ESA Behavioral Health Providers' Roles Specific to Social and Emotional Health and Wellness

Social and Emotional Health and Wellness Services as Pertaining to Academics

	School Psychologists	School Counselors	School Social Workers	School Nurses
Tier 3	-Refer students for comprehensive evaluations to determine if a child requires intervention for mental health which happen outside of Tier 3 -Facilitate discussion and develop accommodations and programming recommendations for mental health needs -Work with teams to design and implement individualized interventions and evaluating evidence-based interventions	-Assist in the development and implementation of 504 plans and/or IEP's; provide counseling when needed -Provide individual student planning focused on dropout prevention and on time graduation -Coordinate academic interventions as part of overall wraparound services	-Develop, implement, and review 504 plans -Provide input and support of IEP goals and objectives	-Deliver related services for students with Individual Education Plans (IEPs) that require a licensed nurse or delegation of care from a licensed nurse to access their educational program; this may include medication administration for students while at school; delegating to and training staff to administer medication; and educating educational staff regarding possible side effects
Tier 2	-Help identify and intervene on barriers to learning, including culture, family environment, health, organizational skills, attendance, drug involvement, and other mental health issues -Facilitate and participate on problem solving teams to create interventions for student skill deficits -Consult with staff on strategies and interventions for behaviors which may impact a child's ability to learn in the general education setting -Planning and implementing appropriate educational supports and evaluating evidence-based curriculum	-Facilitate staff/parent consultation and conferences -Participate on collaborative teams to determine appropriate academic interventions relative to learning barriers (mental health, cognitive functioning, social/emotional, family, drugs & alcohol, etc.) -Provide group counseling support for development of mindsets and behaviors for learning -Connect student/family with additional academic assistance services in school or community -Assist staff in development of helping strategies	-Identify and remove barriers to academic success for identified students -Support and facilitate parent/teacher conferences addressing sensitive issues and academic concerns -Knowledge and understanding of Becca Bill and the state mandates the district must adhere to when a student is truant from school	-Health assessments for students undergoing Special Education Evaluations and Re-evaluations to identify health concerns that may affect a student's ability to learn -Follow-up and referral for health concerns (whether or not the student qualifies for special education services) -Case management for students with complex health concerns that may impact their educational program, including students with mental health diagnosis --Provide health assessments and interventions for students with chronic absenteeism
Tier 1	-Facilitate and participate on teams to design and monitor school-wide screening and assessment systems for behavior and academic skills including data analysis -Promotion and implementation of prevention based services including Positive Behavior Intervention Systems and other Multi-Tiered Systems of Supports (MTSS) systems -Evaluation of research-based curriculum -Consultation with school staff regarding school-wide approaches to deficits in behavior which may be impacting the learning environment (teaching good learner skills) -Staff development on organizational & behavioral strategies -Link mental health to learning and behavior	-Provide professional development for school staff -Coordinate curriculum/lessons related to academic planning and class choices (MS & HS levels) -Assist staff in providing best-practice academic learning strategies for all students -Provide school-wide data-driven interventions focused on developing behaviors and mindsets for learning, and positive school climate -Organize educational events for parents -Provide lessons and activities that make the connection between academics and the world of work	-Promote social emotional education and positive school climate (school wide and in individual classrooms) -Advocate on behalf of issues of diversity, social and economic justice that lead to school failure, education, chronic absenteeism, and discipline disparities	-Review of health history for all students in order to identify acute or chronic health concerns (including mental health) that may impact their education or put them at risk during the school day -Assessment of all students entering the health room for unreported health concerns including underlying mental health concerns such as depression, phobia, or anxiety -Follow-up with parents and make referral recommendations for previously unidentified health concerns (case finding), including mental health concerns

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ESA Behavioral Health Providers' Roles Specific to Social and Emotional Health and Wellness

Social and Emotional Health and Wellness Services as Pertaining to Behavior/Social/Emotional

