



BRIDGE *for* RESILIENT
YOUTH *in* TRANSITION



**Building Comprehensive School Mental Health
Systems through MTSS**

Before we get started:



- **Please mute during presentation**
- **Questions are welcome in Chat any time**
- **Please limit use of “Everybody” chat to questions and comments relevant to this session**
- **We will be happy to follow up on any questions not answered during the presentation**
- **Slides will be shared at the end of the presentation**

Who We Are



Building
Comprehensive
School Mental
Health Systems:
a 3-part series

Session 1
Introduction
and MTSS Mapping

Session 2
Tiered Mental Health Supports
and Interventions

Session 3
Infrastructure,
Adult Care/Support,
and Action Planning

Today's Agenda

- **Introductions in small groups**
 - **Orientation to Comprehensive School Mental Health Systems & MTSS Framework**
 - **MTSS in Boston Day School context**
 - **Work time: start mapping your school's MTSS!**
 - **Share & offer feedback on MTSS maps in school groups**
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Introductions!

In small breakout groups, please share:

- Your name
- Your school/organization
- Your role
- What brought you to this series on building comprehensive school mental health systems?

In a school with a comprehensive mental health system:

All students will experience high-quality basic education about mental health and self care, and regular screening for mental health challenges.

Students with emerging or moderate mental health challenges will receive appropriate support (individually and/or in group settings).

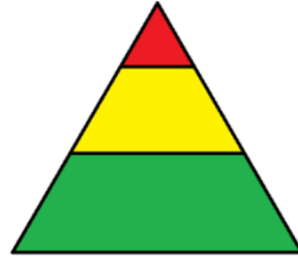
Students with acute mental health challenges will receive intensive, customized supports.

All education and supports will be provided by **well-trained professional staff** with workable caseload sizes, and with access to focused and supportive clinical supervision.

All staff will be trained in, and consistently utilize, **common frameworks and language** related to mental health and wellbeing.

Effective systems will be in place for referrals, assignment to interventions, progress monitoring, and exiting students from supports and interventions.

Why are we focused on MTSS?



- Most common design framework in schools today
- Provides a way of understanding the school and thinking about how to improve it
- Integrates the public health-informed three-tier perspective

What MTSS is and isn't

A Multi-Tiered System of Supports (MTSS) is a **systemic, continuous improvement framework** in which **data-based** problem solving and decision-making is practiced across **all levels** of the educational system for supporting students.

Many definitions; this one is from Colorado's
Dept of Ed

MTSS misconceptions over the years

~~MTSS is the new special ed pre-referral process~~

~~Tier 1 = teaching, Tier 2 = student support, Tier 3 = special education~~

~~Tier 1 = whole group Tier 2 = small group, Tier 3 = individual~~

~~MTSS is RTI + PBIS~~

~~MTSS is tiered interventions~~

Key Components of the MTSS Framework

- **Wider systems context**
- **Infrastructure & Feedback Loops**
(Student Support Team/other process)
- **Tiered Supports & Services**

Wider Systems Context

Wider systems

(operations, district commitments, value systems)
that contain the tiered supports and services within a school or district

EXAMPLES

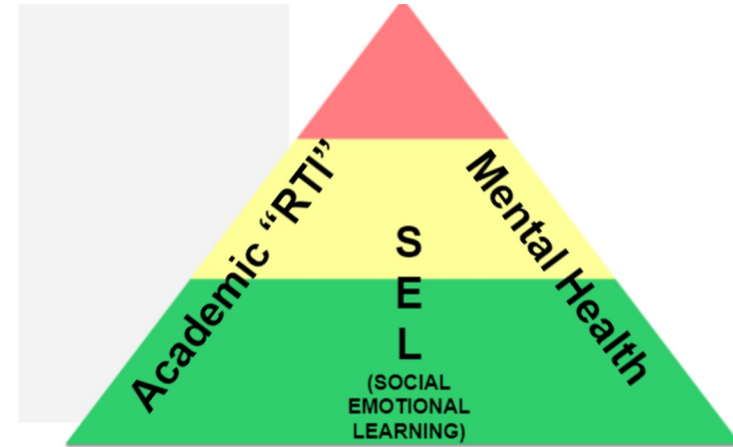
- Leadership & Governance
- Family/Community Partnerships
- Financial mgmt.
- District policy
- Human Resources
- Professional Development
- PLCs
- District Culture/Values
- Evidence Based Practices

