

New Hampshire MTSS-B Fidelity Inventory

Schoolwide/Tier 1 Module



School District/LEA:

School:

State:

Date Completed:

Name of person facilitating administration of this NH-MFI module:

What is the role of the facilitator?

Is this the District/LEA's first administration of the NH-MFI District Module?

How long has the District/LEA been implementing MTSS-B?

Instructions

The Behavioral Health Improvement Institute has made the NH-MFI freely available as part of the NH MTSS-B toolkit. Do not alter the tool without their permission.

- Please send copies of all completed NH-MFIs to bhii.ksc@gmail.com to support validation and ongoing development of the tool. This data will be kept secure and used and reported only in aggregate; no district/school identifying information will be released or reported by BHII.
- Please use the following citation in all references to the NH-MFI:
Phillips, M. & Fauth, J. (2020). *The New Hampshire MTSS-B Fidelity Inventory (NH-MFI)*. Behavioral Health Improvement Institute, Keene State College.
- Download and save a copy of this form before completing the NH-MFI.

Purpose

The NH MTSS-B Fidelity Inventory (NH-MFI) assesses the degree to which districts and schools are implementing the core features of the NH MTSS-B framework and helps district and school teams understand the relative strengths and weaknesses of their MTSS-B implementation. The NH-MFI's Schoolwide/Tier 1 Module is one of four modules (District, Schoolwide/Tier 1, Advanced Tiers, and Behavioral Health Integration). This Schoolwide/Tier 1 module is designed to measure the quality of your school-level implementation, including schoolwide leadership, support, teaming, and universal intervention structures and practices. Scores should be used to support strategic/action planning using the corresponding NH MTSS-B Action Planning Tools at the district (D-MAPT) and school (S-MAPT) levels, monitor progress, and gauge fidelity to the NH MTSS-B framework.

Administration

This module should be completed a minimum of once a year, during the district/school's typical planning time (e.g., just prior to the start of or after the close of the school year, etc.). In addition, the NH-MFI can be administered again mid-year to gauge ongoing implementation progress, if desired. Each module requires approximately 30-40 minutes to complete. An MTSS-B coach should facilitate administration, helping the team fully understand each item, reality-check their perceptions of implementation, and reach consensus on scoring.



MODULE	TEAM	ADMINISTRATION	FACILITATOR
Schoolwide/ Tier 1	<p>School MTSS-B steering committee or Tier 1 team</p> <p>At minimum, this should include a building administrator, teacher, school behavioral health staff, community-based mental health clinician, relevant child-serving agency staff, and family and youth representatives.</p>	<p>Annually, during typical district/school planning time to support annual strategic/action planning using the NH MTSS-B Action Planning Tools</p> <p>Optional: one additional administration mid-year to gauge ongoing progress</p>	<p>Internal or external MTSS-B coach</p>

Scoring

Each item on the NH-MFI describes a MTSS-B ideal/gold standard. The relevant team should work through the items one by one, in order. First, each team member – independently – considers the degree to which an item/gold standard is currently in place: not at all, a little, somewhat, considerably, or completely – and what evidence they could cite to support that rating. Then, team members share their individual ratings with the team along with an explanation of any evidence supporting those ratings. Especially with teams that are newer to the NH-MFI, the MTSS-B coach can then offer a score (e.g., that sounds like a “2”), inviting the team to agree or disagree and discusses any discrepancies - ultimately generating a single, agreed-upon consensus score for each item. As a general rule, teams should err on the side of being conservative in their scoring – if you’re not sure which response option fits best, or think reality falls right in between two possible response options, choose the lower one. See below for further guidance on what each response option represents in visual/symbolic and quantitative terms.

RESPONSE OPTIONS	SYMBOL	SCORE	PERCENT IMPLEMENTED
Not at all in place		0	~0% in place
A little in place		1	~25% in place
Somewhat in place		2	~50% in place
Considerably in place		3	~75% in place
Completely in place		4	~100% in place

Sources and acknowledgments

Development of the NH-MFI was supported by the Office of Social and Emotional Wellness, Bureau of Student Wellness, New Hampshire Department of Education; Midwest PBIS Network; Northeast PBIS Network; Institute on Disability, University of New Hampshire; and the New Hampshire Center for Effective Behavioral Interventions and Supports, Southeastern Regional Education Service Center. The NH-MFI was inspired by and drew from the following tools:

- Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Retrieved from: www.pbis.org.
- Splett, J. W., Perales, K. & Weist, M. D. (2019). *Interconnected Systems Framework – Implementation Inventory (ISF-II)*, Version 3. Unpublished instrument. Gainesville, FL: University of Florida. Retrieved from: <http://www.midwestpbis.org/interconnected-systems-framework/tools>
- Center on Positive Behavioral Interventions and Supports (2019). *Positive Behavioral Interventions and Supports District Systems Fidelity Inventory (DSFI) – Pilot version 0.1*. Eugene, OR: University of Oregon. Retrieved from: <https://www.pbis.org/resource/pbis-district-systems-fidelity-inventory-dsfi-pilot-version-v0-1>



Schoolwide Module

TO BE COMPLETED BY SCHOOLWIDE/TIER 1 TEAM

Schoolwide Leadership and Support						
S1	<p>School administrator buy-in</p> <p>School administrators are knowledgeable, engaged, and visible champions of MTSS-B. They place social, emotional, and behavioral wellness at the center of a “whole student” vision of education and learning as articulated in a school vision/mission statement and/or improvement plan. They regularly demonstrate understanding and support of MTSS-B in internal and external communications such as school publications, school board/district-level presentations, staff and parent meetings, etc.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S2	<p>School teacher & staff buy-in</p> <p>Teachers and staff are knowledgeable, engaged, and visible supporters of MTSS-B. All teachers/staff demonstrate their understanding and support by actively participating in MTSS-B implementation as appropriate to their role, including integration of social-emotional curricula into schoolwide practices, lesson plans, and classroom management techniques; participation on MTSS-B-related teams and committees; participation in related PD, etc.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S3	<p>School fiscal support</p> <p>School administrators prioritize and resource MTSS-B in the school budget, including adequate funding/resources for professional development, internal and external MTSS-B and mental health coaching services, human resources, stipends for team participation and other implementation tasks, data systems, curricula and other materials.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S4	<p>School human resource support</p> <p>Staff recruitment and selection procedures (i.e., position announcements, evaluative criteria, and hiring decisions) prioritize MTSS-B knowledge, experience, and interest/buy-in. Job descriptions include sufficient dedicated time for MTSS-B-related roles, training, and duties.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place



Schoolwide Leadership and Support continued						
S5	<p>School technology and data</p> <p>The school acquires and effectively uses schoolwide and other data platforms and technologies that enable strategic planning and data-based decision-making to support MTSS-B (e.g., School-wide Information System, etc.), including provision of necessary data entry training, monitoring, and quality control. The school provides sufficient training and institutional technology support to achieve high-quality data entry and reporting.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S6	<p>School professional development (PD)</p> <p>PD is collaboratively developed by school and community partners to address data-identified PD needs. All staff are trained on MTSS-B key messages, school delivery systems, social emotional learning, youth mental health, and the impact of trauma on learning. Staff implementing evidence-based practices receive sufficient PD to support high-fidelity implementation.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S7	<p>School equity focus</p> <p>Schoolwide access and outcome data related to behavioral health and wellness are analyzed for racial, ethnic, socioeconomic, language, sexual orientation, gender identity, disability status, and other inequities. The school develops a plan to address any observed inequities and reports on progress in subsequent years.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S8	<p>School accountability and outreach</p> <p>Schoolwide MTSS-B access, fidelity, and outcome data are collected, analyzed, and shared annually with the school, district, and local community in a way that is easy to access and understand (e.g., presentations at school/community events, newsletters, digital/social media, etc.). School leaders regularly share MTSS-B progress/updates to promote scale-up and dissemination and advocate for supportive policies at the local level (e.g., with other child-serving agencies).</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place



