MTSS-B Implementation Tasks

Exploration and Adoption

An assessment of the match between local school district/community need and the MTSS-B framework's values, core features, and strategies, including an evaluation of current systems, practices, and resources to ensure MTSS-B fit and feasibility within the unique school district/community context.

Focus	Task	Action	Tools
Mobilize People	(1) Establish an Exploration team	(1a) Identify and convene key executive-level team members from education and mental health/other child-serving agencies, ensuring adequate decision-making authority.	**District Exploration Team Guidance**
		(1b) Establish team operating procedures including meeting frequency, roles, agenda-setting and other decision-making processes.	
	(2) Establish shared understanding of MTSS-B	(2a) Increase fluency with the MTSS-B framework, including implementation science principles, capacities, resources, and strategies needed for successful implementation of both the overall MTSS-B framework and individual evidence-based practices.	**MTSS-B Overview**
			MTSS-B Communications Toolkit
			MTSS-B Supporting Literature
			MTSS-B Implementation Tasks
			Defining MTSS-B Roles and Responsibilities
			Role of the Community Mental Health Agency in MTSS-B
			Interconnecting School Mental Health and School-Wide PBIS
Use Data	(3) Review risk/protective factor data to identify needs	(3a) Review existing risk and protective factor data at community and district levels to help determine need for MTSS-B.	**Community and District Data Profiles**
	(4) Assess current partnerships & service contracts	(4a) Inventory current service contracts/arrangements with community agencies that support student social-emotional and mental health, including allocation of financial and human resources and evidence of positive impact on youth.	**Community Resource Mapping Guidance**
		(4b) Determine strengths, redundancies, and gaps in services and explore how community partnerships could inform MTSS-B planning.	**Community Resource Map**

Exploration and Adoption

Focus	Task	Action	Tools
Use Data	(5) Assess related initiatives	(5a) Develop inventory of current initiatives related to youth social, emotional, and behavioral health in school and community, including areas of general education, special education, mental health, and justice.	**Initiative Alignment Inventory**
		(5b) Assess degree to which the fidelity and outcomes of current initiatives are being measured, including inventory of current data systems in use and evidence of positive impacts on youth.	**MTSS-B and the Pyramid Model**
		(5c) Determine areas of redundancy and need to focus on a small number of integrated initiatives that prioritize direct impact on identified needs.	
Make a Plan	(6) Determine benefit and decide whether to adopt	(6a) Decide whether to adopt based on the compatibility of MTSS-B values/core features/strategies with district needs, mission/vision, and strategic/improvement plans and goals, and assess adequacy of available resources.	**MTSS-B Adoption Discussion Guide**
		(6b) If there is a decision to adopt, obtain official approval, if applicable, from administrators, school board, or others as needed.	**Adopting MTSS-B Rating Tool**
		(6c) If there is a decision to adopt, secure buy-in from broader stakeholder groups to expand the Exploration team and begin development of the District Community Leadership Team.	**Sample Letter of Commitment to MTSS-B**

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District-Community Level Implementation

An assessment of the match between local school district/community need and the MTSS-B framework's values, core features, and strategies, including an evaluation of current systems, practices, and resources to ensure MTSS-B fit and feasibility within the unique school district/community context.

Focus	Task	Action	Tools
Mobilize People	(1) Establish a District-Community Leadership Team	(1a) Assess current teams to determine optimal team structure moving forward.	**DCLT Guidance**
		(1b) Determine team membership through a review of current partnerships and service agreements with community partners; ensure executive level leadership from each relevant organization; secure letters of commitment.	**Community Resource Mapping Guidance**
			Community Resource Map
			DCLT Sample Letter of Commitment
			DCLT Membership Register
		(1c) Establish team operating procedures including monthly meeting frequency, team roles, agenda-forming and decision-making processes, etc.	**DCLT Guidance**
	(2) Establish shared understanding and knowledge of MTSS-B	(2a) Develop fluency with MTSS-B core features and implementation drivers/science.	**MTSS-B Overview**
			MTSS-B Supporting Literature
		(2b) Develop knowledge and understanding of specific MTSS-B routines/procedures including: universal screening, request for assistance, purpose/design of teams, facilitated referral pathways, selection of evidence-based practices (EBPs), monitoring fidelity of implementation and outcomes, and consent protocols.	**MTSS-B Implementation Tasks**
			Defining MTSS-B Roles and Responsibilities
			Role of the Community Mental Health Agency in MTSS-B
			Interconnecting School Mental Health and School-Wide PBIS
			Establishing MTSS-B Routines Overview
			MTSS-B Data Sharing and Consent Considerations
	(3) Establish a common mission	(3a) Review existing mission statements, comparing them to the values, core features, and strategies of MTSS-B; prioritize areas of need/emphasis; adopt an existing or develop a new mission statement.	**Developing a Common MTSS-B Mission**
	(4) Formalize district-community partnerships to support implementation	(4a) Compile learning to finalize memoranda of understanding (MOUs) to support ongoing DCLT work; review any current MOUs between partners and make revisions as necessary.	**Community Resource Map**
		(4b) Establish a detailed MOU with one or more partnering community mental health agencies; establish and/or review and revise current service contracts with community partners.	**MTSS-B Community Mental Health Agency MOU Guidance**

