

Overview of Office of Social & Emotional Wellness

and

NH's Multi-Tiered System of Supports for Behavioral Health and Wellness

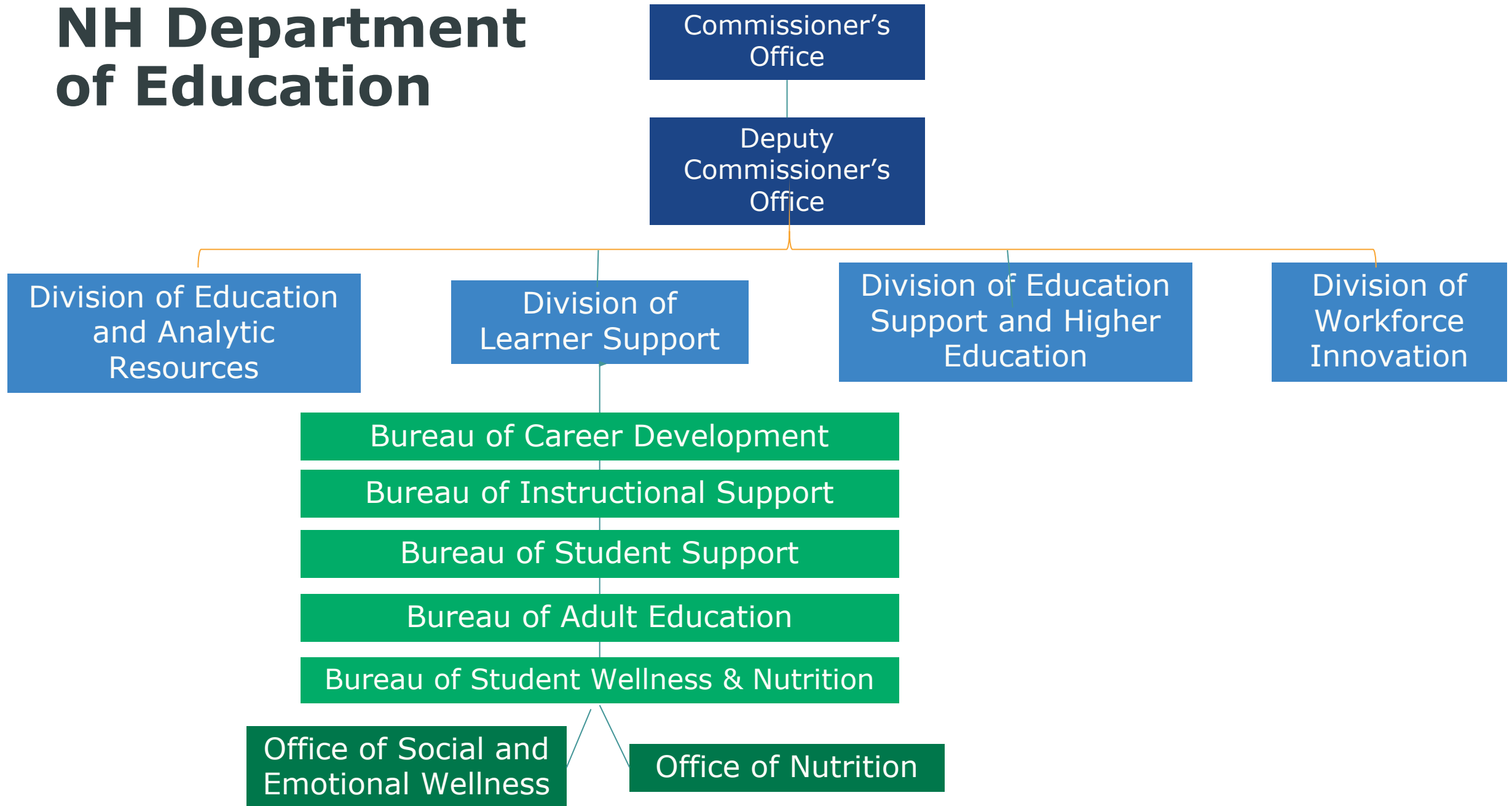
Behavioral
Health
Improvement
Institute

Keene
STATE COLLEGE

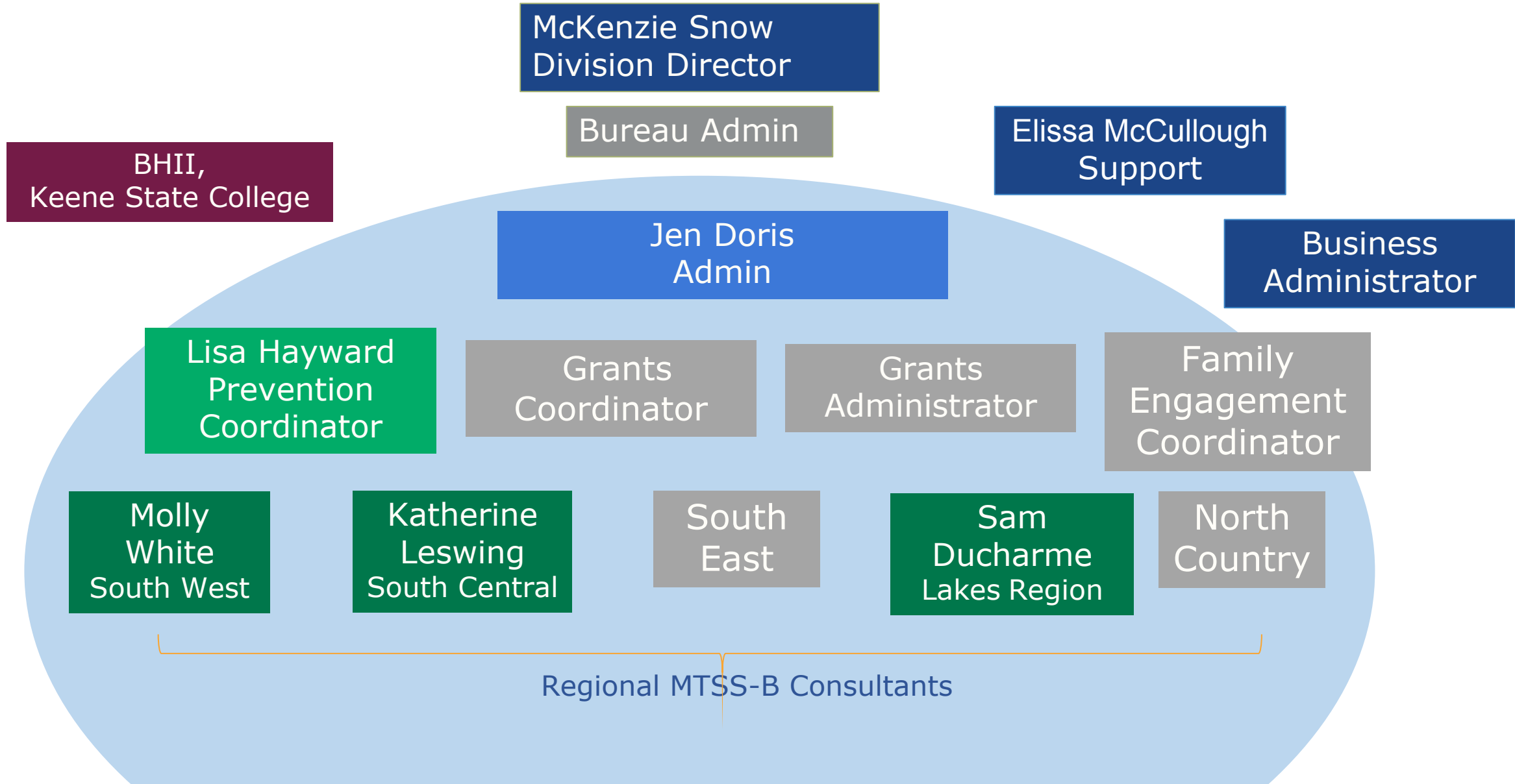
New Hampshire
**Department of
Education** 

NH MTSS-B
TECHNICAL ASSISTANCE CENTER

NH Department of Education



Office of Social and Emotional Wellness (OSEW)



The MTSS-B landscape

● **NHDOE region funded by School Climate Transformation Grant (USDOE) & Project AWARE 2.0 (SAMHSA)**

Southwest
South Central
Southeast

● **NHDOE region funded by NH System of Care 2.0 (SAMHSA)**

Lakes
North Country

★ **Current LEAs**

Project AWARE 2.0
NHSOC 2.0
Promising Futures (NH BDAS)
Other LEAs receiving OSEW coaching

