

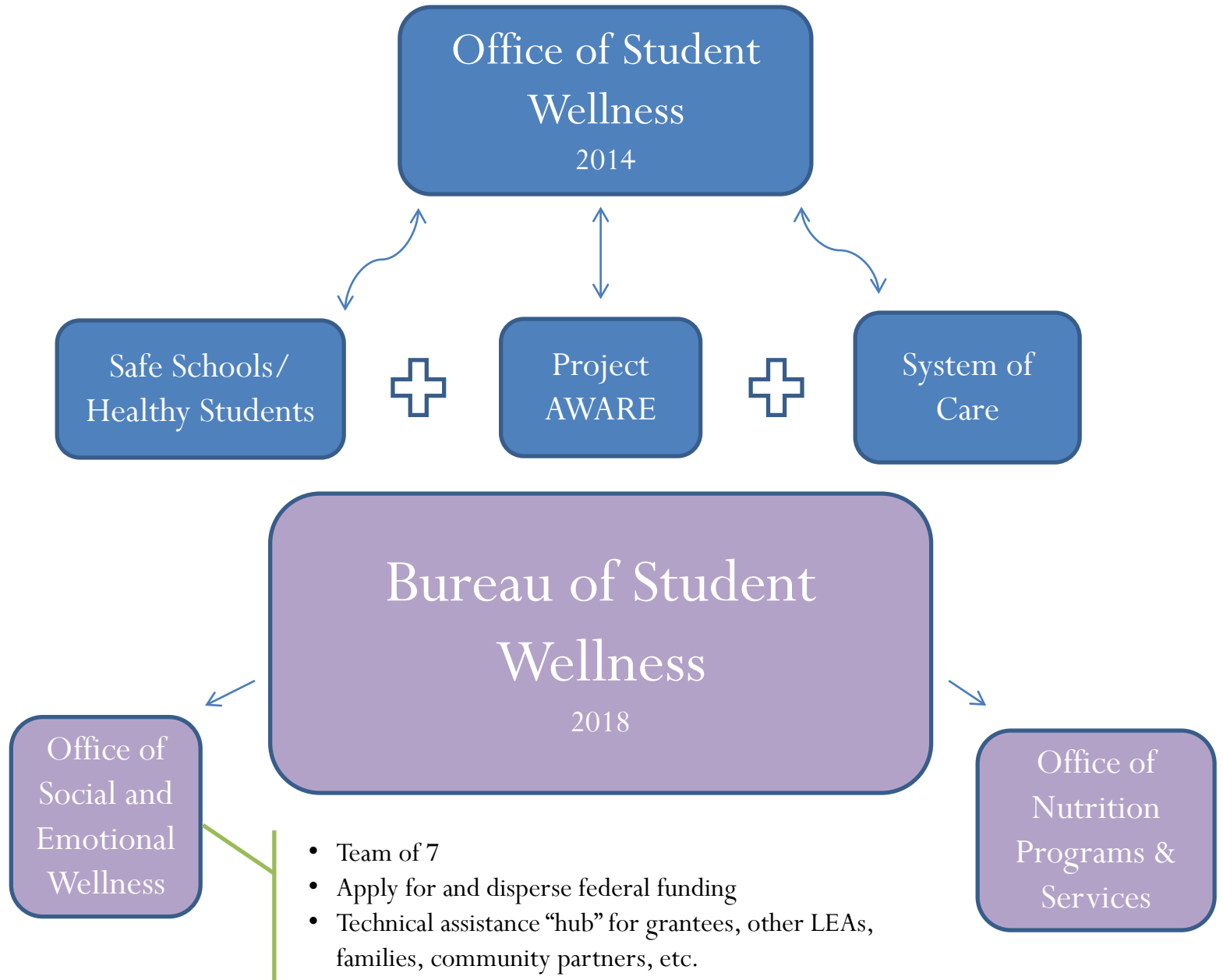


BUREAU OF STUDENT WELLNESS

NH Department of Education

We envision a system that creates optimal social, emotional, and educational outcomes for all children.

