Forming School-based MTSS-B Tiered Teams

TIER 3

TIER 2

TIER 1

Why create school MTSS-B tiered teams?

School-level tiered teams oversee the implementation of MTSS-B by using data to select, improve, implement, and evaluate the systems that serve students' social-emotional and behavioral health needs. MTSS-B teams guide the development of a continuum of supports that provides social-emotional supports to all students (Schoolwide/Tier 1), targeted services for those at risk of mental and behavioral health concerns (Tier 2), and intensive, individualized services for the students with the highest level of need (Tier 3).

What do MTSS-B tiered teams do?

Systems development

Each tiered team is responsible for the design and development of the systems that will support student needs at each tier, using data to identify student needs and gaps in the current service array and select evidence-based and promising practices to meet those needs. They also monitor the system by looking at aggregate data on overall student response to supports and adjust interventions as needed.

Supports and interventions

Tiered teams design and coordinate delivery of an array of interventions appropriate to each tier. At Tier 1, these include schoolwide and classroom-level supports and procedures such as discipline practices, adoption of social-emotional curricula, etc. At Tier 2, these involve Check-In/Check-Out systems and small group supports. Tier 3 services are intensive, individualized interventions including individual counseling, testing and assessment, and referral to community-based supports.

Individualized planning and progress monitoring

Tier 2 and Tier 3 teams also regularly discuss, monitor, and tailor supports for students receiving advanced tier services. This includes identifying appropriate supports for individual students, monitoring their progress with access and outcome data, and adjusting supports as needed. High-fidelity MTSS-B recommends that each student receiving Tier 3 individualized services has their own unique "student success team" that engages in more intensive behavior planning and monitoring. When a Tier 3 team meets to discuss specific students, they can then invite relevant members of this student success team to attend confidential planning and monitoring sessions.

How should we run team meetings?

We recommend that each tiered team meet at least monthly, and more frequently if possible. Teams should dedicate certain meetings to systems development, while preserving other meeting times for individualized planning and progress monitoring for specific students. Attending sufficiently to the development of an integrated system and resulting continuum of effective supports will likely itself reduce the time needed for teams to address individual student concerns in these meetings. We have provided sample protocols to support structured agenda-building and data-based decision making in tiered team meetings (**Systems Development Meeting Protocol** and **Individualized Planning & Progress Monitoring Meeting Protocol**).
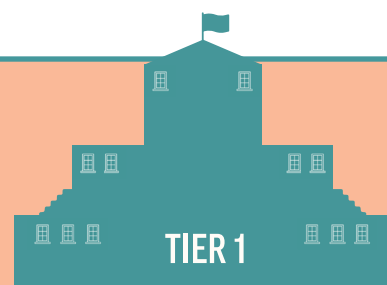
How do we create MTSS-B tiered teams?

A first step in the formation of MTSS-B tiered teams is to inventory current teaming structures and then align and integrate staff into a streamlined set of teams responsible for the implementation of MTSS-B systems and supports across tiers. Teams should be integrated and multidisciplinary, including experts from the school and community mental health service areas, as well as student and family representation. Depending on the size of a school, individuals may hold membership on multiple teams. While schools may decide to combine teams – e.g., create a single "Advanced Tier" team rather than separate Tier 2 and Tier 3 teams – it is vital that stakeholders fully understand the intended functions and responsibilities of each team, at each tier.

The following tables describe the system development functions, interventions and supports, individualized planning and progress monitoring tasks, and membership associated with teams at each tier.

NH MTSS-B
TECHNICAL ASSISTANCE CENTER

Schoolwide/Tier 1 Team
Universal social-emotional support

TIER 1

SYSTEM DEVELOPMENT	INTERVENTIONS & SUPPORTS	MEMBERS
- Coordinate and monitor schoolwide, universal supports - Focus on prevention and early identification of student needs across the school/community - Inventory and align existing schoolwide behavior health and wellness initiatives and interventions - Develop decision rules for when a student receives additional interventions - Ensure all school staff are trained on MTSS-B key messages and selected interventions - Develop schoolwide data systems for tracking schoolwide outcomes - Review aggregate data from both school and community (e.g., discipline, attendance, grades, nurse visits, universal screening data, school climate etc.) to inform selection of universal supports - Regularly share aggregate data with school staff - Evaluate and monitor impact of selected supports	- Develop positive schoolwide behavior expectations and behavior acknowledgment system - Develop schoolwide restorative disciplinary practices - Implement schoolwide database for tracking of office discipline referrals (e.g., SWIS) - Provide Tier 1 behavioral health consultation to teachers, classrooms - Implement a universal social-emotional curriculum - Provide health educational programming consistent with state and federal guidelines, including mental health literacy - In collaboration with Tier 2/3 teams, implement a universal social emotional screener to regularly identify and classify students' social, emotional, and behavioral health needs - In collaboration with Tier 2/3 teams, implement a single request for assistance process to respond to social-emotional and behavioral health needs	- Administrator - Tier 1 Coach - Teacher/school staff - Student - Family - Community mental health representative

