

MTSS Behavior Systems Check

How to Use the MTSS Systems Check

This tool is designed to guide conversation, not evaluate people or programs. Use it with your team to step back from individual cases and look at how your MTSS system is functioning overall. The questions are meant to surface patterns, highlight gaps, and identify where clearer systems could better support staff and students.

If a question feels difficult to answer, treat that as helpful information. It often points to an area where consistency, structure, or shared understanding may need to be strengthened.

As you use this tool:

- Look for patterns across classrooms, teams, and data, rather than individual performance
- Treat gaps as system needs, not people problems
- Use the questions to guide discussion, not to score or audit
- Identify one or two system-level priorities rather than trying to fix everything

The goal:

Not perfection.

Not paperwork.

Clarity around what's working, what's straining the system, and what next step would make the work more consistent and sustainable.

	Guiding Questions	Team Insights (patterns, strengths, gaps, wonderings)	System Decisions (what this means for how the system is designed or supported)	Action Steps (what we will build, adjust, or strengthen)
Tier 1 Foundations	<ul style="list-style-type: none"> • Are expectations explicitly taught, modeled, and practiced? • Are adult responses predictable across settings? • Is reinforcement systematic or discretionary? • Do most students experience success without added supports? 			
Tier Alignment	<ul style="list-style-type: none"> • Do Tier 2 and 3 plans reinforce Tier 1 expectations and routines? • Is the same behavioral language used across tiers? • Are students taught replacement skills at every tier? • Do intervention staff and classroom staff operate from the same playbook? 			

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Student-Level Problem Solving	<ul style="list-style-type: none"> • Are decisions driven by behavior patterns and function? • Are environmental variables addressed before consequences? • Is progress monitoring tied to clearly defined behaviors? • Do plans include explicit adult actions? 			
Intervention Effectiveness	<ul style="list-style-type: none"> • Are students exiting tiered supports? • Which supports show reliable improvement? • Which supports are being implemented with fidelity but still not producing change? • Is intensity matched to need? 			
Implementation & Capacity	<ul style="list-style-type: none"> • Is ownership of plans clear? • Do teams have systems for follow-through? • Are fidelity checks supportive and instructional? • Does your infrastructure reduce or increase staff load? 			
System Health Signals	<ul style="list-style-type: none"> • Where is demand for behavior support increasing across classrooms, teams, or schools? • Where is implementation inconsistent or dependent on individual staff? • What work is being done by individuals instead of systems? • What Tier 1 improvements would reduce the number of students needing Tier 2 and Tier 3 supports? 			