OUR STORY

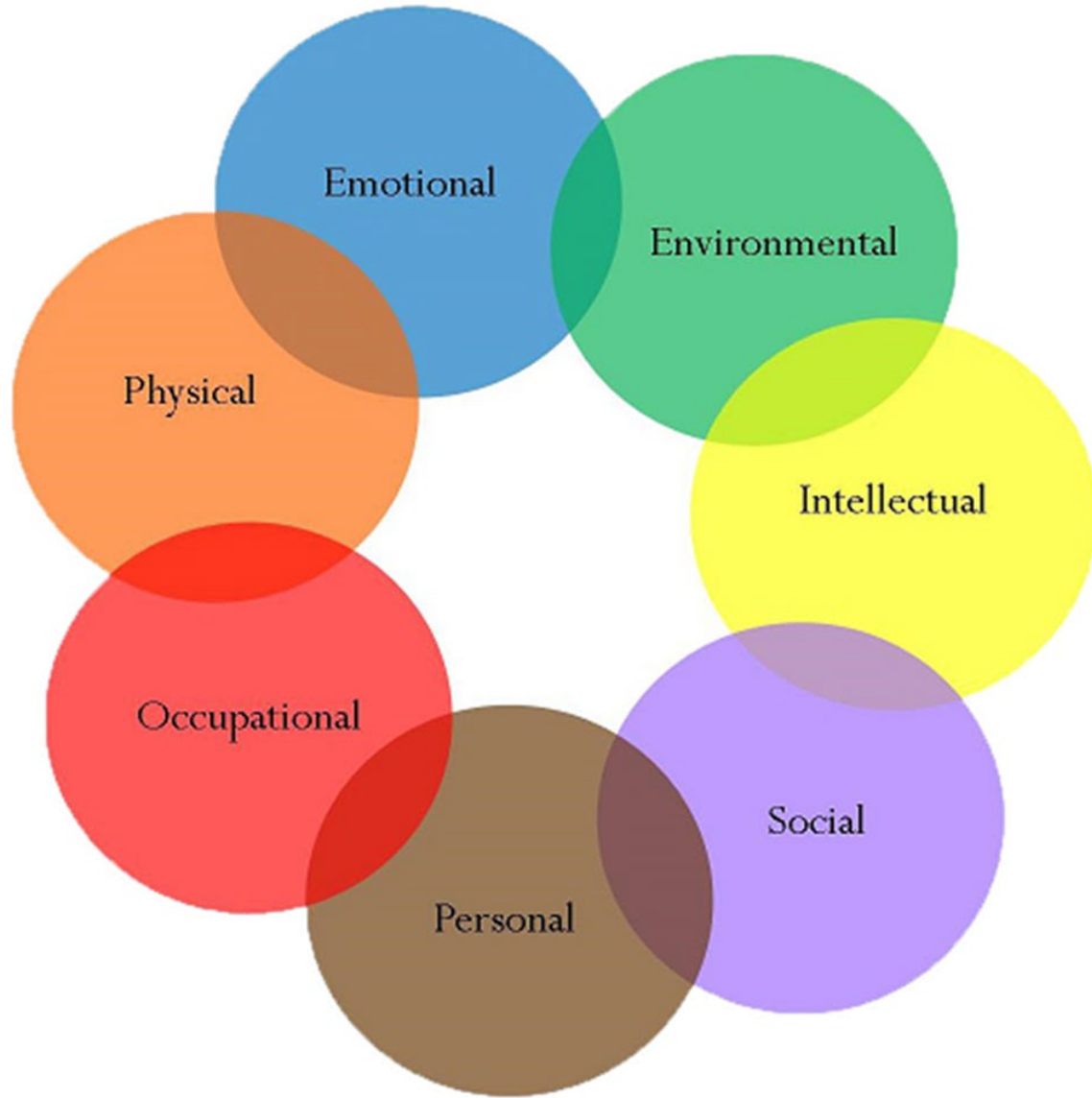


NH STUDENT WELLNESS TOOLKIT

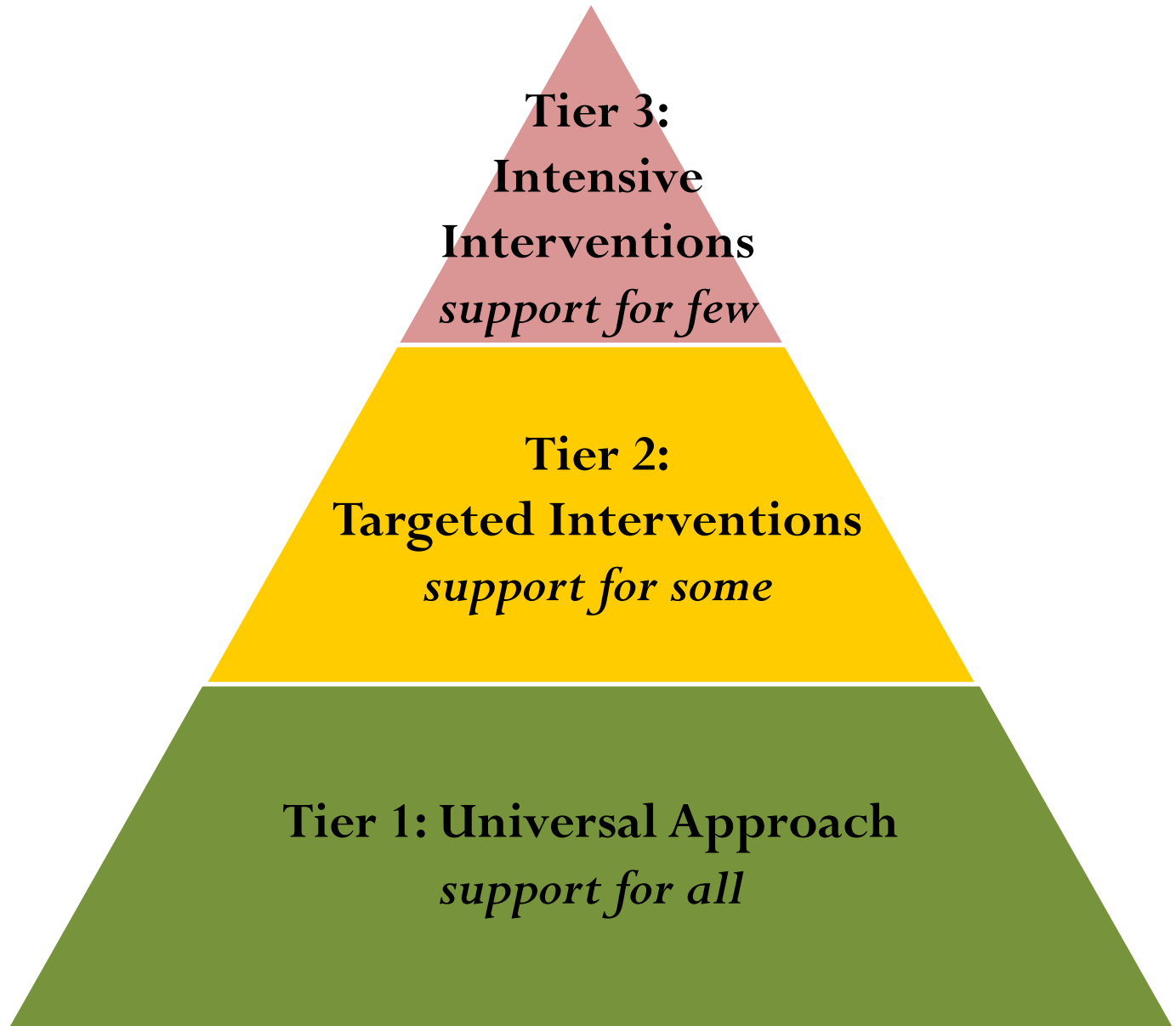
Essentials for establishing a comprehensive
multi-tiered system of support

