

# Multi-Tiered System of Supports for Behavioral Health & Wellness (MTSS-B)

Improving school districts' substance misuse prevention efforts by strengthening school-community partnerships & leveraging YRBS data

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## **Strafford County Addiction Summit**

University of New Hampshire; May 24, 2023; 10:30-11:45am



# Your Presenters

- **Stefanie King**, MTSS-B Consultant for Southeast NH, NH Department of Education
- **Heather Clogston**, MTSS-B Consultant for North Country/Lakes Region, NH Department of Education
- **Celeste Clark**, Executive Director, Raymond Coalition for Youth
- **Samantha Horrigan**, Director of Health & Wellness, Raymond School District



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**Who's in the room?**



# Learning Objectives

- Participants will learn about the NH Multi-Tiered System of Supports for Behavioral health and wellness (MTSS-B) framework and explore tools that districts implementing MTSS-B utilize to strengthen community partnerships.
- Participants will analyze state/regional Youth Risk Behavior Survey (YRBS) data and consider ways districts can use their data to inform substance misuse prevention/intervention efforts.
- Participants will hear how Raymond's strong school-community partnership and use of YRBS data has led to effective substance misuse prevention efforts.

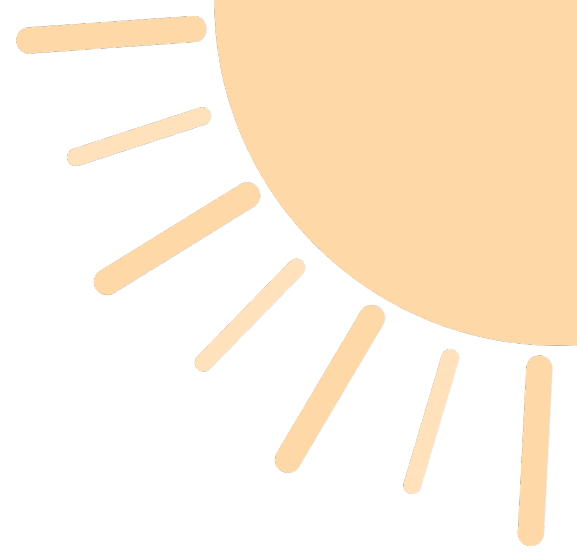
# **What is the NH** **System of Care law?**

## **What does it say** **about MTSS-B?**

**135-F:2** – It is the policy of New Hampshire to implement a system of care model for providing behavioral health services to children in all of the publicly-funded service systems in the state...

**135-F:3, III.** The system of care shall have the following characteristics...

(I) Statewide use of the multi-tiered system of supports for behavioral health and wellness, or MTSS-B, in New Hampshire schools to address New Hampshire students' social, emotional, and behavioral health needs in order to improve students' educational outcomes and keep students in their home schools and communities.



# Overview of the MTSS-B Framework

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# The MTSS-B framework, simply defined

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



## Core strategies & routines

Infrastructure to support practice delivery



## Essential ingredients

Non-negotiable core features

# NH System of Care values (RSA 135-F)



Community Based



Family Driven



Youth Guided



Culturally & Linguistically  
Competent



Trauma Informed





# MTSS-B: Core strategies



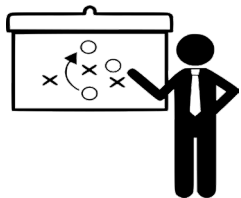
**Team-based decision making**



**Use of school & community data**

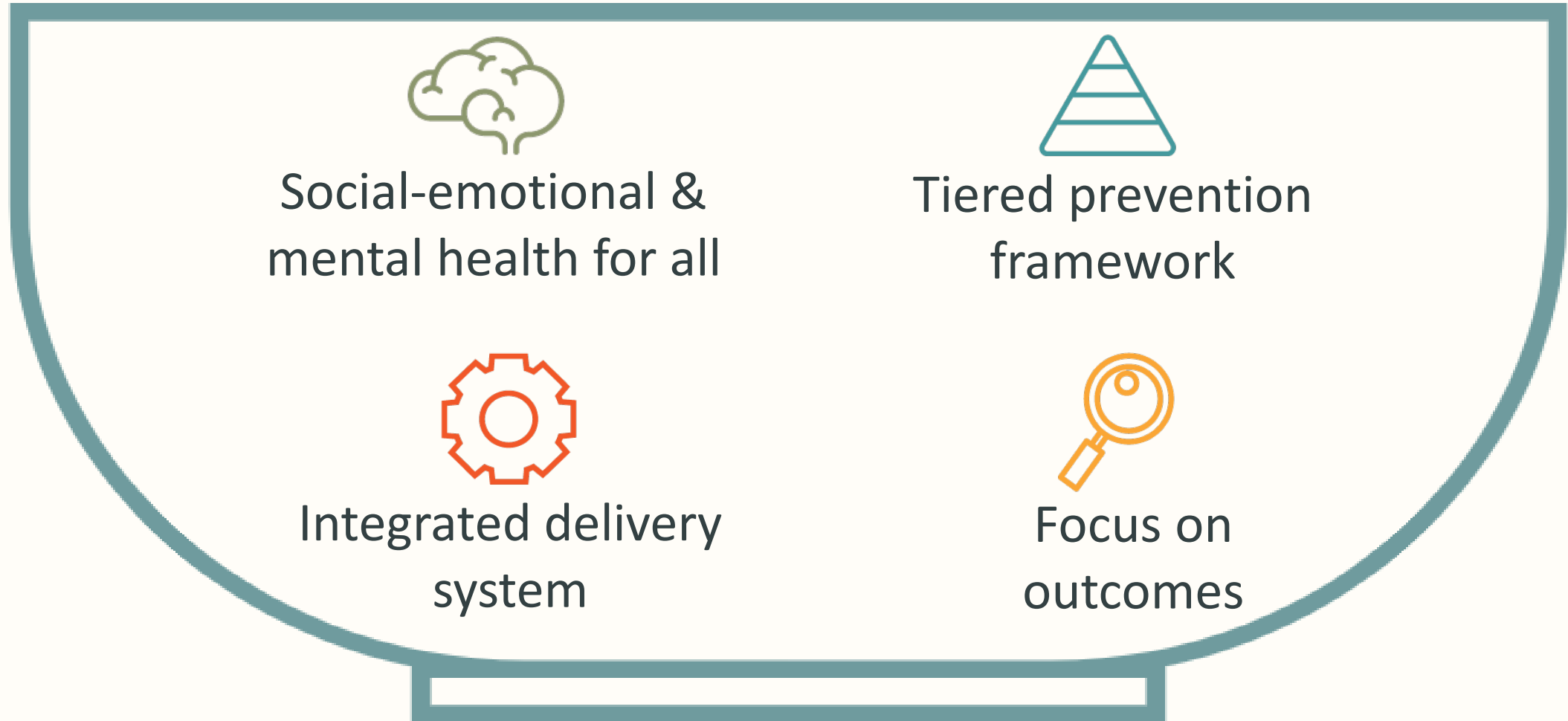


**Evidence-based practices across tiers**



**Ongoing coaching & performance feedback**

# MTSS-B: Essential ingredients



# MTSS “A” and “B”

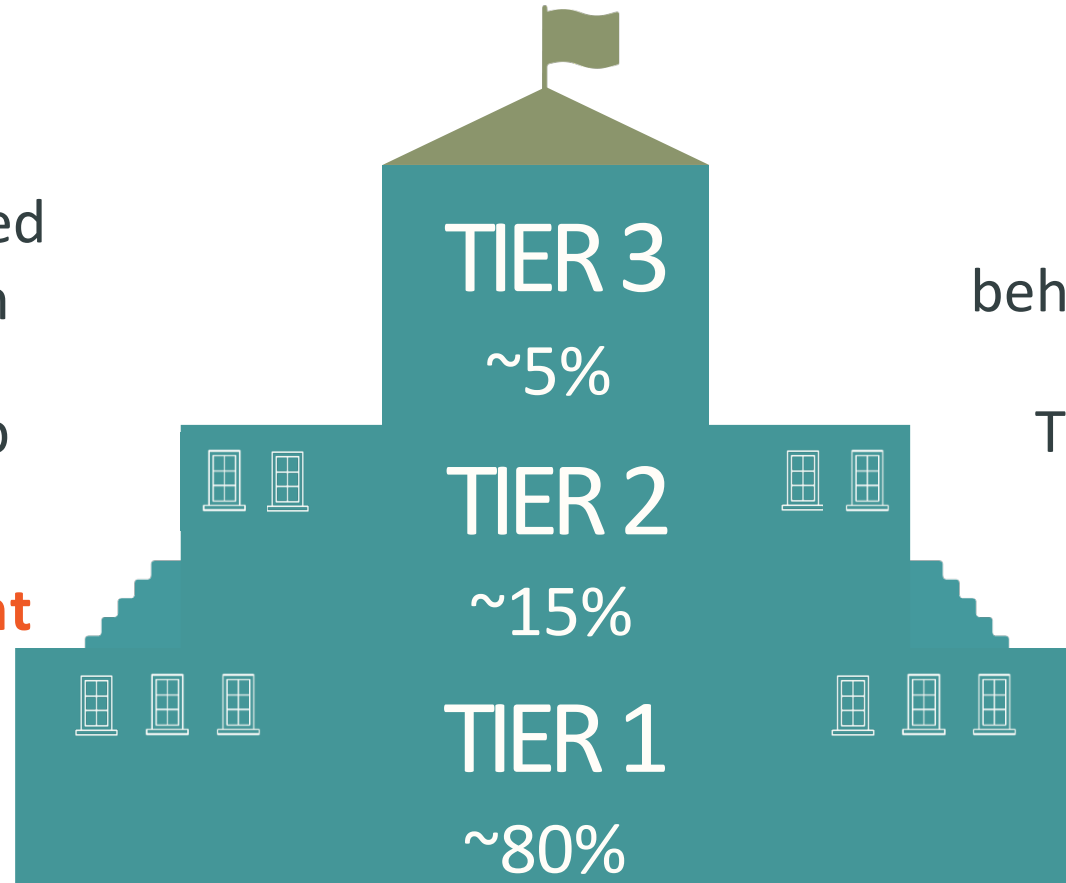
## RTI or "MTSS-A"

Intensive, individualized academic intervention

Targeted, small group instruction & support

### Academic assessment

Core instruction (scaffolding, differentiation, etc.)  
academic policies & expectations



Family Engagement & Community Partners

## MTSS-B

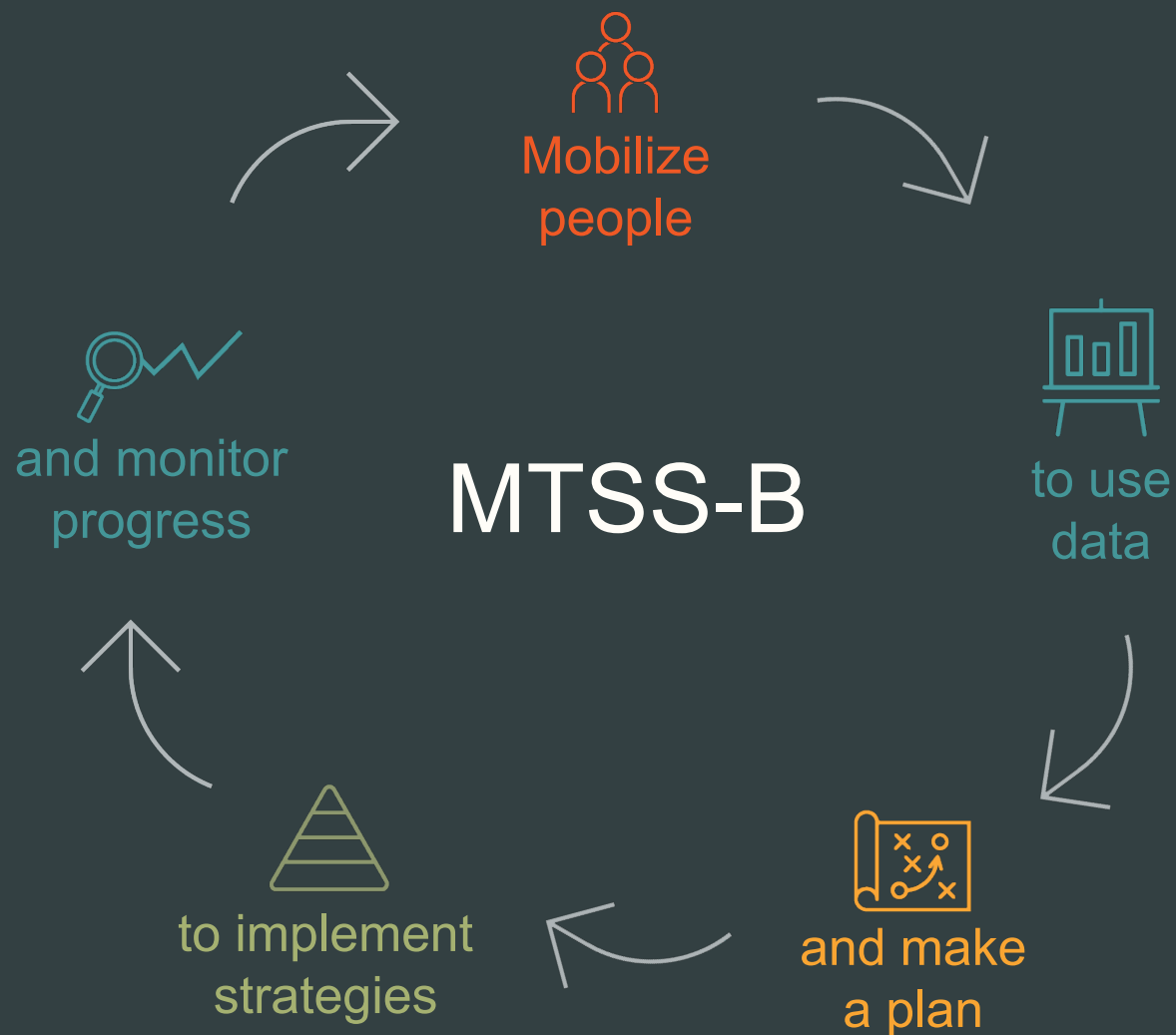
Intensive, individualized behavioral health intervention

