



California Multi-Tiered System of Support (MTSS) Crosswalk for School-Based Mental Health Service Providers



This resource provides a high-level overview of the roles and alignment of Certified Wellness Coaches (CWCs) and other school-based mental health providers within a Multi-Tiered System of Supports (MTSS) framework. The services identified for each provider type are illustrative in nature and are not intended to be exhaustive. This document is for informational purposes only and does not establish billing guidance or define reimbursable services under the CYBHI Fee Schedule Program. All reimbursement determinations are subject to applicable state and program requirements, as set forth in official policies and guidance.

Screening & Assessment



CERTIFIED WELLNESS COACH



SCHOOL COUNSELOR



SCHOOL PSYCHOLOGIST



SCHOOL SOCIAL WORKER



LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 1 UNIVERSAL SUPPORT
Ongoing, universally provided instruction with a prevention-orientation towards awareness of mental health issues, as well as available resources and support.

- In consultation with and under the supervision of school-based mental health (SBMH) providers, support the coordination and facilitation of universal screening processes (e.g., logistics, student engagement).
- Support SBMH providers in reviewing aggregated screening results to inform school-wide supports, and, through regular interaction with students, elevate potential concerns to the appropriate provider.

- Implement and monitor screening systems aligned with MTSS frameworks.
- Conduct and document universal screenings to assess student mental health and behavioral needs.
- Analyze and interpret assessment data to identify at-risk students and service needs.
- Utilize school-wide early warning systems to identify students who are disconnected, disengaged, reporting need for support, and/or exhibiting at-risk behaviors.

- Develop and monitor universal mental health screening process to identify students in need of mental and behavioral health services, and concerns impacting the entire school community.
- Help schools conduct and analyze comprehensive needs assessments to help assess, prioritize, and plan key activities that promote the social-emotional health of staff and students.
- Assist in data collection, progress monitoring, goal-setting, and problem-solving.
- Assess a school site's social-emotional and behavioral supports to create a tiered intervention map.
- Evaluate, select, and interpret results from evidence-based school climate assessment tools that lead to meaningful school improvement.
- Review interventions to ensure they are provided in a manner that is culturally responsive.

- Utilize school-wide early warning systems to identify students who are disconnected, disengaged, reporting need for support, and/or exhibiting at-risk behaviors.
- Develop and monitor universal mental/behavioral health screening process to identify students in needs of supports.
- Assist in data collection and analysis.
- Assist in district and school needs assessment to help assess, prioritize, and plan key activities and support that promote positive social emotional health of students and staff.
- Assess district and school site social emotional and behavior support to create tiered intervention map with evidence-based practices aligned within the tiers.

- Facilitate universal screeners for behavior or mental health concerns.

MTSS: Multi-Tiered System of Support

SBMH: School-Based Mental Health

SST: Student Support Team

Screening & Assessment



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LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 2 SUPPLEMENTAL SUPPORT
Targeted interventions provided for identified students needing additional short-term mental health support or skill development.

- In consultation with SBMH providers, support identification of students who may benefit from targeted interventions (e.g., peer support) using screening results and observational insights. Assist with connecting identified students to appropriate support and facilitating initial engagement.

- Assess and evaluate students for social-emotional, behavioral, and academic functioning.
- Evaluate student needs using multiple data sources (screening tools, observations, reports).
- Use assessment data to guide and coordinate targeted intervention services.
- Use assessment data to inform and coordinate intervention planning.
- Refer to internal or external licensed providers or other related resources as appropriate.

- Identify students who display concerning behaviors (regarding depression, anxiety, trauma-related behavior, self-harm, suicide, etc.) and provide targeted, efficient small group support for students addressing the current antecedents and consequences of a problem.

- Administer screening tools for referred students (depression, anxiety, etc.).
- Complete biopsychosocial assessments to address any needs for students and establish a care plan of service and provide individual counseling/case management.
- Analyze universal screener data to help identify students to be referred for additional supports.
- Monitor student progress within interventions being provided, provide feedback of services and progress during student support meetings.

- Administer screening tools for referred students.

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TIER 3 INTENSIFIED SUPPORT
 Intensified intervention is for the students who need an additional level of individualized focus to manage their mental health needs for a short-term duration.

- As part of an individualized care plan and under the supervision of an appropriate SBMH provider, provide follow-up support informed by screening and assessment results, including coordination of next steps for students with significant or urgent needs. Activities may include supporting triage processes (e.g., reviewing screening or crisis-related information with SBMH providers), facilitating timely connection to appropriate services, and monitoring engagement.

- Conduct and document suicide, threat, and risk assessments using validated tools.
- Use risk-assessment outcomes to develop and coordinate safety planning.
- Monitor and re-evaluate student progress based on ongoing assessment data.