Practical tools to address mental health &
wellness needs

OUR APPROACH



MULTI-TIERED SYSTEM OF SUPPORT



THE TOOLKIT



BUREAU OF STUDENT WELLNESS

NH Department of Education

HOME

PROFESSIONAL DEVELOPMENT

OUR STORY

THE DIMENSIONS

THE FRAMEWORK

CONTACT



BUREAU OF STUDENT WELLNESS

Creating optimal outcomes for all children.

CURIOS ABOUT NH'S SYSTEM OF CARE? CLICK HERE TO LEARN MORE!

NH STUDENT WELLNESS
TOOLKIT

Want to start a Student Wellness program in your district?

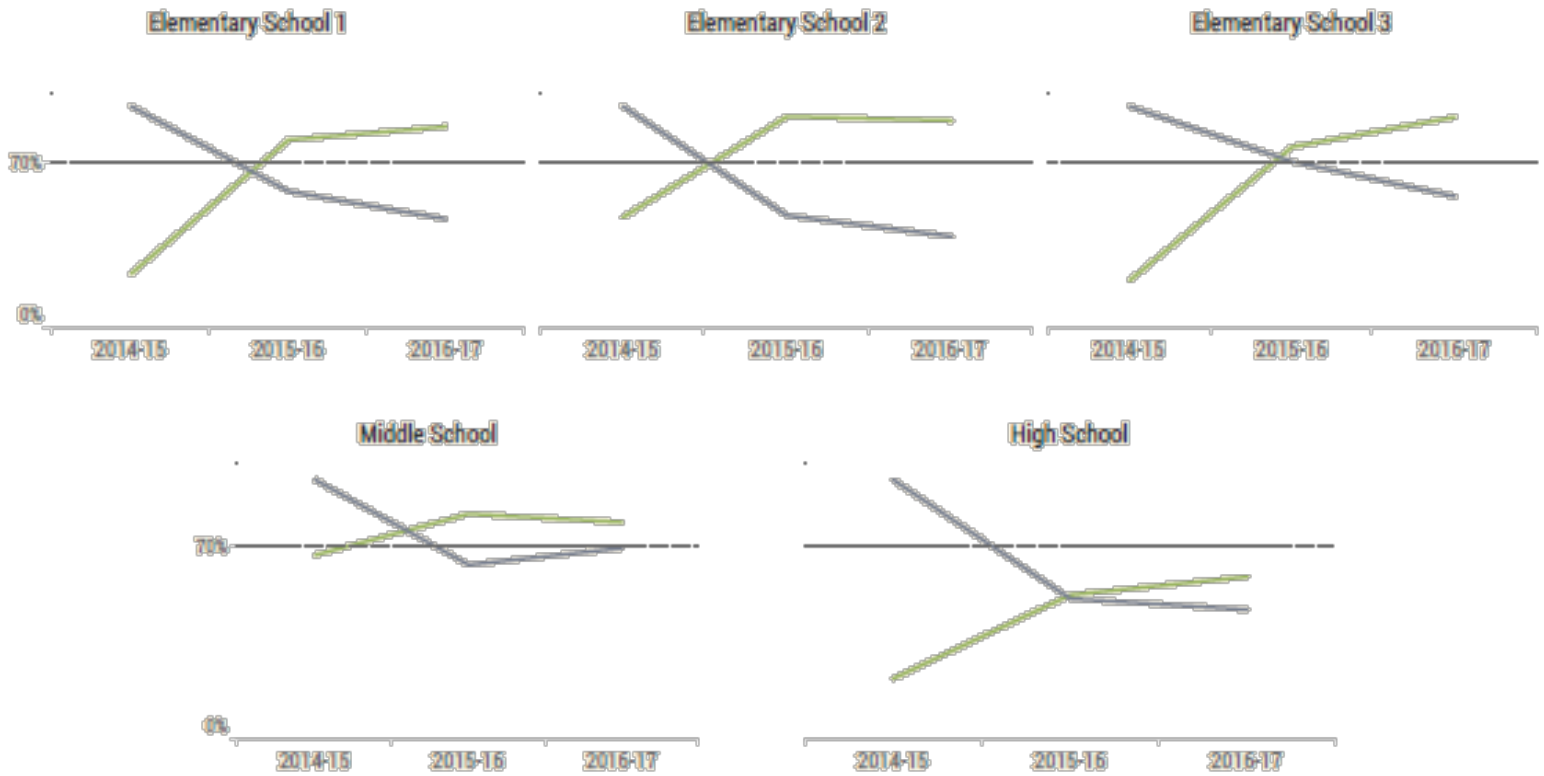
Have an existing program that needs to be revamped?