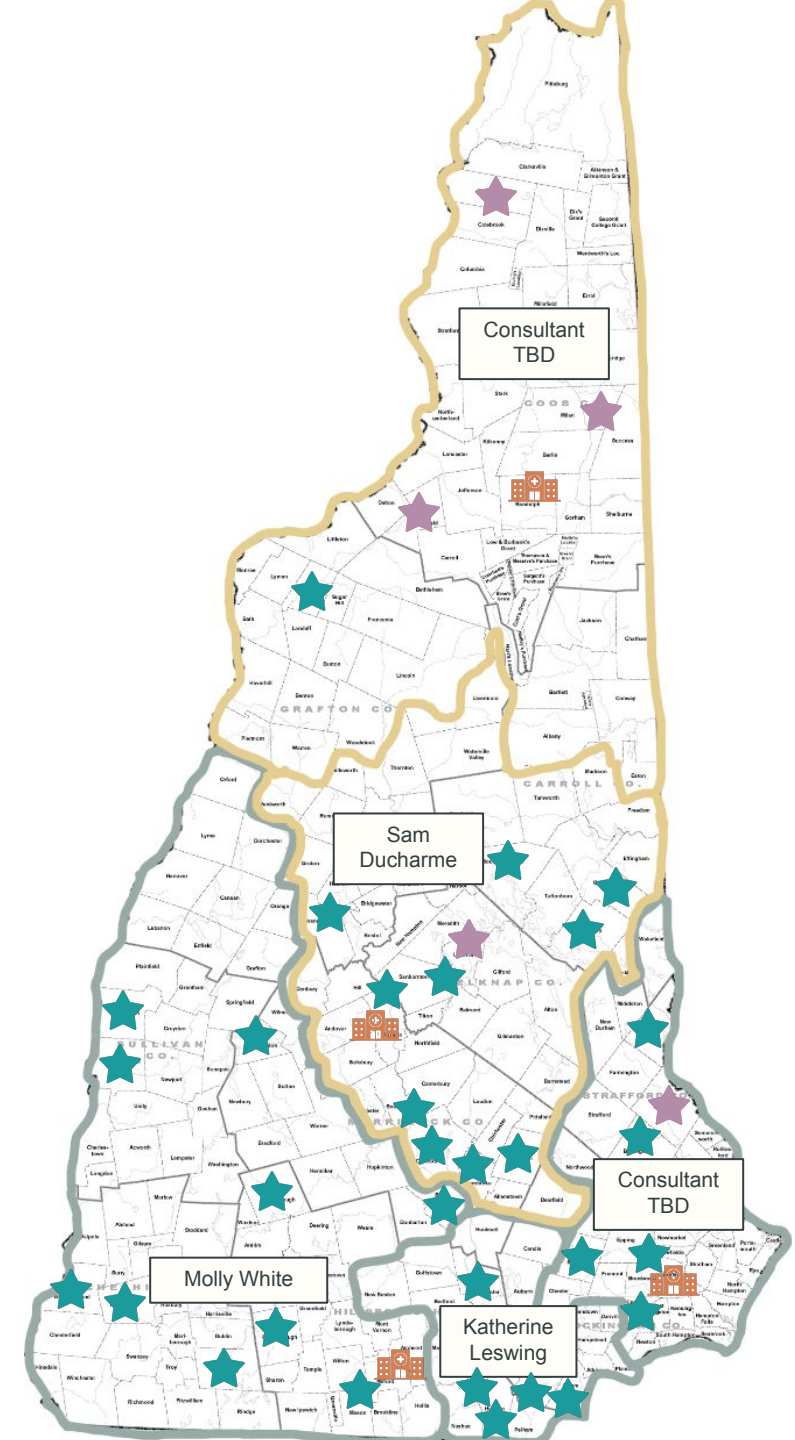
★ **Previous LEAs**

Safe Schools Healthy Students
Project AWARE 1.0
NHSOC 1.0



Participating CMHCs

Riverbend Community Mental Health
Seacoast Mental Health Center
Greater Nashua Mental Health
Northern Human Services



Behavioral Health Improvement Institute (BHII) @ Keene State College

External Evaluators - Project wide

- Data collection
- Data evaluation
- Data visualization

Technical Assistance

- NH MTSS-B Technical Assistance Center
- NH MTSS-B Toolkit
- Weekly State-level MTSS-B consultation

The Work of the Office of Social & Emotional Wellness

We use NH's Multi-Tiered Systems of Support for Behavioral Health and Wellness (MTSS-B) model as the foundation of all of our work. The partnerships created as a result of this work have created an environment of mutual learning and a common approach to scale-up and sustainability that focuses on activities reflective of NH's cultural norms, including that of "local control" in education.

Office of Social Emotional Wellness Mission & Vision

OSEW Mission

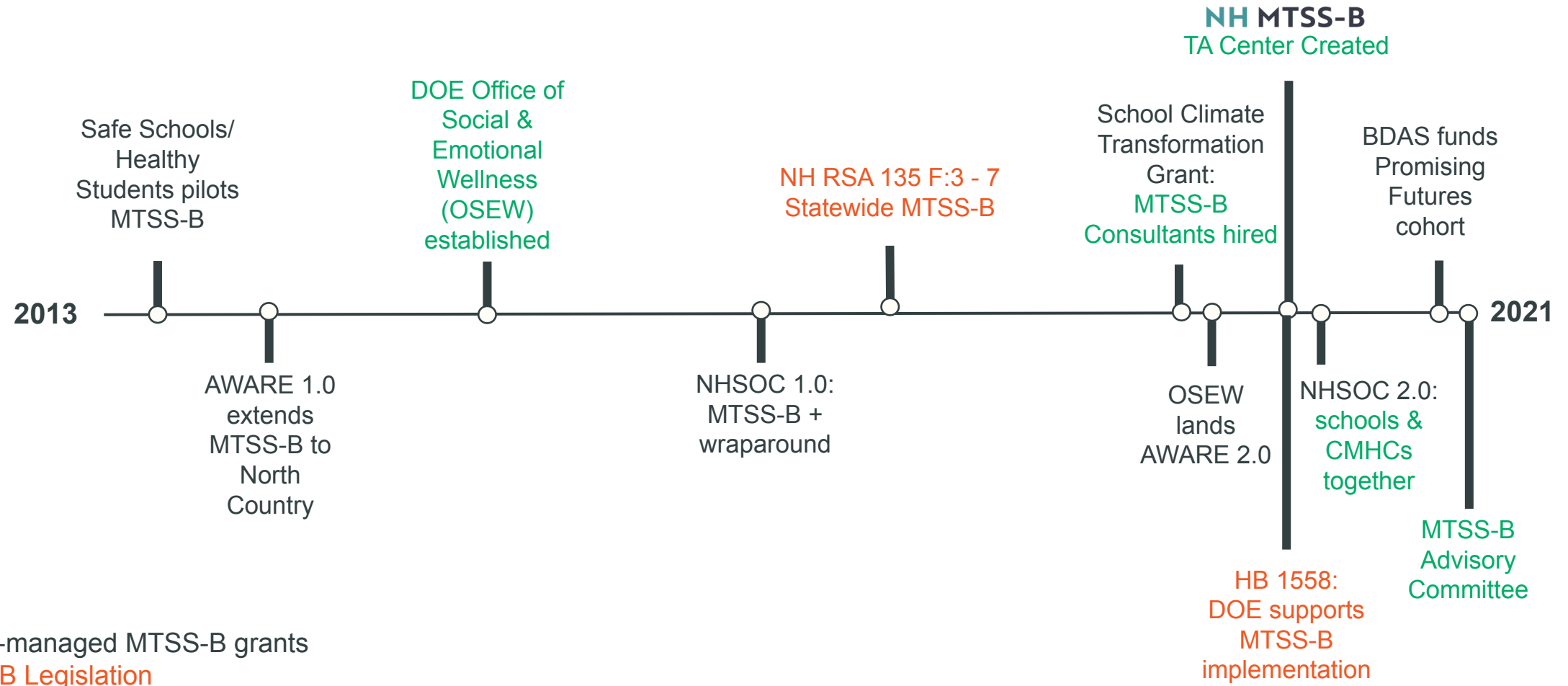
We advance youth wellness by collaborating with Federal, State, community, and family partners to implement data driven, preventative and responsive approaches in NH school districts.

OSEW Vision

As we look ahead to the next year and beyond, we strive to become an office that:

- Leads in the field in supporting the social and emotional wellness of all students;
- Mobilizes districts and communities to take collective action for student wellness;
- Optimizes dynamic relationships with government to secure financial backing for wellness programs;
- Empowers districts and communities to create sustainable infrastructures that underscore student wellness;
- Promotes effective policy change for student wellness.

OSEW Timeline



OSEW-managed MTSS-B grants
MTSS-B Legislation
NH MTSS-B Infrastructure

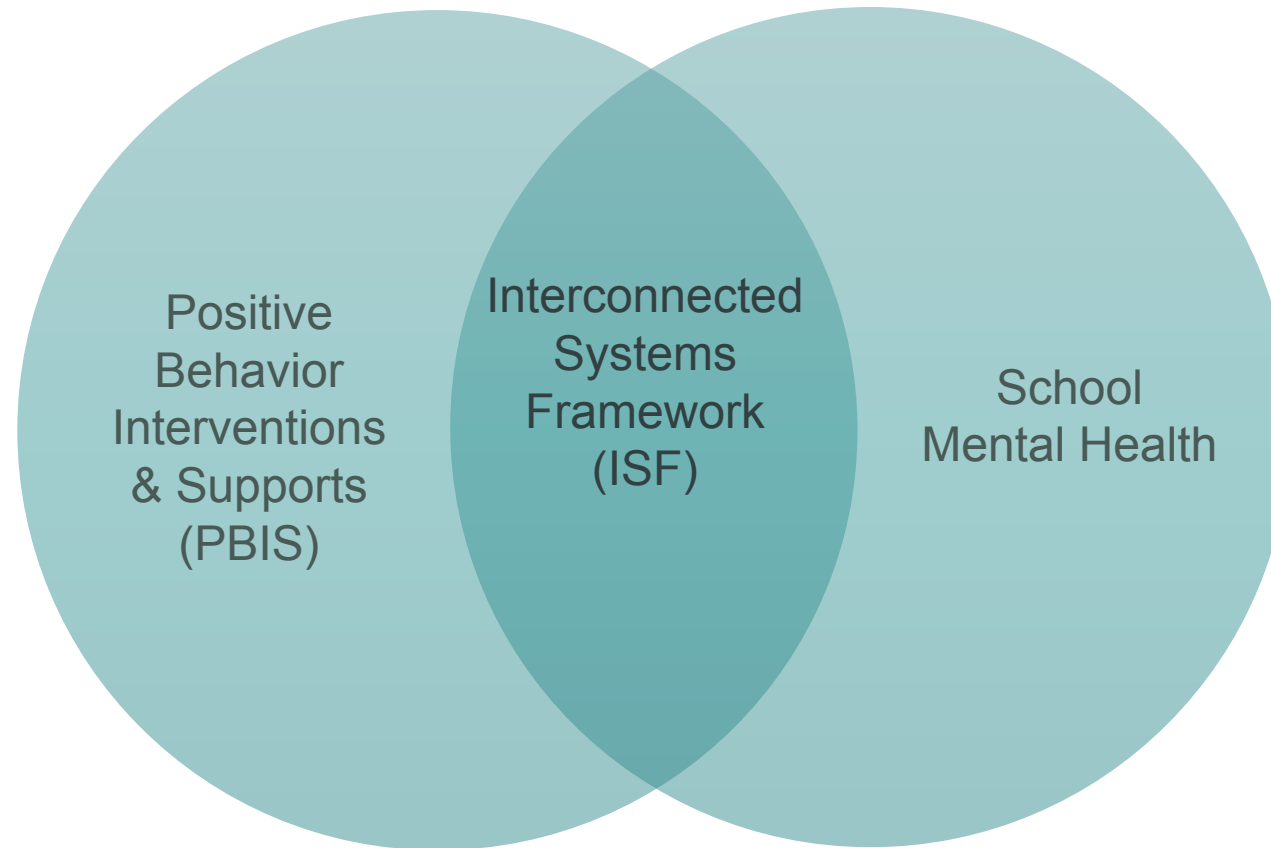
Our Funding Streams

Historically, OSEW goal-creation has been driven by competitive funding projects:

- Safe Schools, Healthy Students
- Project GROW (IDEA-funded)
- System of Care 1
- Project AWARE 1
- School Climate Transformation
- NH School Safe/STOP School Violence: Prevention & Mental Health Trainings
- NH School Safe/STOP School Violence: Threat Assessment
- Project AWARE 2
- Promising Futures
- System of Care 2



Foundations



The MTSS-B framework

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



System of care values

Values and mindset that drive the work



Strategies & routines

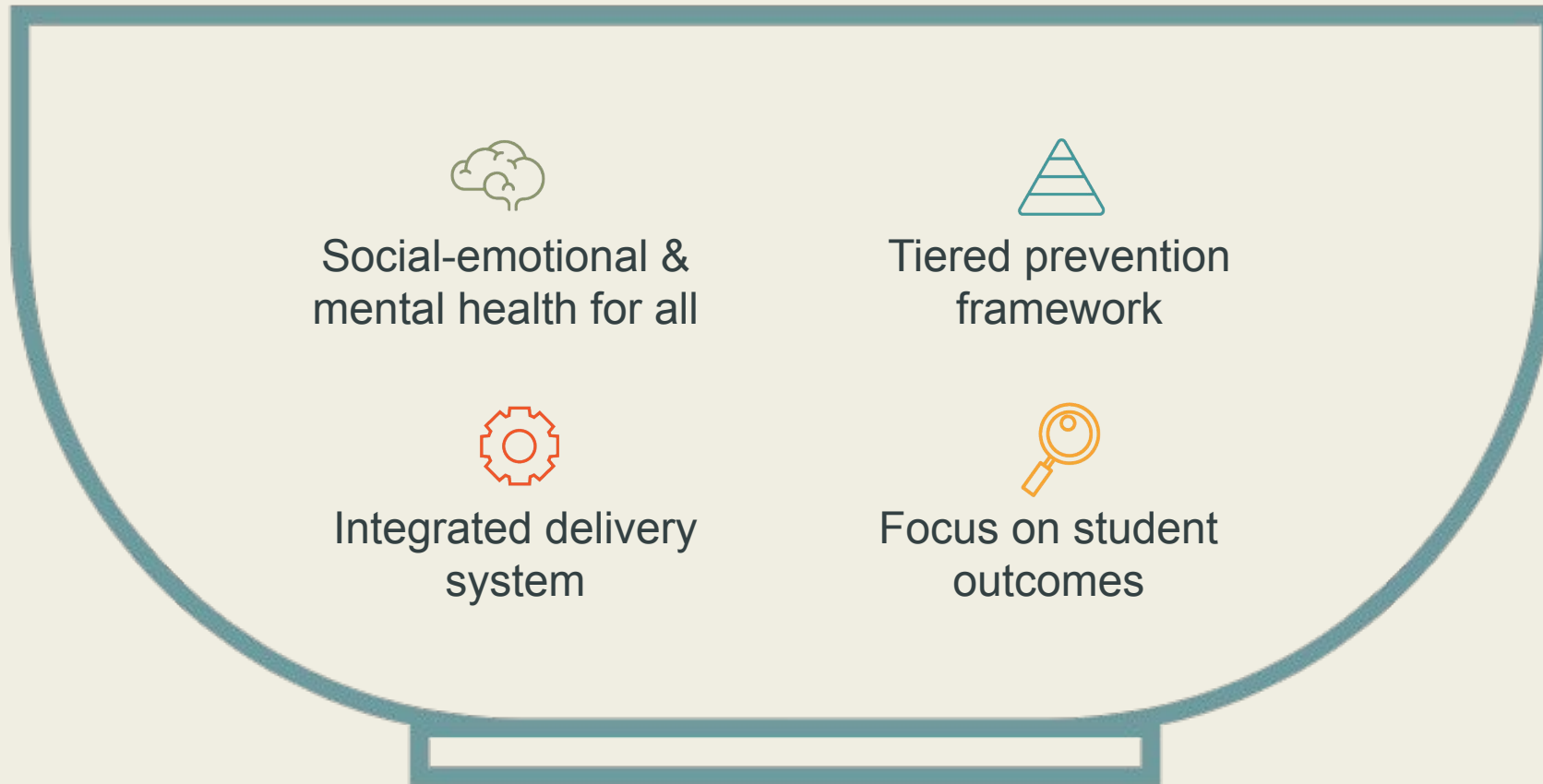
Infrastructure to support practice delivery



