



MTSS

MULTI-TIERED SYSTEM OF SUPPORTS

University of Nevada, Reno

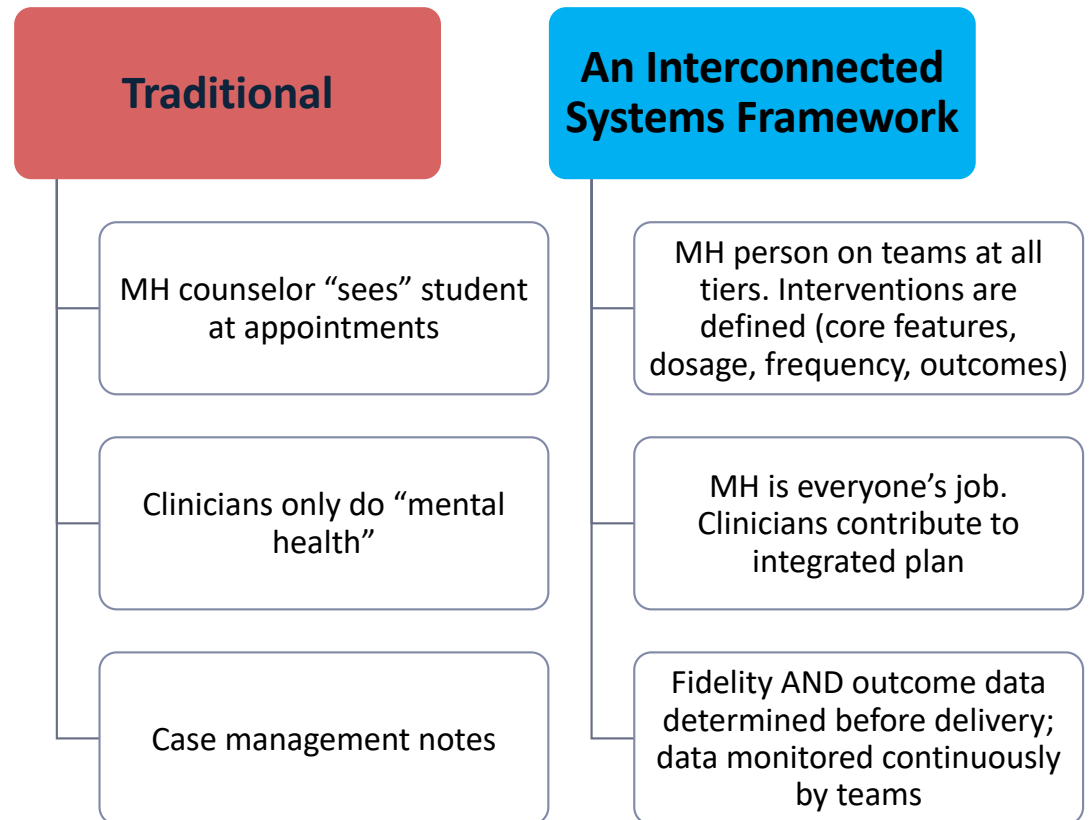
Guide to Implementing Best Practices Across MTSS

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December 16th 2024 2-3 PM Eastern

