



## **ESA Behavioral Health Professionals Roles Specific to Social and Emotional Health and Wellness**

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### **Members of the ESA Behavioral Health Coalition, 2022:**

Carrie Suchy, NCSP, School Psychologist  
Cassie Mulivrana, NCSP, School Psychologist  
Jodi GreyEyes, MA, School Counselor  
Marin Marks, MEd, School Counselor  
Carrie Syvertsen, MSW LICSW, School Social Worker  
Caesy Morphis, MSW, School Social Worker  
Liz Pray, MSN-Ed, RN, NCSN, School Nurse  
Heather Graham, MSN, RN, School Nurse



## ESA Behavioral Health Professionals’ Roles Specific to Social and Emotional Health and Wellness

The Education Staff Associate (ESA) Behavioral Health Coalition is a grassroots advocacy group with members representing the Washington State Association of School Psychologists (WSASP), the Washington School Counselors Association (WSCA), the Washington Association of School Social Workers (WASSW), and the School Nurse Organization of Washington (SNOW). We originally created this document in 2016 as an easy reference about how our professions each provide direct and indirect mental and behavioral services to students as school-based mental health professionals. After five years our group agreed to revise these documents to better reflect our current best practices. These documents are based on the best practice models from each of our national organizations, and refer to the education provided in nationally-approved training programs for each profession. This is not to imply that all professionals in these roles are providing all of these services, nor is this to be seen as an exhaustive list of all services these professionals may provide. All four professions promote the use of evidence based practices and interventions, and this is to be implied in the information provided below. These documents specifically address the social and emotional health and wellness of our students, which is only one domain of service each profession provides. It should be noted that many of our colleagues in Washington state are staffed at a ratio incompatible with the provision of comprehensive services. It is the intention of the ESA Behavioral Health Coalition to raise awareness of the scope of training of these professionals and to advocate for more collaborative services models allowing all four professionals to work together in serving Washington’s youth. All four of our professions advocate for collaboration with one another and other professionals within a Multi Tiered System of Support (MTSS) to provide an Interconnected System Framework (ISF), and all four professions are qualified and trained to participate on MTSS teams as well as to provide data, expertise, and recommendation for universal supports. We also recognize that special education services happen throughout all three tiers and are not tied to a specific tier, and so special education or IEP related services are not referenced in the MTSS aligned tiered document.

In working on the revisions to this document in 2021, the ESA Behavioral Health Coalition agreed that equity and social justice needed to be more visible in this document. All four professions agree that equity and social justice drive each interaction we have with students, families, and the community. Each of our professional organizations have positions or statements regarding the responsibilities of these professionals in the work of equity and social justice. The ESA Behavioral Health Coalition stands in solidarity with these statements.

We believe that systematic racism must be eliminated from the United States and this elimination can begin with school systems, school staff, families, and children. Racism, a public health crisis, threatens the health, educational attainment, and well-being of children and adolescents. School systems hold a profound formative influence in the lives of students. Where racism exists, students of color experience adverse impacts on their health, well-being, and learning. Schools must be systems within communities where antiracism is the default culture and climate ([NASN](#)). We have an ethical responsibility to engage in social justice and anti-racism action ([NASP](#)). We believe that all students have the right to an accessible and high-quality education within an equitable, safe, supportive, and healthy learning environment ([WSCA](#)). We advocate for the equitable treatment of all students in school and in the community ([ASCA](#)). We are well positioned to be transformational leaders in promoting equity, inclusivity and supportive school environments. Guiding efforts to heal our communities is fundamental to our practice not only through the direct services provided, but also through advocacy efforts ([SSWAA](#)).