- Conduct psychoeducational evaluations for special education services (e.g., Emotional Disability).
- Conduct special educational evaluations for Designated Instructional Services (e.g., counseling, Educationally Related Mental Health Services).
- Administer suicide risk assessment protocol or screening as necessary for students.
- Collaborate with school threat assessment team in conducting threat assessments following school/district protocol.

- Complete biopsychosocial assessments to address any needs for students and establish a care plan of service and provide individual counseling/case management.
- Administer suicide and threat assessment protocol or screenings as necessary for students.

- Complete biopsychosocial assessments, develop individualized treatment plans, and provide individual therapy services to address mental health needs of students in relationship to their educational functioning.
- Conduct suicide risk assessments as needed.
- Conduct clinical interviews, assessments, observations, and write clinical reports.

Student Support & Intervention



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SCHOOL COUNSELOR



SCHOOL PSYCHOLOGIST



SCHOOL SOCIAL WORKER



LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 1 UNIVERSAL SUPPORT
Ongoing, universally provided instruction with a prevention-orientation towards awareness of mental health issues, as well as available resources and support.

CASEL: Collaborative for Academic, Social, and Emotional Learning

MHFA: Mental Health First Aid

MTSS: Multi-Tiered System of Support

PBIS: Positive Behavioral Interventions and Supports

SART: School Attendance and Review Team

SBMH: School-Based Mental Health

SEL: Social-Emotional Learning

- Facilitate stigma and other prevention campaigns, such as Bullying Prevention.
- Support SBMH providers with the implementation of wellness campaigns and the promotion of prosocial skills across grades by facilitating activities that encourage kindness, teamwork, and conflict resolution.
- Assist in reinforcing positive behavior through school-wide initiatives, recognition programs, or helping to implement PBIS strategies.
- Lead wellness breaks or stress-relief activities by coordinating relaxation-promoting exercises and coping strategies, such as mindfulness or physical activities, to support students' mental well-being throughout the school day.
- Regularly communicate and share observations with staff, parents, and SBMH providers to elevate potential student needs and support early identification.

- Coordinate school-wide programs and presentations promoting mental health awareness for families, students, and staff on stigma reduction, suicide prevention, trauma-informed practices, and adverse childhood experiences.
- Teach classroom lessons on CASEL's five components (self-awareness, self-management, social awareness, relationship skills, and decision-making).
- Provide training on Self-Care for Educators.
- Train staff and students on Stress Management Techniques.
- Coordinate and implement SEL-based instructional and intervention services.
- Implement and evaluate prevention and early intervention programs.

- Assist in data collection, progress monitoring, goal-setting, and problem solving.
- Collaborate in evaluating programs and initiatives focused on supportive learning environments.
- Coordinate school-wide programming to promote students' social-emotional and mental wellness.
- Help select evidence-informed school-wide programs based on the needs of the school community.
- Design, implement, and evaluate a comprehensive range of mental and behavioral health services.
- Collaborate with teachers and school leaders to implement universal, targeted, and intensive academic and mental and behavioral health services and programs.
- Evaluate, select, and interpret results from evidence-based school climate assessment tools that lead to meaningful school improvement.

- Coordinate school-wide programs and presentations promoting positive well-being for students, families, and staff on stigma reduction, suicide prevention, attendance, trauma-informed practices, Social-Emotional Learning (e.g., awareness months, weekly activities).
- Create and facilitate classroom lessons on CASEL components.
- Create and facilitate professional learning opportunities for certificated and classified staff (mental health topics, suicide prevention, trauma-informed practices, behaviors, positive well-being, MHFA).
- Participate in Tier 1 Teams (PBIS and MTSS).
- Promote equity and social justice in school climate and programming.
- Assist in reinforcing positive behavior through school-wide initiatives, recognition programs and helping to implement.

- Help destigmatize mental health needs and conditions by promoting a positive, strengths-based approach to mental health and normalizing help-seeking among students, staff, and families.
- Support stigma reduction campaigns.
- Provide school staff, community and student workshops/training on trauma informed practices, suicide prevention/screening and other mental health topics.
- Collaborate with educators and leaders to build a culture of wellness schoolwide.
- Support understanding of family, cultural, community, and systemic factors that influence students' wellness and learning.
- Help staff understand how trauma, mental health, and identity affect student behavior, attendance, and academic performance.

Student Support & Intervention



CERTIFIED WELLNESS COACH



SCHOOL COUNSELOR



SCHOOL PSYCHOLOGIST



SCHOOL SOCIAL WORKER



LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 1
UNIVERSAL SUPPORT

Ongoing, universally provided instruction with a prevention-orientation towards awareness of mental health issues, as well as available resources and support.

- Help implement wellness promotion programs such as Mental Health First Aid and social-emotional learning in classrooms.
- Promote equity and social justice in school climate and programming.
- Provide in-services to school staff and families addressing student mental and behavioral health.
- Deliver professional development to increase staff capacity to improve school climate, mental wellness, and safety (e.g., PBIS, MTSS).