	School Psychologists	School Counselors	School Social Workers	School Nurses
Tier 3	-Prevent and respond to crises using a national model of crisis intervention in the wake of a traumatic event -Identify and respond to serious mental health problems, including 1:1 support to address identified needs -Support and partner with at-risk students, their families, and outside providers as an advocate for the student -Facilitate and participate in teams to complete functional behavioral assessments to identify areas of behavioral skill deficits and plans for instruction/intervention -Administer a wide range of diagnostic measures to determine a student's mental health needs -Design and implement interventions for students with chronic behavioral needs and measuring progress and improvement of individual students	-Provide individual social emotional support and crisis response -Facilitate referral to community agencies and additional support staff in school/district -Initial suicide risk assessment -Lead or participate on multi-disciplinary school team focused on providing wraparound services to struggling students -Conduct re-entry conference for students returning from a suspension or following other discipline processes	-Deliver individual social, emotional, mental health, and/or behavioral support for identified students (including students receiving special education services) Input and support of Individual Education Plan goals/objectives, functional behavioral assessments, and behavior intervention plans -Threat assessments for suicidal and homicidal ideation -Secure immediate mental health services to reduce imminent harm -Safety planning and coordination of care with parents, school staff, community agencies -Individual and school wide crisis prevention, response, and intervention	-Administer medication (or delegate medication administration to non-licensed school staff) to students who require psychotropic medication at school -Threat assessment for suicidal or homicidal ideation -Collaboration with other school staff to secure immediate services to reduce imminent harm -Collaboration with other school staff to coordinate care and assure safety of individual student
Tier 2	-Early identification of symptoms of mental illness and stressors and linking students/staff with effective services -Provide effective small group interventions to address social skills and socio-emotional regulation challenges -Consultation with staff regarding mental health and behavioral concerns with strategic interventions -Behavioral consultation, including creation/ implementation of behavior plans or contracts -Measure progress and improvement of small group interventions	-Provide staff/parent consultation and conferences with student -Provide group counseling services for struggling students -Develop, implement, and collaborate on behavior plan development for specific students -Facilitation of school based clubs/activities promoting positive school climate -Conduct restorative justice circles or mediations	-Direct services to students in small groups -Referrals to and maximize access to school based and community based resources and service providers -Engage families to reduce barriers to school success -Consult and problem solve with staff as part of the Multi-Tiered Systems of Support (MTSS) team	-Collaborate with parents and school staff (if available) to refer students to school based or community based mental health services -Participate in development and implementation of 504 plans, Individual Education Plan's and Safety Plans to address individual mental health concerns
Tier 1	-Participate in the design, implementation and monitoring of school-wide positive behavioral supports and interventions to ensure safe, positive learning communities including data analysis -Provide building-wide training to staff on topics such as effective behavioral management strategies, interventions, strategies, and the impact of culture and family variables on student behavior and learning -Evidence-based crisis prevention and intervention to provide effective crisis response -Co-teaching social emotional instruction or instructional coaching -Measuring progress and improvement of system wide programs and screening for mental health needs	-Provide professional development for staff -Provide school-wide interventions focusing on emotional regulation and conflict resolution -Organize parent educational events -Coordinate activities and lessons focused on positive school climate and culture	-Provide professional development to school and district staff -Coordinate and teach parenting classes -Organize and lead crisis support for schools who have experienced a death/suicide of a teacher or student, or who have experienced another destabilizing event -Provide leadership and expertise in the formation of school/district discipline policies and procedures -Promote positive school climate and a sense of belonging for all students -Promote and implement Social Emotional Learning -Direct services to students in the classroom (whole group instruction) -Facilitate community involvement	-Population based screenings for mental health concerns using tools such as the Strength and Difficulties Questionnaire (SDQ) -Uniquely positioned to assess and identify externalized (e.g. injuries from fighting, injuries from abuse, substance abuse) and internalized (e.g. somatic complaints, attendance problems, withdrawal) signs of mental health concerns

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ESA Behavioral Health Providers' Roles Specific to Social and Emotional Health and Wellness

Social and Emotional Health and Wellness Services as Pertaining to Career and College Readiness