School Psychology National Organization- <a href="#">Social Justice; Equity Statement</a> State Organization- <a href="#">Social Justice; Equity Statement</a>	School Counseling National Organization- - <a href="#">Anti-Racism; Equity for All</a> State Organization- - <a href="#">Equity and Social Justice</a>	School Social Work National Organization- - <a href="#">Racial Equity and Social Justice</a> State Organization- - <a href="#">Social Justice</a>	School Nursing National Organization- <a href="#">Student healthcare access; Eliminate Racism</a>
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## ESA Behavioral Health Professionals' Roles Specific to Social and Emotional Health and Wellness

### Top Three Distinguishing Factors for ESA Behavioral Health Professionals Specific to Social and Emotional Health and Wellness\*\*

School Psychologists	School Counselors	School Social Workers	School Nurses
Provide <b>direct and indirect support to students</b> through the selection and implementation of tier 1 and primarily <b>tier 2 and 3</b> interventions and mental health services to develop social and life skills. This practice includes consultation with team members to improve school-wide practices, including with community providers to coordinate services outside of the school setting	Deliver evidenced-based comprehensive <b>Tier 1, 2</b> and Tier 3 prevention, intervention and support services to students in the <b>academic, social/emotional and career &amp; college readiness</b> domains aligned with mindset and behavior standards*	Provide an integral link between home, school and community with a <b>dual focus on personal and environmental factors which enhance strengths, remove barriers</b> and maximize academic and social success	Clinical assessment and analysis of common <i>and</i> complex student health needs. Writing, reviewing, and monitoring <b>Individual Health Plans and Emergency Health Plans</b> including students with mental health diagnosis. Participation on 504 and Individualized Educational Plan teams
Application of <b>extensive knowledge</b> of how biological, cultural, developmental and social factors influence student growth and progress in learning and life skills, and evidence-based strategies to promote social-emotional functioning, as well as <b>evaluation methods</b> grounded in research and special education law	<b>Leader, liaison and link between students, staff, parents and community partners</b> to coordinate services and programs that support each student's growth and development <b>with tier 1 and 2</b> , and tier 3 students*	<b>Deliver evidence-based intervention, behavioral consultation, mental health support and professional case management</b> services to support students' social-emotional wellness in school and society	<b>Early detection of physical, emotional or mental health concerns-</b> all students have access to school nurses via self-referral or referral by school staff which allows for nurses to evaluate students presenting with physical complaints for associated emotional/mental health concerns <b>Assess, triage, and provide medical care as indicated</b> to include referral and follow-up with students, families, and or medical providers
Use a problem-solving framework for <b>data-based decision making</b> to understand and utilize assessment methods for identifying strengths and needs; develop <b>effective evidence-based interventions</b> , services and programs; and measure progress and outcomes within the context of MTSS in collaborative teams	Provide <b>systemic leadership, delivery, and management of comprehensive programming using data</b> that is designed to provide all students with an equitable, safe and positive school culture and is aligned with the school's mission, vision and strategic plan	Provide innovative leadership, promote interdisciplinary collaboration, and systems coordination (both within the school district and outside of the school district) and professional consultation, with <b>specific focus on mental health and behavioral needs</b>	Provide Nursing Services and education to <b>address health barriers to Free and Appropriate Public Education (FAPE)</b> by collaborating on interdisciplinary teams, providing innovative solutions, and bridging the gap between the education and medical system ensuring that students have a safe and equitable school experience.

\*Please note: The distinctions noted in roles are more evident in the secondary school level than when seen in the elementary level where there are more similarities between the two disciplines.