Essential ingredients

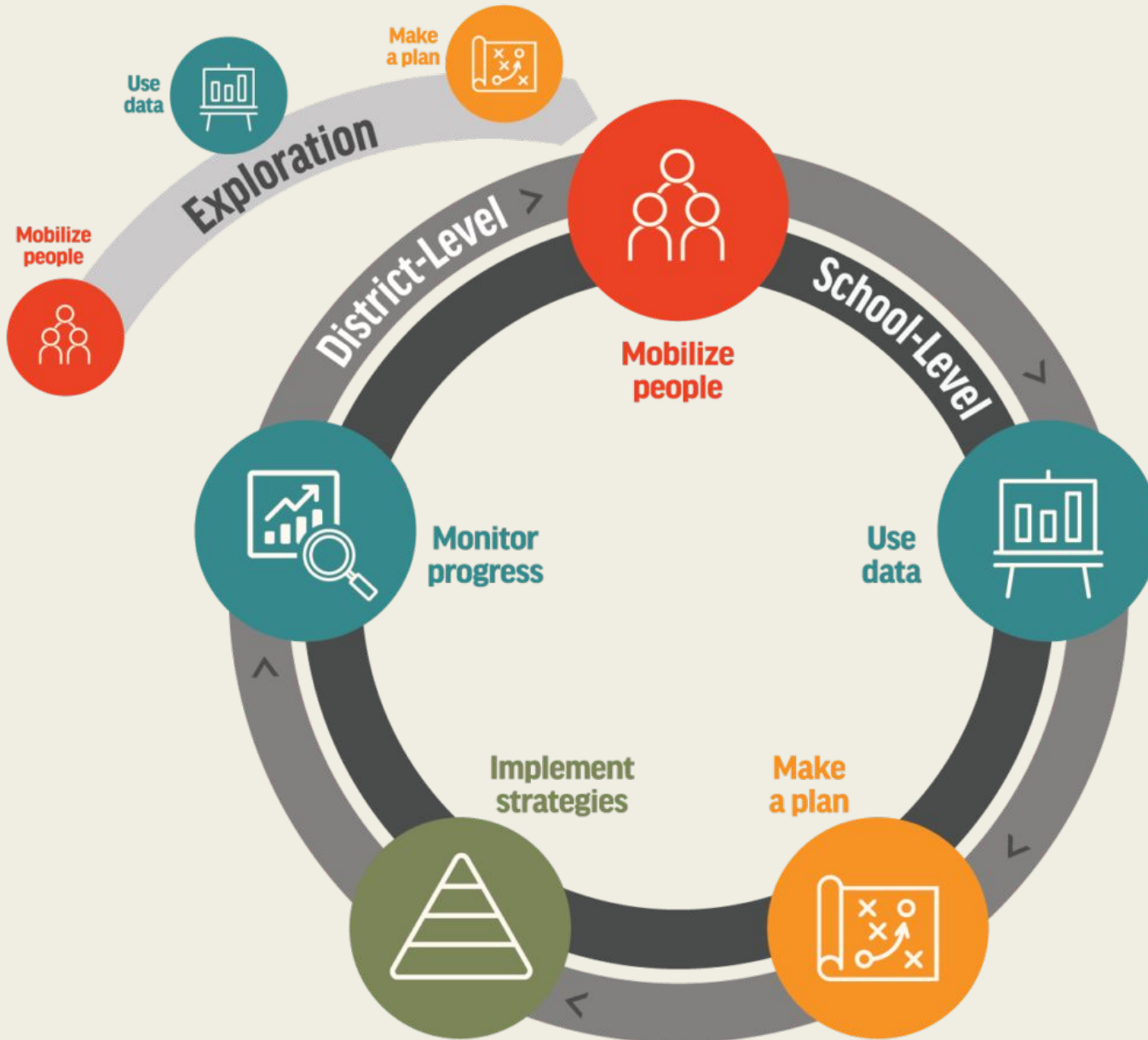
Non-negotiable core features

Essential ingredients

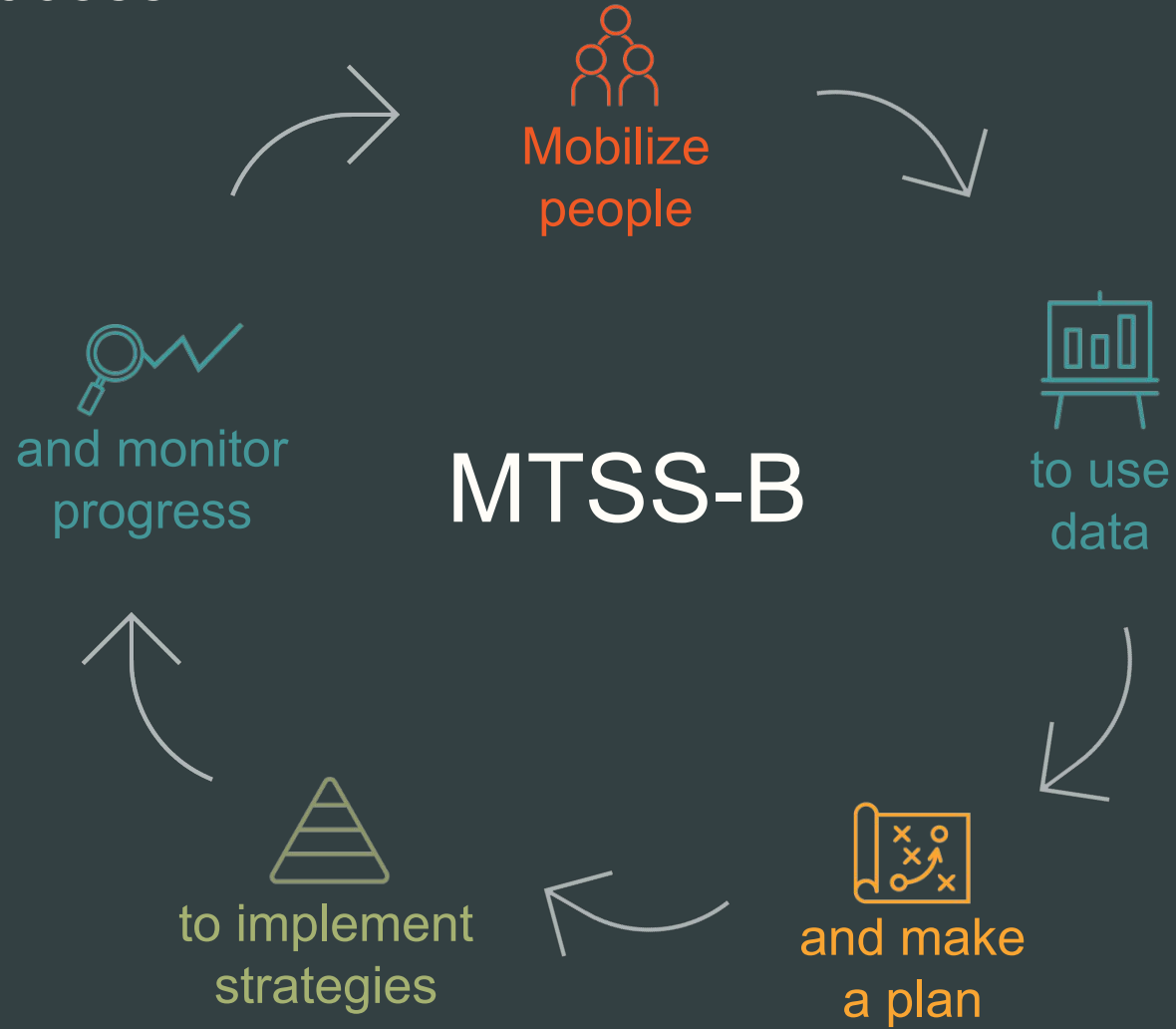


MTSS Essential Elements

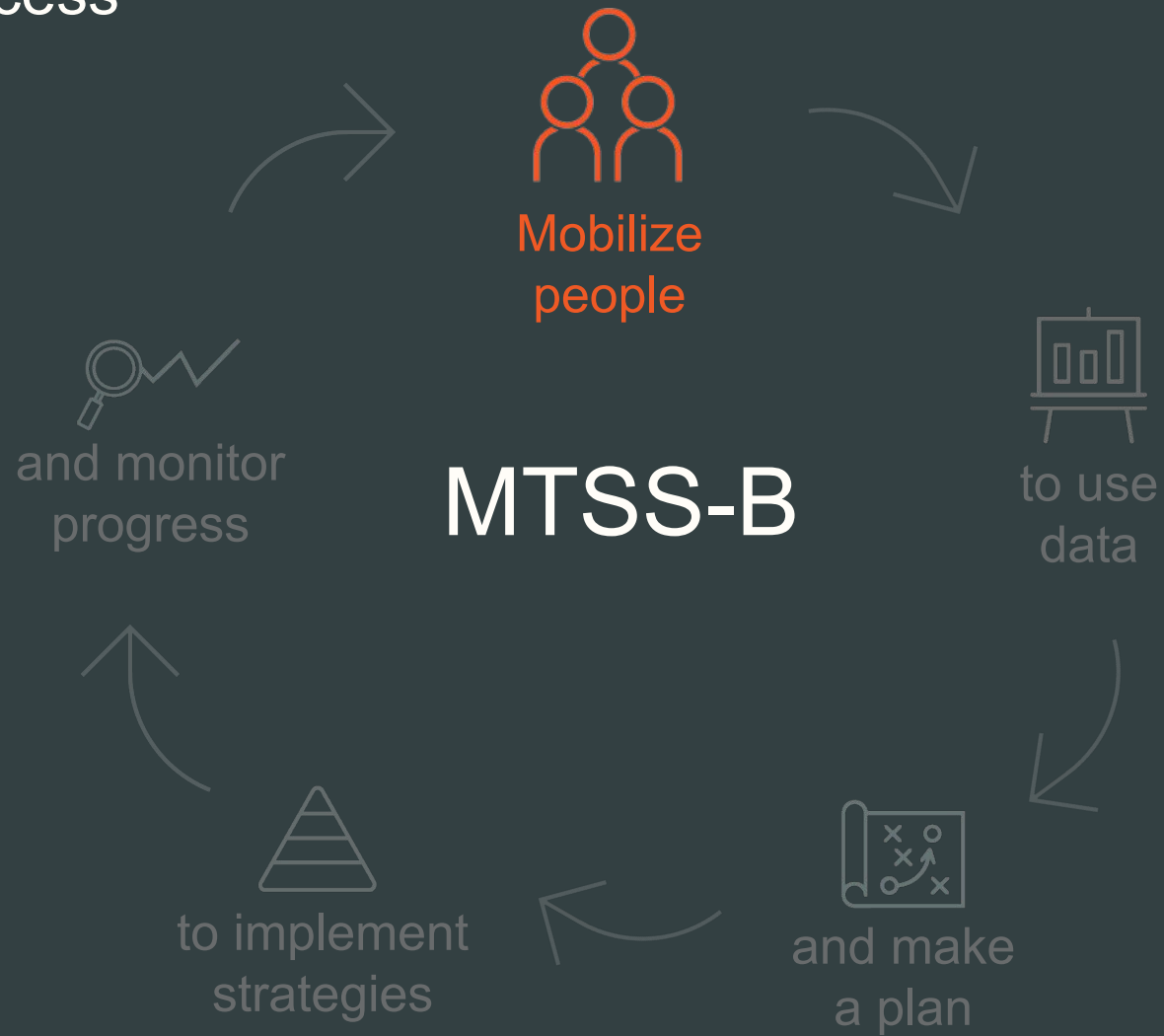




A systematic process



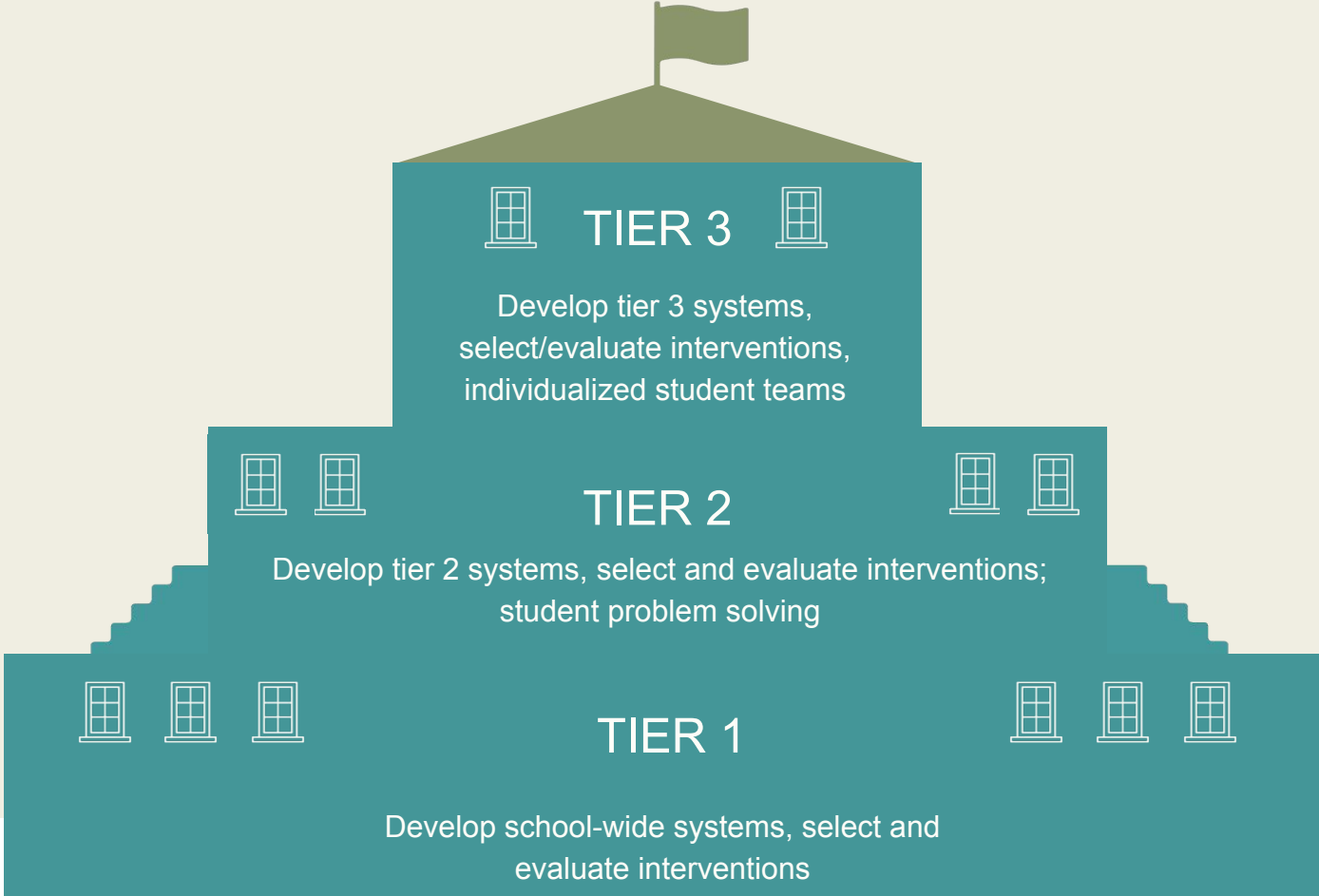
A systematic process



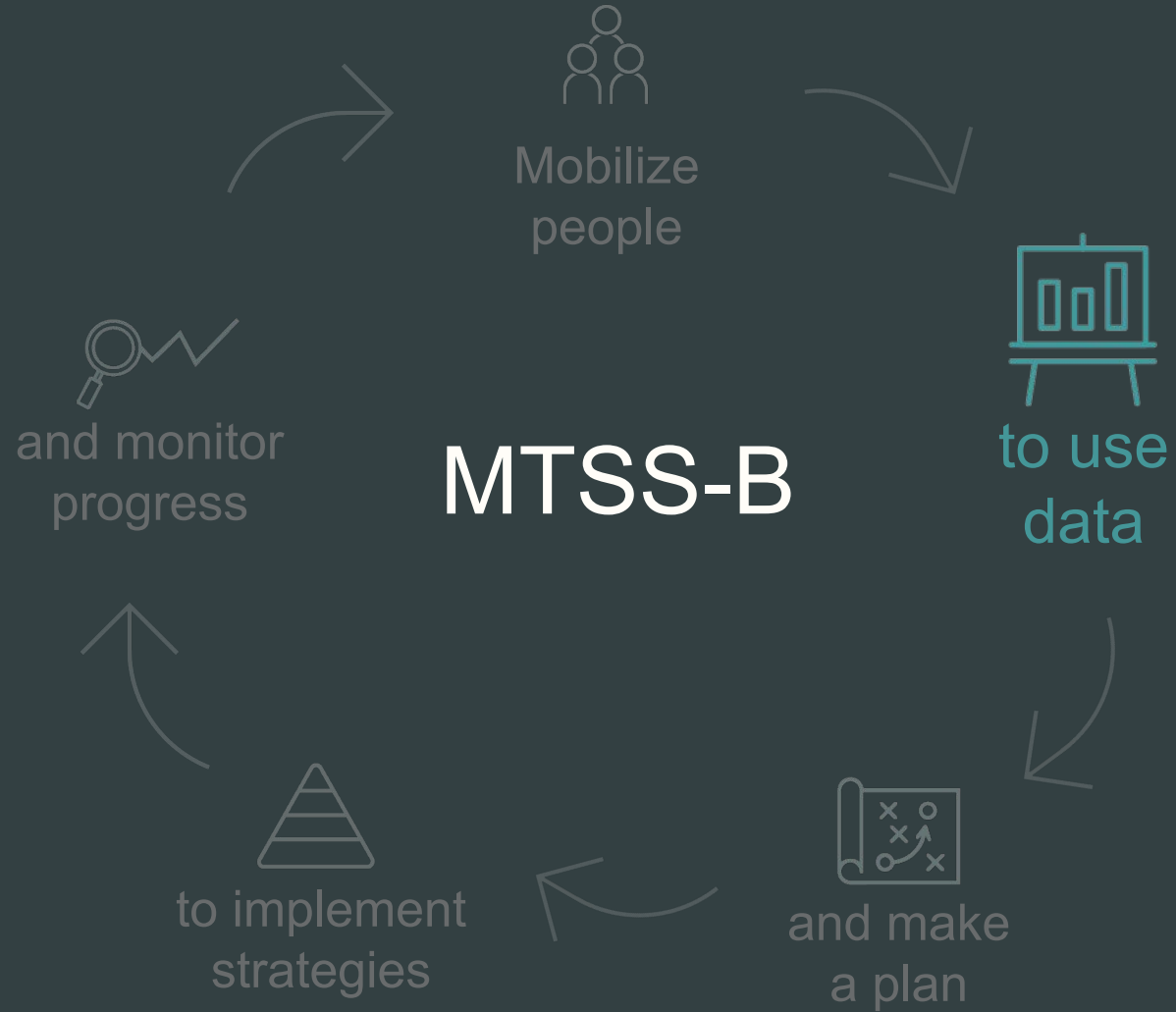
District-level

**DISTRICT-COMMUNITY LEADERSHIP
TEAM**
District-wide MTSS-B Planning &
Implementation Team

School-level



A systematic process



Inventory existing data



What data are you already collecting related to student social-emotional functioning and behavioral health?

- Office discipline referrals
- Attendance
- Academic engagement
- Nurse visits
- Other?

How are you collecting this data?

Who has access to the data?

How is the data being used?

What are the gaps?

District Data Profile

Name of School District ||
School Year

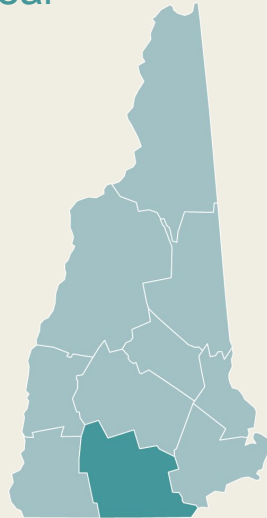
District Snapshot

ABC School District
New Hampshire
Ethnicity &

Race

American Indian or Alaskan	N	<10%
Asian or Pacific Islander	<10%	<10%
Black or African American	<10%	<10%
Hispanic or Latino	<10%	<10%
White	88.6%	85%