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District-Community Level Implementation

Focus	Task	Action	Tools
Use Data	(5) Review risk/protective factor data to identify needs	(5a) Review existing risk and protective factor data at school and community levels, including youth and family voice, and determine areas of need/focus.	**Community, District, and School Data Profiles**
Use Data	(6) Assess current status of existing MTSS-B/mental health systems	(6a) Identify, review, and align current social-emotional and behavioral/mental health initiatives/programs, including health education and prevention programming (e.g., bullying prevention) based on overlap, relevance, fidelity, and effectiveness/outcomes; determine an annual schedule for oversight and review; assess current teaming structures and referral processes.	**Initiative Alignment Inventory**
Use Data	(6) Assess current status of existing MTSS-B/mental health systems	(6a) ...	**MTSS-B and the Pyramid Model**
Use Data	(7) Conduct MTSS-B fidelity assessment	(7a) Conduct district-level baseline MTSS-B fidelity assessment to determine degree to which MTSS-B structures and practices are already in place.	**NH-MTSS-B Fidelity Inventory (NH-MFI): District and Behavioral Health Integration Modules**
Make a Plan	(8) Develop action plan to support demonstration schools	(8a) Develop a strategic district-level MTSS-B action plan using community risk/protective factor data and district fidelity data.	**District MTSS-B Action Planning Tool (D-MAPT)**
Make a Plan	(8) Develop action plan to support demonstration schools	(8b) Select demonstration schools for initial implementation using a combination of need, readiness, and commitment criteria.	**Selecting Demonstration Schools**
Make a Plan	(8) Develop action plan to support demonstration schools	(8b) ...	**School Readiness Tool**
Make a Plan	(8) Develop action plan to support demonstration schools	(8c) Develop a professional development plan for training and coaching to support MTSS-B implementation, differentiated across schools and based on data/need and implementation phase. Identify ongoing coaching activities at the district and school levels.	**Professional Development and Coaching Guidance**
Implement Strategies	(9) Establish MTSS-B routines and procedures	(9a) Develop knowledge and understanding of school-level MTSS-B routines/procedures.	**Establishing MTSS-B Routines Overview**
Implement Strategies	(9) Establish MTSS-B routines and procedures	(9b) Establish guidelines for schoolwide positive behavior expectations and acknowledgement systems to serve as a consistent foundation for MTSS-B in schools.	**Developing a Schoolwide Behavior Expectation & Acknowledgment System**

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District-Community Level Implementation

Focus	Task	Action	Tools
Implement Strategies	(9) Establish MTSS-B routines and procedures	(9c) Establish guidelines for schoolwide behavior response plans that are aligned with behavior expectations and focus on restorative disciplinary policies and processes.	**Designing a Schoolwide Behavior Response Plan**
			Restorative Approaches to Addressing Student Behaviors
			Sample Behavior Response Flowchart
		(9d) Select a universal social-emotional learning (SEL) curriculum that aligns with schoolwide positive behavior expectations to aid both students and teachers in learning and applying SEL skills.	**Selecting an SEL Curriculum**
		(9e) Select a universal social-emotional screener based on scholarly evidence, cost/resources, fit with other initiatives, and readiness/capacity to implement. Establish routines and procedures for administering the screener and collecting, managing, analyzing & sharing data. Ensure a response plan including adequate personnel and continuum of interventions in place to address needs.	**Best Practices in Universal Screening for SEB Outcomes: An Implementation Guide**
			Universal Screening Overview
			Universal Screeners Review
		(9f) Establish a request for assistance process to be managed by an identified person (e.g., advanced tier team lead) and educate all stakeholders on process (e.g., school staff, community partners, students).	**Request for Assistance Guidance**
			Sample Request for Assistance Form
		(9g) Develop community mental health facilitated referral pathway(s) to assist youth with behavioral health needs and their families access community-based supports and services when indicated.	**Developing Facilitated Referral Pathways**
		(9h) Establish a protocol for selecting evidence-based practices (EBPs) for installation across all schools, including annual review of existing interventions.	**Selecting High Leverage Practices**
			Selecting Practices Tool
			NIRN Hexagon Discussion Analysis Tool
Monitor Progress	(10) Develop an evaluation plan	(10a) Develop an evaluation plan for collecting and analyzing data to enable data-based decision making at district and school levels; identify protocols for monitoring fidelity of MTSS-B framework and specific EBPs; identify student outcome measures and progress monitoring procedures.	**Designing an Evaluation Plan**
			Using Data Across Tiers
		(10b) Establish district-level policies and practices for student data sharing/privacy and informed parent/guardian consent for supports and services.	**MTSS-B Data Sharing and Consent Considerations**
	(11) Conduct ongoing monitoring and quality improvement	(11a) Monitor effectiveness of MTSS-B system by reviewing and using data to inform subsequent action planning and improve implementation, including assessment of MTSS-B fidelity, EBP intervention fidelity, and outcomes across schools. Revise and enhance district-level action plans as needed.	**NH-MTSS-B Fidelity Inventory (NH-MFI): District and Behavioral Health Integration Modules**
			District MTSS-B Action Planning Tool (D-MAPT)

