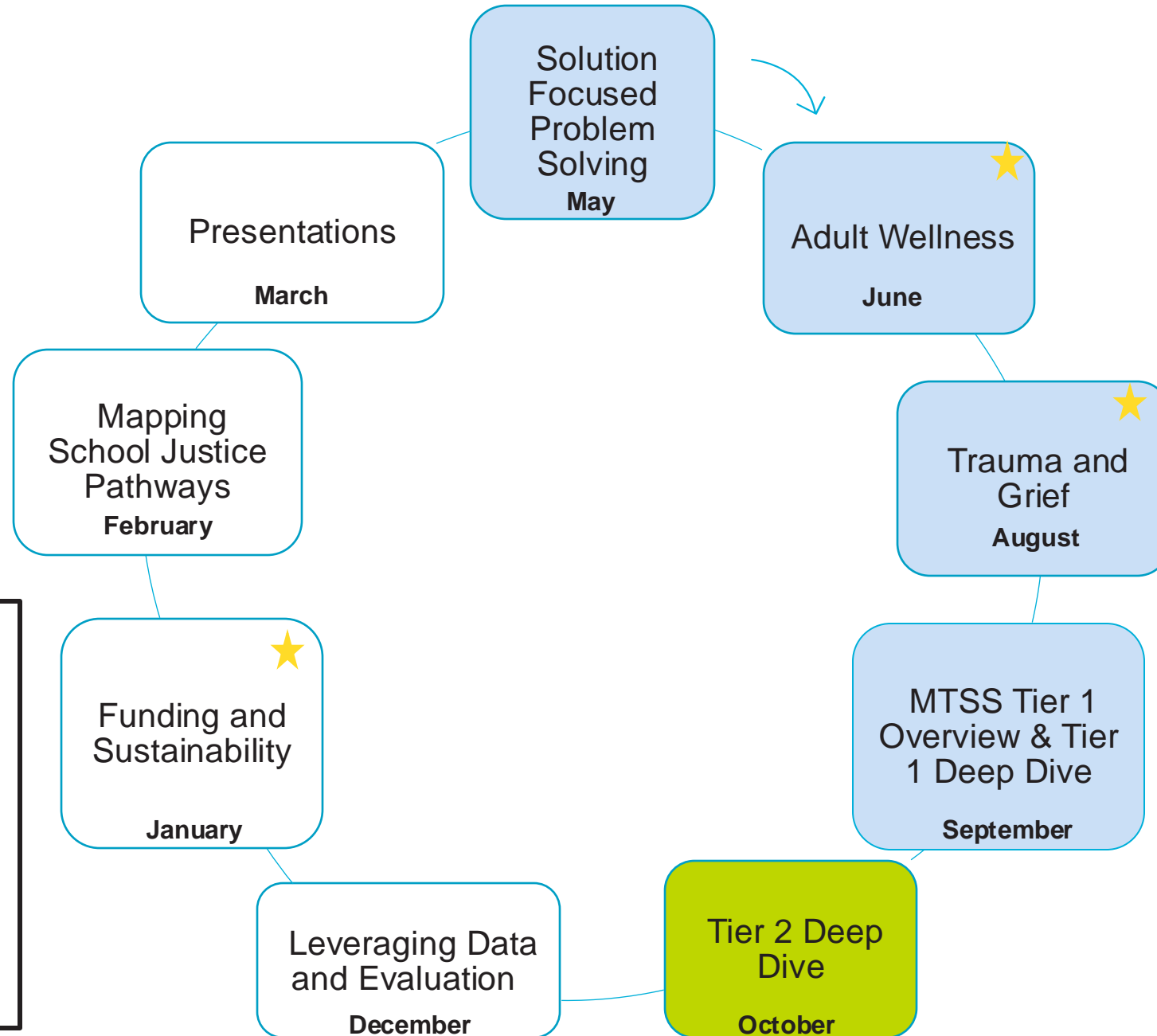MEADOWS MENTAL HEALTH POLICY INSTITUTE
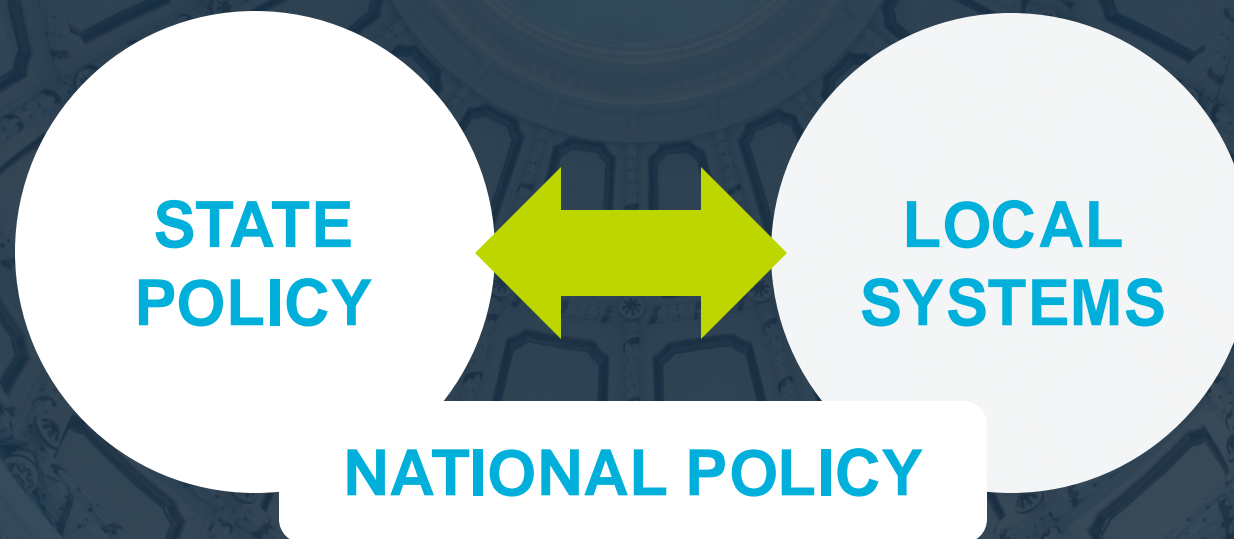
Cohort Norms