Multiple Races	<10%	<10%

N = Data suppressed due to student population being <11;
N/A = Data not applicable



|| #####
student enrollment



XX% || XX%
students with disabilities



XX% || XX%
eligible for Free & Reduced Lunch



|| ##
students experiencing homelessness



|| ##
students habitually truant (per 100 students)



XX% || XX%
annual dropout rate



XX% || XX%
proficiency in English Language Arts (ELA)



XX% || XX%
proficiency in mathematics



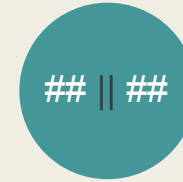
|| #####
cost per pupil

Discipline & Safety

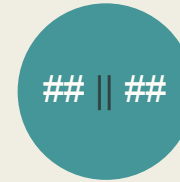
ABC School District
New Hampshire



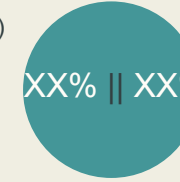
restraints and seclusions (per 100 students)



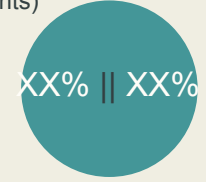
reported incidents of bullying (per 100 students)



safety and disciplinary incidents (per 100 students)



students receiving out-of-school suspensions



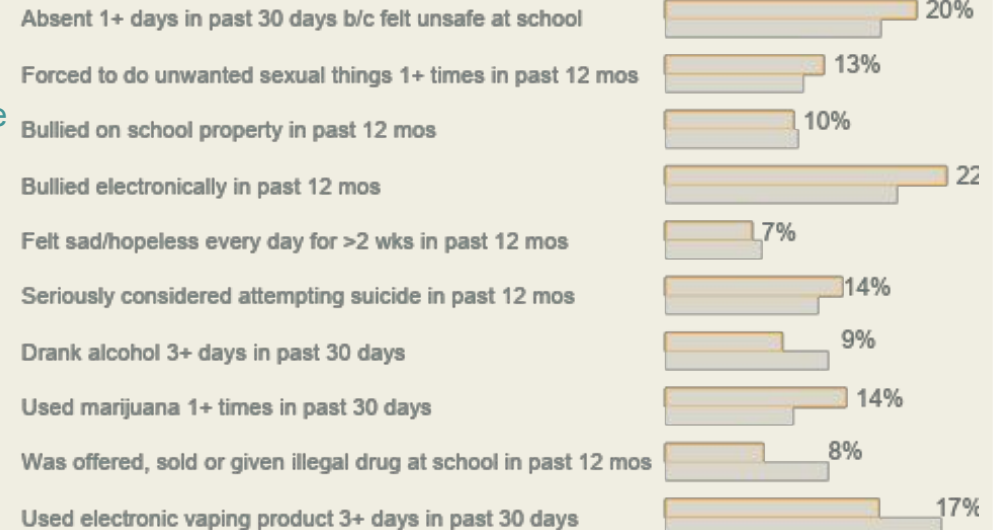
students receiving in-school suspensions



USE DATA






Risk Behaviors

ABC School District
New Hampshire



Fidelity data to inform action planning

District Module (to be completed by a District-Community Leadership Team)

