



Defining MTSS-B Roles and Responsibilities

NH's Multi-Tiered System of Supports for Behavioral Health and Wellness (MTSS-B) framework requires buy-in and participation by all district/school staff and their youth-serving community partners, including human resource supports that center MTSS-B in staff recruitment and selection procedures. The following is intended to assist with determining staffing needs, refining recruitment strategies, building job descriptions, and prioritizing professional development opportunities.

Schoolwide MTSS-B responsibilities

Every district/school staff member serves as an MTSS-B champion, playing a crucial role in forming a strong foundation and sustaining momentum for successful, high-fidelity MTSS-B implementation.

Administrators:

- ✓ Prioritize MTSS-B by securing fiscal resources for behavioral health staffing, professional development, and ongoing coaching; creating opportunities (time, money) for staff-wide training; supporting release time for tiered team participation; and planning for program sustainability.
- ✓ Promote systems development, data driven decision-making, and process improvement through active participation in district and school-level meetings including Tier 1 and Advanced Tier team meetings.
- ✓ Foster relationships with youth-serving organizations to promote a community-wide commitment to behavioral health integration.

Teachers/staff:

- ✓ Promote and reinforce behavior expectations, both schoolwide and in their classrooms.
- ✓ Implement chosen social-emotional learning curricula with fidelity.
- ✓ Support implementation of universal social-emotional screening to regularly identify students' social, emotional, and behavioral health needs.
- ✓ Use trauma-responsive, relational approaches with students to support the needs underlying their behavior.
- ✓ Are familiar with the continuum of Tier 1 social-emotional supports and Advanced Tier supports and services available to students.
- ✓ Understand and utilize referral pathways and appropriately refer students for supports and services.
- ✓ Serve on Tier 1 teams and collaborate with behavioral health providers.



Behavioral health providers: The wide array of social-emotional and behavioral health providers in schools, including school counselors, SEL interventionists, social workers, behavior interventionists, psychologists, co-located clinicians, and other clinical specialists address the underlying social-emotional and behavioral needs of students in varying ways. However, all contribute to MTSS-B by:

- ✓ Serving on Advanced Tier Teams, identifying appropriate supports for individual students, monitoring progress using service access and outcome data, and adjusting supports as needed.
- ✓ Communicating with students, families, teachers and other school staff providing supports and services to obtain parental consent and coordinate systems to provide individual student care.
- ✓ Providing Tier 1 social-emotional and behavioral health consultation and/or training to classroom teachers and staff.
- ✓ Delivering Tier 2 supports such as Check-In/Check-Out and small, targeted support groups.
- ✓ Facilitating access to and/or providing Tier 3 services such as individual counseling, testing and assessment, and referral to community-based supports.
- ✓ Collaborating with Advanced Tier planning teams to create and improve systems such as student identification, facilitated referral pathways, and availability of Tier 2/3 supports and services.
- ✓ Working closely with mental health agency partners to develop effective and efficient facilitated referral pathways for community services and coordinate student care.
- ✓ Collecting and using data to continually improve systems and supports/services to meet student needs.

Specific MTSS-B roles

Evaluation data from NH grant-funded MTSS-B implementation projects have demonstrated the positive impact of dedicated MTSS-B roles. Below are sample responsibilities and suggested skills/experience needed for two specific MTSS-B-related roles:

1. A district-level MTSS-B coordinator who functions, importantly, as part of the administrative team
2. An innovative community mental health agency school liaison role

District-level MTSS-B Coordinator. This position serves as the primary driver of MTSS-B in the district. As the lead internal MTSS-B coach, they oversee the planning, implementation, and sustainability of MTSS-B in collaboration with district, school, and community partners. They:

- ✓ Serve as a member of district administration with appropriate decision-making authority to keep MTSS-B implementation moving forward.
- ✓ Oversee the development of a District/Community Leadership Team (DCLT), identify its members/partners, facilitate DCLT meetings, and conduct an annual, comprehensive DCLT action planning process.
- ✓ Participate on school-based leadership and tiered teams, as needed and feasible, especially as they are initially being formed to provide initial leadership, promote shared understanding of MTSS-B, and define the functions of each team.
- ✓ Help develop a structured process for selection of evidence-based programs and interventions, policy/procedure revision, and long-term strategic planning to improve social-emotional and mental health outcomes for students.
- ✓ Ensure all school staff receive training in delivery of social-emotional curricula and other selected interventions, as appropriate to their role. Continually evaluate the need for additional professional development and coaching per aggregate data review of program effectiveness.



- ✓ Facilitate the development and implementation of local district policies that establish practices for student data sharing/privacy and informed parent/guardian consent for supports and services.
- ✓ Promote cross-agency collaboration with community mental health agencies and other behavioral health partners through the development and annual review of MOUs to include data privacy; streamlined referral pathways for students who require more specialized or intensive interventions than can be offered on school grounds; collaborative behavioral health systems development; and regular communication and attendance at meetings of mutual interest (e.g. shared clients, overlapping processes or procedures).
- ✓ Coordinate data systems and processes for monitoring schoolwide and student-level outcomes.
- ✓ Routinely analyze data to share with the DCLT, school teams, staff, and community as appropriate to drive improvement (e.g., office discipline referrals and suspensions, community mental health access, equity, school climate, academic engagement and impact, social-emotional competencies).

Experience/skills needed: Master's degree in education or behavioral health field with related professional experience (preferably in the community served); program implementation, direct service delivery, and planning/program evaluation; strong verbal, written, and technological skills to work with diverse interested/affected parties; ability to maintain strictest confidentiality guidelines; cultural competence; outstanding facilitation, organizational, and communication skills; strong knowledge of and/or experience with school tiered prevention frameworks, education and mental/behavioral health systems; data literacy and systems change theory desirable.

School Liaison. The School Liaison is a role that was conceived and developed in a state-level, grant-funded MTSS-B project that has proved highly beneficial to district-community mental health collaboration. The School Liaison, employed by a partnering community mental health agency (CMHA), serves as a conduit between the district and CMHA. The School Liaison has a strong on-site presence in the schools and provides a seamless link between the district/schools and the CMHA, serving as the primary CMHA point of contact for communications about program implementation and referrals to the CMHA from school teams. Focusing approximately 50% of effort supporting systems improvement and staff consultation and the other 50% of effort providing direct student services and supports, the School Liaison:

- ✓ Functions as a core member of the DCLT, providing clinical mental health expertise and collaborating on development of facilitated referral pathways and other MTSS-B systems development.
- ✓ Joins Tier 1 teams for planning schoolwide behavioral health-related programming.
- ✓ Serves on school-level Advanced Tier teams to provide clinical expertise and CMHA systems-level knowledge.
- ✓ Attends individual student-level team meetings if involved in the student's care.
- ✓ Facilitates and/or provides consultation on school/district and CMHA policies/procedures that support an integrated delivery system.
- ✓ Ensures rapid access to clinical services for students who are un/underinsured by providing direct student services and supports.
- ✓ Provides behavioral health consultation, coaching, and training to school-based staff to support high-fidelity implementation of social-emotional and behavioral health supports across the tiered continuum.

Experience/skills needed: Master's degree in a behavioral health field (social work, counseling, school psychology, etc.); active certification/license as a behavioral health clinician in NH with two or more years clinical experience with children and families; familiarity with NH school systems; strong relational, communication, and administrative skills; ability to adhere to confidentiality and data sharing guidelines; strong knowledge of and/or experience with tiered prevention frameworks, education and mental/behavioral health systems; data literacy and systems change theory desirable.