

# NH's Multi-Tiered System of Supports for Behavioral Health and Wellness (MTSS-B)

A comprehensive system of social, emotional, and behavioral supports to promote student wellness and improve engagement in learning



## Values

### Student wellness lens

Districts support a whole child approach to education that recognizes the intersections between physical, social, emotional, and behavioral health and how they impact student academic attainment.

### Community-driven

Efforts to enhance social-emotional and mental health supports for students and their families, while incorporating essential core features of the MTSS-B model, are locally defined and driven by identified community need.

### Trauma-responsive

Supports are infused with a consideration of adverse childhood experiences, relationship-based teaching approaches, and attention to the needs underlying student behavior.

### Youth voice

Youth/student perspectives are incorporated into MTSS-B implementation. Youth have input regarding choice of supports at all tiers. Youth leaders serve as mentors for their peers.

### Family engagement

Schools promote two-way communication and relationship building, build on family strengths, and support parent decision-making and participation in their children's education.

### Equity and cultural competence

An equity perspective, including recognizing root causes of disparities, is infused throughout the district's vision, goals and strategies. Interventions are responsive to families' cultural context and promote accessibility for all.

## Core Features



### Social-emotional & mental health for all

Student and school wellness is an articulated district priority. Social-emotional learning and mental health are integrated throughout school culture, including school-wide curricula and classroom management, as well as interventions for those with higher needs.



### Integrated delivery system

School, mental health, community, and family partners collaboratively develop an intentional, integrated approach to choosing and implementing evidence-based interventions to support student behavioral health needs.



### Tiered prevention framework

Supports are delivered across three tiers:

- **Tier 1:** School-wide approaches
- **Tier 2:** Targeted supports for at-risk students
- **Tier 3:** Individualized services for highest-need students



### Focus on student outcomes

MTSS-B is monitored by outcomes including (1) school-wide measures such as school climate, problem behaviors, nurse visits, attendance; and (2) individual student-level measures of social-emotional, mental health, and academic functioning.



## MTSS-B Strategies



### Team-based decision making

A District-Community Leadership Team (DCLT) with cross-sector representation, authority, and knowledge convenes to develop a shared vision for student wellness and drive installation of MTSS-B. The DCLT supports school-level teams, which include school, mental health, and family representation, to address student social-emotional, behavioral and mental health needs in a coordinated, integrated fashion across all tiers.



### Use of school & community data

The DCLT and school-level teams regularly use school data (e.g., attendance, grades, discipline, nurse visits) and community data (e.g., substance use, domestic violence, homelessness) to identify, prioritize, and monitor needs related to student wellness. These data inform the development of measurable outcomes by which MTSS-B impact can be monitored.



### Selection of evidence-based practices across tiers

Teams with representation from school and community mental health use a structured, collaborative, and data-driven process to select evidence-based practices (EBPs) that support student outcomes that are aligned across three tiers: Tier 1 universal supports for all; Tier 2 targeted services for at-risk students; and Tier 3 individual interventions for those with the highest need.



### Early access through a comprehensive screening process

The DCLT adopts a structured, comprehensive universal screening procedure to identify students in need of targeted and intensive supports, using data sources that identify internalizing (e.g., withdrawal, anxiety, depression) and externalizing (e.g., conduct and other acting-out) behaviors, as well as other indicators of student risk, such as office discipline referrals, attendance, academic performance, nurse visits, etc.



### Ongoing coaching & performance feedback

Professional development and ongoing training, coaching, and performance feedback are provided to school and mental health staff at all tiers. Mental health providers receive training on Tier 1 and lower level Tier 2 supports, while teachers receive coaching and technical assistance on supporting social-emotional concerns in the classroom and recognizing mental health needs.



### Progress monitoring for fidelity and impact

EBPs are monitored for fidelity – the degree to which the intervention is delivered as the guiding model intended. Fidelity of the overarching MTSS-B framework is measured using NH's MTSS-B Fidelity Inventory. Student outcomes are monitored at the whole-school (e.g., school climate, school-wide ODR rates) and individual student (e.g., social-emotional, mental health, and academic functioning) levels.

*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.*