Explore the NH Student Wellness Toolkit!

<https://www.nhstudentwellness.org/>

WHY THE TOOLKIT?

MTSS-B Tier 1 fidelity score || Average ODRs per 100 students

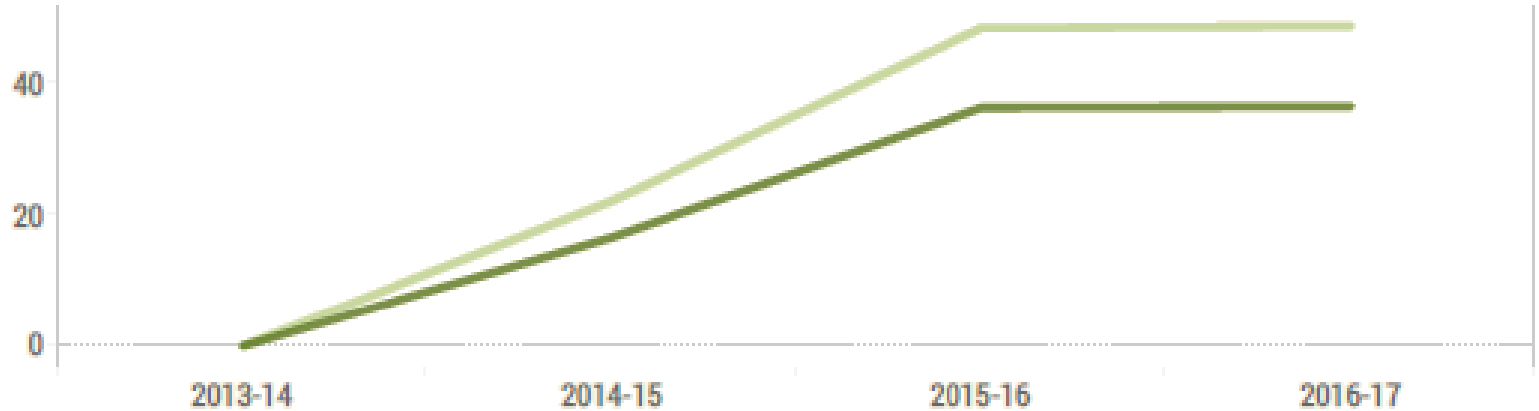


Center for Behavioral Health Innovation, Antioch University New England. (January 2018). *New Hampshire's Multi-Tiered System of Supports for Behavioral Health & Wellness: Summary of Evaluation Outcomes*. Print.

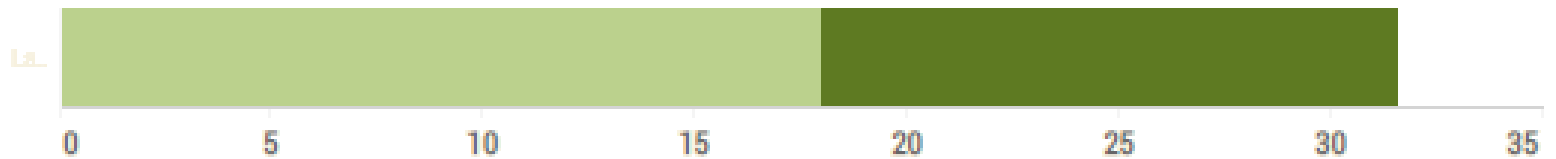
WHY THE TOOLKIT?