Targeted, small group skill-building & support

### Social-emotional screening

SEL/trauma-informed strategies, mental health literacy, positive behavior expectations

# A systematic process



# A systematic process



# Teamwork: District & School-Based Teams

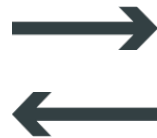
## All teams integrated and representative:

- ✓ District/school leadership
- ✓ School behavioral health
- ✓ CMHC admin/clinicians
- ✓ Wellness Staff (e.g. nurse)
- ✓ Community partners
- ✓ Youth
- ✓ Family
- ✓ Teachers / Support Staff



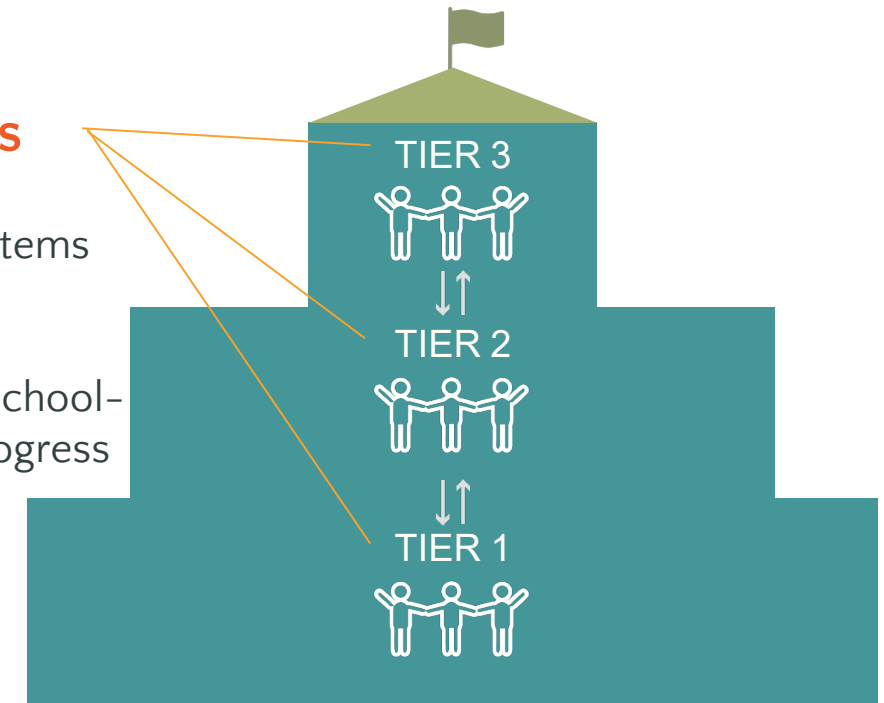
### District-Community Leadership Team (DCLT)

- Sets district/community-wide goals & priorities
- Establishes/maintains community partners
- Secures human and financial resources
- Monitors district-wide implementation & progress

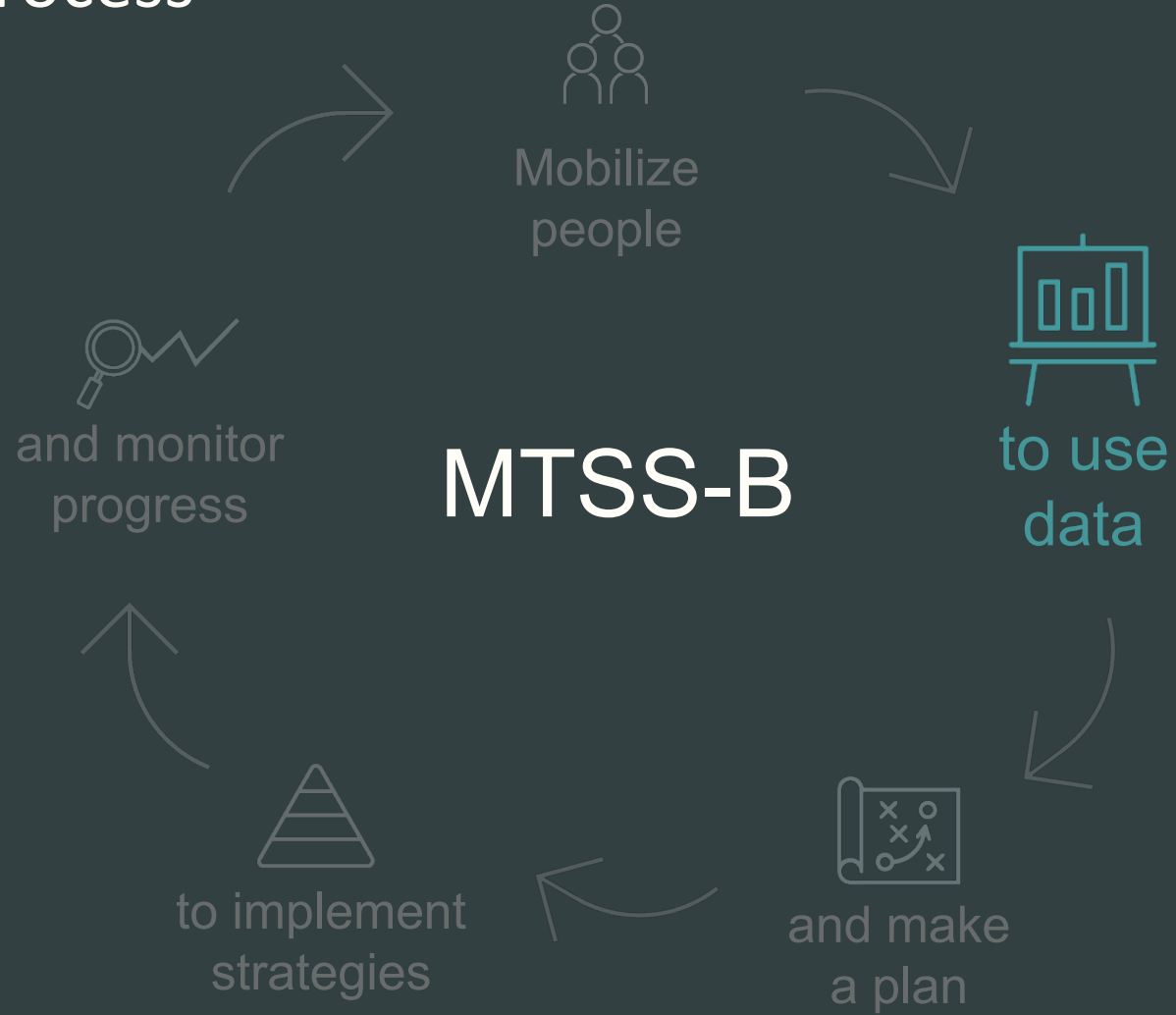


### School-Based Teams

- Sets school-wide goals
- Implements efficient systems and practices
- Monitors student-level, intervention-level, and school-level implementation progress



# A systematic process



# In the MTSS-B framework, data is examined\* ...



- to identify schoolwide needs/gaps and set goals
- to support action-planning
- to select appropriate, effective programs and interventions
- to monitor implementation progress
- to monitor individual student progress

## Not using data means...

- priorities may be emotionally driven
- solutions may not address actual needs or have proven effectiveness
- neither individual nor systems-level progress can be monitored

\*State and federal data privacy laws (HIPPA, FERPA, etc.), local policies, and data sharing agreements are followed.