- Our base norms:

    o Participate

    o Be present

    o Engage with vulnerability

    o Share

    o Give feedback

- Any additions?

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Northeast Texas ELC Learning Sequence

Additional Information

- **Start Date:** May 16, 2024
- **End Date:** March 26, 2025
- **Break:** No sessions in July or November.
- **Virtual Sessions:** June & August & January
- **Each session is 2 hours with an optional third hour.**

Solution Focused Problem Solving
May

Adult Wellness
June

Trauma and Grief
August

MTSS Tier 1 Overview & Tier 1 Deep Dive
September

Tier 2 Deep Dive
October

Leveraging Data and Evaluation
December

Funding and Sustainability
January

Mapping School Justice Pathways
February

Presentations
March

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Updates

- Webinar MTSS Implementation Years of Dedication

- K-12 Mental Health Navigator

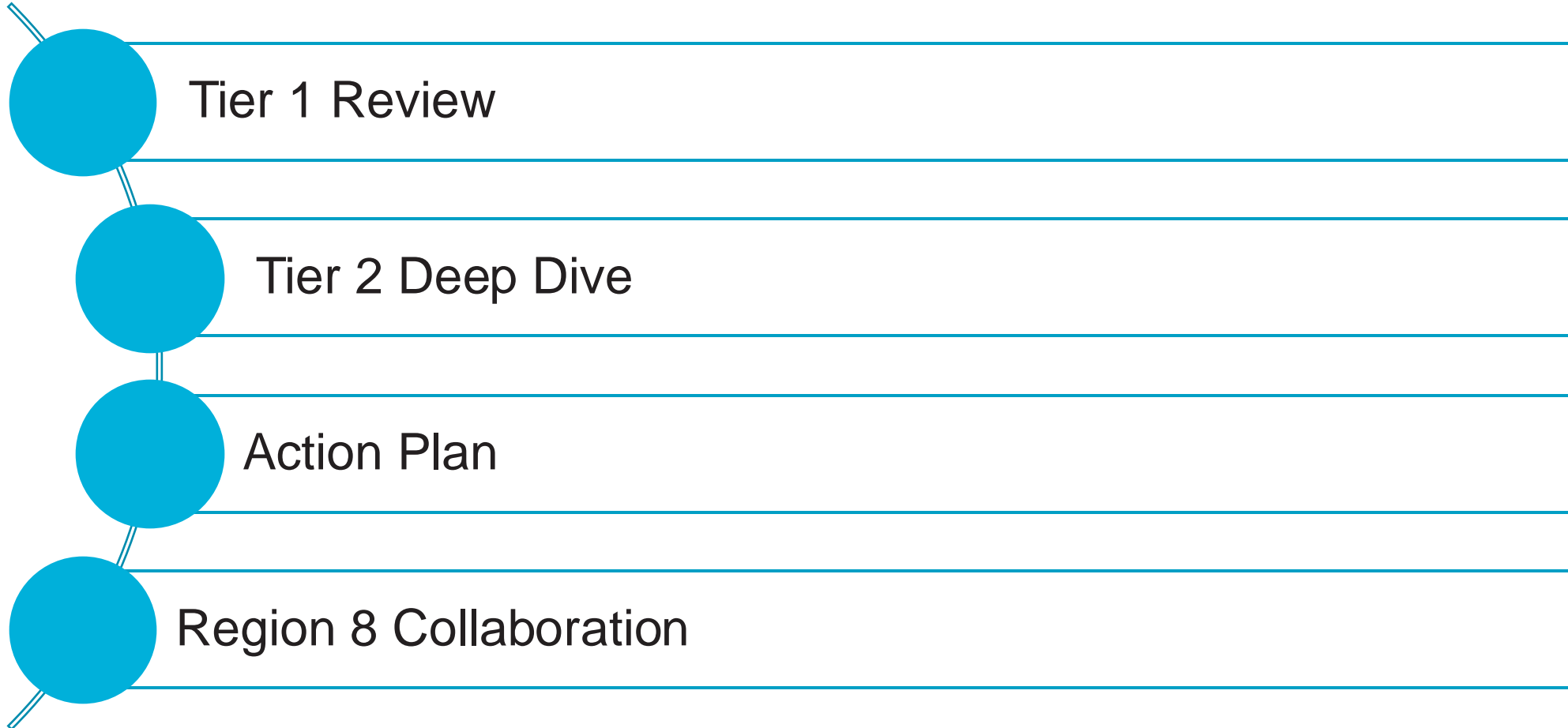MEADOWS
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Networking

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 1 Review

Tier 2 Deep Dive

Action Plan

Region 8 Collaboration

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Learning Objectives

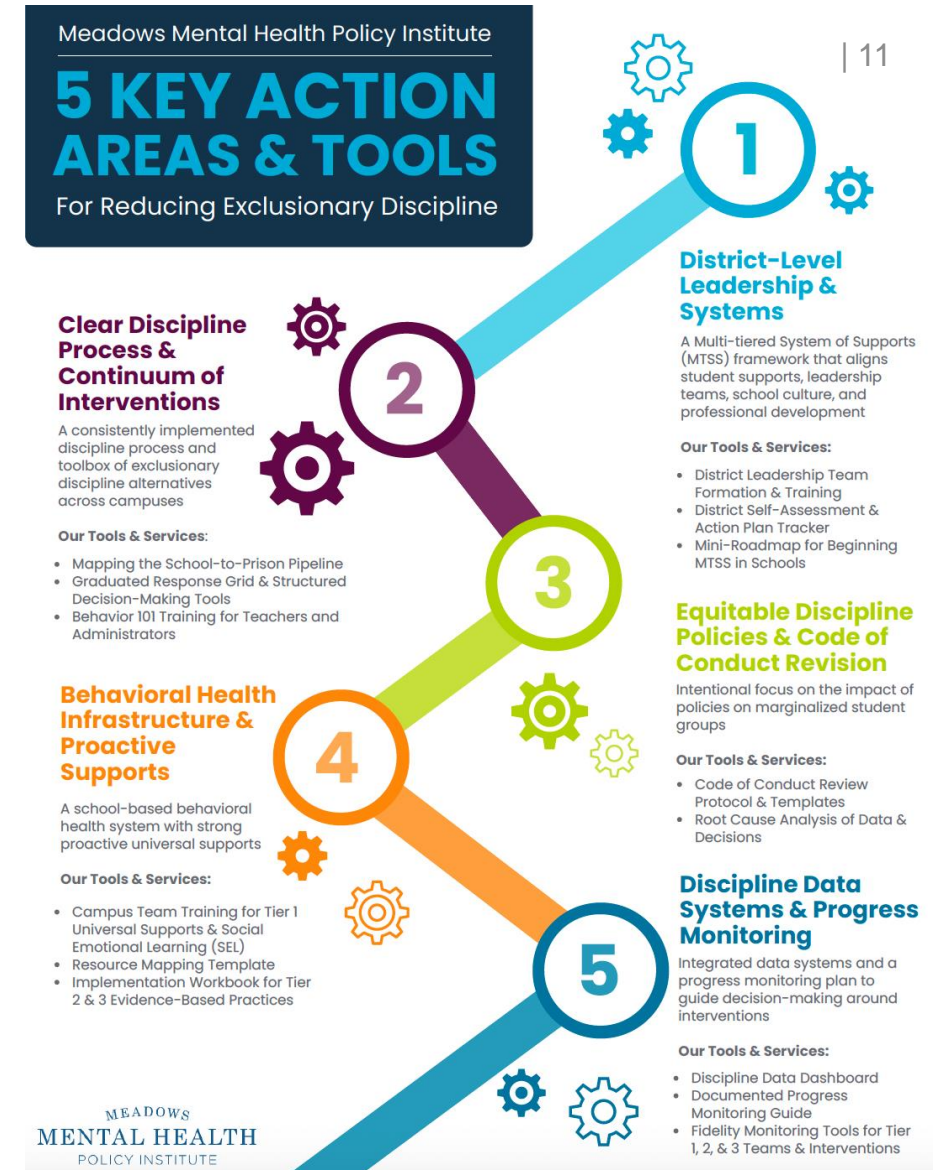Recall strategies your district implements to support all students at Tier 1.