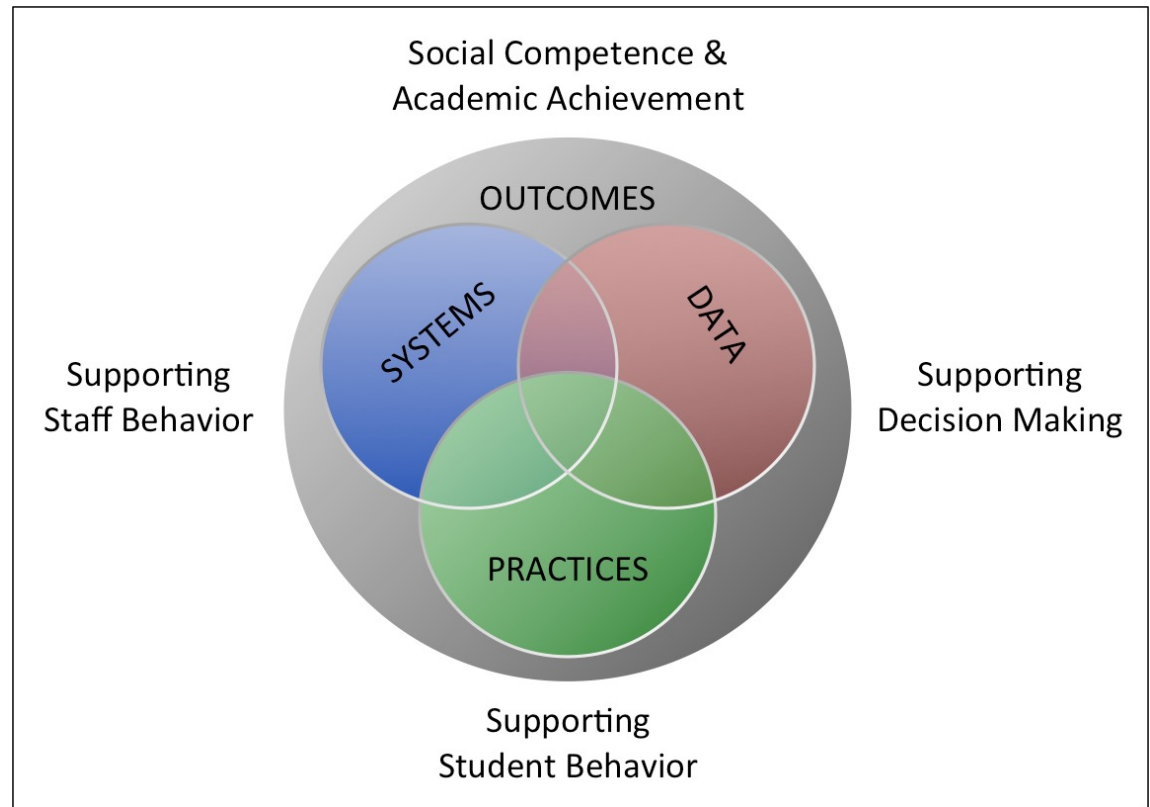
Leveraging MTSS

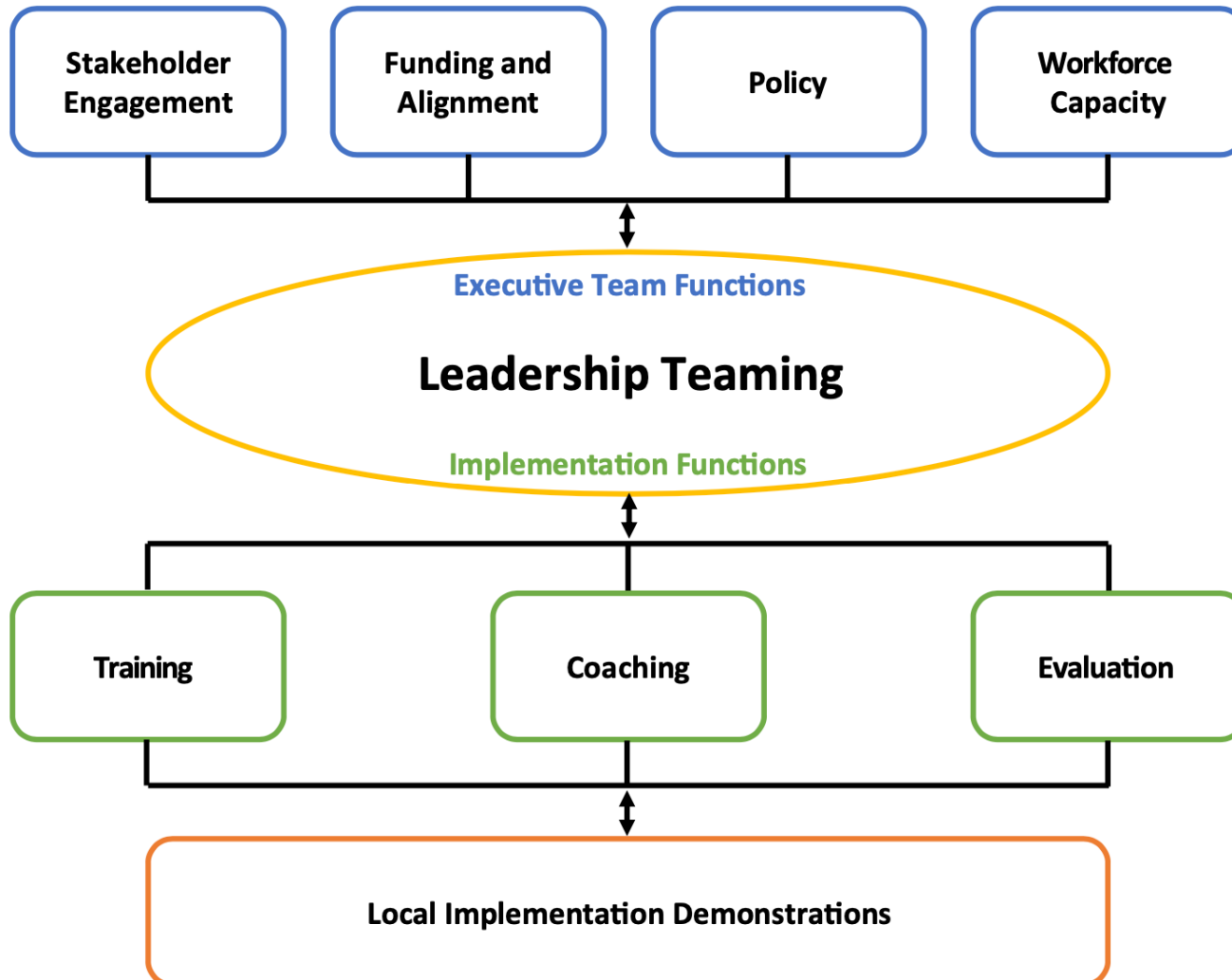
- Supporting School Mental Health leveraging the core features of MTSS: teaming, screening, tiered support, and data-based decision making