# A systematic process

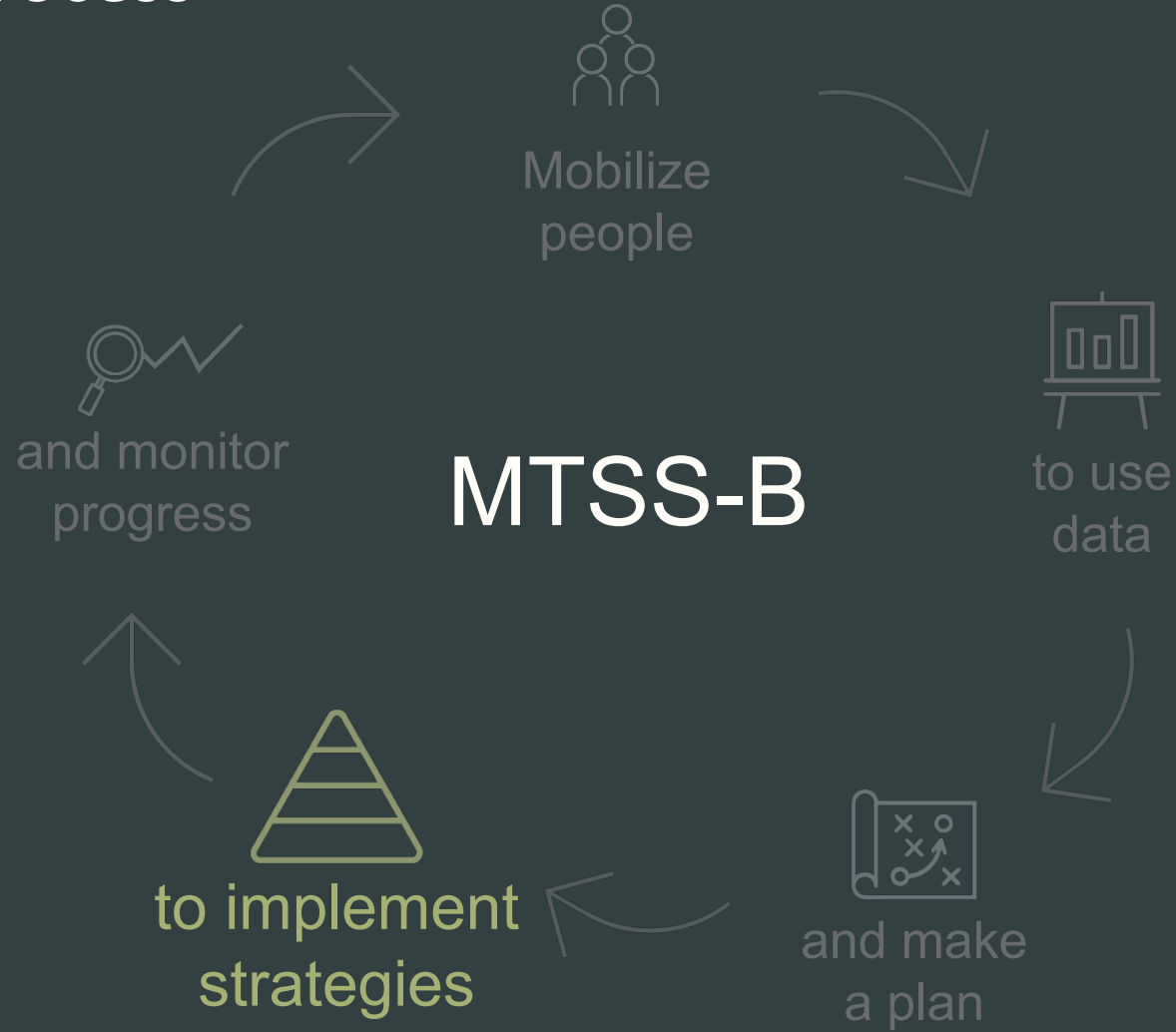


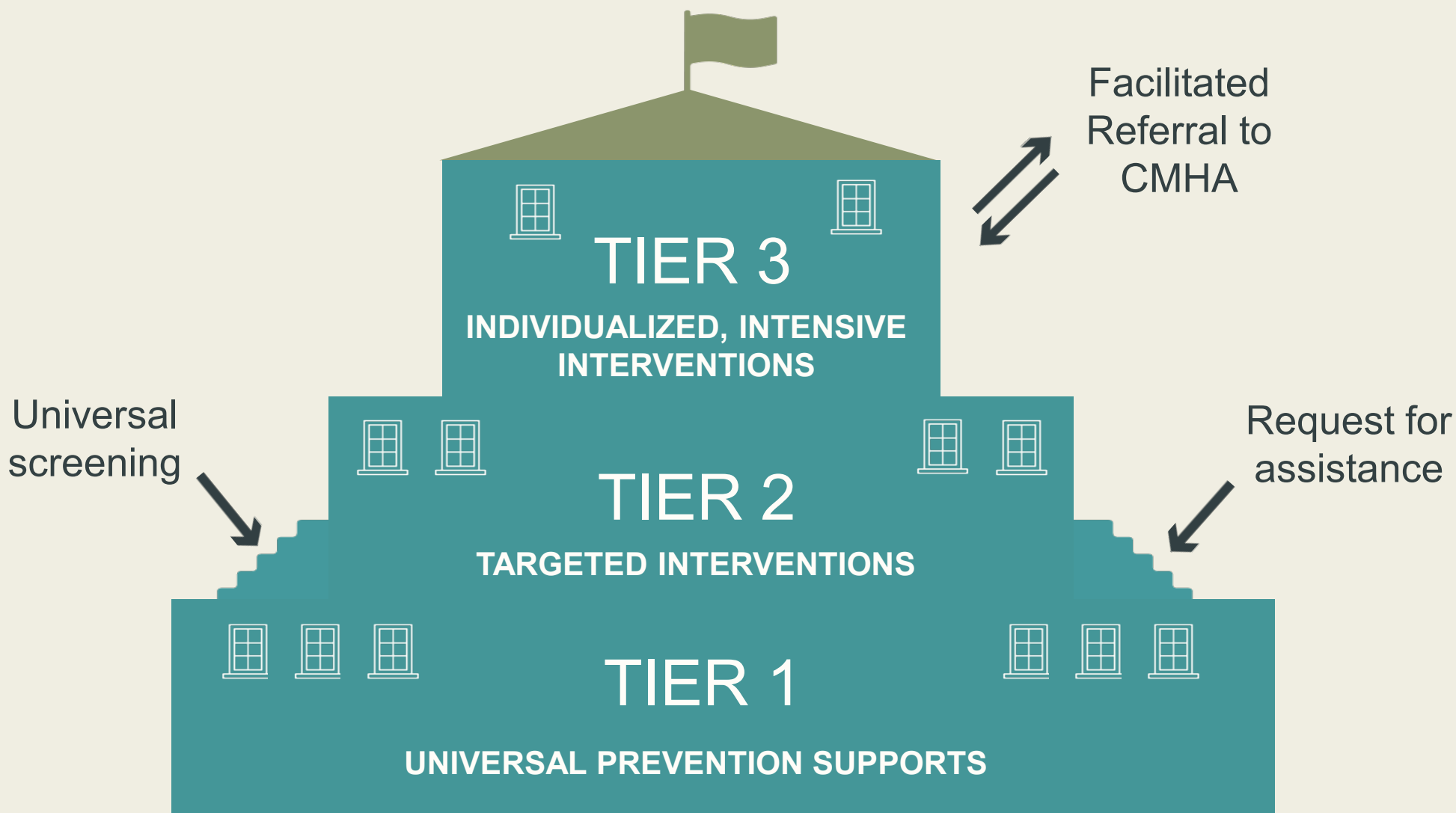
# District/school action planning



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





# A systematic process



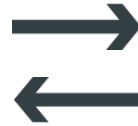
# Monitoring progress means measuring fidelity and outcomes



## **Fidelity:**

How well you did the thing

Was the intervention delivered well?  
How did your local context impact fidelity?



## **Outcomes:**

The results of doing the thing

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

# **Substance Misuse Prevention in the MTSS-B framework**



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## Examples of District-level Practices

### DISTRICT-WIDE

District-Wide Substance Use Prevention & Wellness Policies  
Annual Review of YRBS Data  
MOU with Community Mental Health Agency (CMHA)

## Examples of School-level Practices

### TIER 3

Facilitated Referral to CMHA  
Local Diversion Program  
SUD Treatment/Counseling

### TIER 2

Check-ins with Health Teacher, Nurse, or Drug and Alcohol Counselor; Peer Recovery Groups; Mediation with the School Resource Officer

### TIER 1

Substance Use Prevention Education & Resources for Students and Families, EB SEL curriculum, Comprehensive Health Education Program, School-Wide Behavior Expectations, Restorative Practices



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# DCLT Implementation Tasks

- Establish a District-Community Leadership Team
- Establish shared understanding & knowledge of MTSS-B
- Establish a common mission
- Formalize district-community partnerships to support implementation
- Review risk/protective factor data to identify needs
- Conduct MTSS-B fidelity assessment (MFI)
- Develop action planning to support schools
- Establish MTSS-B routines/procedures
- Develop an evaluation plan
- Conduct ongoing monitoring and quality improvement

*Excerpted from [ImplementationTasks-NHMTSS-B.pdf \(wpengine.com\)](#)*



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# Mission-Driven

**The mission of the district-community leadership team (DCLT) is inclusive of substance misuse prevention/intervention efforts.**

## **Example:**

The Rockstar School District is committed to creating a healthy school environment that enhances the development of lifelong social, emotional and physical wellness practices.



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# Assessing Current Partnerships: Community Resource Mapping



**Goal:** to improve awareness and utilization of existing services, and to identify resource gaps and duplication of services in the support of students and family behavioral health.

Explore

# Community Resource Mapping Tool

What information does this tool capture that you think is valuable?

How could this be used to support substance misuse prevention efforts?



Community Resource Mapping Tool  
*to download in Excel*

# Review Data

Data-based decision-making is an essential component of MTSS-B.

Annual data review for  
action planning  
(school and community data)

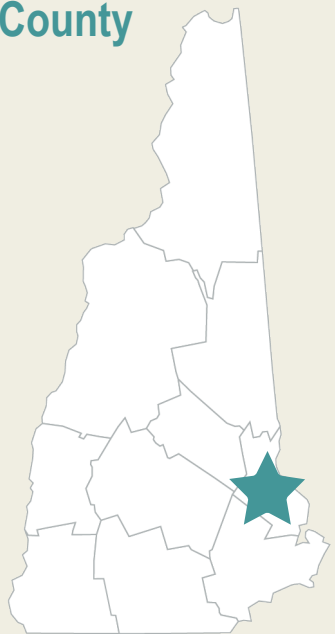
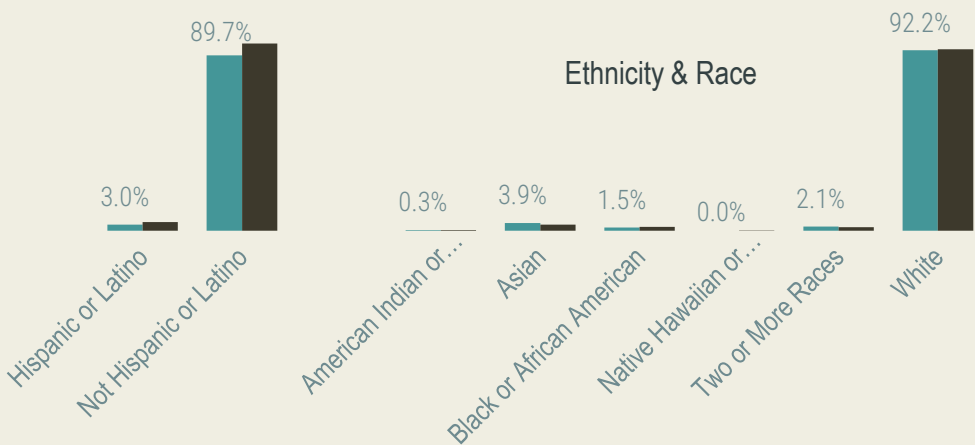
Ongoing progress  
monitoring  
(of students and practices)

State and federal data privacy laws (HIPPA, FERPA, etc.), local policies, and data sharing agreements are followed.

# Community Data Profile Strafford County

## Demographic Snapshot

Strafford County || New Hampshire



Population: 132,416 || 1,387,505



4.4% || 4.5%  
persons under 5 years old

17.7% || 18.5%  
persons under 18 years old

16.0% || 19.3%  
persons over 65 years old

## Social & Economic Factors (2022)

Strafford County || New Hampshire



\$76,560 || \$83,449  
median household income



7% || 8%  
children in poverty



2.3% || 2.5%  
unemployment rate



20% || 19%  
children in single-parent households



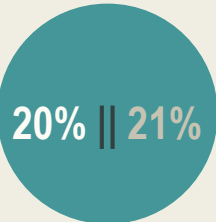
8.8% || 7.0%  
households with food insecurity



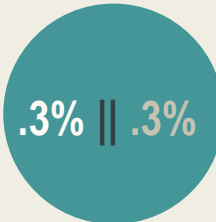
16% || 14%  
households with severe housing problems

## Community Health & Safety

Strafford County || NH



excessive drinking (2022)



opioid-related ED visits (2022-Q4, % of total ED visits)



fatal overdoses involving opioids (2017-21 average, per 100K)



suicides (2022, per 100K)



violent crime (2022, per 100K)



substantiated child abuse cases (2016, per 1K)



youth in foster care (2016, per 1K)

# District Data Profile

## District Snapshot

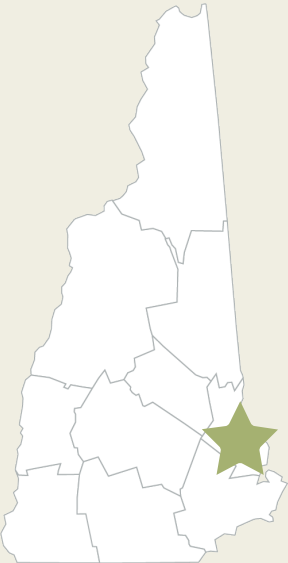
ABC School District || New Hampshire

### 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

Name of District



##### || #####  
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)



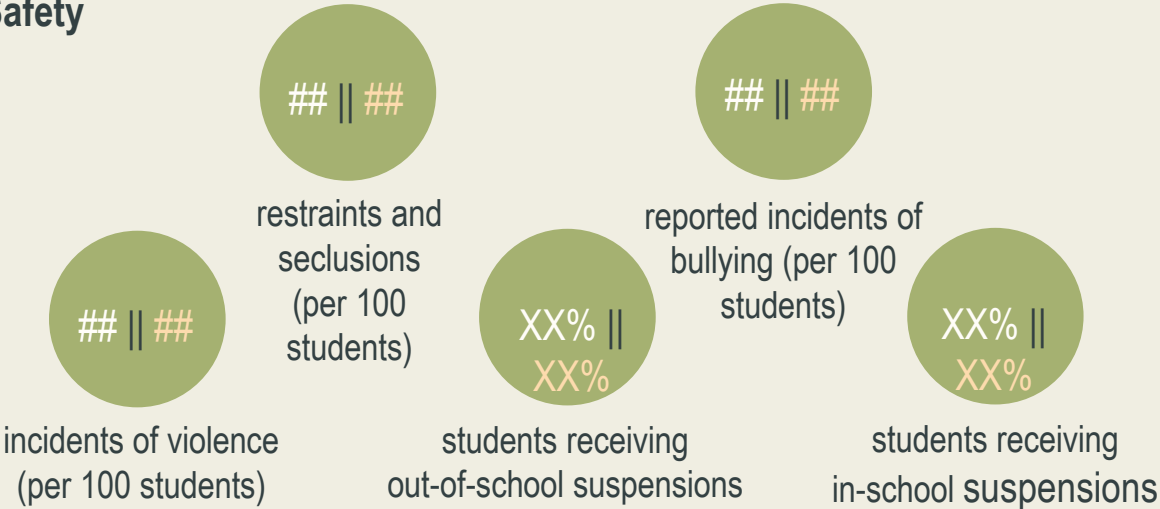
XX% || XX%  
proficiency in mathematics



\$##### || \$#####  
cost per pupil

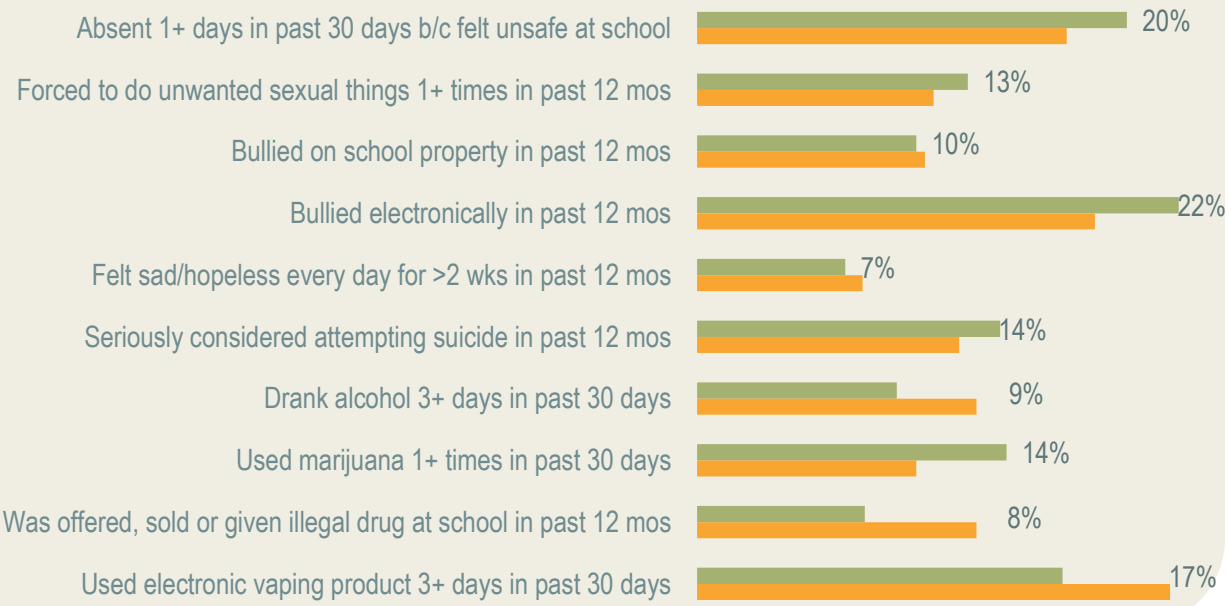
## Discipline & Safety

ABC School District || New Hampshire



## Risk Behaviors

ABC Public Health Region || New Hampshire



# Turn & Talk



What data are you already collecting that can inform local substance misuse prevention and intervention efforts?