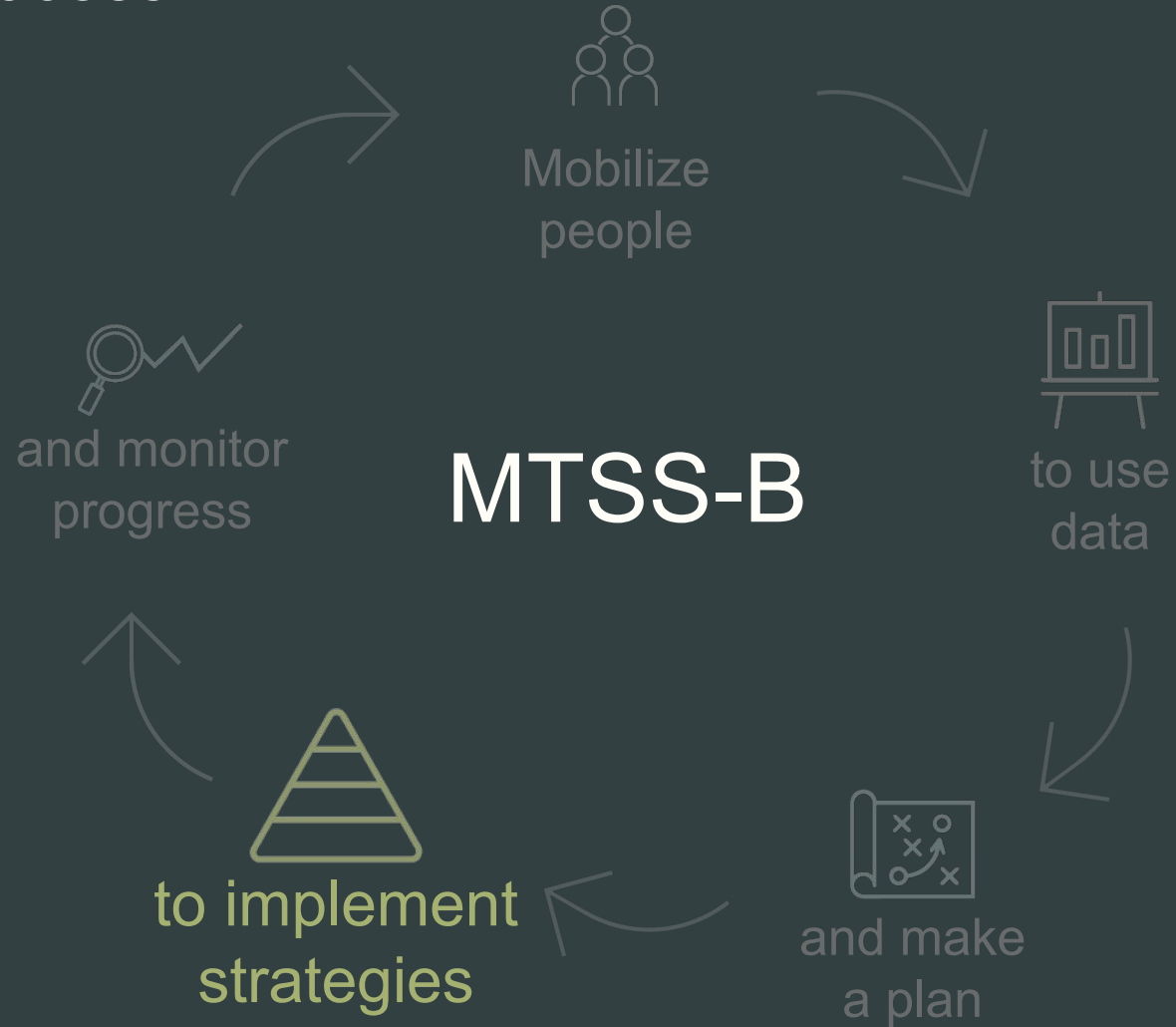
District Leadership and Support					
D1 - District buy-in District administrators are knowledgeable, engaged, and visible champions of MTSS-B. They place social, emotional, and behavioral wellness at the center of a “whole student” vision of education and learning as articulated in the district vision/mission statement and/or strategic plan. They regularly demonstrate understanding and support of MTSS-B in internal and external communications such as district publications, school board presentations, staff meetings, etc.	0: Not at all in place <input type="checkbox"/>	1: A little in place <input type="checkbox"/>	2: Somewhat in place <input type="checkbox"/>	3: Mostly in place <input type="checkbox"/>	4: Completely in place <input type="checkbox"/>
D2 - District alignment and prioritization MTSS-B is included as a goal in the district’s 3 to 5-year long-range improvement plan and aligns with other district priorities/initiatives. Other district priorities/initiatives complement and augment (i.e., shared goals/outcomes and resources) rather than compete or detract from MTSS-B.	0: Not at all in place <input type="checkbox"/>	1: A little in place <input type="checkbox"/>	2: Somewhat in place <input type="checkbox"/>	3: Mostly in place <input type="checkbox"/>	4: Completely in place <input type="checkbox"/>
D3 - District fiscal support District administration prioritizes and fully resources MTSS-B in the district budget, including adequate funding for professional development, internal and external MTSS-B and mental health coaching, human resources, stipends for team participation and other implementation tasks, data systems, curricula, and other materials.	0: Not at all in place <input type="checkbox"/>	1: A little in place <input type="checkbox"/>	2: Somewhat in place <input type="checkbox"/>	3: Mostly in place <input type="checkbox"/>	4: Completely in place <input type="checkbox"/>
D4 - District human resource support Staff recruitment and selection procedures (i.e., position announcements, evaluative criteria, and hiring decisions) prioritize MTSS-B knowledge, experience, and interest/buy-in. Job descriptions include sufficient dedicated time for MTSS-B-related roles, training, and duties.	0: Not at all in place <input type="checkbox"/>	1: A little in place <input type="checkbox"/>	2: Somewhat in place <input type="checkbox"/>	3: Mostly in place <input type="checkbox"/>	4: Completely in place <input type="checkbox"/>
D5 - District technology and data The district acquires and effectively uses district-wide and other data platforms and technologies that enable strategic planning and data-based decision-making to support MTSS-B (e.g., School-wide Information System, etc.), including provision of necessary data entry training, monitoring, and quality control. The district provides sufficient training and institutional technology support to achieve high-quality data entry and reporting.	0: Not at all in place <input type="checkbox"/>	1: A little in place <input type="checkbox"/>	2: Somewhat in place <input type="checkbox"/>	3: Mostly in place <input type="checkbox"/>	4: Completely in place <input type="checkbox"/>
D6 - District professional development (PD) A district-wide PD plan collaboratively developed by district and community partners supports MTSS-B implementation, differentiated across schools based on data/need and implementation phase. PD includes MTSS-B key messages, school delivery systems, social emotional learning, youth mental health, and the impact of trauma on learning.	0: Not at all in place <input type="checkbox"/>	1: A little in place <input type="checkbox"/>	2: Somewhat in place <input type="checkbox"/>	3: Mostly in place <input type="checkbox"/>	4: Completely in place <input type="checkbox"/>