4 Key Elements

- MTSS functions like an operating system





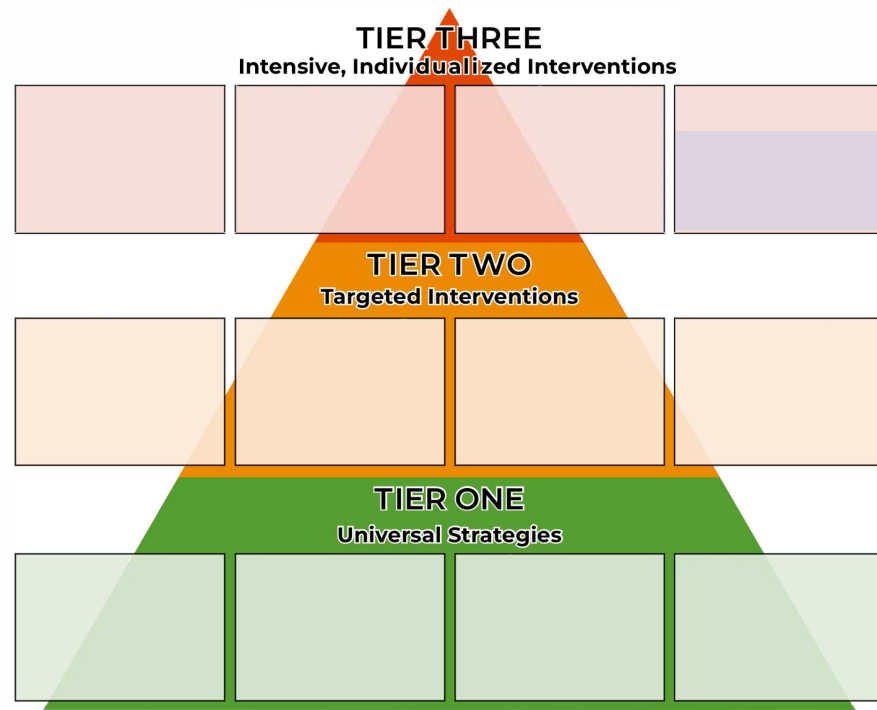
District Community Leadership Team

- Includes Executive Level authority
- Identifies goals, data systems, implementation plan
- Produces guidance for technical assistance
- Annually measures capacity utilizing the *DSFI* tool
- Steers multi-year MTSS action plan
- Oversees the implementation of MTSS and outcomes
- Community co-develop agendas



Annual Initiative Audit

- Identify what programs & interventions are implemented across the tiers



Audit Each Practice

Systems

- Current service delivery team
- Role of the administrator with respect to this practice
- How do staff get access to skills?
- Training provided
- Coaching provided

Data

- What student data is collected and where is it documented?
- What tool is utilized to measure the fidelity of this practice? How often?

Outcomes

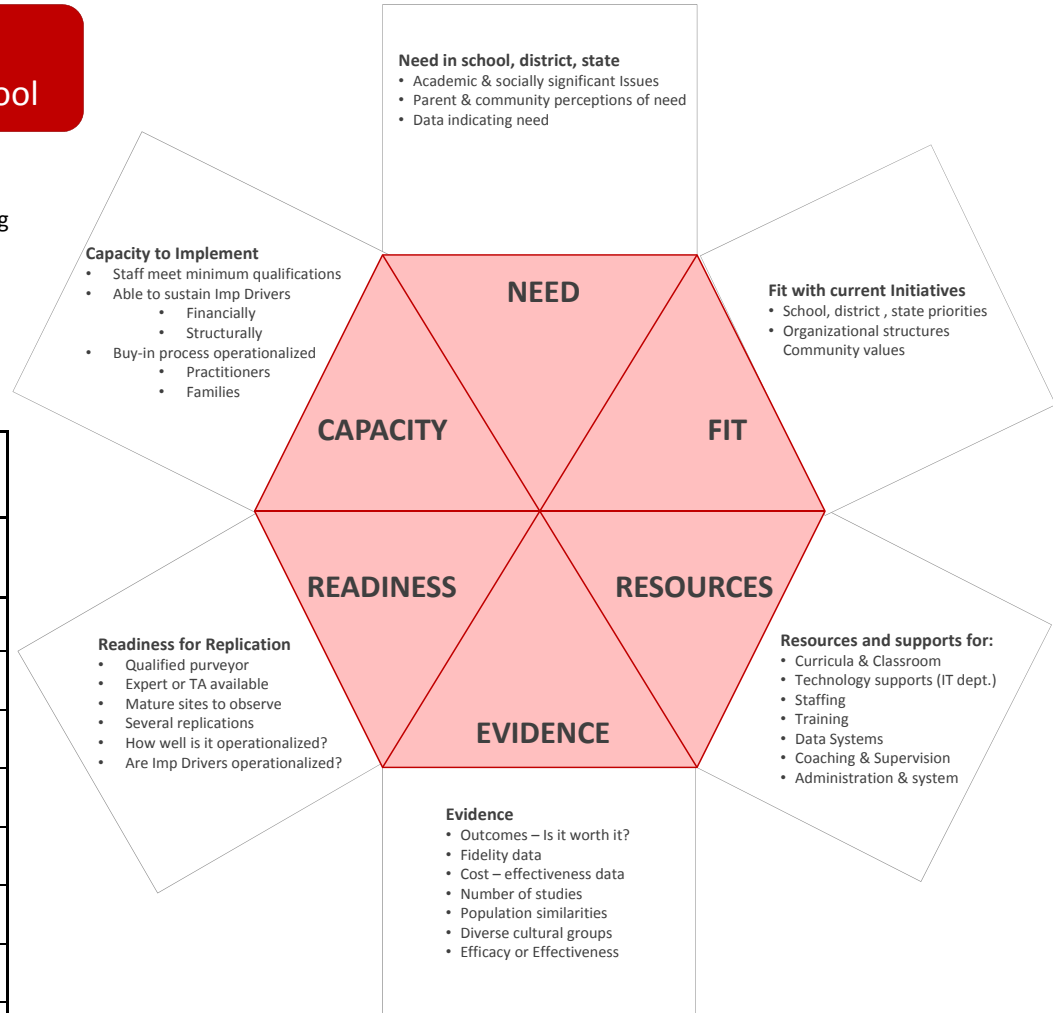
- How is this practice linked to strategic plan?
- How is this practice linked to identified valued outcomes?