NH MTSS-B
TECHNICAL ASSISTANCE CENTER

Tier 2 Team
Targeted small groups, Check-In/Check-Out intervention

TIER 2

SYSTEM DEVELOPMENT	INTERVENTIONS & SUPPORTS	INDIVIDUALIZED PLANNING & PROGRESS MONITORING	MEMBERS
- Coordinate and monitor referral to and the design/delivery of a continuum of Tier 2 supports for students who need them - Inventory and align existing Tier 2 supports and interventions - Ensure data-based selection of evidence-based practices for small groups of students - Ensure Tier 2 interventions align with behavior expectations and social-emotional curriculum - Ensure relevant school staff are trained in selected Tier 2 behavioral health interventions - Track access, engagement, fidelity, and outcomes at the aggregate level for all Tier 2 interventions - Regularly share aggregate data with school staff	- In collaboration with Tier 1 team, implement a universal social emotional screener to regularly identify and classify students' social, emotional, and behavioral health needs - Provide targeted, evidence-based small group supports such as social skills, anxiety management, self-management, emotion regulation, etc. - Develop a Check-In/Check-Out intervention - Provide group facilitation and/or supervision by staff with advanced behavioral health training - Create student entrance and exit criteria for Tier 2 interventions	- Identify appropriate intensified supports for individual students - Monitor individual student progress using access and outcome data - Adjust supports as needed based on data	- Administrator - Tier 2 Coach - School clinician - Intervention coordinators - Family - Community mental health partners

NH MTSS-B
TECHNICAL ASSISTANCE CENTER

Tier 3 Team
Individualized interventions

TIER 3

SYSTEM DEVELOPMENT	INTERVENTIONS & SUPPORTS	INDIVIDUALIZED PLANNING & PROGRESS MONITORING	MEMBERS
▪ Coordinate and monitor referral to and the design/delivery of a continuum of Tier 3 supports for students who need them ▪ Inventory and align existing Tier 3 interventions ▪ Ensure Tier 3 interventions align with behavior expectations and social-emotional curriculum ▪ Ensure data-based selection of evidence-based practices for individual students ▪ Ensure all relevant school staff are trained in behavioral health interventions being used ▪ Consider needs for additional staff PD and coaching as needed per aggregate data review of effectiveness ▪ Track access, engagement, fidelity, and outcomes at the aggregate level for all Tier 3 interventions ▪ Regularly share aggregate data with school staff ▪ Establish a facilitated referral pathway between the school and community mental health partner(s) for students who require more specialized or intensive interventions than can be offered on school grounds ▪ Coordinate development of individualized student success team for each student identified with Tier 3 behavioral health needs	▪ Brief Functional Behavior Analysis plans ▪ Behavior Intervention Plans ▪ Evidence-based individual therapies (e.g., cognitive-behavioral, MATCH-ADTC, relaxation training, etc.) ▪ Wraparound services ▪ RENEW	▪ Identify appropriate intensified supports for individual students ▪ Create individualized plans for students based on data and team expertise ▪ Plans describe: 1) strengths and needs, 2) meaning & function of problem behavior, 3) major academic and quality of life goals and strategies; and 4) benchmarks for success ▪ Monitor individual student progress using access and outcome data ▪ Adjust plans as needed based on data	▪ Administrator ▪ Tier 3 Coach ▪ School clinician(s) ▪ Intervention coordinators ▪ Family ▪ Community mental health partners When discussing individual Student Success Plans, invite relevant additional members: ▪ FBA/BIP Coordinator ▪ Community MH clinician ▪ Caregiver(s) ▪ Student ▪ Teachers and other school staff of student/family's choice

NH MTSS-B
TECHNICAL ASSISTANCE CENTER