## ESA Behavioral Health Professionals' Roles Specific to Social and Emotional Health and Wellness

### Social and Emotional Health and Wellness Services: Academics

	School Psychologists	School Counselors	School Social Workers	School Nurses
Tier 3	<ul style="list-style-type: none"> <li>-Refer students for comprehensive psycho-educational evaluations to determine if a child requires intervention for mental health that impacts academic needs beyond tier 3</li> <li>-Consult to develop program recommendations for mental health needs</li> <li>-Work with teams to design and evaluate evidence-based individualized interventions</li> <li>-Communicate with community partners and families to provide frequent monitoring of tier 3 interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Assist in the development and implementation of individual student plans</li> <li>-Provide individual counseling or refer to community-based services when mental health needs may be impacting academics</li> <li>-Provide individual student planning focused on dropout prevention and on time graduation</li> <li>-Collaborate with teachers to provide and monitor Tier 3 academic interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Develop, implement, and manage individual student plans in coordination with school staff and families</li> <li>-Provide input and support of individual student plans</li> <li>-In consultation with teachers, assess and refer students with suspected social, developmental and mental health concerns impacting learning for possible special education evaluation, 504 evaluation, and/or community-based services</li> <li>-Consult on behalf of any student who has not been sufficiently supported by Tier 1 and 2 interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Develop, implement, and manage individual student plans,</li> <li>-Determine accommodations for students with home/hospital</li> <li>-Identify if care requires 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; educating educational staff regarding possible side effects; and 504's pertaining to high school students / college testing.</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>-Provide training in progress monitoring for staff who deliver tier 2 interventions</li> <li>-Facilitate data-based decision making to review tier 2 academic intervention implementation and group and individual outcomes</li> <li>-Help identify and intervene on various barriers to learning, including mental health needs</li> <li>-Facilitate and participate on problem-solving teams to design strategies and interventions for student skill deficits</li> </ul>	<ul style="list-style-type: none"> <li>-Facilitate staff/parent consultation and conferences to address academic concerns</li> <li>-Participate on MTSS teams to determine appropriate academic interventions relative to learning barriers</li> <li>-Provide group counseling support for development of mindsets and behaviors for learning</li> <li>-Connect student/family with additional academic assistance services in school or community</li> <li>-Assist staff in development and implementation of academic strategies and support</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and remove barriers to academic success for students, including within school and community systems (e.g. racist policies, resource gaps, family challenges, health issues.)</li> <li>-Support and facilitate parent/teacher conferences addressing sensitive issues and academic concerns</li> <li>-Design and implement interventions to strengthen school attendance with a focus on support over punishment</li> <li>-Coordinate with the Foster Care and McKinney Vento Liaison district supports to advocate for stability and access to resources</li> <li>-Consult and problem solve with staff as part of the MTSS team</li> </ul>	<ul style="list-style-type: none"> <li>-Health assessments for students undergoing Special Education Evaluations and Reevaluations to identify health concerns that may be learning barriers.</li> <li>-Follow-up and refer for health concerns (whether or not the student qualifies for special education services)</li> <li>-Case management for students with complex health concerns that may impact their educational program, including students with mental health diagnoses</li> <li>--Provide health assessments and interventions for students with chronic absenteeism</li> </ul>
Tier 1	<ul style="list-style-type: none"> <li>-Conduct collaborative needs assessments for academic programs and communicate the findings to key stakeholders across schools, families, and communities</li> <li>-Participate in school leadership teams to design and monitor school-wide integrated assessment systems, including process (fidelity) and outcome evaluations</li> <li>-Consult with school staff regarding evidence-based school-wide and class-wide approaches to promote academic engagement and prevent behavior problems which may be impact the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>-Provide professional development for school staff</li> <li>-Coordinate and teach curriculum/lessons related to academic planning and class choices (MS &amp; HS levels)</li> <li>-Assist staff in providing best-practice academic learning strategies for all students</li> <li>-Provide school-wide data-driven interventions focused on developing executive functioning and study skills/habits, behaviors and mindsets for learning, and positive school climate</li> <li>-Organize educational events for parents</li> <li>-Provide academic appraisal, advisement, and lessons and activities that make the connection between academics and career</li> <li>-Review of academic history for all students in order to identify accurate class placement and sequencing</li> </ul>	<ul style="list-style-type: none"> <li>-Promote social emotional education, skill building and positive school climate (school wide and in individual classrooms)</li> <li>-Advocate on behalf of issues of diversity, social and economic justice that lead to school failure, education, chronic absenteeism, and discipline disparities</li> <li>-Promote best-practice instructional strategies that are intentionally inclusive of all students, esp. those with nondominant identities and common mental health symptoms</li> <li>-Facilitate student and family understanding of, and engagement with the school system</li> <li>-Support curriculum design that reflects the strengths, interests, and cultures of families</li> </ul>	<ul style="list-style-type: none"> <li>-Review health history for all students to identify acute or chronic physical, emotional, or mental health concerns that may impact their education or put them at risk during the school day</li> <li>-Assessment of all students entering the health room for unreported health concerns including underlying mental health concerns.</li> <li>-Follow-up with parents and make referral recommendations for previously unidentified health concerns (case finding), including mental health concerns</li> <li>-Participate in MTSS teams to identify and plan interventions that support student success</li> </ul>