The Hexagon An EBP/EII Exploration Tool

The "Hexagon" can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

Download available at:
www.scalingup.org/tools-and-resources

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



2021	2022	2023	2024
ICAT/Academic Intervention PBIS	ICAT/Academic Intervention PBIS	Data Driven Collaborative Problem Solving Model PBIS	MTSS PBIS
High Quality Effective Instruction (+ technology) SEL	High Quality Effective Instruction (+ technology) SEL	High Quality Effective Instruction (+ technology) SEL	High Quality Effective Instruction SEL (Second Step for K-6 & Character Strong for 7-12)
Restorative Practices EnvisionIT (Dormant in 21-22)	Restorative Practices EnvisionIT (Dormant in 21-22)	Restorative Practices Advisory (in Secondary Schools) EnvisionIT (Dormant)	Restorative Practices Paper 24/7 Tutoring
LLI	LLI	Paper 24/7 Tutoring	McGraw Hill- StudySync
		LLI	Into Reading & Into Literature (HMH) - ELA
		Restorative Practices	iReady - Math
		Check-in Check-Out (CICO) in Elementary & Secondary	Hope Squad
		Elementary: Social Skills Groups	Signs of Suicide Education
		Targeted Academic Interventions--district wide mypath	Catch My Breath
		Targeted Academic Interventions--variety; Fast Forward	Too Goods for Drugs and Violence
		Summer School Targeted Academic Intervention	LLI
		Catch my breath prevention (Vaping and Tobacco IV)	Restorative Practices
		Signs of Suicide Education & Screening	Check-in Check-Out (CICO) in Elementary & Secondary
		Hope Squad	Elementary: Social Skills Groups
		Student Study Teams	Targeted Academic Interventions--district wide mypath/iReady and my path edgenuity
		Individualized Counseling Supports	Targeted Academic Interventions--variety: Fast Forward, Reflex math, Movimax
		Restorative Conferencing	Summer School Targeted Academic Intervention - RISE
		Prevent Teach Reinforce (FBA/BIP)	Catch my breath prevention (Vaping and Tobacco IV)
		"in depth" (Vaping and Tobacco)	Signs of Suicide Education & Screening
		NOTon Tobacco (cessation program)	Hope Squad (in the future)
		Human Media Relations – specific to athletes	Bounce Back
			Supporting Students Exposed to Trauma (SSET)
			Dosed up Too Good for Drugs
			Signs of Suicide Screening & Referral
			Indepth
			Student Study Teams
			Individualized Counseling Supports
			Restorative Conferencing (1-2 schools)
			Prevent Teach Reinforce (FBA/BIP)
			NOTon Tobacco (cessation program)
			Human Media Relations – specific to athletes (NIAA Violation Warranted)

	A	B	C	D	E	F
	SMH Providers					
1	Name	Provider Type	Credentials	Expiration	License	EBPs trained to provide
2	Name	Clinical	Credentials	m/d/yyyy	File	EBPs trained to provide
3	Name	Non-clinical	Credentials	m/d/yyyy	File	EBPs trained to provide
4	Name	Paraprofessional	Credentials	m/d/yyyy	File	EBPs trained to provide
5	Name	RBT	Credentials	m/d/yyyy	File	EBPs trained to provide
6	Name	CHW	Credentials	m/d/yyyy	File	EBPs trained to provide
7	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
8	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
9	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
10	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
11	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
12	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
13	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
14	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
15	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
16	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
17	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
18	Name		Credentials	m/d/yyyy	File	EBPs trained to provide
19	Name		Credentials	m/d/yyyy	File	EBPs trained to provide



Data Decision Rules

- Schools will outline data decision rules aligned to each of their advanced tier (2 & 3) interventions to include:
 - Entry criteria
 - Intervention description (explicit skills & duration)
 - Progress monitoring data
 - Exit criteria

Before students enter the intervention!

