



Examples of the Potential Roles of Educators, Specialists, Parents and Students in NeMTSS

Building Administrators	<ul style="list-style-type: none">• Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel.• Develop a system for monitoring and management of the process.• Facilitate access to data systems for collection and analysis.• Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members.• Involve key stakeholders as needed based on the function of the meeting.• Establish regular MTSS meetings to analyze data, problem solve and plan for multi-tiered approach for prevention, instruction and/or intervention based on identified needs of student and/or school.• Manage available resources (internal and/or external) needed to facilitate multi-tiered support.• Provide or coordinate connected and continuous professional development.• Conduct Classroom observations to monitor fidelity.
Classroom Teachers	<ul style="list-style-type: none">• Use research-based core curricula and instruction in all subject areas.• Keep ongoing progress monitoring notes.• Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling.• Implement and/or support interventions designed for students.• Deliver instruction, core and interventions with fidelity.• Notify/contact parent when child is not responding to instruction.

<p>Intervention Staff</p>	<ul style="list-style-type: none"> • Participate in student problem solving meetings. • Train teachers in interventions, progress monitoring, differentiated instruction. • Oversee implementation of interventions. • Keep notes and anecdotes of interventions implemented. • Administer screenings. • Collect school-wide data for team to use in determining at-risk students. • Maintain log of all students involved in the MTSS process
<p>Special Education Staff</p>	<ul style="list-style-type: none"> • Develop and participate in high quality instruction at the core level. • Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. • Provide consultation to individual school staff in an effort to increase team and staff capacity in addressing complex academic and social, emotional, and behavioral needs of students within the general education environment. • Support others in the development and communication of initiatives related to the MTSS framework. • Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. • Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor school-wide/universal and classroom interventions. • Review and analyzes school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.

<p>School Psychologists</p>	<ul style="list-style-type: none"> • Lead teams in designing and implementing school-wide universal screening systems and use data to guide core instruction, as well as to help identify students at-risk. • Collaborate with family members and other professionals who support students with academic and behavioral challenges throughout the MTSS process. • Advocate for the mental health needs of all students by leading efforts to incorporate regular instruction and progress monitoring (routine checks of student proficiency during the instructional year to verify growth) of student wellness at the universal level (NASP, 2015a). • Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools matched to student need. • Support regular progress monitoring and data reviews, including reviews of treatment integrity. • Consult with teachers and other school staff to boost understanding and interpretation of progress data to determine if students are making adequate progress and whether intervention changes are needed. • Conduct small-group or individual interventions to support students' social skills and mental health (NASP, 2015b). • Participate in functional behavior and academic assessments to customize individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills.
<p>School Social Workers</p>	<ul style="list-style-type: none"> • Maximize access to school-based and community-based resources. • Facilitate and/or organize staff development in the identification of mental health concerns and referral processes. • Coordinate suicide risk and threat assessment. • Conduct individual and/or small group counseling and skill building groups. • Provide consultation to teachers and/or families to address mental and behavioral health problems. • Participate in crisis intervention/crisis response. • Facilitate collaboration between school professionals and community agencies and other outside mental and behavioral health providers.

<p>School Counselor</p>	<ul style="list-style-type: none"> • Participate in the development of a social/emotional core curriculum. • Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. • Participate in all levels of the problem solving process. • Conduct suicide risk and threat assessment. • Infuse social–emotional learning into the classroom/curriculum. • Facilitate individual and/or small group counseling and skill building groups. • Consult with teachers and/or families to address mental and behavioral health problems. • Conduct social-developmental history interviews when requested. • Conduct and document group and individual counseling for behavior throughout the MTSS process.
<p>Speech Language Pathologists</p>	<ul style="list-style-type: none"> • Aid general education teachers with universal screening and conduct expanded speech sound error screenings for K-3 students to track students at risk; intervene with those who are highly stimuable and may respond to short-term interventions. • Assist with language focused interventions throughout the MTSS process through collaboration, co-teaching, training, and/or direct student contact. • Participate in student problem solving meetings to analyze data and design interventions matched to the student’s needs. • Provide information for parents and teachers regarding speech/language development, curriculum and speech/language correlations. • Provide and/or model communication lessons (to include language supports, scripted stories and story grammar).
<p>Parents</p>	<ul style="list-style-type: none"> • Provide student information and participate in individual problem solving. • Prioritize concerns. • Maintain attitude of consensus building. • Participate in intervention development, implementation, and evaluation.
<p>Students</p>	<ul style="list-style-type: none"> • Engage and participate in class and intervention instruction. • Take ownership of personal learning. • Participate in problem solving and development of interventions (adjusted for age). • Participate in goal setting and monitoring of progress toward the goal (or goals).

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