- Office discipline referrals
- Attendance
- Academic engagement
- Nurse visits
- Community Data
- YRBS
- Other?

How is the data informing your work?

What additional data do you need?



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# YRBS Data

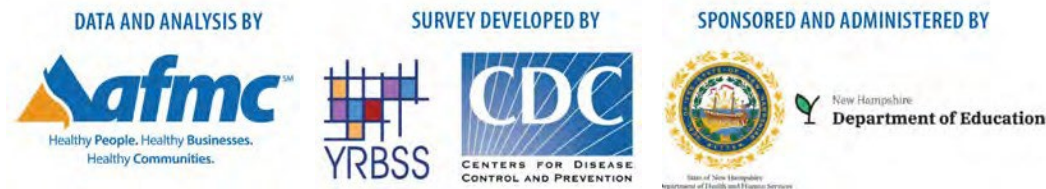


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# What is the Youth Risk Behavior Survey (YRBS)?

The YRBS is part of a nationwide effort to learn more about the **health-related behaviors** that **contribute to the leading causes of death** and poor health among youth and adults.



# Partnership

Since 1993, the New Hampshire YRBS has been a successful partnership between **local schools**, the **NH Department of Education** and the **NH Department of Health and Human Services**.

# Bottom Line Up Front

YRBS Surveys are **anonymous** and **voluntary**.

**Parents can review the questions** before their youth participate.

The data are **valid and reliable**. It is the only state and national dataset that tells us about youth health and behavioral risk factors over time.

# These Are Private Questions

- **YRBS procedures protect student privacy** by allowing only anonymous participation.
- Names, student ID #, Social Security #, Date of Birth and other identifiers are not collected.
- Training and instruction provided to School Coordinators/Administrators on test administration procedures.
- School-level YRBS data and school identifiers are not available in any public-use YRBS dataset.

# Parental Notification

## NH RSA 186, Section 186:11, IX-d

- School districts are required to make the questionnaire available on their website and notify parent or legal guardian at least 10 days prior to the scheduled survey date.
- Parents may request that their student opt out of the survey.

Questionnaire and Forms are available at:  
<https://www.dhhs.nh.gov/programs-services/population-health/health-statistics-informatics/youth-risk-behavior-survey>



# Student Choice

**Students may choose at any time to opt out** of the survey or reconsider their participation and take part in a makeup session.

Students who choose not to participate are not required to provide a parental opt-out form.

**Students must be told that the survey is voluntary and anonymous.**

# How do groups use YRBS data?

- Assess trends in priority health risk behaviors among high school aged youth
- Enable schools and communities to understand risks and health behaviors of area youth
- Proposals for funding to address community needs
- Raise awareness or get people involved on youth perceptions and behaviors in the community
- Discover the factors related to a particular issue
- Prioritize the issue(s) to address and determine strategies, approaches, changes to curriculums
- Program evaluation



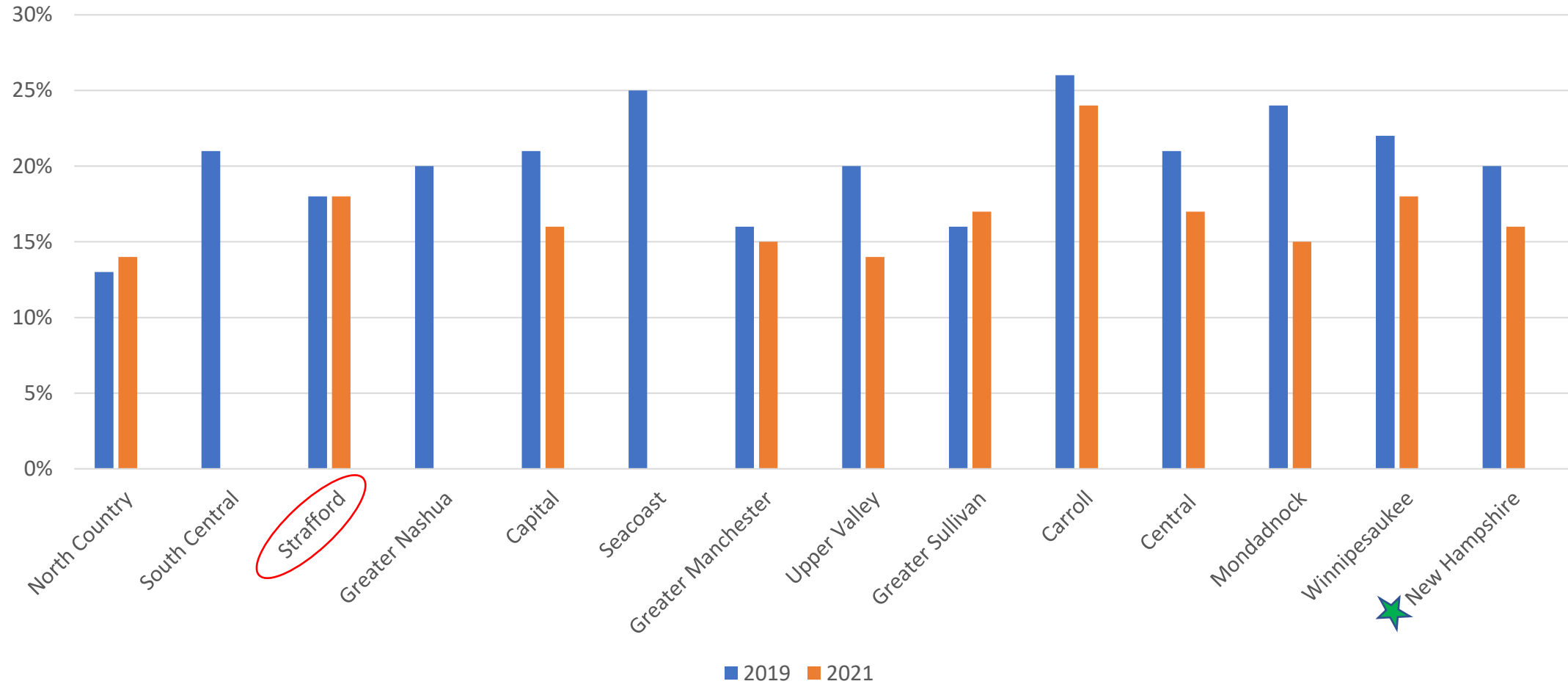
# Data from New Hampshire for New Hampshire

*New Hampshire youth share many characteristics of youth around the country, but YRBS tells us where in New Hampshire we should target more support and education.*

YRBS can help us answer questions like:

- At what grades do students in NH start to smoke or vape?
- In what parts of the state are youth less likely to wear their seatbelt?
- Do students feel bullied in some schools more than others?
- Do some group of students have less access to healthy foods and beverages?

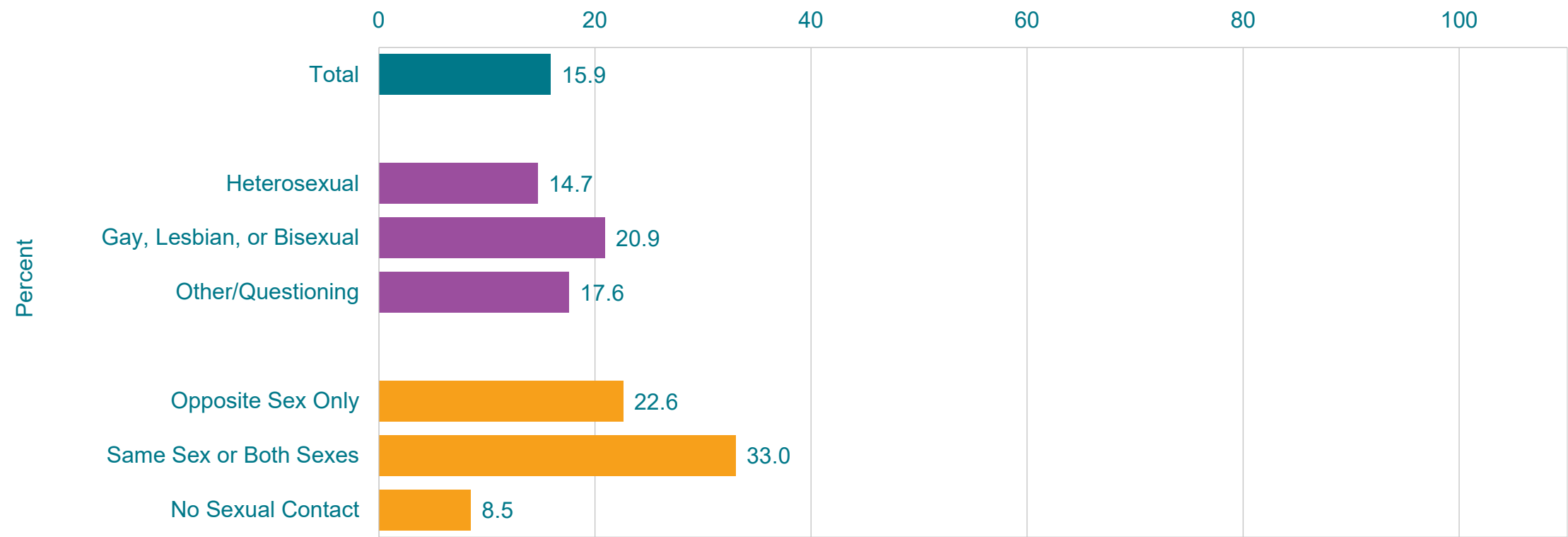
## YRBS Question: Was offered, sold, or given an illegal drug at school in past 12 months



Note: 2021 YRBS Data for Greater Nashua, Seacoast, and South Central regions are not available due to low participation rate

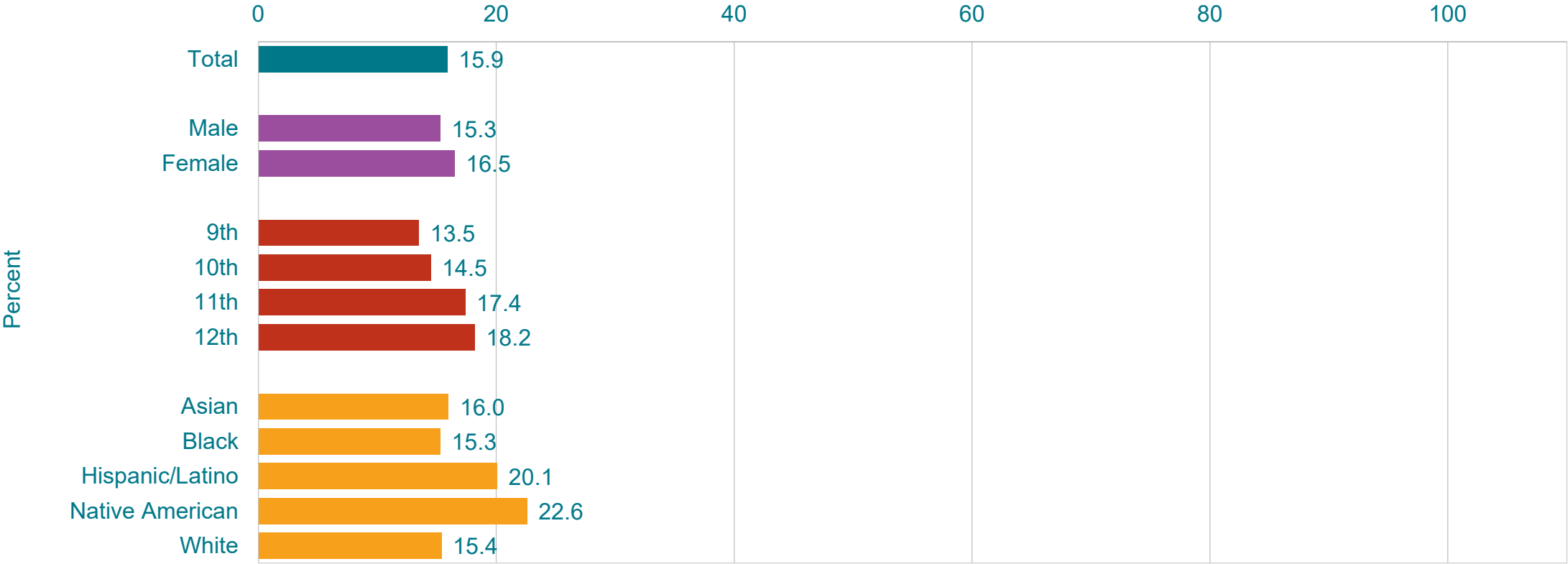
[Youth Risk Behavior Survey | New Hampshire Department of Health and Human Services \(nh.gov\)](https://www.nh.gov/education/youth-risk-behavior-survey)

# Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,\* by Sexual Identity and Sex of Sexual Contacts, 2021



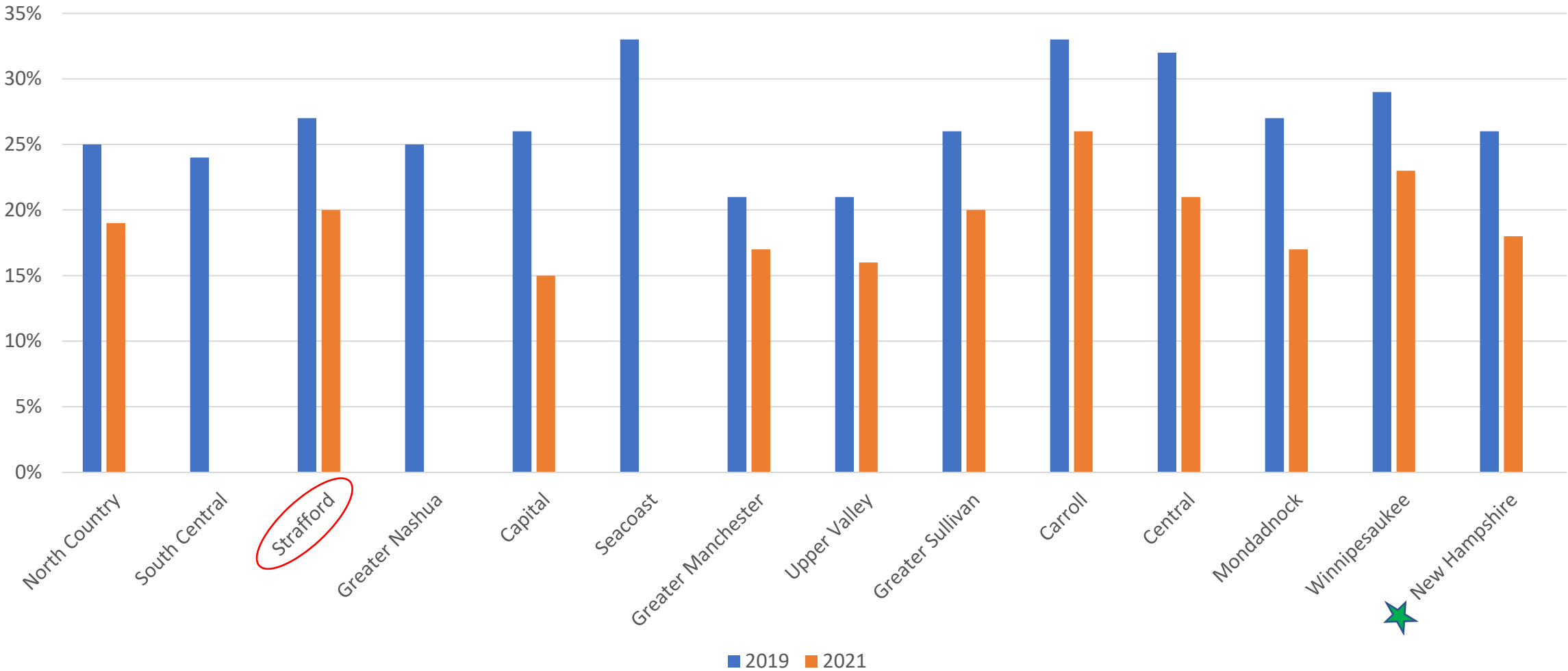
\*During the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,\* by Sex, Grade,† and Race/Ethnicity,† 2021



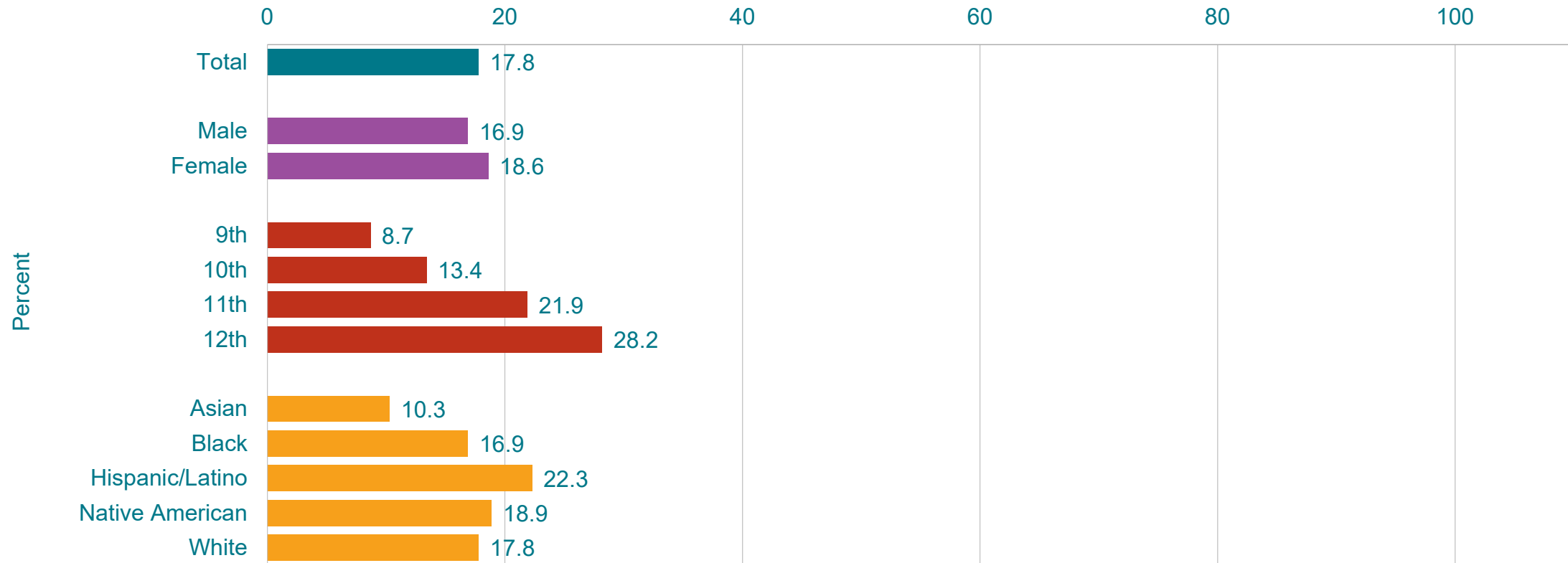
\*During the 12 months before the survey  
†11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; H > W (Based on t-test analysis,  $p < 0.05$ .)  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
This graph contains weighted results.

# YRBS Question: Used marijuana 1+ times in past 30 days



Note: 2021 YRBS Data for Greater Nashua, Seacoast, and South Central regions are not available due to low participation rate

# Percentage of High School Students Who Currently Used Marijuana,\* by Sex, Grade,† and Race/Ethnicity,† 2021



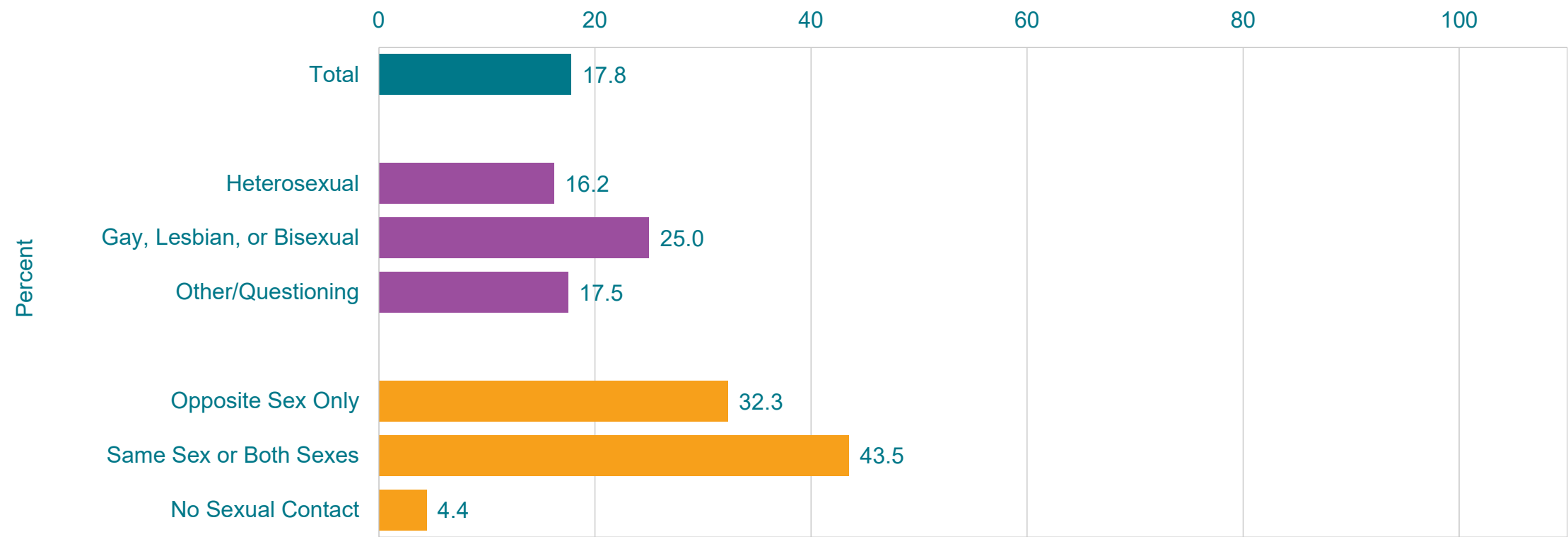
\*One or more times during the 30 days before the survey

†10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; B > A, H > A, H > W, W > A (Based on t-test analysis,  $p < 0.05$ .)

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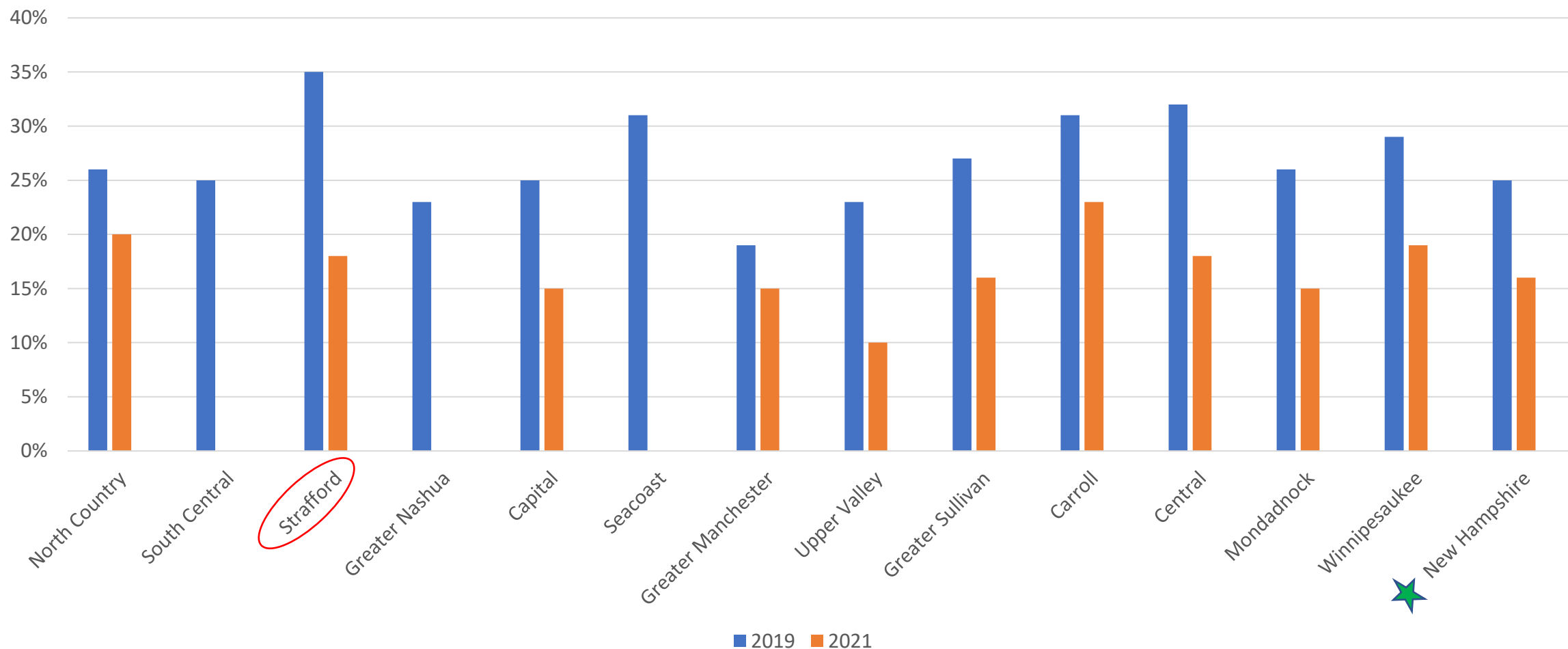
This graph contains weighted results.