## ESA Behavioral Health Professionals' Roles Specific to Social and Emotional Health and Wellness

### Social and Emotional Health and Wellness Services: Behavior/Social/Emotional

	School Psychologists	School Counselors	School Social Workers	School Nurses
Tier 3	<ul style="list-style-type: none"> <li>-Participate in school crisis response teams in the context of crisis mitigation, response, and recovery</li> <li>-Administer diagnostic measures to design individualized plans for students with intensive mental health needs</li> <li>-Use assessment data to select and implement evidence-based mental and behavioral health interventions (for example, conducting FBAs, developing BIPs)</li> <li>-Refer students for comprehensive psycho-educational evaluation to determine if a student requires intervention for behavioral/social-emotional needs beyond tier 3</li> <li>-Promote effective home-school-community collaboration to coordinate mental and behavioral health supports</li> <li>-Provide direct interventions for students with intensive needs</li> </ul>	<ul style="list-style-type: none"> <li>-Provide individual social emotional support and crisis response</li> <li>-Facilitate request for assistance to community agencies and additional support staff in school/district</li> <li>-Initial suicide risk assessment</li> <li>-Deliver instruction to individual students that proactively enhances awareness of mental health; promotes positive, healthy behaviors; and seeks to remove the stigma associated with mental health issues</li> <li>-Provide short-term counseling and crisis intervention focused on mental health or situational concerns such as grief or difficult transitions</li> <li>-Conduct re-entry conference for students returning from a suspension or following other discipline processes</li> <li>-Develop, implement, and collaborate on behavior plan development for specific students</li> </ul>	<ul style="list-style-type: none"> <li>-Deliver direct services to students - individual social, emotional, mental health, and/or behavioral support</li> <li>-Provide consultation and support for individual student assessments and behavior support plans</li> <li>-Assist with safety/threat assessments in suspected imminent harm situations and secure immediate services</li> <li>-Coordination of care with families, school staff, and community</li> <li>-Lead crisis support for schools who have experienced a death/suicide or other destabilizing event</li> <li>-Facilitate re-entry meetings to repair relationships and support successful reengagement after exclusionary discipline</li> <li>-Assist with transition and reintegration planning for children/youth in restrictive settings (i.e. PRTF, alternative setting)</li> </ul>	<ul style="list-style-type: none"> <li>-Administer medication (or delegate medication administration to non-licensed school staff) to students who require-medication <b>intervention</b> at school</li> <li>-Threat assessments for suicidal or homicidal ideation</li> <li>-Collaboration with students, families, and other school staff to secure immediate services to reduce imminent harm</li> <li>-Collaboration with other school staff to coordinate care and assure safety of individual student</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>-Facilitate data-based decision making to design, deliver, monitor, and review tier 2 behavior/social-emotional intervention implementation at the system and student levels</li> <li>-Integrate behavioral supports and mental health services with academic and learning goals</li> <li>-Consult and collaborate with teams to understand the functions of student behavior and evidence-based interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Provide staff/parent consultation and conferences with individual students</li> <li>-Provide group counseling services for students identified as needing more support</li> <li>-Facilitation of school based clubs/activities promoting positive school climate</li> <li>-Conduct restorative justice circles or mediations</li> <li>-Analyze data as part of the MTSS team to determine and implement Tier 2 Social Emotional Behavior support</li> </ul>	<ul style="list-style-type: none"> <li>-Provide direct services to students individually and in small groups</li> <li>-Connect to school-based and community-based resources and service providers</li> <li>-Engage families to reduce barriers to school success</li> <li>-Asses Tier 1 data to inform schoolwide Social Emotional Learning (SEL) needs</li> <li>-Facilitate integration of student diagnoses and clinically appropriate support needs into the classroom setting</li> <li>-Facilitate restorative circles, conversations, and interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Collaborate with parents and school staff (if available) to request assistance for students in need of school based or community based mental health services</li> <li>-Participate in development and implementation of 504 plans, Individual Education Plans and Safety Plans to address individual mental health concerns</li> <li>-Provide education for students, families, and school staff regarding social, emotional, mental, and or behavioral health support</li> <li>-Identify and connect students to local mental health supports and services</li> </ul>
Tier 1	<ul style="list-style-type: none"> <li>-Facilitate team-led collaborative needs assessments for behavior/social-emotional programs and communicate the findings to key stakeholders across schools, families, and communities</li> <li>-Facilitate/participate in the and implementation of positive behavioral interventions and supports at the classroom, school, and district levels, including school-wide screening for indicators of risk</li> <li>-Use data to identify and provide professional development and resources needed to help leadership, staff, and parents/guardians</li> <li>-Consult with leadership teams to further equity and social justice for discipline and behavior practices</li> </ul>	<ul style="list-style-type: none"> <li>-Provide professional development for staff on PBIS, SEL, trauma-informed teaching, restorative practices</li> <li>-Provide school-wide interventions and lessons focusing on emotional regulation and conflict resolution</li> <li>-Deliver and support teachers in delivering social emotional learning curriculum</li> <li>-Organize parent educational events regarding social, emotional, behavior needs of children</li> <li>-Coordinate activities and lessons focused on positive school climate and culture</li> <li>-Participate in school and district PBIS/discipline committees</li> </ul>	<ul style="list-style-type: none"> <li>-Facilitate/participate in team-led needs assessment and identify and provide professional development to school and district staff on restorative practices, PBIS, Social Emotional Learning (SEL), trauma-informed practices</li> <li>-Coordinate and teach parenting classes. Facilitate families to support each other through their own strength and expertise</li> <li>-Provide leadership and expertise in the formation of school/district discipline policies and procedures</li> <li>-Design SEL curriculum and deliver SEL instruction; collect and analyze data to improve SEL curriculum and instruction</li> <li>Support teachers in delivering Social Emotional Learning curriculum</li> <li>-Facilitate community involvement</li> </ul>	<ul style="list-style-type: none"> <li>-Population based screenings for mental health concerns using tools such as the Strength and Difficulties Questionnaire (SDQ)</li> <li>-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</li> </ul>

