

MTSS-B Advanced Tier (2/3) Implementation Checklist



MTSS-B advanced tiers – Tiers 2 and 3 – offer a coordinated array of supports and services to address identified student social-emotional, behavioral, and mental health needs. An effective advanced tier system relies on data to identify student needs, determine gaps in the current service array, and select evidence-based and promising practices to meet those needs. Tier 2 supports serve students who need assistance meeting social-emotional expectations and/or engaging in prosocial behaviors, while Tier 3 services include individualized interventions for students with identified behavioral health needs who require more intensive support. Below is a checklist of tasks to help guide your advanced tier implementation, with additional guidance documents and tools for each task that you can access in the MTSS-B Toolkit.

❑ Establish Advanced Tier Team(s)

The Advanced Tier Team(s) 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. Advanced Tier Team(s) will engage in design and monitoring of the overall Tier 2/3 service array, referral processes, and engage in individualized planning and progress monitoring for students receiving Tier 2/3 supports and services.



Forming School-based MTSS-B Teams
School Teams Inventory
Time Study Template
Tiered Team Meeting Template

❑ Implement universal social-emotional screening

Universal social-emotional screening is the process of systematically scanning the entire student population to identify students who may require additional social-emotional or behavioral support to improve readiness for learning and increase well-being. Regular review of screening data can help school staff and administrators better understand the needs of individual students as well as the overall school population, so they can provide appropriate tiered supports and track student progress over time. Universal screening relies on identification of common, observable behaviors that serve as indicators of social-emotional strength and risk. In collaboration with the Tier 1 Team, the Advanced Tier Team(s) should develop explicit criteria, based on an established social-emotional screener and other relevant school data, to identify and stratify students' social-emotional/behavioral health needs.



Universal Screening Overview
Universal Screeners Review
Best Practices in Universal Screening for SEB Outcomes: An Implementation Guide

□ Develop a request for assistance process

A request for assistance process provides a venue through which social-emotional and mental health support can be sought for students demonstrating a pattern of behavior over time, ideally based on multiple data sources. Schools may consider setting benchmarks for requests for assistance based on specific criteria (e.g., after 3 office discipline referrals, the student is referred for Tier 2 support). Districts/schools should develop a universal request for assistance process for staff, students, and families, so that the pathway to seeking and initiating social-emotional and behavioral health support is clearly defined and easily accessible to all. The process should collaboratively designed by Tier 1 and Advanced Tier Team(s), managed by an Advanced Tier Team representative, and be accessible to all.



Request for Assistance Guidance
Sample Request for Assistance Form

□ Select an array of high-leverage Tier 2/3 supports and services

A high-leverage MTSS-B practice is one that can feasibly be implemented in a culturally responsive manner to effectively meet a demonstrated student population-level Tier 2 or 3 need. Practices that are redundant or unnecessary, unresponsive to the cultural and linguistic characteristics of your student population, infeasible, poorly implemented, or ineffective are counterproductive to MTSS-B. The data-driven identification of a student population-level gap or need – not the popularity or marketability of a trending intervention – should drive selection of MTSS-B practices. Prioritize evidence-based practices (EBPs) insofar as possible – those with demonstrated efficacy through multiple rigorous, controlled studies. Next best are promising practices, which have some preliminary scientific support. The Advanced Tier Team should select new, “best fit” interventions using a structured, documented decision-making process (e.g., using the Hexagon Tool).



Initiative Alignment Inventory
Selecting High Leverage Practices
Selecting Practices Tool
NIRN Hexagon Discussion Analysis Tool

□ Develop facilitated referral pathways to community mental health services

Facilitated referrals assist youth and families with behavioral health needs to identify and access appropriate school- and community-based supports and services. Facilitated referrals improve access by identifying appropriate services, ensuring that students qualify for services, promoting trust/respect of community providers, and preparing families for what to expect. Facilitated referrals also reduce logistical barriers to access (e.g., transportation, affordability, scheduling, translation). The Advanced Tier Team, in collaboration with the District-Community Leadership Team, should work toward the establishment of a facilitated referral pathway between the school and community mental health partner(s) for students with Tier 3 behavioral health needs who require more specialized or intensive interventions than can be offered on school grounds.



Developing Facilitated Referral Pathways
Role of the Community Mental Health Agency in MTSS-B
MTSS-B Community Mental Health Agency MOU Guidance

☐ Monitor fidelity of Tier 2/3 interventions

Fidelity has to do with intervention integrity – the degree to which a practice is implemented in a way that is faithful to the guiding model. Measuring fidelity involves articulating and monitoring implementation of the critical components of a practice in your local environment. Some evidence-based practices come packaged with well-established fidelity measures. Others either do not have established fidelity tools, or they are too cumbersome for routine deployment in typical school environments (e.g., technical tools involving direct observation by highly trained raters). The MTSS-B toolkit offers tools to guide you through the process of creating an intervention-specific fidelity tool if needed, or use a method for tracking implementation quality across your entire MTSS-B intervention portfolio, by using the presence of key implementation science indicators as a proxy for fidelity.



Designing an MTSS-B Evaluation Plan
MTSS-B Intervention Fidelity Guidance
Advanced Tier Intervention Quality Tool
Advanced Tier Intervention Fidelity Template

☐ Monitor access and outcomes of Tier 2/3 interventions

Access and engagement (e.g., number and percentage of students receiving, attendance rates) and outcomes (e.g., student wellness, behavior) should be tracked at the aggregate level for all Tier 2 and 3 interventions to improve existing and inform future selection of Tier 2/3 interventions. These data should be analyzed for racial, ethnic, socioeconomic, language, sexual status, and other inequities. To maximize understanding and implementation success, these data should be shared with the entire school staff annually in a way that is easy to access and understand.



Designing an MTSS-B Evaluation Plan
Sample Daily Progress Report
Advanced Tier Intervention Tracker

☐ Monitor individual student progress

Progress on individualized student goals and outcomes should be tracked at the student level for all of those receiving Tier 2/3 services. These data should be examined monthly by individual student support teams to determine response to intervention and to adjust services/supports as necessary. Student social-emotional competencies, office discipline referral rates, attendance and truancy, and academic engagement are all outcomes of interest, as well as any specific mental health outcomes targeted by Tier 2/3 interventions.



Designing an MTSS-B Evaluation Plan
Sample Daily Progress Report