Intervention	Description	Entry Criteria	Data to Progress Monitor	Exit Criteria

Tier 2 Intervention	Description	Example Entry Criteria	Data to Progress Monitor	Example Exit Criteria
* Bounce Back 5-11 years	10 sessions in group format. Teaching of coping skills & healing through games & activities structured in the Bounce Back manual.	Universal Screening Score: Moderate/High risk for internalizing concerns or moderate risk for externalizing concerns + Handle with Care or Save-voice tip(s) OR teacher/family referral + risk for trauma identified on supplemental trauma screening tool*	Weekly Progress Report that measures utilization of the following skills: Feeling identification, use of coping skills, problem solving skills, use of relaxation exercises	Reduction in risk on trauma-specific supplemental screening tool + increase in the use of skills that are measured by the WPR
Botvin Life Skills Grades 9-12	7 units taught across 10 sessions (~45 min/session). Behavior Skills Training (BST) lessons focus on emotional, physical, and mental health, risk taking & substance abuse, making decisions, communication, and relationships.	Universal Screening score at the Moderate/High Risk Level for I or E + ODRs for aggression or substance use/possession OR NIAA violation + Contact(s) with law enforcement or JPO within the semester OR Teacher/parent referral	(WPR) that facilitates structured student self-assessment on Botvin Skills: Healthy Choices, Responsible Decision Making, Managing Stress & Emotions & Relationship Skills	Reduction in overall risk score on universal screening + Reduced rate of ODR accrual during intervention period + Increase use in skills that are measured by the weekly progress report

Intervention	Description	Example Entry Criteria	Data to Progress Monitor	Example Exit Criteria
<p>ACT for Adolescents</p> <p>Ages 10- 19</p>	<p>ACT is an <u>8 part</u> guided action-oriented approach to psychotherapy that stems from traditional behavior therapy and cognitive behavioral therapy.</p>	<p>Universal Screening _ High Risk + <u>Moderate(+)</u> Risk on 2 areas on Multi-dimensional screener</p> <p>Time Out of Class as Measured <u>By</u> SWIS data or ADA data</p>	<p>Daily progress Report (BRS) grounded in <u>hexaflex</u> process</p>	<p>Progress with treatment goals + Increase use of healthy coping strategies per DPR BRS grounded in <u>hexaflex</u> process 80% mastery + Reduction in Time Out of Class</p>
<p>Prevent Teach Reinforce</p> <p>K-8</p>	<p>PTR is a model of positive behavior support and is aligned with the principles and procedures of applied behavior analysis for a wide variety of students with challenging behavior. PTR includes a 5- step process: <u>teaming, goal setting, assessment, intervention and evaluation.</u></p>	<p>Teacher/Family/ Administrative Referral + ODRs + 2 or more exclusionary events</p>	<p>BRS on replacement skills or BRS on decreasing undesired behavior</p>	<p>BRS Improvement Skill Mastery of 80% + Reduction of ODRs + Goal progress</p>

Data to Review Across the Tiers

Individualized assessment;
Individualized
treatment/support Plans;
Progress monitoring of
treatment goals

Universal Screening Data;
Discipline Referrals;
Attendance; Nurse Visits;
Early Warning

Targeted Screenings;
Multidimensional Screening;
Weekly progress monitoring of
the skills taught in the IV

Progress Monitoring

- The more intensive the intervention, the more frequent data collection
- Progress should be monitored on the SKILLS being taught, practiced, & reinforced
- External vs. Internal observers