This document is intended to help others understand the different roles, strengths and attributes of different ESA mental and behavioral health providers in the domain of social, emotional and behavioral health and wellness.. These roles can have overlap, and this document merely highlights the predominant skill set a given profession provides but should not be seen as an exhaustive list of skills and service that each professional is trained to provide. All four professions promote the use of evidence based practices.



## ESA Behavioral Health Professionals' Roles Specific to Social and Emotional Health and Wellness

### Social and Emotional Health and Wellness Services: Career and College Readiness

	School Psychologists	School Counselors	School Social Workers	School Nurses
Tier 3	<ul style="list-style-type: none"> <li>-Provide individualized transition and vocational assessment, planning and strengths testing</li> <li>-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</li> <li>-Identify students in need; design, implement and monitor and evaluate effectiveness of tier 3 interventions to improve career/college readiness</li> </ul>	<ul style="list-style-type: none"> <li>-Provide individual student planning and support in development of personalized post-secondary pathway</li> <li>-Instill hope for a viable future</li> <li>-Provide direct support and resources to assist students/parents with exploring and selecting post-secondary options</li> <li>-Provide direct support and resources to assist students/parents with completing and submitting post-secondary applications</li> <li>-Composing letters of recommendation for student application to college, scholarships, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Support with students in tier three for transition planning</li> <li>-Partner with community based support teams to provide wraparound services as students transition to postsecondary settings</li> </ul>	<ul style="list-style-type: none"> <li>-Answering individual student questions about nursing or other health care roles</li> <li>-Actively recruit students to nursing career pathway via referrals</li> <li>-Provide information to students about scholarships to nursing or other health related fields.</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>-Identify students in need, design and monitor tier 2 interventions to improve career/college readiness</li> <li>-Analyze the effectiveness of tier 2 interventions -Provide direct instruction, consultation, and/or co-teaching of organizational and prosocial strategies required for success outside of the K-12 system</li> </ul>	<ul style="list-style-type: none"> <li>-Provide data-driven interventions addressing achievement &amp; opportunity gaps</li> <li>-Facilitate activities to increase understanding of school-to-work connections and how to build a path to various options for the future</li> <li>-Complete referral to skill center or other alternative or work-based learning environment, if appropriate</li> <li>-Provide appraisal and advisement for the Running Start program.</li> <li>-Use needs assessment to determine what students want &amp; need to know more about</li> <li>-Assist students struggling to complete High School and Beyond Plan or determine a Personalized Pathway</li> </ul>	<ul style="list-style-type: none"> <li>-Engage stakeholders to provide equitable access to postsecondary opportunities</li> <li>-Build on the strengths of the student, family and their communities to foster postsecondary goals and access</li> </ul>	<ul style="list-style-type: none"> <li>-Precepting student nurses and new school nurses</li> <li>-Collaboration with vocational teachers to provide instruction for vocational courses related to health care careers</li> <li>-Assist and Supervise student teacher assistants (TA's) interested in helping in the health related fields.</li> <li>-Leading and/or participating in health related student clubs</li> <li>-Creating and providing presentations in health classes about health care field</li> </ul>
Tier 1	<ul style="list-style-type: none"> <li>-Participate on leadership teams to support students' progress and analyze the effectiveness of tier 1 instruction</li> <li>-Establish home-school-community connections -Interpret system wide post-secondary outcome data</li> </ul>	<ul style="list-style-type: none"> <li>-Develop and deliver K-12 school wide career and college readiness lessons, activities and parent education events</li> <li>-Provide staff professional development, facilitate career &amp; college fair, guest speakers, field trips and other exploration activities</li> <li>-Provide career and college readiness appraisal and advisement applicable to student's graduation pathway</li> <li>-Deliver lessons that connect academic courses, plans, school activities, and community activities to post-high school options and graduation requirements</li> </ul>	<ul style="list-style-type: none"> <li>-Promote social emotional education and positive school climate (schoolwide and in individual classrooms)</li> <li>-Promote family engagement and understanding of postsecondary access and pathways</li> </ul>	<ul style="list-style-type: none"> <li>-Participation in school wide career/college activities</li> <li>-Data collection and intervention as needed to promote attendance along with readiness for career/college</li> </ul>