Schoolwide/Tier 1 Team						
S9	<p>Tier 1 Team structure</p> <p>The Tier 1 team meets at least once per month; uses structured agendas, roles, and problem-solving operating procedures (e.g., Team-Initiated Problem Solving, etc.); and routinely reviews data, updates action plans, and monitors Tier 1 implementation progress.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S10	<p>Tier 1 Team composition</p> <p>The Tier 1 team has (1) consistent representation (>80% attendance) at meetings from school administrators, teachers, school behavioral health, community-based mental health, other child-serving organizations, family, and youth; (2) knowledge and expertise in student academic and behavior patterns, school operations across grades and programs, community data, behavioral health, implementation science, and facilitation/coaching; and (3) within districtwide parameters, decision-making authority about schoolwide MTSS-B related policy and procedures and allocation of funding and other resources (e.g., program implementation, professional development, supportive technology and data systems, etc.).</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S11	<p>Tier 1 Team data-based decision making</p> <p>The Tier 1 team reviews existing MTSS-B-related school (e.g., discipline, attendance, grades, nurse visits, universal screening data, school climate etc.) and community (e.g., suicidal ideation/attempts, hospitalizations, child welfare contacts, juvenile justice interactions, etc.) data monthly. The team uses these data to support action planning, including monitoring Tier 1 implementation progress, identifying schoolwide needs/gaps, and choosing appropriate Tier 1 programs/supports.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S12	<p>Tier 1 Team facilitation/coaching</p> <p>Tier 1 team receives at least two hours of coaching/facilitation per month from an external and/or internal coach with expertise in NH's MTSS-B framework. The MTSS-B coach socializes the Tier 1 team to the MTSS-B framework, process, and role of the coach; facilitates district team meetings; guides MTSS-B planning and implementation; supports completion of MTSS-B tools; and provides interactive problem-solving and support.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place








Tier 1 Systems						
S13	<p>Tier 1 Program/support selection</p> <p>Tier 1 programs and supports are selected based on local data/context (e.g., students' behavioral health needs, cultural characteristics, etc.) and scholarly evidence (i.e., evidence-based practices, whenever possible). The team selects Tier 1 programs using a structured, documented decision-making process (e.g., hexagon tool). The team conducts an annual review of the evidence associated with existing Tier 1 programs, discontinuing those that are found to be ineffective, redundant, and/or unnecessary.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S14	<p>Tier 1 Program/support access</p> <p>100% of students, regardless of age, income, disability status, behavioral health needs, etc. receive the full suite of Tier 1 programs and supports.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S15	<p>Tier 1 Program/support implementation</p> <p>100% of Tier 1 programs and supports are implemented with fidelity. They are delivered by staff with the appropriate credentials and expertise, who receive 1) ongoing training and coaching from experts in the intervention model and 2) timely feedback on fidelity and student outcomes.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S16	<p>Tier 1 Accountability</p> <p>Access, fidelity, and outcome data at the schoolwide/Tier 1 level are collected, analyzed, and shared with the entire school staff annually in a way that is easy to access and understand. These data are analyzed for racial, ethnic, socioeconomic, language, disability status, gender identity, sexual orientation, and other inequities.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place



Tier 1 Programs/Supports						
S17	<p>School universal social emotional learning (SEL) curriculum</p> <p>A universal SEL curriculum that is aligned with schoolwide behavioral expectations is integrated into the overall curriculum at the schoolwide and classroom levels with fidelity. All teachers demonstrate competence in implementing the SEL curriculum in their classrooms, with ongoing PD and coaching support. SEL curriculum is integrated into all academic subject areas and school routines.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S18	<p>School health education and prevention</p> <p>All students receive health education programming consistent with state and federal guidelines. All students, as appropriate to their developmental level, are exposed to mental health literacy, as well as suicide, violence, and substance misuse prevention programming through the health education curriculum and/or separate initiatives.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S19	<p>School behavioral expectations</p> <p>A schoolwide and classroom-level positive behavioral expectations and behavior acknowledgment system is developed and implemented with fidelity. The school has five or fewer positively stated behavioral expectations posted in visible locations in the school, with examples tailored to specific locations (i.e., behavior matrix). Expected behaviors are taught formally at the schoolwide and classroom levels. All staff and a majority of students can list the expectations.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
S20	<p>School restorative disciplinary practices (RPs)</p> <p>Restorative disciplinary policies and processes are implemented with fidelity. RPs emphasize a relational, trauma-informed approach to student behavior and favor restorative and inclusive rather than punitive and exclusionary practices. Discipline policies provide clear guidance regarding use of RPs in response to problem behaviors. Teachers receive support in deciding when to employ RPs vs. other disciplinary measures; student individualized support plans include use of RPs and RP plans include use of Tier 2 and 3 supports; RP plans are monitored for impact.</p>	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place



Tier 1 Programs/Supports continued						
S21	<p>Tier 1 Behavioral health consultation</p> <p>All teachers have access to expert behavioral health consultation to support implementation of all classroom-level behavioral health and social emotional programming and procedures, including the SEL curricula and positive schoolwide expectations. Behavioral health support can be provided by school- and/or community-based behavioral health staff.</p>	<p>0: Not at all in place</p>	<p>1: A little in place</p>	<p>2: Somewhat in place</p>	<p>3: Mostly in place</p>	<p>4: Completely in place</p>