Administrator Time Gained || Student Instructional Time Gained

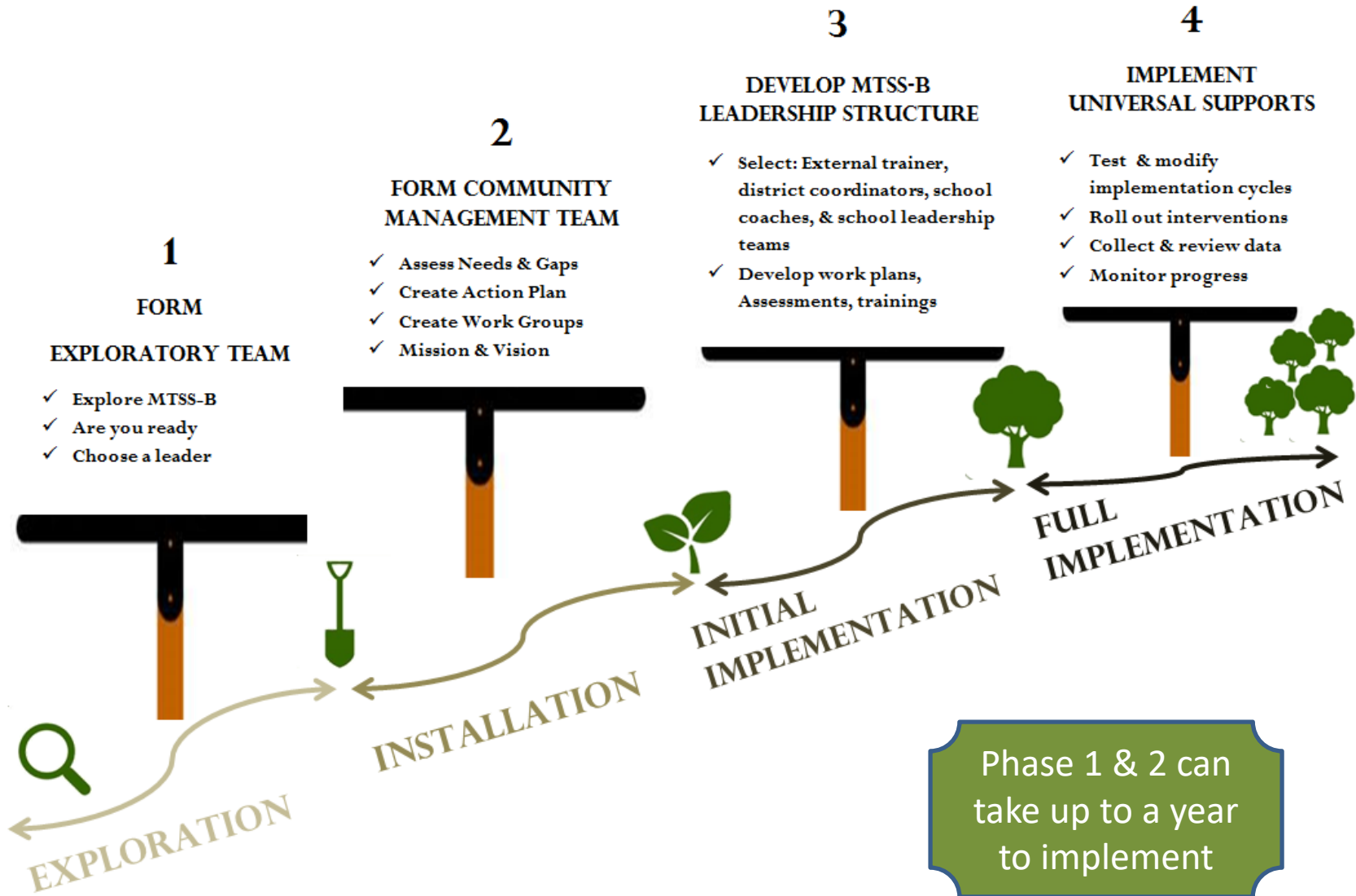
Days gained per 100 students due to fewer ODRs



Days gained per 100 students due to fewer ODRs from baseline to followup



IMPLEMENTATION SCIENCE






PHASE 1: EXPLORATION

1. Learn about Student Wellness
2. Explore the MTSS-B Framework
3. Introduce yourself to the Bureau of Student Wellness (TA available)
4. Create your Exploratory Team

EXPLORATORY RESOURCES



OFFICE OF STUDENT WELLNESS
NH Department of Education

**NH Multi-Tiered System of Support for Behavioral Health and Wellness (MTSS-B):
Readiness Planning Tool for District-Level Exploratory Teams**

This checklist is used by districts and/or schools to identify their need, readiness, fit, & capacity to plan and implement a Multi-Tiered System of Support for Behavioral Health & Wellness. This is intended to be a self-assessment tool for planning purposes.