# Percentage of High School Students Who Currently Used Marijuana,\* by Sexual Identity and Sex of Sexual Contacts, 2021



\*One or more times during the 30 days before the survey  
This graph contains weighted results.

## YRBS Question: Percent of students currently used an electronic vapor product...

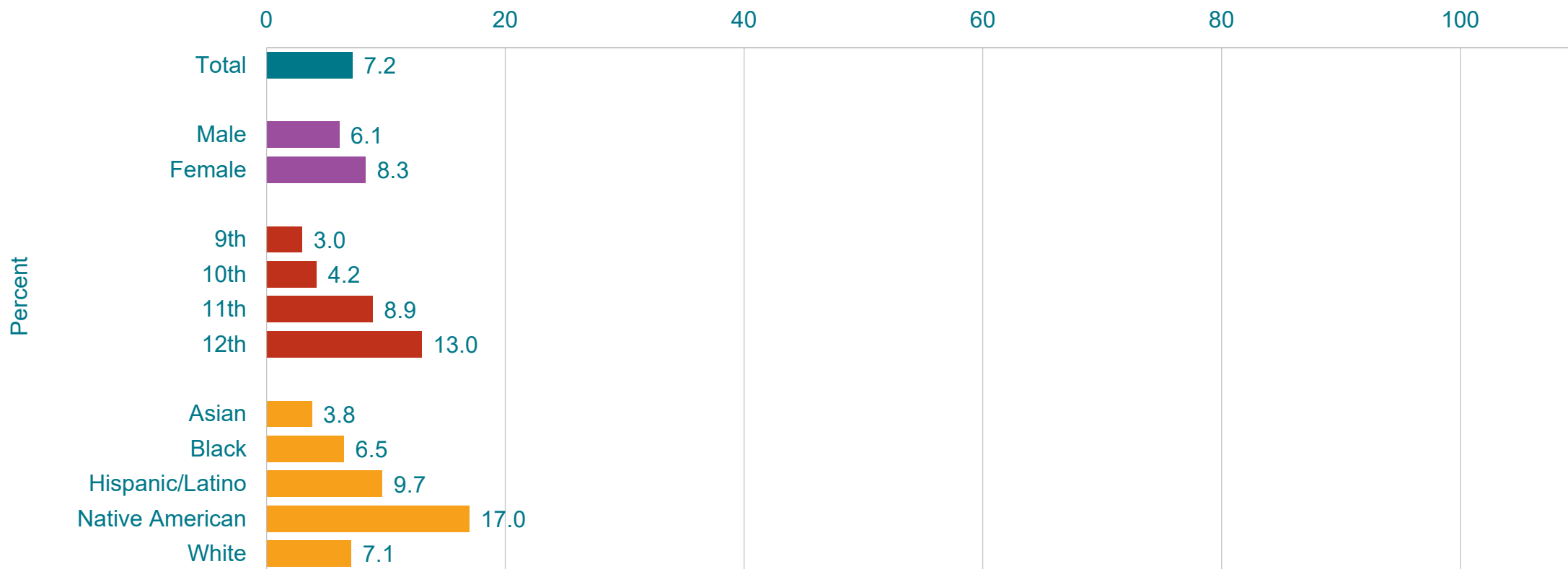


Note: 2021 YRBS Data for Greater Nashua, Seacoast, and South Central regions are not available due to low participation rate

[Youth Risk Behavior Survey | New Hampshire Department of Health and Human Services \(nh.gov\)](https://www.nh.gov/health/youth-risk-behavior-survey)



# Percentage of High School Students Who Currently Used Electronic Vapor Products Frequently,\* by Sex,† Grade,† and Race/Ethnicity,† 2021



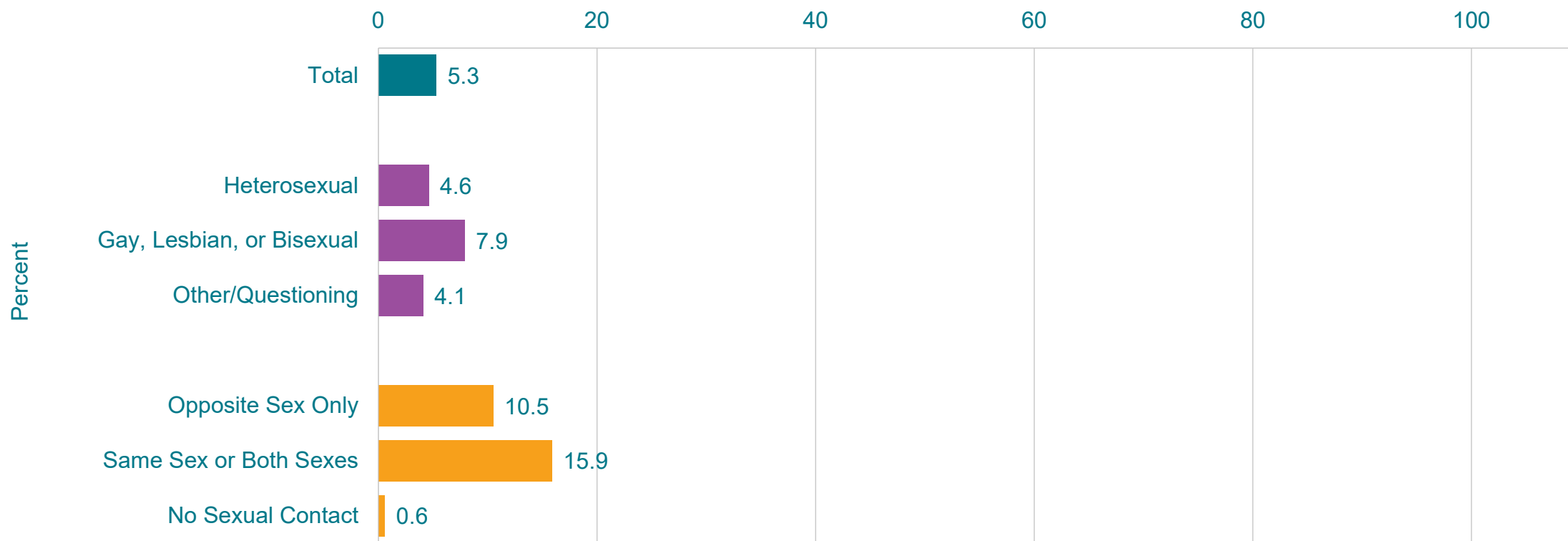
\*On 20 or more days during the 30 days before the survey

†F > M; 10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > A, H > W, N > A, N > B, N > W, W > A (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

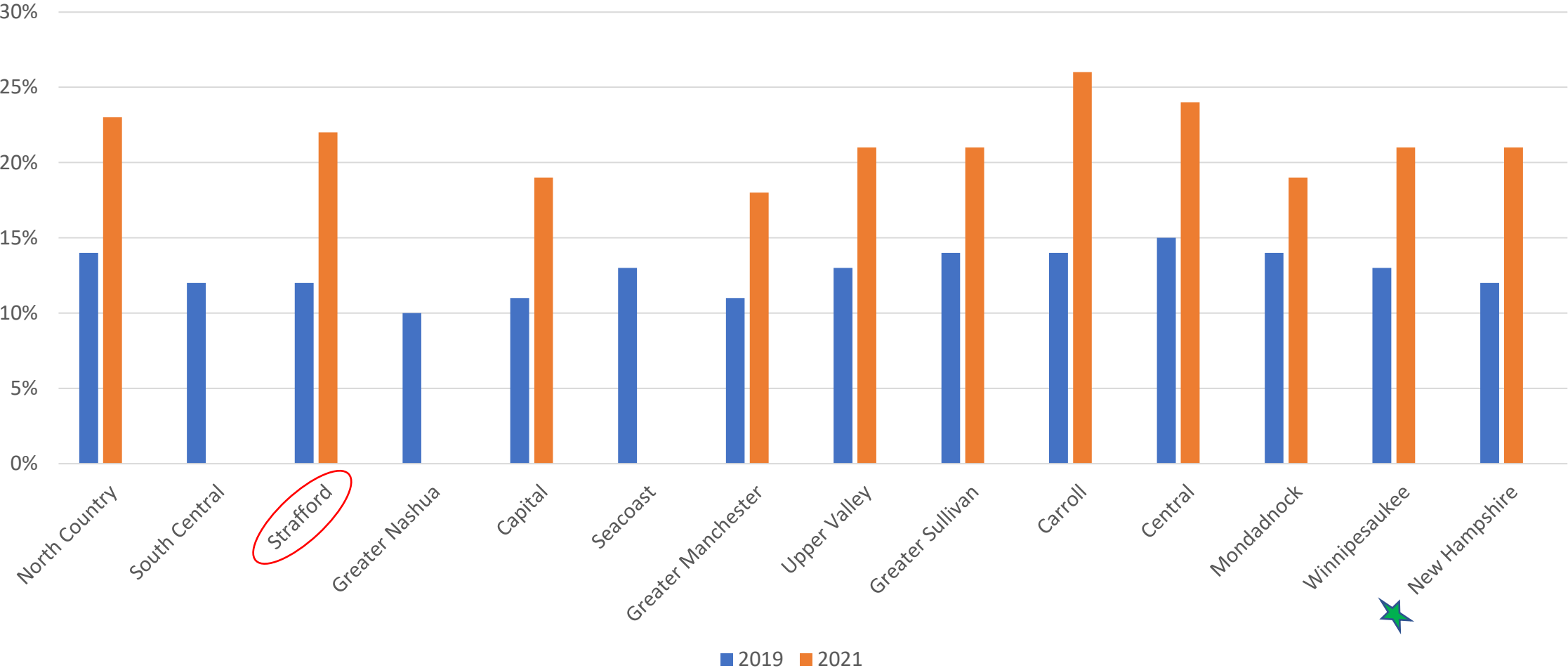
This graph contains weighted results.

# Percentage of High School Students Who Currently Used Electronic Vapor Products Daily,\* by Sexual Identity and Sex of Sexual Contacts, 2021



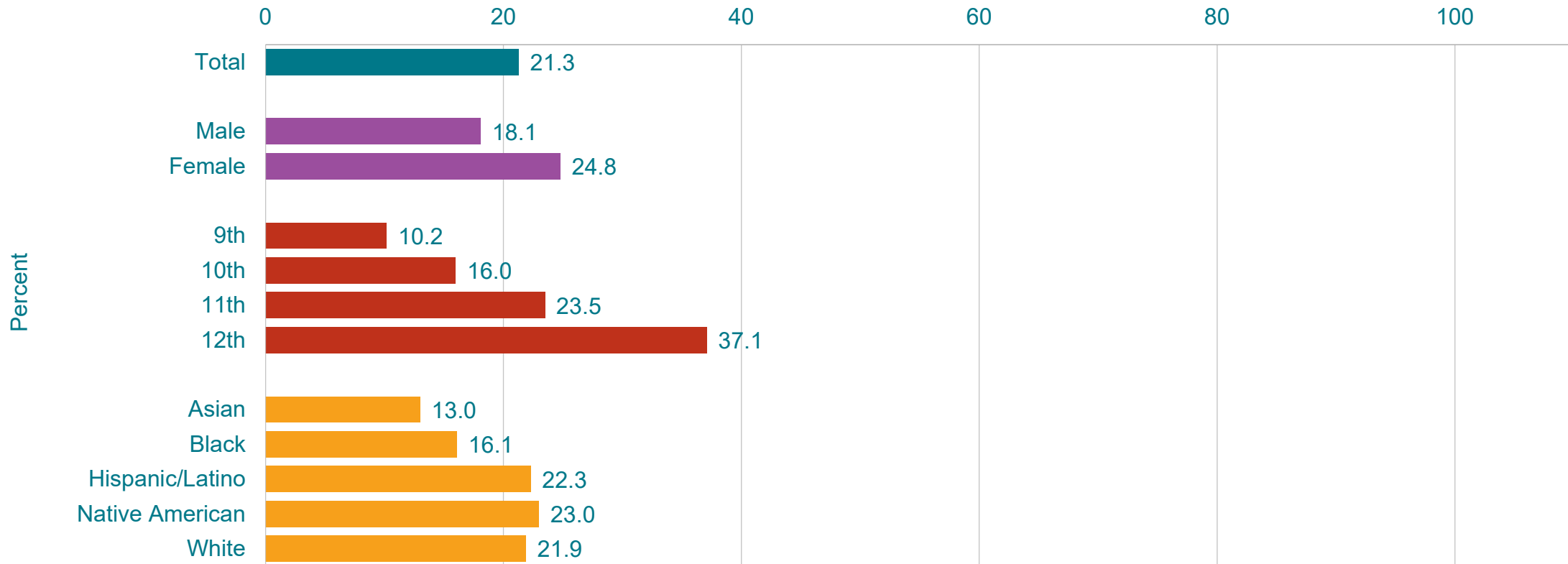
\*On all 30 days during the 30 days before the survey  
This graph contains weighted results.

