




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 Implementation Tasks
			MTSS-B Supporting Literature
		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
	(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.	
	(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.	



District-Community Level Implementation

A District-Community Leadership Team, consisting of partnerships between school and community child/family-serving agencies, guides implementation of district-wide MTSS-B priorities/goals, structures, and systems needed to support an integrated social-emotional-behavioral and mental health service delivery model across schools.


Focus	Task	Action	Tools
<p>Mobilize People</p>	(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 Map Guidance
			Community Resource Map
			DCLT Sample Letter of Commitment
	(1c) Establish team operating procedures including monthly meeting frequency, team roles, agenda-forming and decision-making processes, etc.	DCLT Membership Register	
	(2) Establish shared understanding and knowledge of MTSS-B	(2a) Develop fluency with MTSS-B core features and implementation drivers/science.	DCLT Guidance
			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.	Interconnecting School Mental Health and School-Wide PBIS
			MTSS-B Implementation Tasks
(3) Establish a common mission	Role of the Community Mental Health Agency in MTSS-B		
(4) Formalize district-community partnerships to support implementation	(4a) Review the inventory of community partnerships to prioritize the assets, gaps and barriers in services to be addressed through formal collaborations with community partners.	Establishing MTSS-B Routines Overview	
		Developing a Common MTSS-B Mission	
<p>Use Data</p>	(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.	Community Resource Map	
	(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.	MTSS-B Community Mental Health Agency MOU Guidance
	(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.	Community, District, and School Data Profiles
			Initiative Alignment Inventory
	(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

Focus	Task	Action	Tools
 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)
		(8b) Select demonstration schools for initial implementation using a combination of need, readiness, and commitment criteria.	Selecting Demonstration Schools School Readiness Tool
		(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
		(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
		(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
		(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
	(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)





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 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 Implementation Tasks
			MTSS-B Supporting Literature
			Interconnecting School Mental Health and School-Wide PBIS
(2b) Develop knowledge and understanding of specific school-level MTSS-B routines/procedures.	Establishing MTSS-B Routines Overview		
	Role of the Community Mental Health Agency in MTSS-B		
(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	
4) Assess current systems, data, and practices	(4a) Review the data sources used to screen student social-emotional-behavioral needs.	Universal Screening Overview	
	(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	
(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	



Use Data

Focus	Task	Action	Tools		
 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 Guide Advanced (2/3) Tier Implementation Guide		
		(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 consistent across staff.	Designing a Schoolwide Behavior Response Plan Sample Minor vs. Major Behavior Matrix Sample Behavior Response Flowchart Restorative Approaches to Addressing Student Behaviors		
			(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	
			(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
				(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			

Focus	Task	Action	Tools
 <p>Monitor Progress</p>	(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
	(10) Conduct ongoing monitoring and quality improvement	(10a) 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 and outcomes. Revise school-level action plans as needed.	NH-MTSS-B Fidelity Inventory (NH-MFI): Schoolwide/Tier 1 and Tier 2/3 Modules
			School MTSS-B Action Planning Tool (S-MAPT)
		(10b) Monitor fidelity of individual advanced tier EBPs/interventions on at least an annual basis; eliminate infeasible interventions and develop improvement plans to improve low fidelity interventions.	MTSS-B Intervention Fidelity Guidance
			Advanced Tier Intervention Quality Tool
		(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.	Advanced Tier Intervention Fidelity Template
		(10d) Measure school climate to monitor culture shifts at the school level.	Office Discipline Referral Tracking Template
		Instructional & Administrative Time Gained/Lost Calculator	
		Sample Daily Progress Report	
		Advanced Tier Intervention Tracker	
		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.