Name of School District: _____ Date: _____

of Schools in District: _____ Anticipated # of Participating Schools: _____ *List names of participating schools below

Elementary: _____

Middle: _____

High: _____

Rating Scale: <small>Circle estimated ratings for each indicator 0-None/Unknown 1- Little or Some 3-Mostly Supported 4-Completely</small>	Indicators
0 1 2 3	1. Social/emotional wellness for ALL students (i.e., behavior, social/emotional development, prevention & early intervention, and school climate) is a priority in the school and/or is one of the top district/school goals. List your district/school's top 3 improvement goals:
0 1 2 3	2. An Exploratory Team has been formed and is inclusive of district and school level representatives and community stakeholders to explore the potential implementation of a comprehensive school mental health and wellness initiative on a multi-tiered system of support (MTSS-B) List district, school, and community representatives and their organizations & roles:

1 | Page





PHASE 2: INSTALLATION

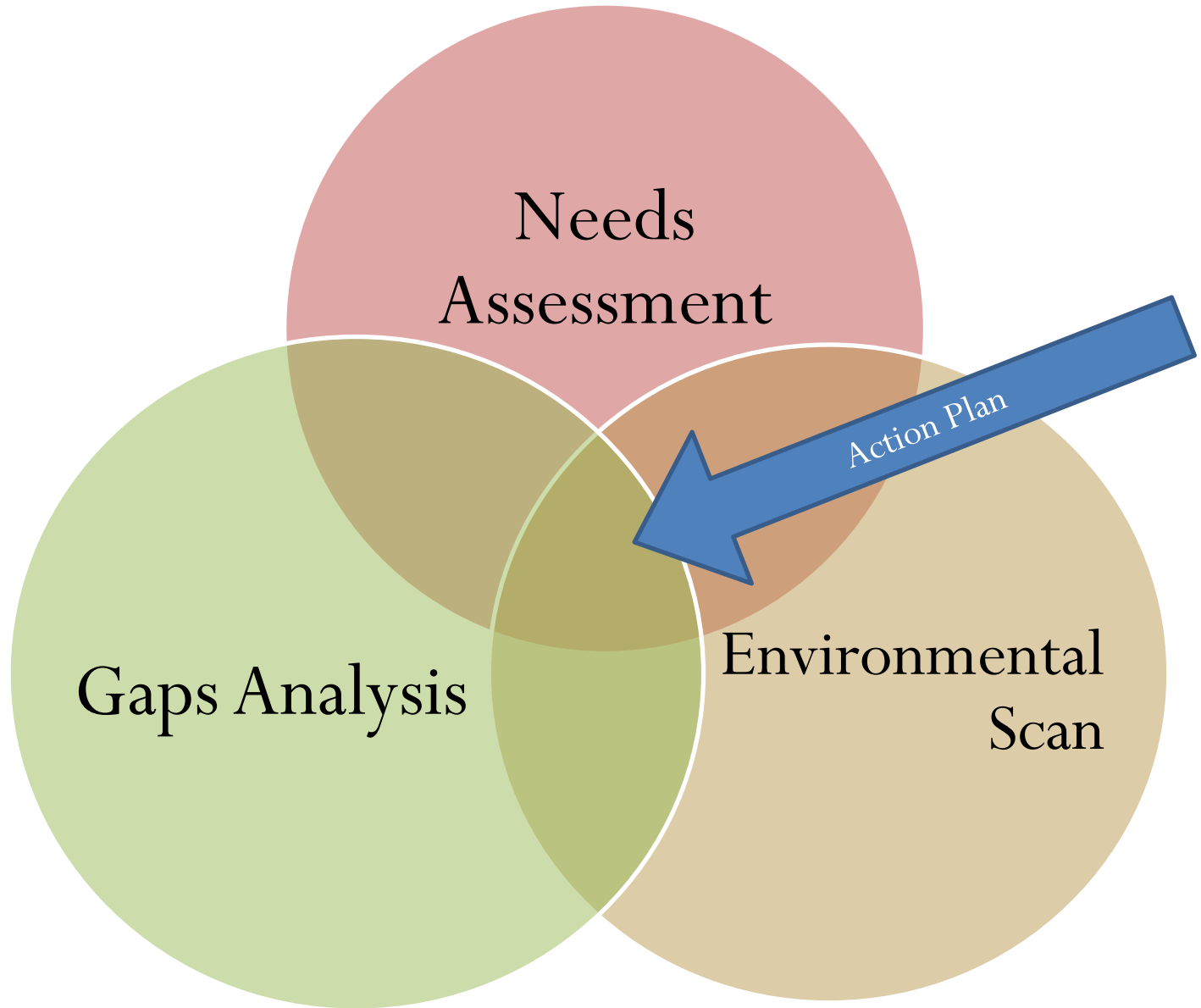
1. Form a Community Management Team
2. Establish operating procedures, roles, norms and mission of CMT
3. Teach the CMT what you know
4. Gather information about needs & gaps
5. Formalize your CMT membership, mission & vision
6. Step up your cultural game
7. Begin action planning

FORMING YOUR COMMUNITY MANAGEMENT TEAM (CMT)