YRBS Question: Percent of students who currently drink alcohol...



Note: 2021 YRBS Data for Greater Nashua, Seacoast, and South Central regions are not available due to low participation rate

# Percentage of High School Students Who Currently Drank Alcohol,\* by Sex,† Grade,† and Race/Ethnicity,† 2021



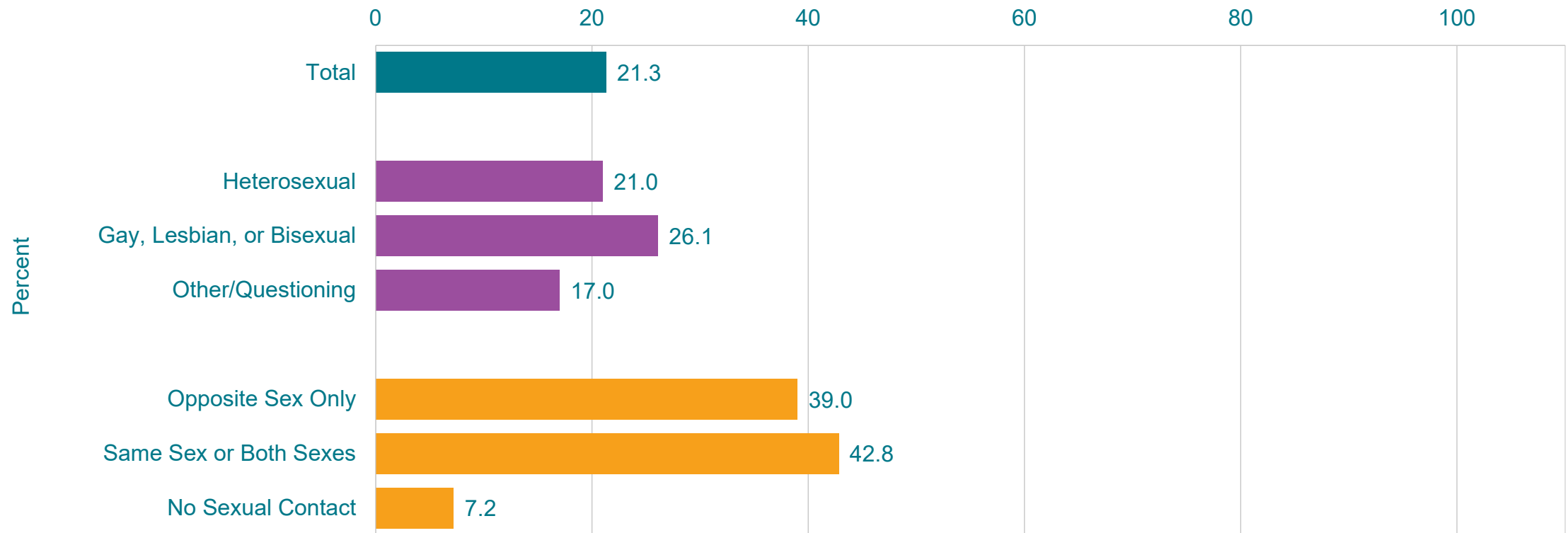
\*At least one drink of alcohol, on at least 1 day during the 30 days before the survey

†F > M; 10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > A, H > B, W > A, W > B (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Currently Drank Alcohol,\* by Sexual Identity and Sex of Sexual Contacts, 2021



\*At least one drink of alcohol, on at least 1 day during the 30 days before the survey  
This graph contains weighted results.

# For Further YRBS Exploration

[Youth Risk Behavior Survey | Department of Education \(nh.gov\)](#) (313 slides to explore!)

[Youth Risk Behavior Survey | New Hampshire Department of Health and Human Services \(nh.gov\)](#)



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# Important Role of Schools in Youth Health & Safety

Schools play a critical role in:

- Promoting the health and safety of young people
- Helping young people establish lifelong healthy behavior patterns
- Communicating with students and parents

**The youth of today will be the adults of tomorrow.**

*Thank you for supporting the  
New Hampshire Youth Risk Behavior Survey!*



# Case Example: Raymond





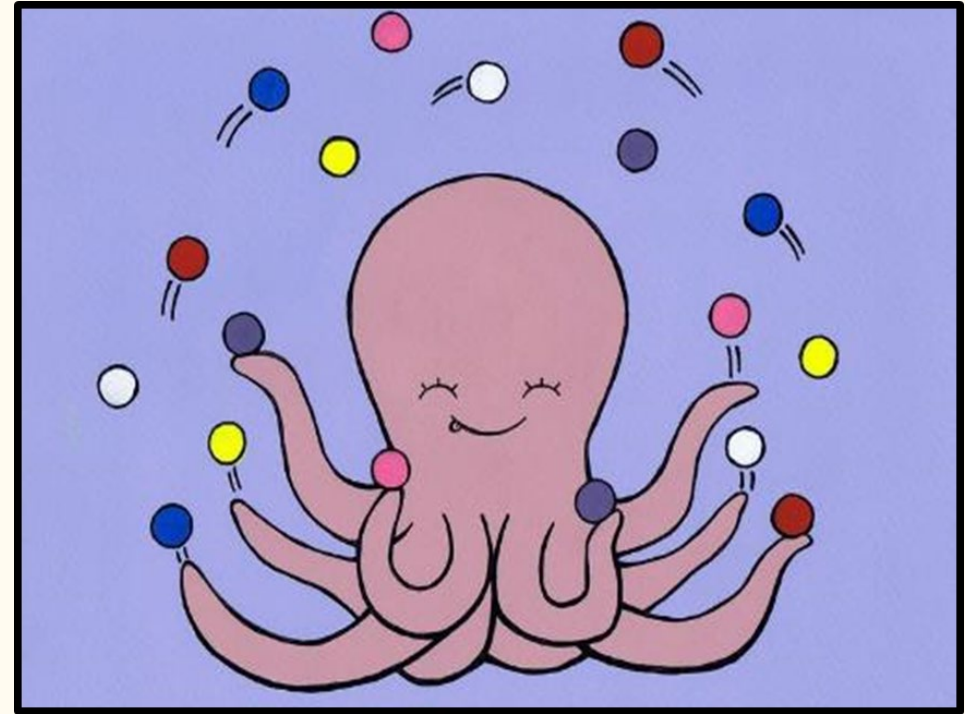


Promoting Positive Healthy Choices for Youth!

*The Raymond Coalition For Youth empowers the community to promote positive youth development and reduce youth substance use, and suicide risk.*

*~ Since 2002 ~*

# Who is responsible for prevention?



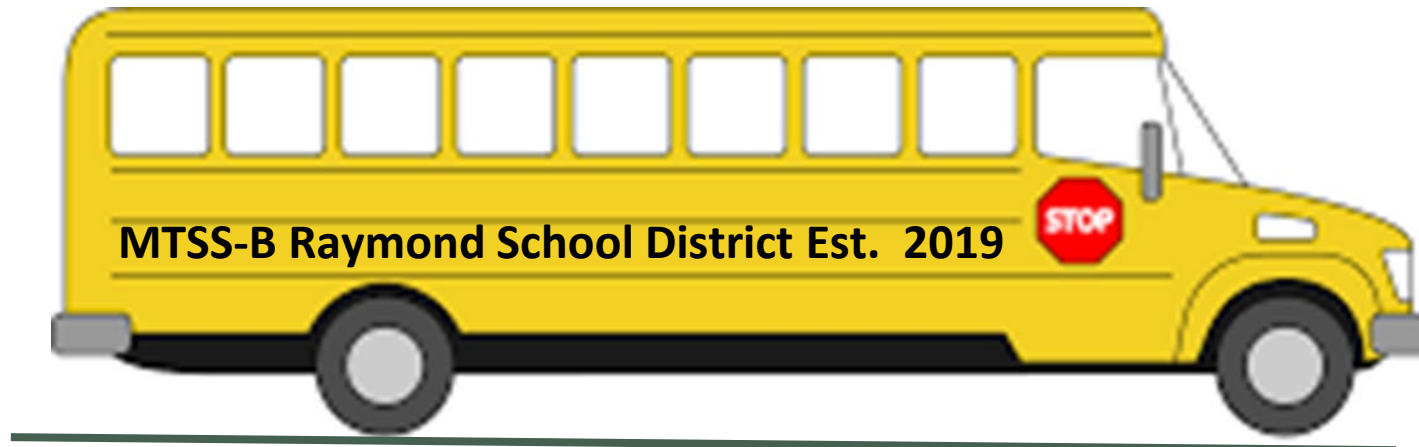
- Parents
- Our schools
- Law Enforcement
- All of us working together as a community

# Community Collaboration

Fueled by  
Community



Fueled by  
DOE



# Community Collaboration

## All on the same bus going in the same direction



## District/Community Leadership Team (DCLT)

**Members:** SAU + Building Administrators, Behavioral Health staff, Seacoast Mental Health Center,  **Raymond Coalition for Youth**,  Constellations Behavioral Services, Parents

**Frequency:** Monthly, 90 mins

**Mission:** The Raymond School District and Community are committed to the **social and emotional wellness of students**. Key stakeholders and decision makers provide collaborative guidance to support the wellness of our school communities by **identifying resources and implementing the multi-tiered system of support framework**.