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

Meadows Mental Health Policy Institute

5 KEY ACTION AREAS & TOOLS
For Reducing Exclusionary Discipline

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

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

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

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

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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Tier 1 Review

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 1 Universal Approach

Tier 1 supports consist of the implementation of broad mental and behavioral health activities, including promotion and prevention, that are implemented to meet the needs of **all students and staff.**

ALL

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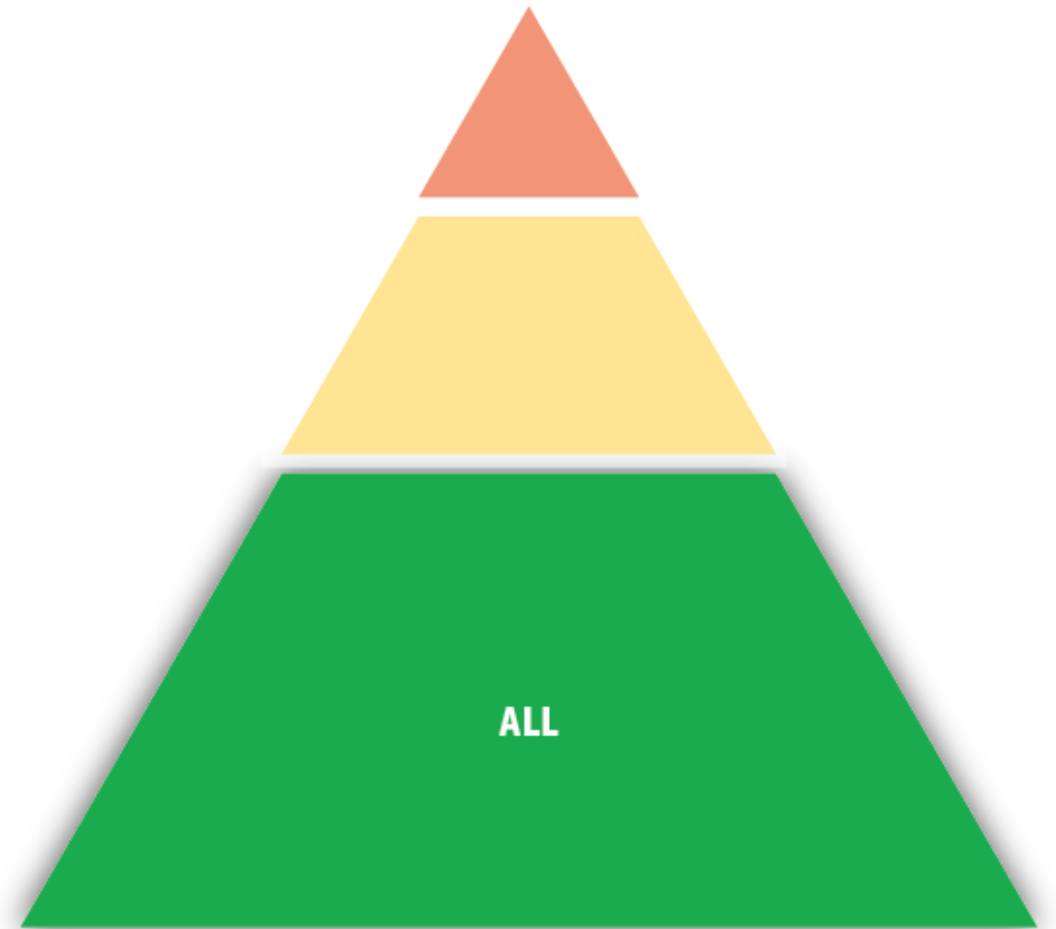
Evidence-Based Practices