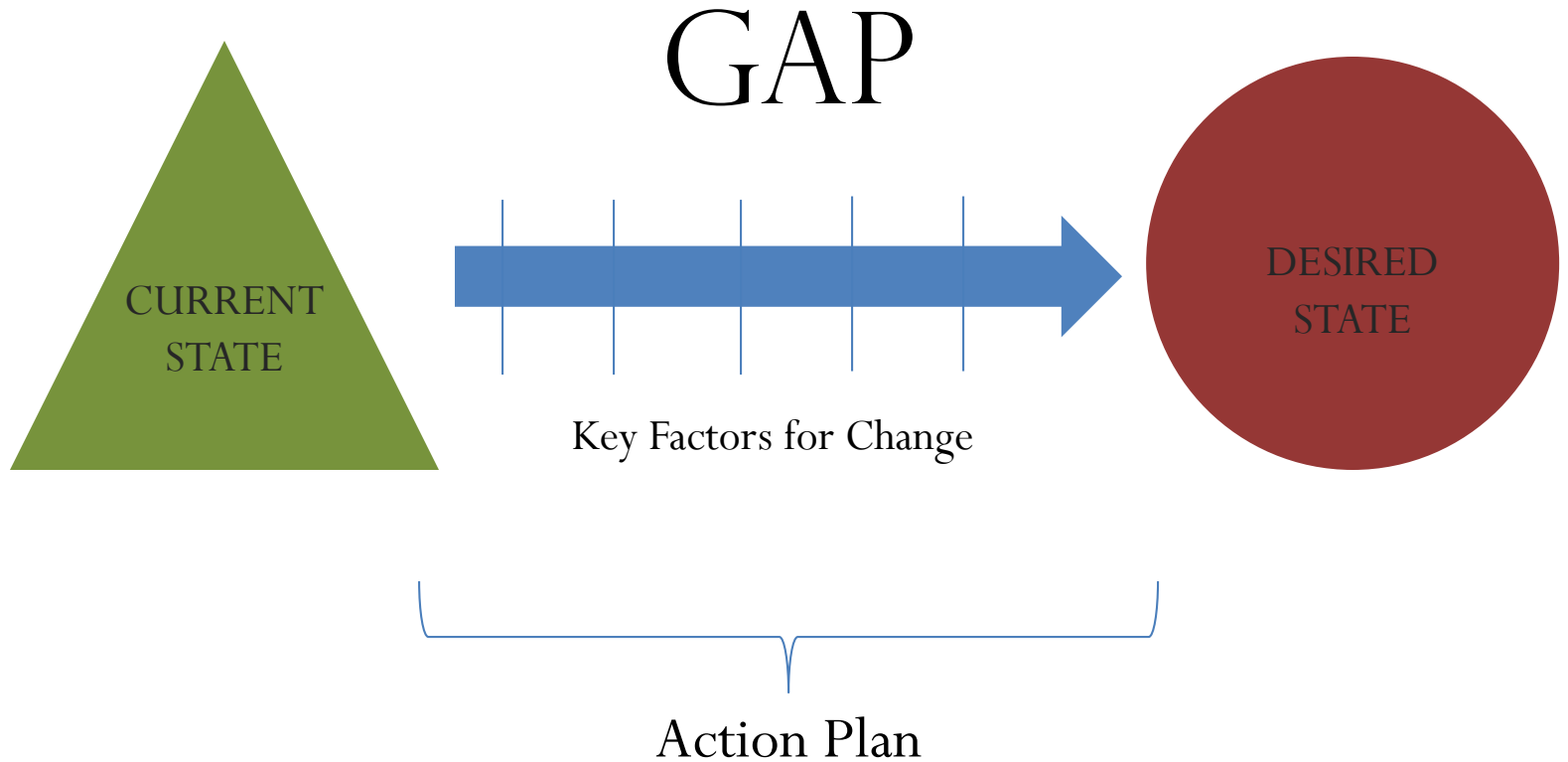
- What is a CMT?
- What is the role of the CMT?
- Who sits on the CMT?
- Why does this model work?