Infrastructure includes:

- **People**
 - Student Support Team (SST)--counselors, nurse,
 - School leaders
 - Outside partners and providers
- **Structures and processes**
 - Regular meeting schedule and consistent agenda
 - Consistent use of data to inform decision-making
 - Expectations for preparation, participation, and follow-up
 - Ongoing progress monitoring of student status and outcomes

Tiered Supports & Services

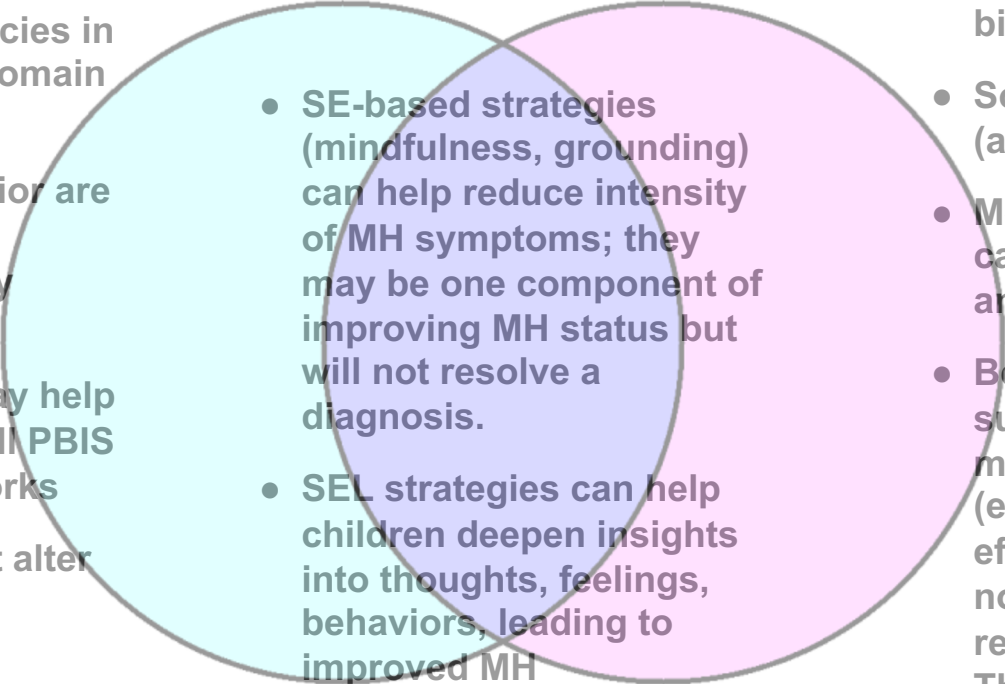
- Responsive to culture/needs of population (customized)
- Different schools/districts organize domains within the tiers differently-- BRYT uses academics, SEL, Mental Health
- What distinguishes tiers?
 - Intensity: frequency/ dosage/duration
 - Tiers supplement each other: core, core + more, core + more + more



SEL and Mental Health

SEL

- Is about competencies in social-emotional domain
- Skills to reduce undesirable behavior are acquirable; reward system can be very effective
- An IEP process may help support this, as will PBIS and other frameworks
- Medication will not alter behaviors

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- SE-based strategies (mindfulness, grounding) can help reduce intensity of MH symptoms; they may be one component of improving MH status but will not resolve a diagnosis.
 - SEL strategies can help children deepen insights into thoughts, feelings, behaviors, leading to improved MH

Mental Health

- Roots of MH are complex; some may be inherent, e.g. biological, or environmental
- Source of symptoms do not (always) reflect a *skill* deficit
- Medication (if appropriate) can reduce symptomology and related behaviors
- Behavioral approaches, such as a reward system, may, in certain instances (e.g.. trauma), be less effective as symptoms are not driven by desire for reward but need for safety. The latter can be hard to read/discern and is often interpreted as a Bx issue.