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School-Level Implementation

Installation of MTSS-B systems and structures at the school level, guided by district-wide goals, including teaming across tiers, screening procedures, data-based decision-making protocols, implementation of evidence-based practices, ongoing coaching, performance feedback, and progress monitoring.

Focus	Task	Action	Tools
Mobilize People	(1) Establish school-based tiered teams	(1a) Inventory existing school team functions, roles, and membership to determine areas of redundancy or gaps.	**School Teams Inventory**
		(1b) Conduct a staff time study to identify and restructure roles, responsibilities and time allocation of staff delivering social emotional and behavioral interventions, including across tiers; identify coaching resources to train and support these shifts.	**Time Study Template**
		(1c) Establish a representative Tier 1 Team to systematically design, support, and monitor implementation of universal, schoolwide programs and supports.	**Forming School-Based MTSS-B Teams**
		(1d) Develop Tier 1 Team operating procedures, data-based decision-making routines, and quality improvement processes.	
		(1e) Establish representative Advanced Tier Team(s) for the design and management of Tier 2/3 supports and services; determine need for one Advanced Tier Team vs. separate Tier 2 and Tier 3 teams.	
		(1f) Develop Advanced Tier Team operating procedures, data-based decision-making routines, and quality improvement processes.	**Tiered Team Meeting Template**
	(2) Develop MTSS-B knowledge base	(2a) Develop/expand fluency with MTSS-B core features and implementation drivers/science at the school level.	**MTSS-B Overview**
			MTSS-B Supporting Literature
		(2b) Develop knowledge and understanding of specific school-level MTSS-B routines/procedures.	**MTSS-B Implementation Tasks**
			Defining MTSS-B Roles and Responsibilities
			Role of the Community Mental Health Agency in MTSS-B
			Interconnecting School Mental Health and School-Wide PBIS
			Establishing MTSS-B Routines Overview
	(3) Formalize collaborations with partner agencies to support action plan	(3a) Develop and/or review and revise formal MOUs/service contracts with partner agencies to support MTSS-B implementation.	**MTSS-B Community Mental Health Agency MOU Guidance**