- **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 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.

- **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.

- **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.

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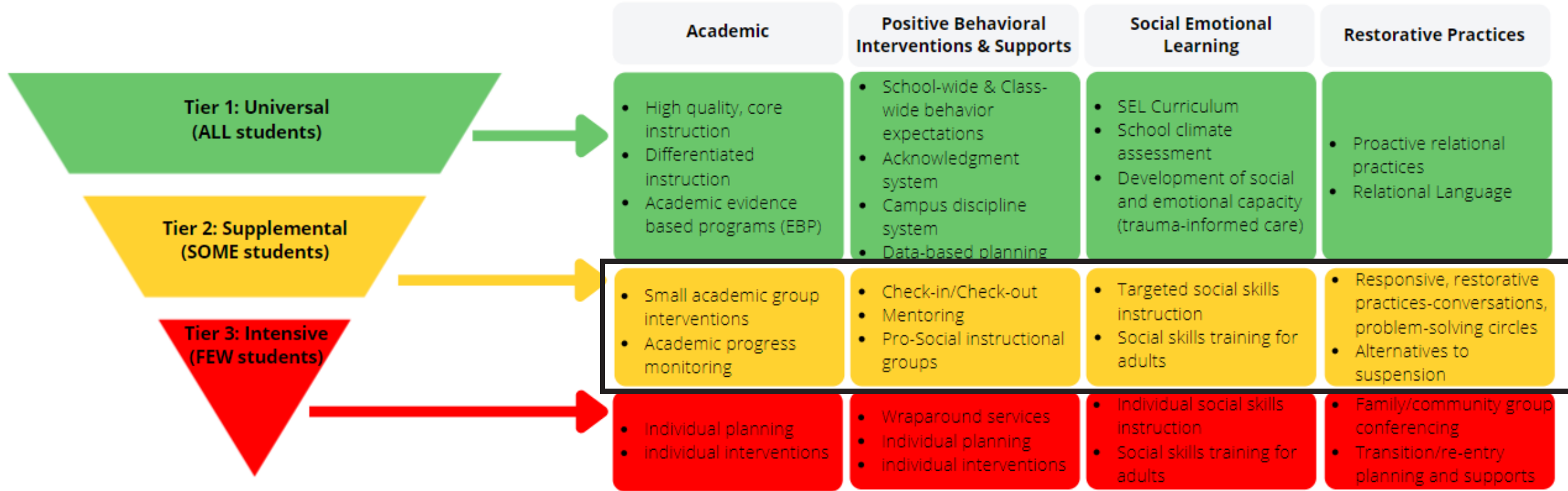
Supports and interventions should be efficient, easily accessible, and able to facilitate quick improvement.

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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	

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.

Data

MTSS Component #2

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

MTSS Component #3

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 and 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

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

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Sample Tier 2 Evidence Based Practices (EBPs)

❑ **Check In/Check Out**

❑ **Check and 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)

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More Tier 2 Evidence Based Practices (EBPs)