## ESA Behavioral Health Professionals' Roles Specific to Social and Emotional Health and Wellness

### Social and Emotional Health and Wellness Services: Health and Wellness

	School Psychologists	School Counselors	School Social Workers	School Nurses
Tier 3	<ul style="list-style-type: none"> <li>-Facilitate and participate on teams to evaluate health conditions and their educational impact on individual students' mental health and wellness</li> <li>-Refer students for comprehensive psycho-educational evaluations to address significant health needs to determine if a student requires interventions for health and adaptive intervention beyond tier 3.</li> <li>-Provide direct intervention for students with intensive health and adaptive needs.</li> </ul>	<ul style="list-style-type: none"> <li>-Coordinate multi-disciplinary teams to determine needed interventions</li> <li>-Facilitate referral for intensive community based support services, possible alternative learning environment, home-based hospital services, and other interventions as needed</li> <li>-Assist with development and implementation of 504 plan</li> </ul>	<ul style="list-style-type: none"> <li>-Provide ongoing comprehensive and professional case management of community based resources and service providers</li> <li>-Develop, implement, and manage individual student plans in coordination with school staff and families</li> <li>-Participate in team evaluations for students with complex health needs and assessment of the interrelation of those needs with other systems</li> </ul>	<ul style="list-style-type: none"> <li>-Initiate and complete focused case management of students with complex health care needs. Delegation of activities to non-licensed school staff in accordance with state law. examples could include intermittent catheterization, tube feedings, oral or tracheal suctioning, or skin care),</li> <li>-Medicaid Billing for Nursing Services</li> <li>-Initiate and or participate in evaluations for students with complex health needs.</li> <li>-Provide interventions, referrals, and follow-up</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>-Consult with teams about the impact of physical, cognitive and mental health concerns to students' learning and environment</li> </ul>	<ul style="list-style-type: none"> <li>-Provide group counseling support</li> <li>-Facilitate requests for assistance to school and community based resources as needed</li> <li>-Facilitate parent/teacher conferences</li> <li>-Parent partnership for student success</li> </ul>	<ul style="list-style-type: none"> <li>-Connect and maximize access to school-based and community-based resources and service providers</li> <li>-Family outreach and home visits</li> <li>-McKinney-Vento and Foster Care Liaisons for school or districts</li> <li>-Identify students struggling with consistent attendance and create plans to address the barriers</li> </ul>	<ul style="list-style-type: none"> <li>-Facilitate immediate and ongoing health education to individuals with illnesses or injuries</li> <li>-Provide referral and follow-up for health insurance needs</li> <li>-Assessment and intervention of student health, wellness, or the absence of, and the impact on educational success.</li> <li>-Family Outreach referrals and follow-up</li> <li>-Teach/delegate to unlicensed school staff in accordance with state law.</li> </ul>
Tier 1	<ul style="list-style-type: none"> <li>-Collaborate with other professionals in conducting assessments of school safety</li> <li>-Assist in school-wide screening and assessments to support wellness in the school community, including data analysis</li> <li>-Facilitate environmental changes conducive to good health and adjustment of children and youth</li> <li>-Advocate for state and local policies that promote safe and inclusive school environments</li> <li>-Contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities</li> </ul>	<ul style="list-style-type: none"> <li>-Provide school-wide lessons/interventions focused on health and wellness</li> <li>-Provide and/or assist in suicide prevention education</li> <li>-Analyze Healthy Youth Survey data and determine needed response/intervention/education</li> <li>-Organize parent education activities</li> <li>-Provide staff professional development</li> </ul>	<ul style="list-style-type: none"> <li>-Provide education and promote awareness of mental health issues, systemic barriers, and best practices for inclusion of all people</li> <li>-Provide education about disabilities and the possible impact on education and academics</li> <li>-Provide education on substance abuse and coordinate school wide prevention activities</li> <li>-Identify barriers such as homelessness, transportation, and nutrition</li> <li>-Support and participate in district-wide screening for Social Emotional wellness along with data review and interventions related to screening</li> </ul>	<ul style="list-style-type: none"> <li>-Immunization compliance and provide follow-up.</li> <li>-Identification of infectious disease outbreaks</li> <li>-Provide individual, classroom and school-wide health education activities</li> <li>-Complete vision and hearing screening</li> <li>-Health education promotion for students and school staff</li> <li>-Participate on interdisciplinary MTSS teams</li> <li>-Participate and provide input on Health/Wellness/ Safety Committees</li> </ul>