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School-Level Implementation

Focus	Task	Action	Tips
Use Data	(4) Assess current systems, data, and practices	(4a) Review the data sources used to screen student social-emotional-behavioral needs.	**Universal Screening Overview**
			Using Data Across Tiers
		(4b) Conduct an intervention inventory to assess alignment to MTSS-B core features; add, eliminate, or modify intervention portfolio accordingly. Align and integrate existing universal health education and prevention programming (e.g., bullying prevention) with MTSS-B topics and priorities such as mental health literacy, suicide, violence, and substance misuse prevention programming.	**Initiative Alignment Inventory** **NH Substance Misuse Prevention Fidelity Tool** **MTSS-B and the Pyramid Model**
	(5) Conduct MTSS-B fidelity assessment	(5a) Conduct baseline school-level MTSS-B fidelity assessment to determine degree to which MTSS-B structures and practices are currently in place.	**NH-MTSS-B Fidelity Inventory (NH-MFI): Schoolwide/Tier 1 and Tier 2/3 Modules**
Make a Plan	(6) Develop school-level action plan	(6a) Complete school-level action plan using NH-MFI results, guided by district priorities.	**School MTSS-B Action Planning Tool (S-MAPT)**
			Tier 1 Implementation Checklist
			Advanced Tier (2/3) Implementation Checklist
		(6b) Develop a school-level professional development plan; ensure all school teams can participate in district-level PD and develop a school-based training plan to increase number of staff with social-emotional expertise.	**Professional Development and Coaching Guidance**
Implement Strategies	(7) Develop and implement Tier 1 system and practices	(7a) Establish schoolwide positive behavior expectations and acknowledgement systems, as guided by the district plan, to serve as a consistent foundation for MTSS-B.	**Developing a Schoolwide Behavior Expectation & Acknowledgment System**
			Sample Schoolwide Behavior Expectations
			Sample Schoolwide Acknowledgment System
		(7b) Establish a schoolwide behavior response plan, as guided by the district plan, that is aligned with behavior expectations and focuses on restorative disciplinary policies and processes. Ensure consistency across staff.	**Designing a Schoolwide Behavior Response Plan**
			Sample Minor vs. Major Behavior Matrix
			Restorative Approaches to Addressing Student Behaviors
			Sample Behavior Response Flowchart
		(7c) Implement a universal social-emotional learning (SEL) curriculum, as guided by the district plan, that aligns with schoolwide positive behavior expectations to aid both students and teachers in learning and applying SEL skills.	**Selecting SEL Curriculum**
		(7d) Align health education and prevention programs with MTSS-B.	**Substance Misuse Prevention in MTSS-B**

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School-Level Implementation

Focus	Task	Action	Tools
Implement Strategies	(8) Develop and implement Advanced Tier system and practices	(8a) Implement a universal screening process as defined by the district plan. If screening is school-specific, select a universal social-emotional screener based on scholarly evidence, cost/resources, fit with other initiatives, and readiness/capacity to implement. Establish routines and procedures for administering the screener and collecting, managing, analyzing & sharing data. Ensure a response plan including adequate personnel and continuum of interventions in place to address needs.	**Best Practices in Universal Screening for SEB Outcomes: An Implementation Guide** **Universal Screening Overview** **Universal Screeners Review** **Student-level Data Tracker**
		(8b) Establish a request for assistance process as guided by the district plan, to be managed by an identified person (e.g., advanced tier team lead) and educate all stakeholders on process (e.g., school staff, community partners, students).	**Request for Assistance Guidance** **Sample Request for Assistance Form**
		(8c) Develop community mental health facilitated referral pathway(s) as guided by the district plan, to assist youth with behavioral health needs and their families access community-based supports and services when indicated.	**Developing Facilitated Referral Pathways**
		(8d) Select and implement advanced tier evidence-based practices (EBPs)/interventions, guided by district priorities/menu; identify professional development/coaching support needs of providers.	**Selecting High Leverage Practices** **Selecting Practices Tool** **NIRN Hexagon Discussion Analysis Tool** **Check-In Check-Out Guidance**
Monitor Progress	(9) Develop an evaluation plan	(9a) Adapt the district evaluation plan to enable data-based decision making at the school level; identify protocols for monitoring fidelity of MTSS-B framework and specific EBPs; identify student outcome measures and progress monitoring procedures.	**Designing an Evaluation Plan**

School-Level Implementation

Focus	Task	Action	Tools
Monitor Progress	(10) Conduct ongoing monitoring and quality improvement	(10a) Monitor effectiveness of the MTSS-B system by reviewing and using data to inform subsequent action planning and improve implementation, including assessment of MTSS-B fidelity and outcomes. Revise school-level action plans as needed.	**NH-MTSS-B Fidelity Inventory (NH-MFI): Schoolwide/Tier 1 and Tier 2/3 Modules, and Behavioral Health Integration Modules**
			School MTSS-B Action Planning Tool (S-MAPT)
		(10b) Monitor fidelity of individual EBPs/interventions on at least an annual basis; eliminate infeasible interventions and develop improvement plans to improve low fidelity interventions.	**Intervention Fidelity Guidance**
			Intervention Quality Tool
			Intervention Fidelity Template
		(10c) Monitor outcomes of individual EBPs/interventions at all tiers at the individual student and aggregate level to determine a) student-level outcomes/progress and b) overall evidence of impact of each intervention.	**Using Data Across Tiers**
			Tier 1 Data Tracker
			Office Discipline Referral Tracker
			Instructional & Administrative Time Gained/Lost Calculator
			Sample Daily Progress Report
			Individual Planning and Progress Monitoring Guidance
			Individual Planning & Progress Monitoring Meeting Template
			Advanced Tier Intervention Tracker
		(10d) Measure school climate to monitor culture shifts at the school level.	**Measuring School Climate**

Adapted from Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*. Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.

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