❑ **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

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?
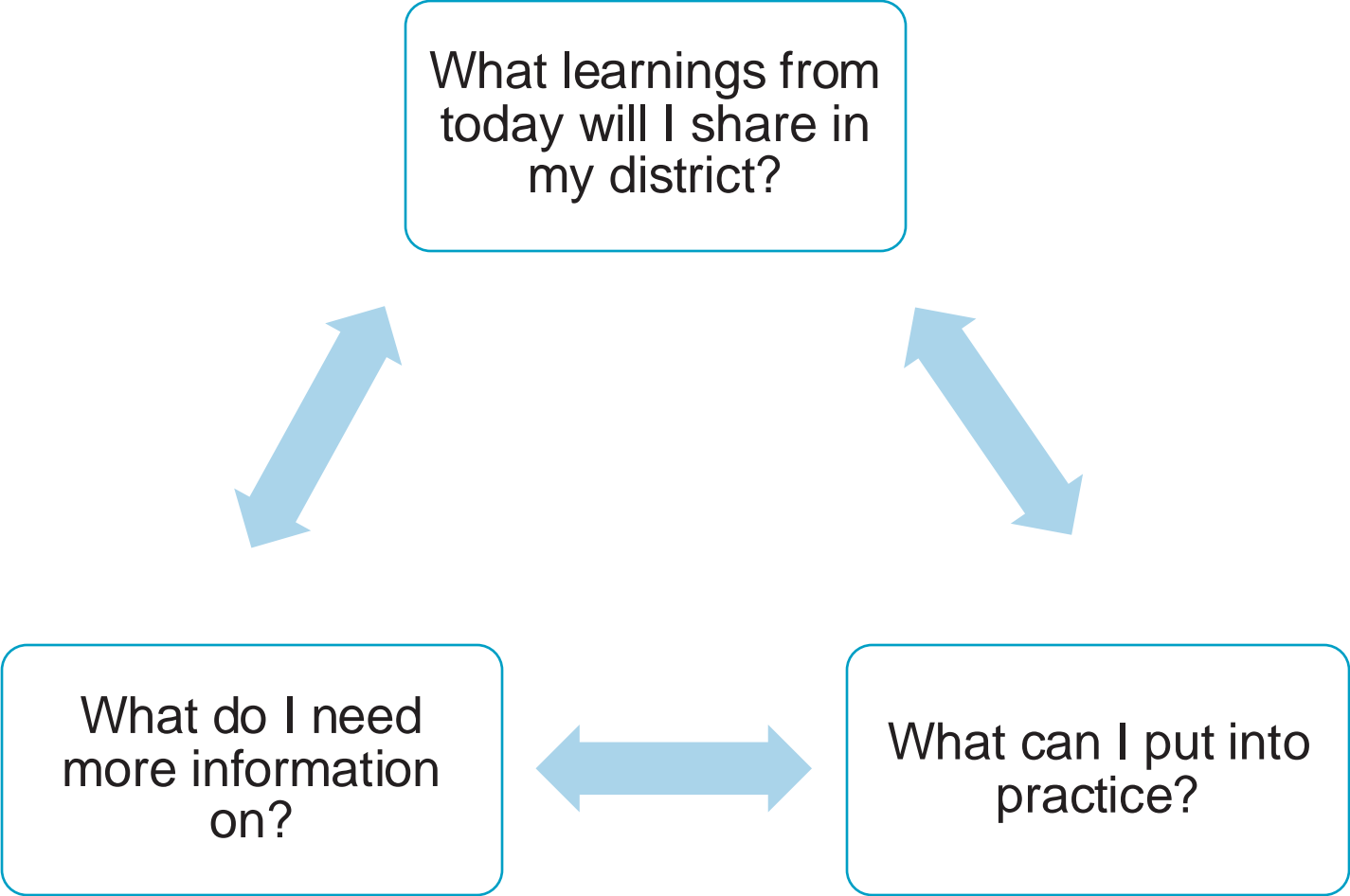
Action Planning

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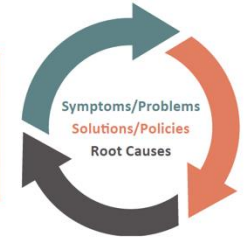
How is this issue showing up in your district or campus, what is observed?

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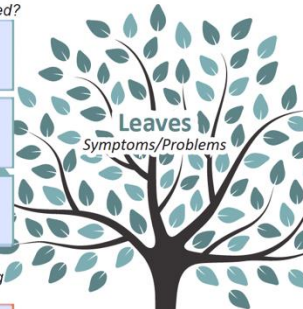
What district policies are contributing towards or supporting the current issue?

Solutions/Policies

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

Root Causes
Big Systemic Issues

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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

Region 8

Evidence-Based Practices

Thank You!

If you have any questions, reach out to Edna Henderson, at ehenderson@mmhpi.org.

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