BOUNCE BACK

Weekly Progress Report

2- Great
1- Okay
0- Tough

Name: _____

Week of: _____ Weekly Goal: _____

Use of ↓	Monday	Tuesday	Wednesday	Thursday	Friday
Coping Skills	2- Great 1- Okay 0- Tough	2 - 1 - 0	2 - 1 - 0	2 - 1 - 0	2 - 1 - 0
Identifying Feelings	2 - 1 - 0	2- Great 1- Okay 0- Tough	2 - 1 - 0	2 - 1 - 0	2 - 1 - 0
Problem Solving Skills	2 - 1 - 0	2 - 1 - 0	2- Great 1- Okay 0- Tough	2 - 1 - 0	2 - 1 - 0
Relaxation Techniques	2 - 1 - 0	2 - 1 - 0	2 - 1 - 0	2- Great 1- Okay 0- Tough	2 - 1 - 0
Daily Points	/8	/8	/8	/8	/8
				Weekly Points: ____/40	
				Weekly Progress: ____%	

Behavior Rating Scale

Date: January 2020

Behavior	Date																			
Asking to Join In	10+ daily	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	8-9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	6-7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4-5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Asking for a Break	10+ daily	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	8-9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	6-7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4-5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Throwing items	10+ daily	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	8-9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	6-7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4-5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Eloping	10+ daily	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	8-9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	6-7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4-5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1



Fidelity of Intervention- Progress Monitoring

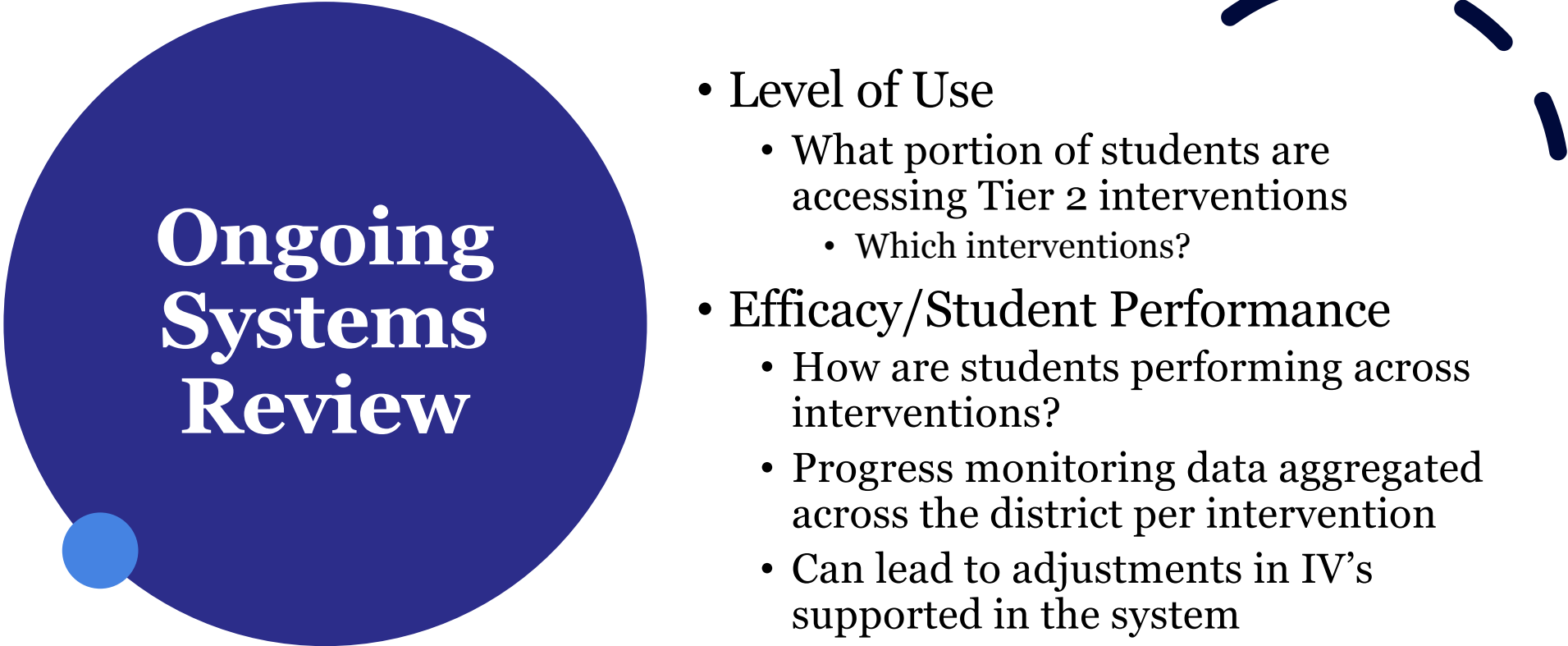
- Before we consider student outcomes, we need to consider if the intervention is being implemented with fidelity
- The MTSS Team should monitor the fidelity of all interventions (tiers 1-3) in an ongoing manner
- The people implementing the interventions need to know what the fidelity criteria are and should be given the opportunity to self-monitor