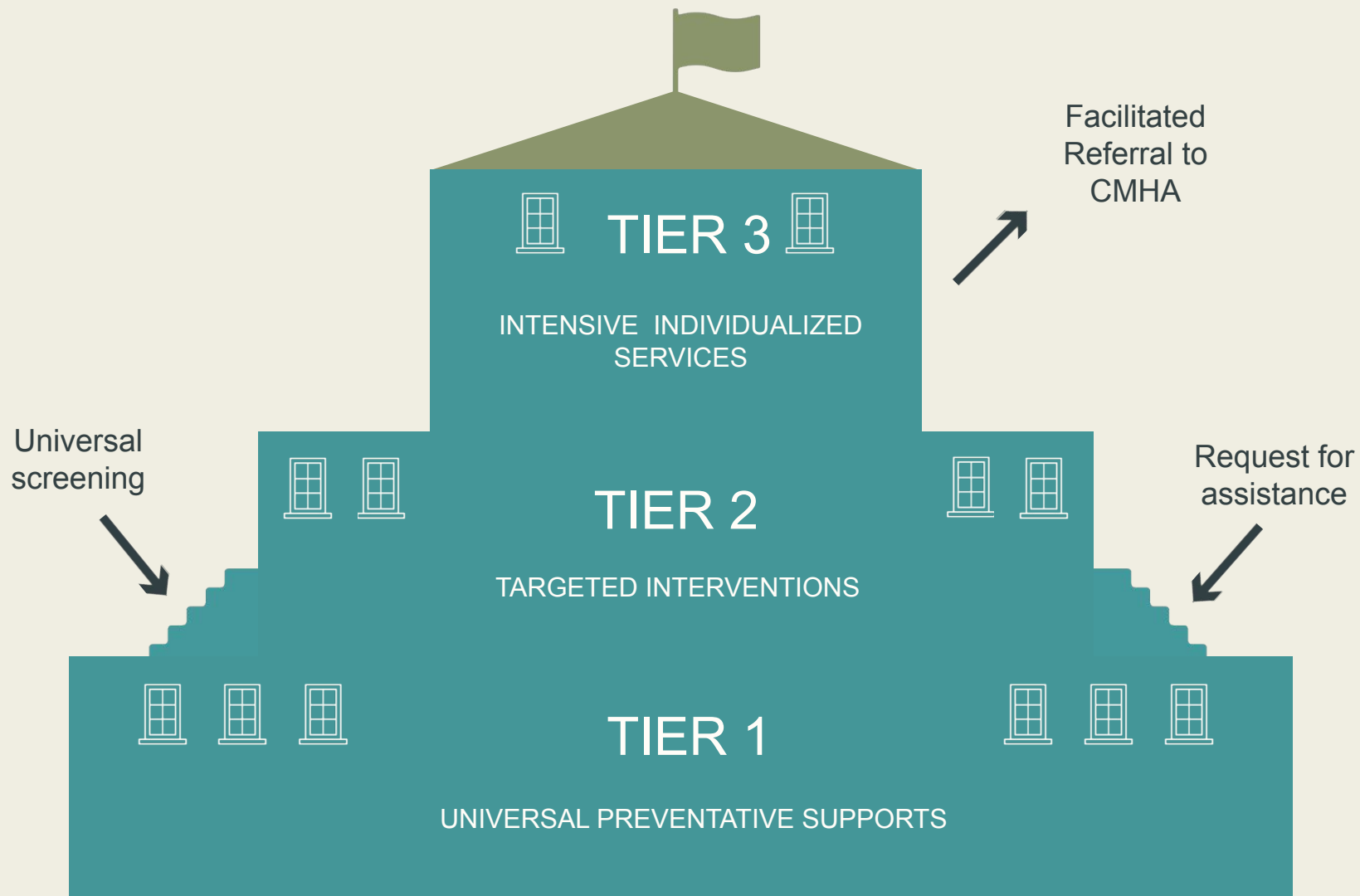
A systematic process

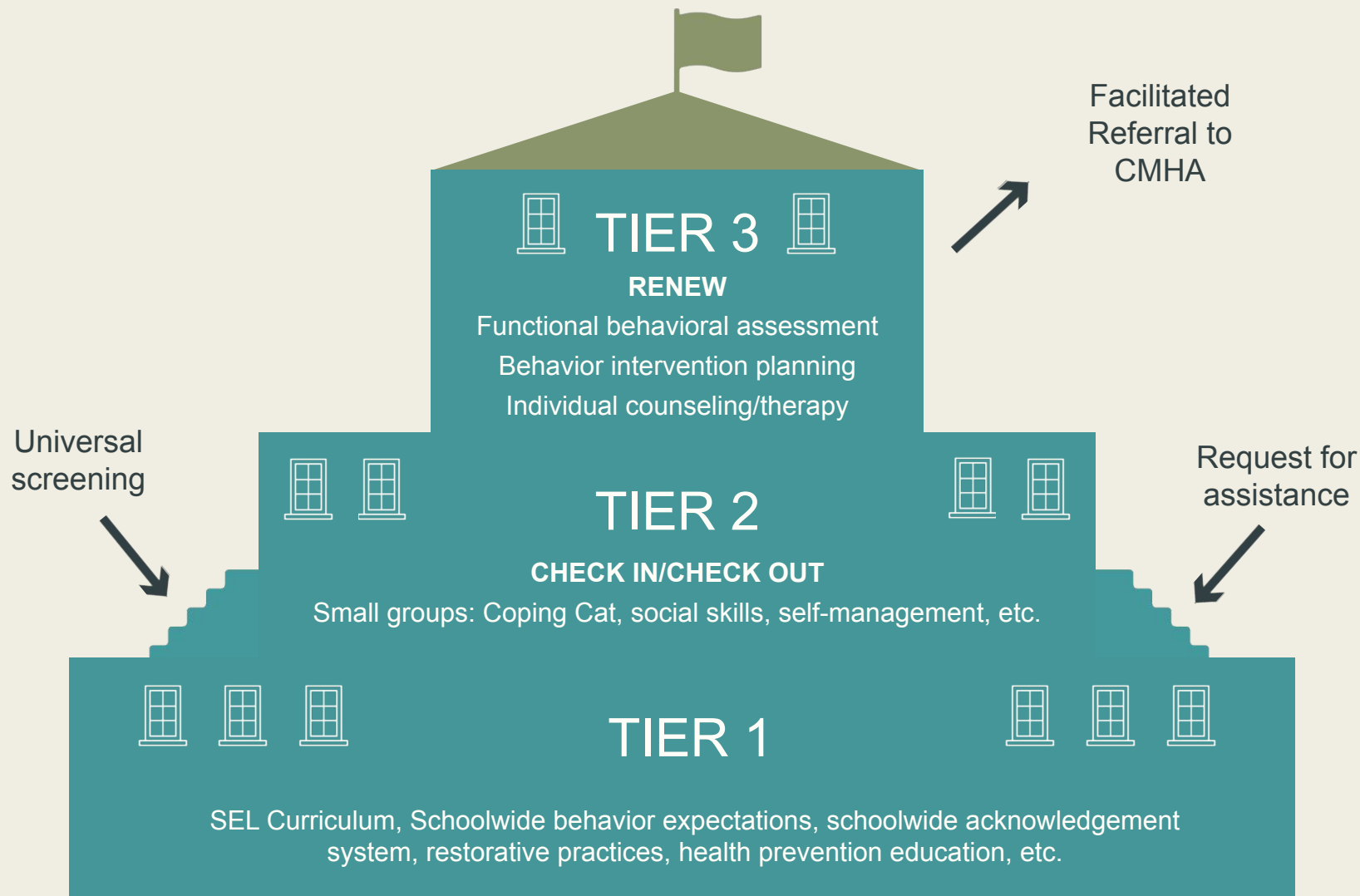


Goal	Alignment with district-wide goals & strategies	Strategies
What is the intended outcome? If you were successful, what would be different by this time next year?	How is this goal or intended outcome aligned with your district's goals and strategies?	What strategies would help bring this intended change or outcome about?

