

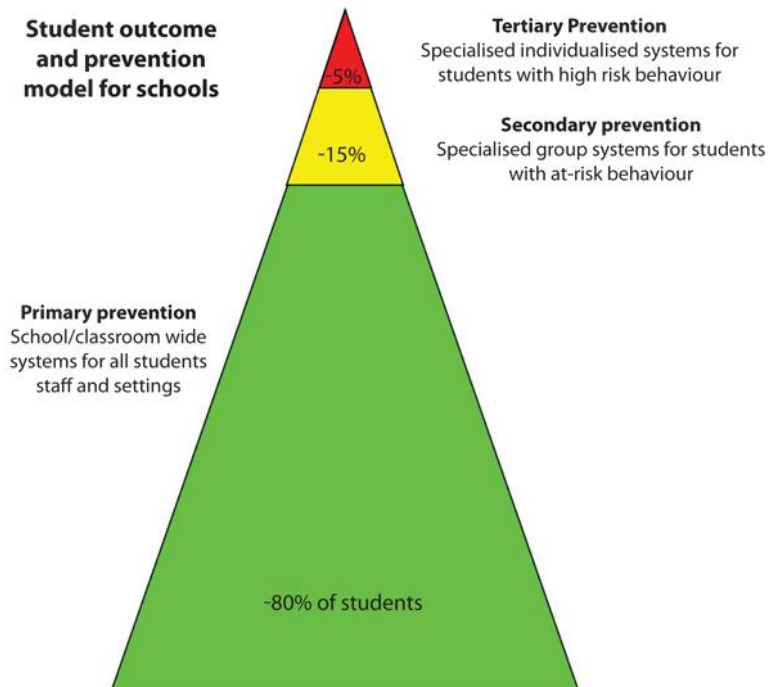


NH MTSS-B FRAMEWORK DESCRIPTION

What is NH's MTSS-B?

New Hampshire's Multi-Tiered System of Supports for Behavioral Health and Wellness (MTSS-B) is a "way of doing business" that puts into place proven school- and community-based behavioral health practices so that every student can achieve health and wellness and be successful in school. MTSS-B employs a systemic, continuous- improvement framework integrating school behavioral health practices across all levels of the educational system for supporting **every** student.

School behavioral health practices (including mental health and substance misuse prevention and intervention) refer to a continuum of supports for school- age children (age 3-21) that are integrated throughout the school community: *universal strategies* to promote the social and emotional well-being and development of **all** students; *targeted strategies* for students who need additional supports; *intensive, individualized support strategies* for students with significant needs, including a streamlined referral process with *community behavioral health providers* to create a seamless services delivery model for children, adolescents, and their families:





NH's MTSS-B model integrates research-based behavioral health practices with Positive Behavioral Interventions and Supports. The essential components are:

- Shared Leadership
- Data-based Problem Solving and Decision Making
- Layered Continuum of Supports **for ALL students**
- Evidence-Based Behavioral Health Instruction, Intervention, and Assessment Practices
- Universal Screening and Progress monitoring
- Family, School, and Community Partnering

The benefits to blending behavioral health practices into a multi-tiered school-based PBIS model include:

- A common vision is established between school and community staff, families, and youth.
- Strong, collaborative relationships are created between early learning, school, and community staff and families and youth based on team-based decision-making.
- Improved academic engagement and success.
- Improved effectiveness of the behavioral health interventions provided to students.
- Increased efficiency (staff time, financial resources, better utilization of programs and services).
- Common indicators and measures of success are established and shared among early learning, school, and community staff, families, and youth.
- Early learning, school, and community providers use common assessments to identify student need.
- Early learning, school, and community providers work together to choose and deliver evidence-based interventions that are matched to student need.

New Hampshire's MTSS-B framework is a guide for organizing school- and early learning-based interventions and practices to improve the social and emotional health and wellness of all children and youth and to support families. The 3-tiered continuum of supports represents a system to deliver:

- Universal (tier1) interventions for all students
- Targeted (tier 2) interventions for children and youth with identified risk, and
- Intensive (tier 3) and individualized interventions or treatment for the highest need children and youth and their families.

School and community behavioral health providers work together to identify, deliver and assess the effectiveness of research-based practices at each tier.