Sample Elementary School MTSS map

	Academic	SEL	Mental Health	Supporting structures and data systems
Tier 3 Core + More + More	Intensive special ed support Intensive reading interventions (O-G, LiPS)	Life Skills	Weekly Groups Based on Presentation (e.g. suicidal ideation)	Teams: <ul style="list-style-type: none"> RTI (speech, special ed, attendance, grade-level) Core Team (admin, counselors, academic leaders, Tier 3) PBIS Team (tier 1 focus, school wide trainings) Tier 3 Beh Team SW Intern (individual and groups)
		BRYT FBA-driven BIPs		
Tier 2 Core + More	Special Education Support to Classroom Teachers (Learning Specialist Supports including co-teaching) Lexia/Dream Box (more intensively)	ERC Classroom	Community Mental Health Support (school, family, community collaboration/consultation) Social Work intern supports Sensory breaks (in ERC)	Student needs identified via: PBIS behavior tracking (FYIs. .), Teacher referrals/ invitations
		EA supports Building Break Space Social Skills Groups Kindergarten Lessons		
Tier 1 Core	Flexible short-term small groups (lesson based) Lexia and Dream Box (Computer adaptive instruction; simulates small groups) ELD core instruction (co-teaching integrating Sheltered English Immersion) Standards Based Core Instruction	Restorative Circles Break Spaces in Each Classroom Safe and Caring Schools (build resilience) Character Traits (selected monthly, classroom lessons (one pagers), celebration) PBIS Culture of Care/Trauma Informed Practices		Equity Concerns: ELL and High Poverty Students



Sample HIGH SCHOOL MTSS Map

	Academic	SEL	Mental Health	Supporting structures and data systems
Tier 3 Core + More + More	<ul style="list-style-type: none"> • Learning Center • Special Education Learning Center • Credit Recovery (Edgenuity) • Home and hospital • Autism Program(?) 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Emotional Disabilities Program (special ed) </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> BRYT </div>	<ul style="list-style-type: none"> • School Psychologist (supports ED program) 	Educational History Review RTI Process Referral for Special Education Guidance Team
Tier 2 Core + More <i>(work in progress)</i>	<ul style="list-style-type: none"> • Peer tutoring • Support from an aide • PM Campus Program • Individual Tutoring 	<ul style="list-style-type: none"> • Restorative Justice Circles (Tier 2 and possibly Tier 1) • Social Skills Groups 	<ul style="list-style-type: none"> • IEP-based counseling (School Psych) • Social Worker (Non IEP) counseling sessions • Groups • Regular Check-ins <p style="text-align: right;">Referrals to Outside Providers</p>	Equity focus: BIPOC students/families Teaming: key meetings related to Transition program(?) Student support team
Tier 1 Core	<ul style="list-style-type: none"> • Standards-based instruction • Support during free periods and after school 	<ul style="list-style-type: none"> • Meet with Guidance Counselor • Wellness/Phys Ed Curriculum (Positive Decision) • School nurses 		Data systems: Attendance tracking

Guidelines for making MTSS effective

Design from the margins

- Honestly identify student/family populations for whom existing supports and interventions aren't working as well as they are for other students/families
- Vet your MTSS structure to identify adjustments needed to support these populations
 - ◆ Focus on ensuring both **equitable access** and **equitable outcomes**
- Make adjustments and monitor results