IDENTIFYING NEEDS & GAPS



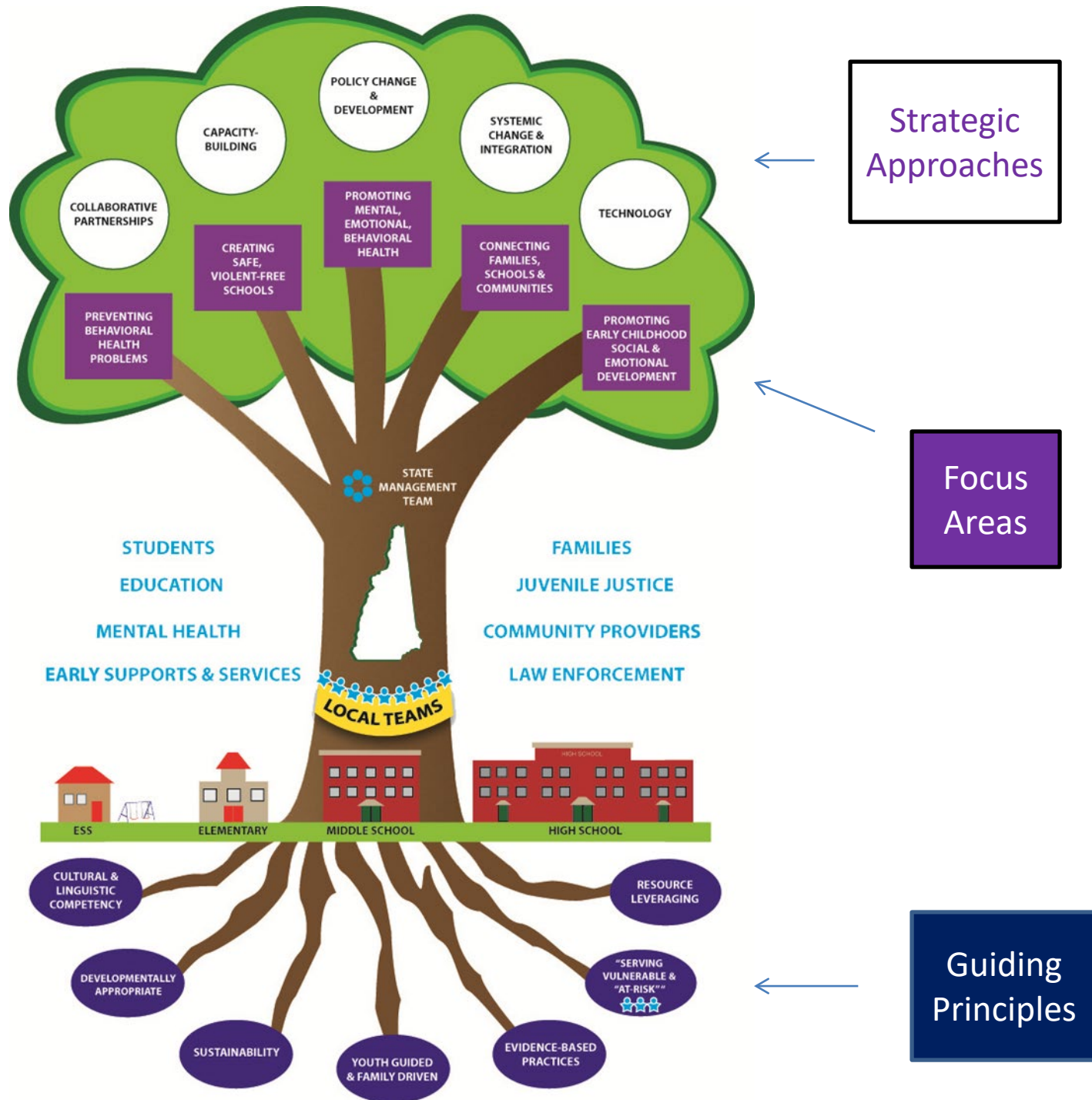
ADDRESSING NEEDS & GAPS



UPPING YOUR CULTURAL GAME

1. Participate in Diversity and Cultural Competence training with your team.
2. Participate in Implementation of CLAS Standards training.
3. Conduct self- and organizational CLC assessment.
4. Develop cultural & linguistic competence (CLC) strategic plan as a guiding document
5. Develop a timeline to implement CLAS Standards and your CLC strategic plan for improved cultural competence.

REVISIT THE FRAMEWORK



CREATING YOUR ACTION PLAN

	A	B	C	D	E	F
1	FOCUS AREA 1: Early Learning					
2	GOAL 1: To increase the percent of children entering kindergarten and first grade who possess the necessary social-emotional skills to be successful in school.		CLAS STANDARDS:			
3						
4	Needs and Gaps	Objectives	Activities, Curricula, Programs, Services, Strategies, and Policies	Partner Roles	Process Measures	Outcome Measures
5		SHARED INDICATOR: The number of children aged three to five enrolled in early childhood education programs will reach 60% of the total population of same aged children within the school district's geographic catchment area by the end of the project period.				SHARED INDICATOR: The number of children aged three to five enrolled in early childhood education programs will reach 60% of the total population of same aged children within the school district's geographic catchment area by the end of the project, as measured by district-run, Head Start, and private early childhood education enrollment counts.
6		SHARED INDICATOR: There will be significant improvement in the number of children entering kindergarten and first grade who possess necessary social-emotional skills by the end of the project period.				SHARED INDICATOR: There will be significant improvement in the percent of screened children who score below the cutoff score on a universal early childhood social-emotional screening tool by the end of the grant period, as measured by the district's chosen screening tool.



PHASE 3: INITIAL IMPLEMENTATION

1. Ensure leadership team buy-in.
2. Develop or strengthen tiered teams.
3. Receive ongoing MTSS-B training or coaching.
4. Work with community mental health providers.
5. Review your policies.
6. Hear from families and youth.



PHASE 4: FULL IMPLEMENTATION





www.NHStudentWellness.org