	School Psychologists	School Counselors	School Social Workers	School Nurses
Tier 3	-Provide individualized transition and vocational assessment, planning and strengths testing -Link individual students and their families with resources and information on post-secondary services and resources for a student identified with a mental health disability	-Provide individual student planning and support in development of personalized pathway -Instill hope for a viable future -Assist with connecting students to work-based learning opportunities	-Support with Individual Education Plan goals and objectives and transition plans	-Answering individual student questions about nursing or other health care roles -Actively recruit students to nursing career pathway via referrals to nurse camp or nursing scholarships
Tier 2	-Progress monitoring of intervention data to improve career/college readiness -Direct instruction, consultation, and/or co-teaching of organizational and prosocial strategies required for success outside of the K-12 system	-Provide data-driven interventions addressing achievement & opportunity gaps -Facilitate activities to increase understanding of school-to-work connections and how to build a path to various options for the future -Complete referral to skill center or other alternative or work-based learning environment, if appropriate -Use needs assessment to determine what students want & need to know more about -Assist students struggling to complete High School and Beyond Plan or determine Personalized Pathway	-Engage families to reduce barriers to school success	-Precepting student nurses -Collaboration with vocational teachers to provide instruction for vocational courses related to health care careers -Supervising student teacher assistants (TA's) interested in helping in the health room -Leading and/or participating in health related student clubs -Presentations in health classes about health care field
Tier 1	-Members of Multi-Tiered Systems of Support (MTSS) teams to support students' progress including data analysis -Skill in establishing a home-to-school connection for families system wide -Interpretation of system wide post-secondary outcome data	-Provide K-12 school wide career and college readiness lessons and activities that encourage respect of all productive choices -Organize parent education events -Provide staff professional development -Facilitate career & college fair, guest speakers, field trips and other exploration activities -Deliver lessons that connect academic plans to post-high school options and graduation requirements	-Promote social emotional education and positive school climate (school wide and in individual classrooms)	-Participation in school wide career/college activities

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ESA Behavioral Health Providers' Roles Specific to Social and Emotional Health and Wellness

Social and Emotional Health and Wellness Services as Pertaining to Health and Wellness

	School Psychologists	School Counselors	School Social Workers	School Nurses
Tier 3	-Facilitate and participate on teams to evaluate health conditions and their educational impact on individual students' mental health and wellness -Facilitation and participation in complex, multi-faceted evaluations for students with significant health disabilities -Identification of adaptive needs for students in special education	-Coordinate multi-disciplinary teams to determine needed interventions -Facilitate referral for intensive community based support services, possible alternative learning environment, home-based hospital services, and other interventions as needed -Assist with development and implementation of 504 plan	-Ongoing comprehensive and professional case management of community based resources and service providers	-Focused case management of students with complex health care needs including medication administration and treatments (intermittent catheterization, tube feedings, oral or tracheal suctioning, or skin care), delegation of these activities to non-licensed school staff as allowed by state law
Tier 2	-Knowledge of impact to students' learning and environment due to physical, cognitive and mental health concerns -Facilitating teams in the creation of student care plans which address the needs of the whole child	-Provide group counseling support -Facilitate referrals to school and community based resources as needed -Facilitate parent/teacher conferences	-Referrals to and maximizing access to school based and community based resources and service providers -Family outreach and home visits -McKinney-Vento building coordinators -Identify students struggling with consistent attendance and create plans to address the barriers -Develop, implement, and review of 504 plans	-In addition to activities listed under the headings **Academic** and **Behavioral/Social/Emotional:** Immediate and ongoing health education to individuals with illnesses or injuries -Referral and follow-up for health insurance needs -Assessment and intervention for nutrition and sleep problems
Tier 1	-Assist in school-wide screening and assessments to support wellness in the school community, including data analysis	-Provide school-wide lessons/interventions focused on health and wellness -Analyze Healthy Youth Survey data and determine needed response/intervention/education -Organize parent education activities -Provide staff professional development	-Provide education and promote awareness of mental health issues -Provide education about disabilities and the possible impact on education and academics -Provide education on substance abuse and coordinate school wide prevention activities -Identify barriers such as homelessness, transportation, nutrition, etc.	-Immunization compliance and follow-up. -Identification of infectious disease outbreaks -Individual, classroom and school-wide health education activities -Health promotion for school staff -Participation on Multi-Tiered Systems of Support (MTSS), 504 teams, and Safety Committees

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