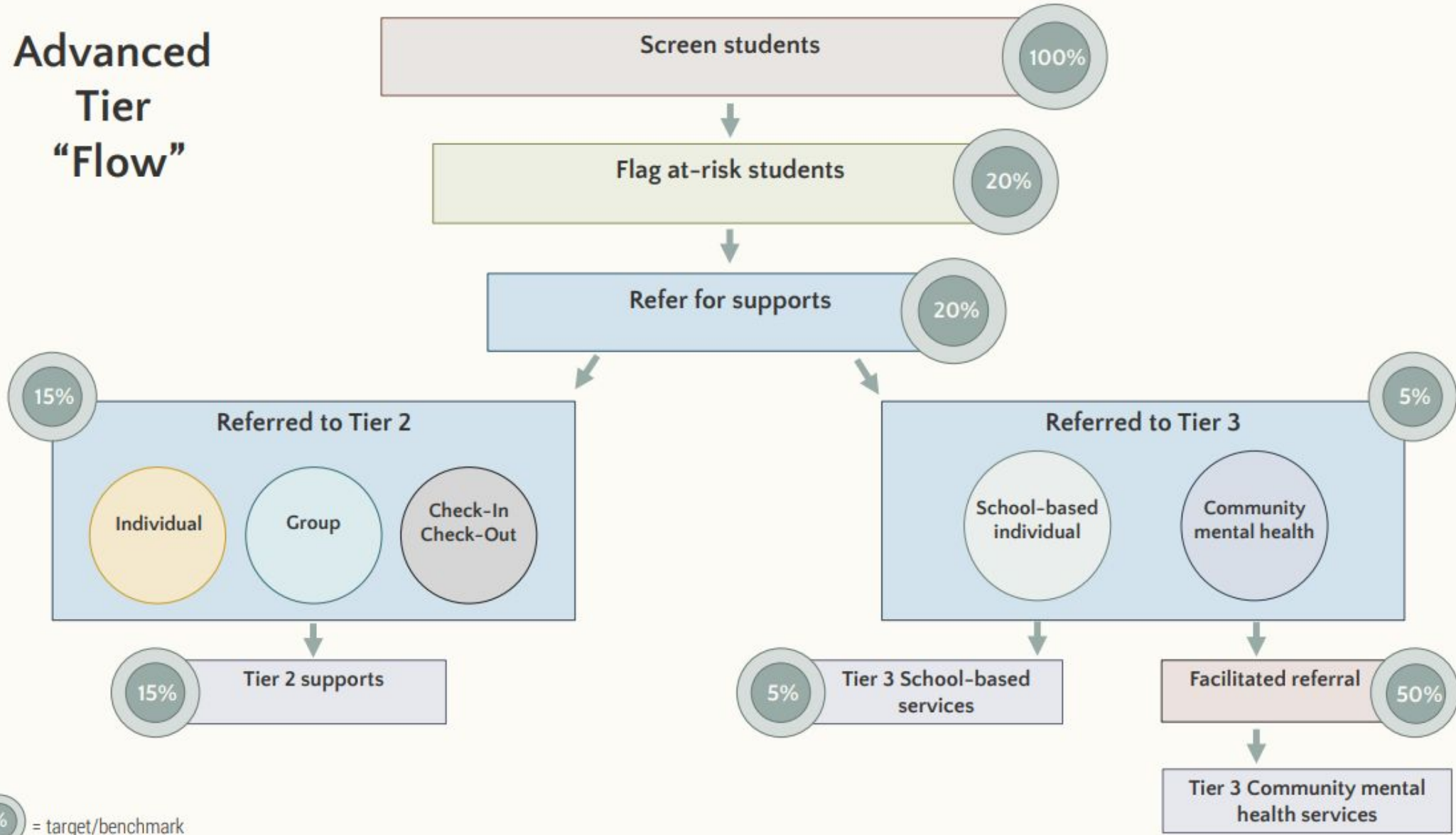
A systematic process





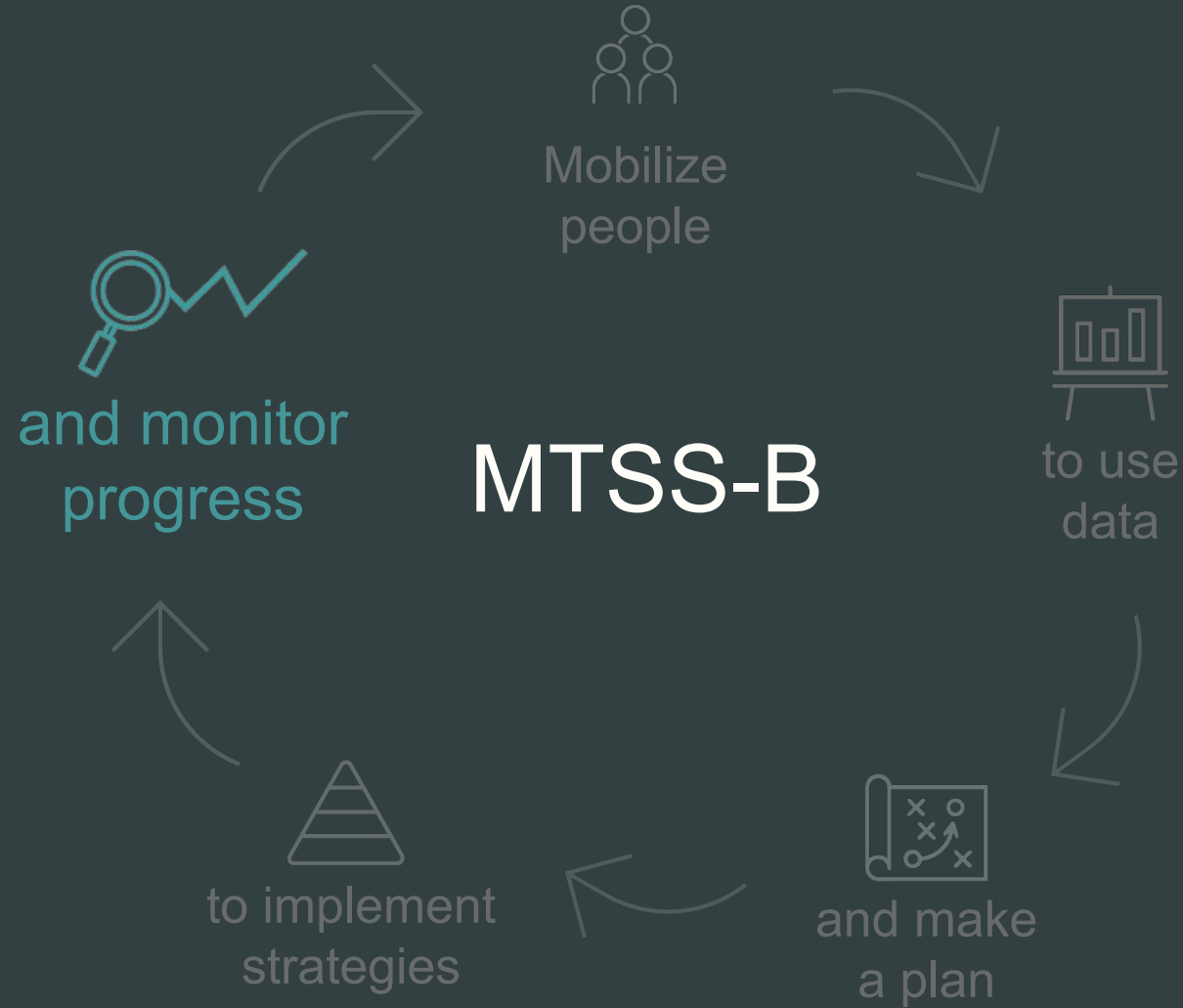


Advanced Tier "Flow"



% = target/benchmark

A systematic process





Implementation fidelity:

Adherence to the
practice or framework

Was the program delivered as intended?
How did your local context impact fidelity?



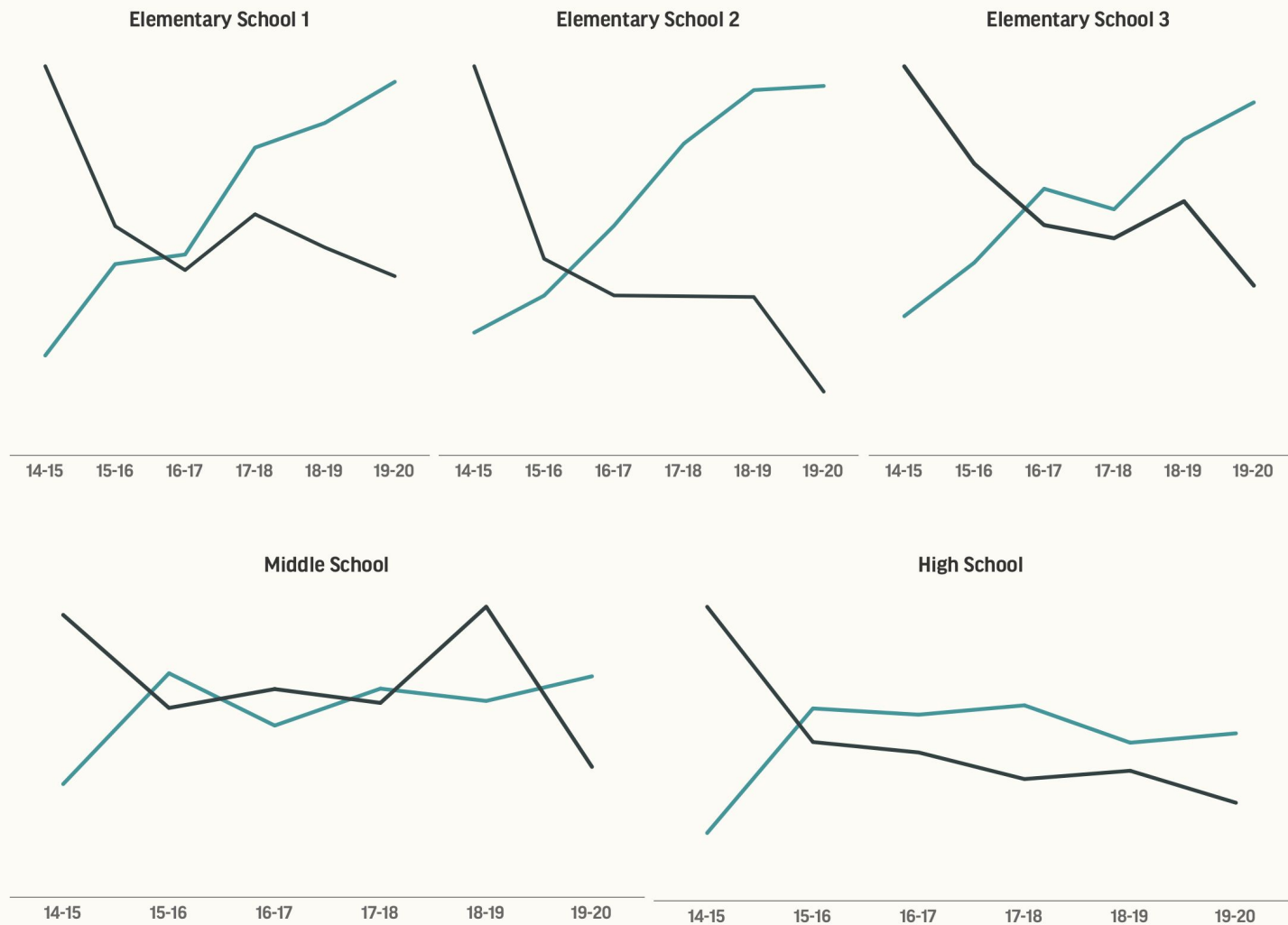
Outcomes:

What you get as a result

Did you measure the right things, the right way?
Did things stay the same, improve, or get
worse?

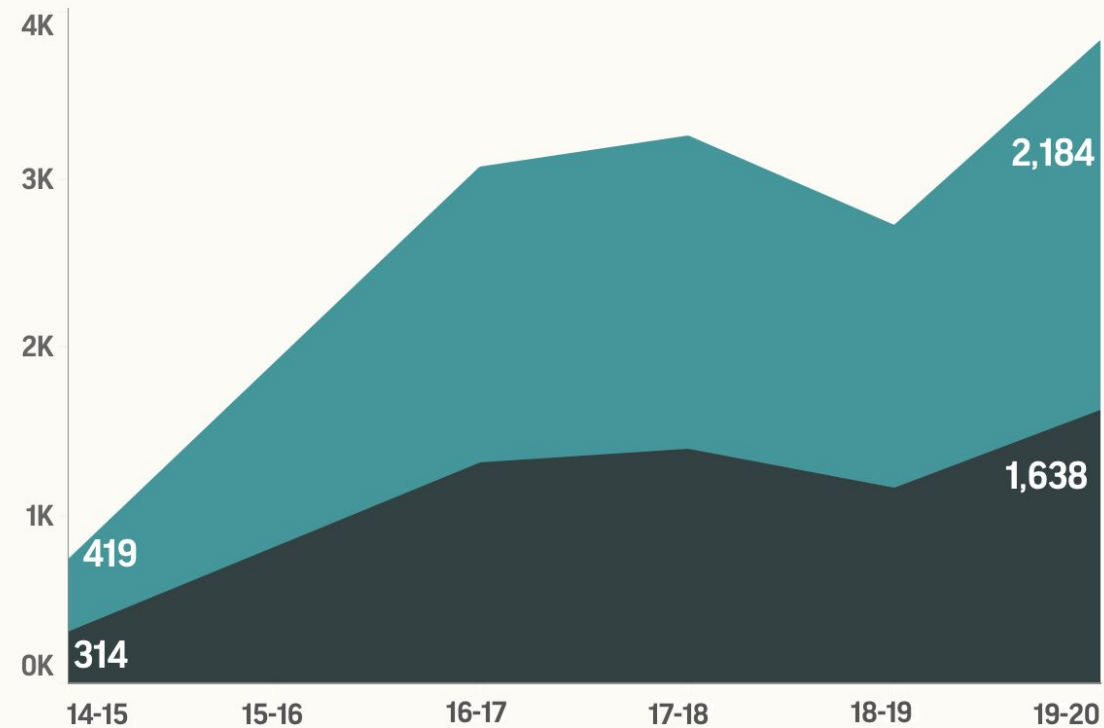
MTSS-B outcomes: Reduced problem behaviors

Overall MTSS-B fidelity II Office discipline referrals per 100 students



MTSS-B outcomes: Increased learning time

Hours gained due to ODR decreases, each year
Student II Administrator



Total hours gained since baseline

Student



Administrator





Everything you need to launch MTSS-B in your school district.

WHAT IS MTSS-B? ▸

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

Part of the larger children's system of care in NH, MTSS-B is a comprehensive system of social, emotional, and behavioral supports to promote student wellness and improve engagement in learning. MTSS-B's integrated delivery system depends on intentional collaboration between school districts and their community mental health and youth/family-serving partners. Based on the Interconnected Systems Framework, MTSS-B blends research-based school mental health practices and social-emotional learning with a tiered prevention framework that offers schoolwide social-emotional and behavioral programs at the universal level (Tier 1), targeted supports for at-risk students (Tier 2), and intensive, individualized services for the highest-need students (Tier 3).

For information about how you can get your district, schools, and community started with MTSS-B, contact:

Office of Social and Emotional Wellness

Bureau of Student Wellness

New Hampshire Department of Education



Web:

education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness/office-of-social-and-emotional-wellness



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