Intervention Fidelity Checklist

School: _____ Intervention: _____ Date: _____ Observer: _____

Steps of the Intervention	Was the Step Implemented? Yes/No/NA	Fidelity Score Y=1 No = 0 NA= NA
1.		
2.		
3.		
4.		
5.		
Calculating Fidelity	# of Steps=	# Yes/# of steps
Total Fidelity Score for this Observation	=	# /# = _%

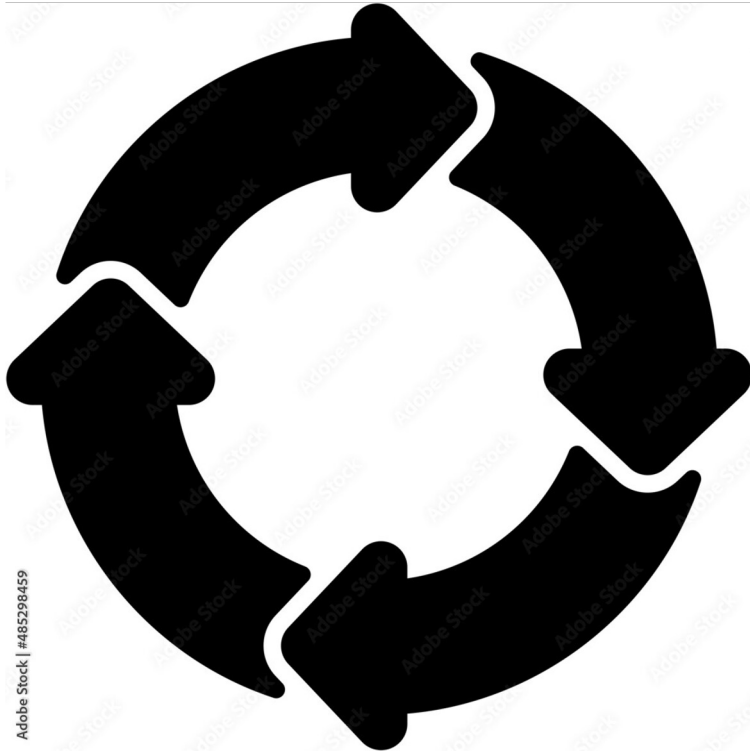




Ongoing Systems Review

- Level of Use
 - What portion of students are accessing Tier 2 interventions
 - Which interventions?
- Efficacy/Student Performance
 - How are students performing across interventions?
 - Progress monitoring data aggregated across the district per intervention
 - Can lead to adjustments in IV's supported in the system

Ongoing Systems Review



- **Level of Use**
 - What portion of students are accessing Tier 2 interventions
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Concerns & Mitigations

- Scope of practice
- Privacy/
Confidentiality
- Consent
- Continuity of care

- Develop clear policies
- Provide adequate training
- Engage families
- Engage in proper documentation

THANK
YOU!



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