## ESA Behavioral Health Professionals' Roles Specific to Social and Emotional Health and Wellness

### Top Related Services Provided to Students with Disabilities from ages 3 to 21 years

Special education services happen throughout all three tiers and are not tied to a specific tier, and so special education or IEP related services are not referenced in the MTSS aligned tiered document. Below are the top five related services provided to students with disabilities.

School Psychologists	School Counselors	School Social Workers	School Nurses
Conduct and case manage comprehensive psychoeducational evaluations for the determination of special education eligibility and continued need for services	Provide direct individual planning support and resources to assist students with exploring and developing personalized post-secondary pathways while developing a high school and beyond plan aligned with the IEP transition plan	Conduct bio-psycho-social development studies as part of the Special Education referral and evaluation process	Conduct nursing assessments on students with disabilities for determination of 504 accommodations.
Deliver social, emotional and behavioral intervention using evidence-based practices	Deliver social emotional, mental, and behavioral support in individual or small group settings to support IEP services	Deliver related services to students on IEPs – individual and group counseling focused on social emotional, mental and behavioral support	Case management of 504 plans for students with disabilities.
Collaborate and consult with teams for academic, social-emotional, and behavioral intervention	Assist in the development and implementation of individual education plans	Collaborate with stakeholders to design and implement transition goals for IEPs and connect families to resources and services called for in post-secondary plans	Complete health assessments for students undergoing Special Education Evaluations and Reevaluations to identify health concerns that impact or present barriers to student learning
Conduct and Coordination of Functional Behavior Assessments	Assist in the development and implementation of Section 504 Accommodation plans	Conduct Functional Behavior Assessments; create Behavior Intervention Plans	Train unlicensed personnel on delivery of care for students with disabilities within the bounds of nursing delegation laws.
Generally the in-house expert on special education law, student's and parent's rights, and advocacy for students needs	Collaborate, develop, and implement behavior plans	Develop, implement, and manage 504 plans in coordination with school staff and families	Provide direct instruction on self-advocacy, activities of daily living (ADL's), and caring for one's self to students with disabilities within the bounds of student's cognitive ability.