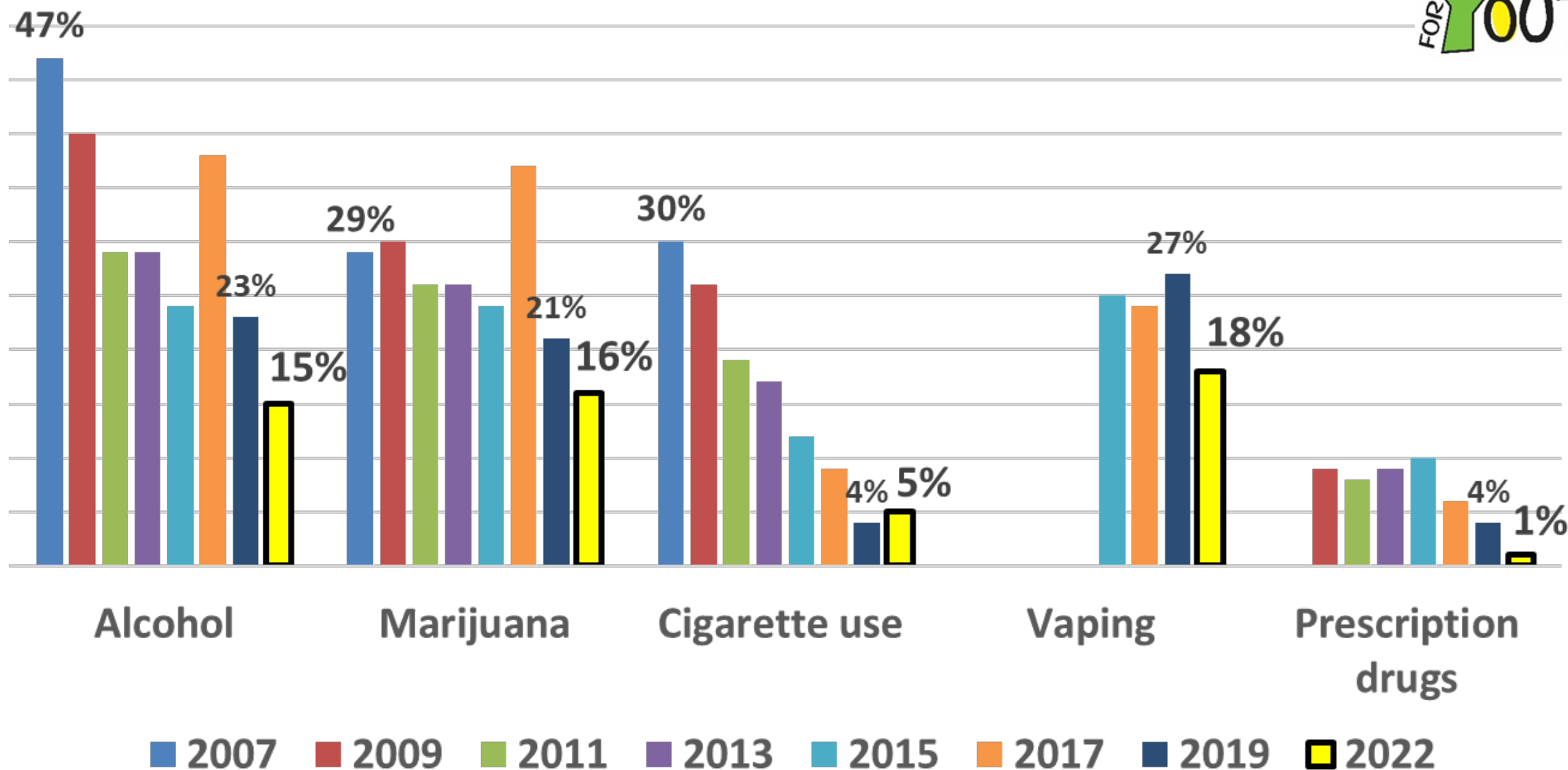
# Data Based Decision Making

**At the beginning of each school year, the DCLT reviews data...**

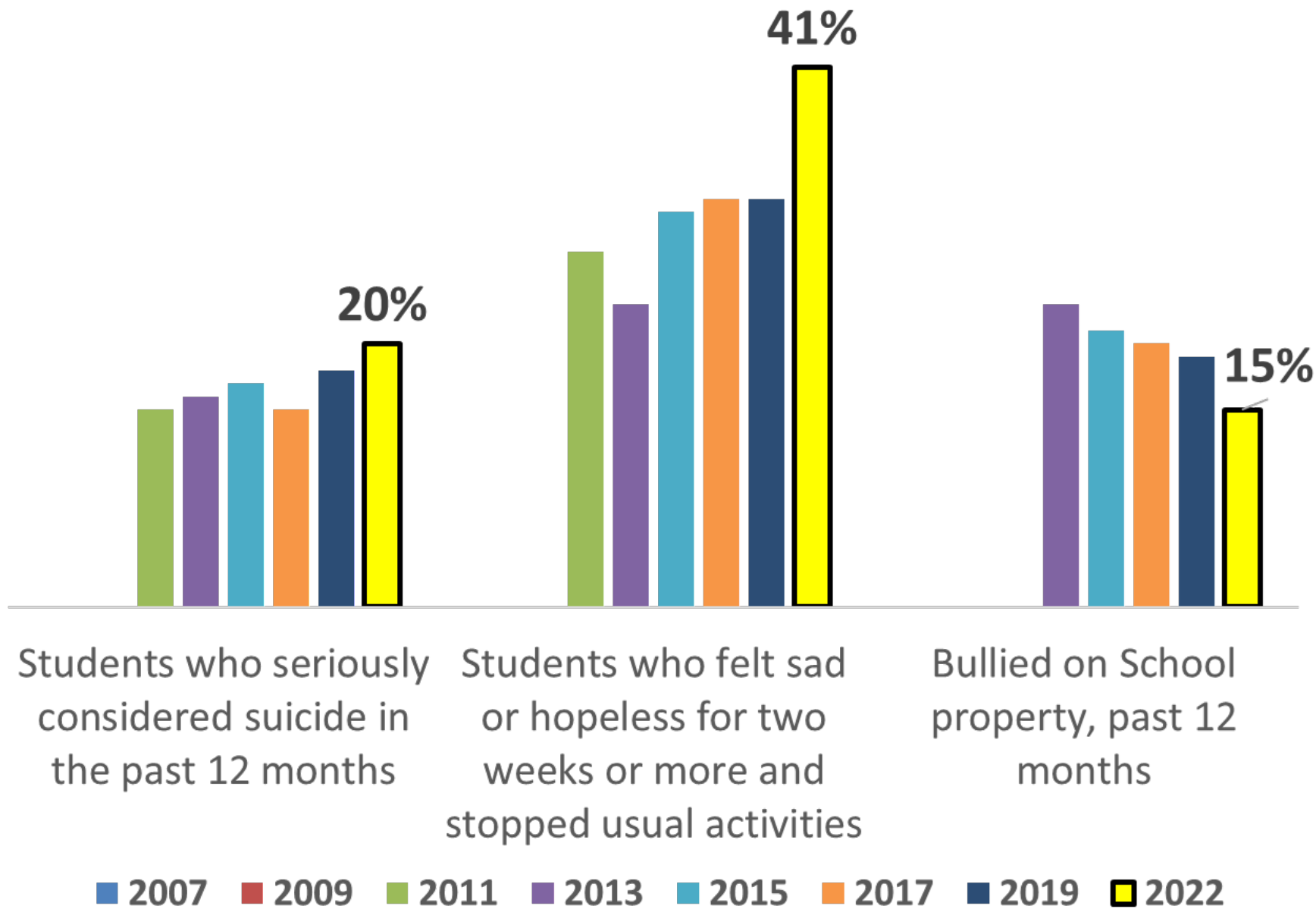
- YRBS
- District Data Profile (demographics, students with disabilities, drop out rates, academics, etc.)
- School Safety data (restraints/seclusions, bullying, truancy, incidents of violence)
- Office Discipline Referrals, In School Suspensions, Out of School Suspensions
- % of students receiving behavioral health interventions (individual and group)
- Nurse visits
- Referrals made to, and services provided by, Community Mental Health

**...in order to develop an action plan with our top priorities.**

## Past 30 Day Use



## Suicide Risk and Bullying - RHS

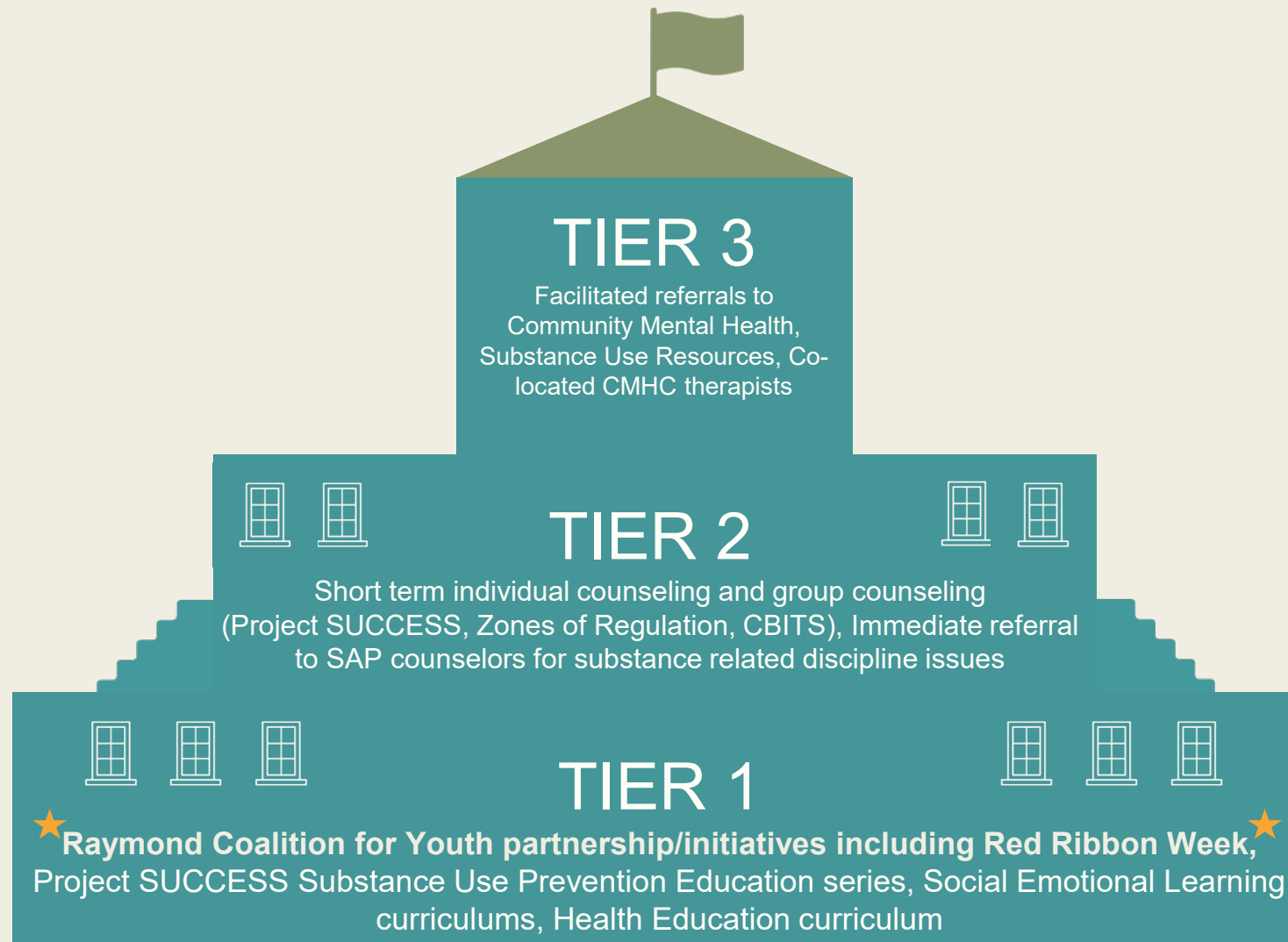




## **DCLT Top Priorities:**

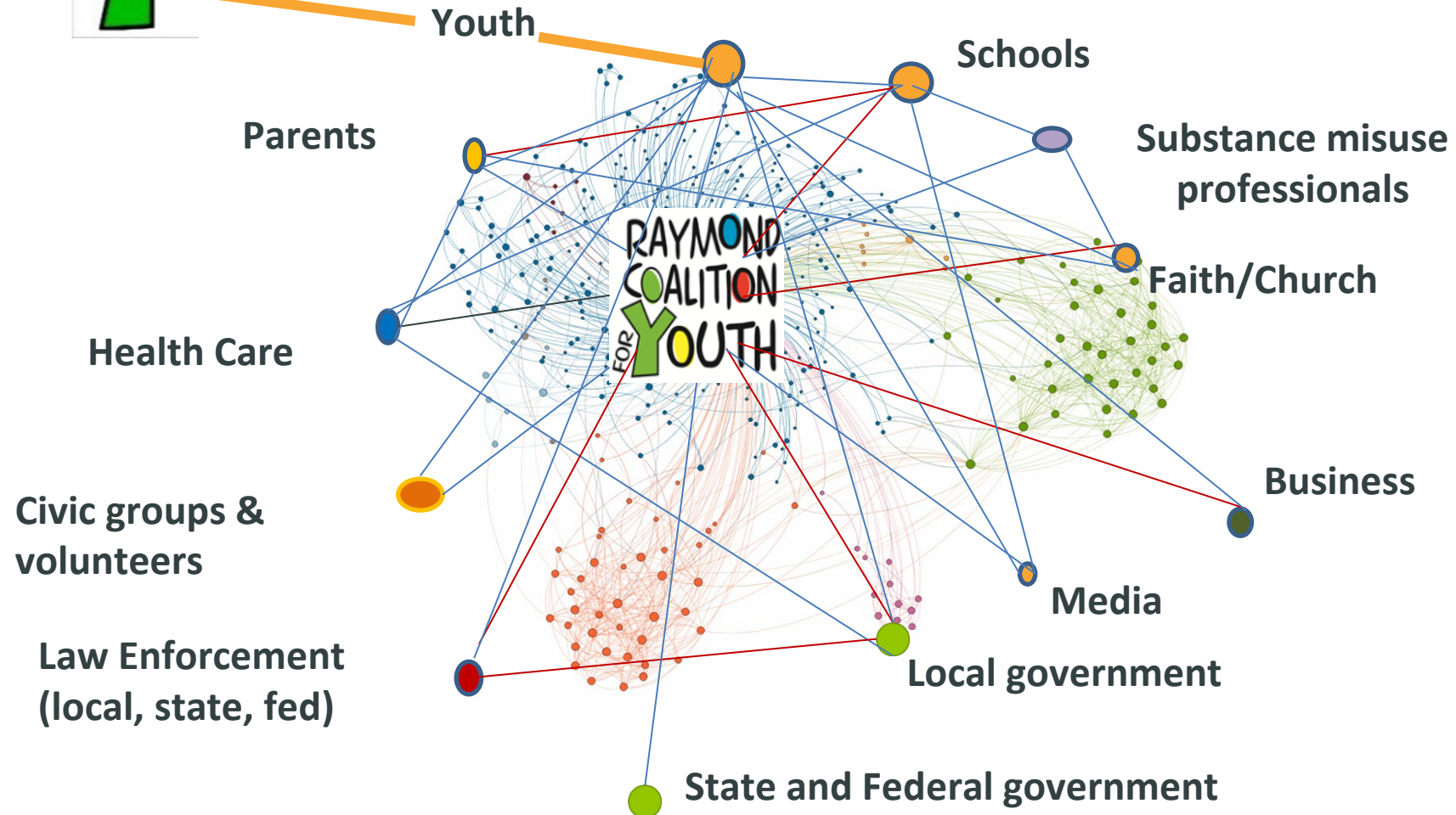
- 1. Solidifying student behavioral health crisis response procedures**
- 2. Increasing Tier 1 fidelity**
3. Improving behavior data collection processes
4. Ensuring family engagement is a priority in truancy interventions

# MTSS-B Initiatives related to Substance Use





# RCFY = Connections, Resource Mapping



# Reflection

## Wins

Intentional cross pollination of resources

Alignment of school and community efforts – shared goals

Structured/established DCLT, embedded in Strategic Plan

Commitment to sustainability of these efforts and partnerships

## Areas for Growth

Family engagement

Communication with families regarding services/supports available

Sustainability through staff turnover

Helping whole school/family community understand MTSS-B

# Questions?

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# Resources

## Office of Social & Emotional Wellness Support for Districts and Educators



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NH MTSS-B Technical Assistance Center and Toolkit  
<https://nhmtssb.org>

**NH MTSS-B**  
TECHNICAL ASSISTANCE CENTER

Raymond Coalition for Youth:  
<https://www.rcyf.org>