Guidelines for making MTSS effective

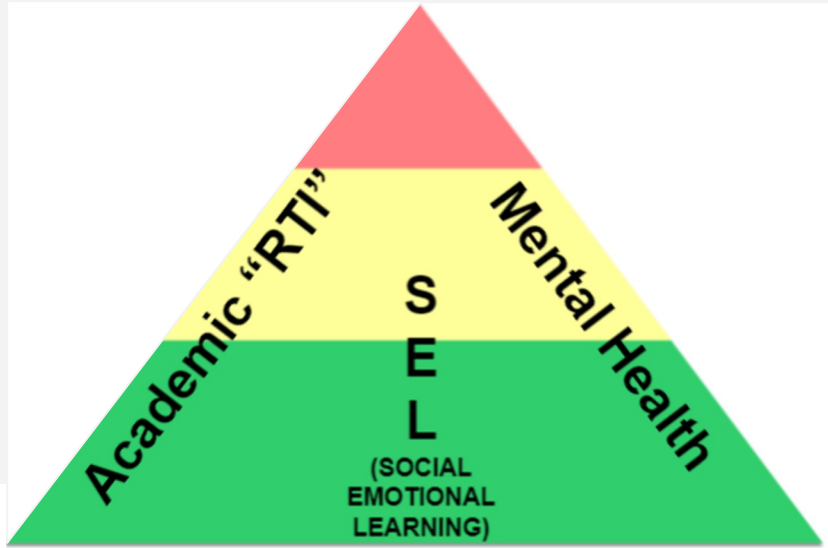
Attend to implicit bias

Consider questions such as:

- Which students are getting referred for additional services?
- Do referrals reflect implicit (or explicit) biases by educators about which students need more support?
- How do cultural expectations (especially regarding behavior) influence decision-making on interventions?

Guidelines for making MTSS effective

Consider student strengths and needs across multiple domains



There are no
"Tier 2 students,"
only Tier 2 supports

Guidelines for making MTSS effective

Engage families consistently

- Family engagement can **inform decision-making** by offering new insights into students' strengths and challenges, and it can **reinforce school-based supports and services**.
- Particularly on mental health issues, it is important to **learn more about families' expectations and perceptions**

Guidelines for making MTSS effective

Monitor, reflect, and tinker!

- **Disaggregate data** to examine which students are getting referred for services (by race, gender, etc.)
- **Gather feedback** from students, families, educators, SST members, and school leaders about processes for offering student services and support
- **Meet regularly** to discuss what's working well and what can be improved at both classroom and school levels

Gateways and Mental Health in Boston-area Jewish Day Schools

Gateways has been working with schools since 2018

- Professional Development and consultation
- Needs Assessments
- Training on MTSS and mapping of each school
- Community of Practice
- Funding for MH- Public and Private, mini grants to schools and cross school programming
- Parent workshops on mental health topics

TITLE" Jewish High School in Boston

	Academic	SEL	Mental Health	Supporting structures and data systems
Tier 3 Core + More + More		<ul style="list-style-type: none"> - SSL Team - Support team for students returning from hospitalization/in crisis 		Crisis Team identified to support students and faculty.
Tier 2 Core + More		School Counselor available to meet with students- regularly scheduled and as needed		
Tier 1 Core		<ul style="list-style-type: none"> - Training for teachers in growth mindset - Annual Programs: Breakfree from Depression, Signs of Suicide, substance abuse prevention, concert - Core Values and Common language and shared approach to 		

Schechter Boston

	Academic	SEL	Mental Health	Supporting structures and data systems
Tier 3 Core + More + More	Gateways Support	Individual lessons Individual teacher coaching for modeling self regulation	Therapeutic Learning Center Individual counseling Bi-weekly Counseling team meeting for students in crisis Collaboration and consultation with outside MH providers /consulting psychiatrist	SIT Team identified to support students and faculty: learning specialists, teachers, director of support, school psych and nurse (if applicable)
Tier 2 Core + More	Learning Center and small group academic support	Targeted social skills instruction Behavior intervention plans Peer leadership group for recess	TLC room for breaks TLC room for teacher breaks Individual check ins/check outs Calm corners in each classroom	
Tier 1 Core	WIN block (what I need) to provide differentiated instruction	-Clear and consistent behavior expectations and protocols - All students: fitness, recess daily, go noodle	- Responsive Classroom and Social Thinking, Zones of Regulation language used throughout the day - Mental Health Awareness month	

Time to do some mapping!

Start working on your school's MTSS map! Please note: this is just our first pass at this exercise, so ***no need to stress about making it perfect.*** We'll have more work time in the future!

Make a copy of the blank MTSS map template below, rename it, and start editing!

[MTSS Map Template](#)

Map Sharing & Feedback

In pairs, please share what you have so far of your MTSS map.

For each map shared, group members please offer:

- One area of strength
- One genuine question you have

Thank you!!!!!!!

Please feel free to reach out with any questions or additional feedback.

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You can find information about BRYT and Gateways at

www.brooklinecenter.org/bryt (Or just put “bryt” in your search engine!)

www.jgateways.org