- Collaborate in evaluating programs and initiatives focused on supportive learning environments.

- Coordinate school-wide programs and presentations promoting positive well-being for students, families, and staff on stigma reduction, suicide prevention, attendance, trauma-informed practices, and Social-Emotional Learning (e.g., awareness months, weekly activities).
- Create and facilitate classroom lessons on mental health topics, suicide prevention, and trauma-informed practices.
- Participate in Tier 1 Teams (PBIS and MTSS)

MTSS: Multi-Tiered System of Support

PBIS: Positive Behavioral Interventions and Supports

Student Support & Intervention



CERTIFIED WELLNESS COACH



SCHOOL COUNSELOR



SCHOOL PSYCHOLOGIST



SCHOOL SOCIAL WORKER



LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 2 SUPPLEMENTAL SUPPORT

Targeted interventions provided for identified students needing additional short-term mental health support or skill development.

- Regularly meet with students who need more support in order to check on their mental well-being, academic, or behavioral needs (e.g., CICO or Check in/Check Out).
- Provide encouragement to students on behavior plans through meetings or conversations.
- When appropriate, may facilitate small groups using an eligible curriculum under the supervision of the SBMH provider (e.g., MHFA, other skills-based curricula).
- Participate in MTSS school-site teams as a member to participate in team discussions about student needs.
- Assist with data collection and organization for Tier 2 interventions by tracking student participation, progress, and outcomes.

- Develop and utilize responsive interventions such as student safety plans, check-in and check-out plans, behavior plans, peer-to-peer support, trauma-informed approaches, etc.
- Provide individual/small group psycho-educational counseling to address data-driven needs.
- Consultation/ collaboration with support providers (e.g., nurses, school psychologists, social workers, or other SBMH providers).
- Deliver targeted, short-term mental health interventions based on assessed needs.
- Provide skill-based interventions (e.g., emotional regulation, coping strategies, conflict resolution).
- Monitor student response to interventions and adjust treatment strategies accordingly.
- Deliver interventions informed by formal screening and assessment data.

- Facilitate psycho-educational skills development and/or mental health support in a small group format.
- Lead skill-building groups (e.g. coping skills, anger management, and social skills).
- Classroom-based consultation.
- Establish peer support, coaching, and mentorship programs.

- Lead/participate in Tier 2 meetings (C.O.S.T., S.A.T., S.S.T.), provide progress monitoring, and provide feedback and guidance.
- Facilitate small group psycho-education groups focused on skill building and mental health supports.
- Facilitate CICO and monitor progress of students on CICO.
- Provide Tier 2 level of service (individual counseling, group counseling, case management, and care coordination).
- Conduct classroom-based consultations and supports.
- Complete biopsychosocial assessments to address any needs of the students and establish a care plan of service.

- Facilitate small group psycho-education groups focused on skill-building and mental health supports.
- Participate in SST and Tier 2 meetings (Coordination of Services Team, C.O.S.T.) and provide feedback and guidance.
- Lead skill-building groups (e.g., coping skills, anger management, and social skills).
- Provide mental health and wellness-related support services to district staff and educational teams, including case consultation concerning student status, diagnosis, and treatment.

CICO: Check-In/Check-Out

COST: Coordination of Services Team

MHFA: Mental Health First Aid

MTSS: Multi-Tiered System of Support

SBMH: School-Based Mental Health

SAT: Student Assistance Team

SST: Student Support Team

Student Support & Intervention



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LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 3 INTENSIFIED SUPPORT
 Intensified intervention is for the students who need an additional level of individualized focus to manage their mental health needs for a short-term duration.

As part of a care plan and under the supervision of an appropriate SBMH provider, provide individualized, ongoing follow-up support for students with significant needs. Activities may include:

- Provide follow-up support, as needed, for students referred by the SBMH provider (e.g., after a crisis) to check on needs, reinforce strategies, and support engagement with services.
- Support the SBMH professional/PPS provider with case management activities (e.g., coordination, documentation, and data entry) on individual cases.

- Provide crisis counseling and short-term solution-focused individual counseling.
- Case management for referred students working with licensed school or community-based mental health providers.
- Participate in SART & SARB meetings.
- Provide and document individual and group counseling services to treat identified student needs.
- Develop, implement, and monitor individualized intervention plans.
- Treat students using trauma-informed, culturally responsive practices.
- Coordinate reintegration services and monitor student progress following disciplinary actions or absences.
- Provide therapeutic support and monitor recovery following crisis incidents.

- Conduct Functional Behavioral Analysis and Support to address severe and persistent behaviors.
- Develop and monitor individual student Behavior Intervention Plans. Consult and collaborate to ensure fidelity of implementation. Monitor progress, creating a graph to show plan's efficacy.
- Provide individual counseling/psychotherapy services to students with anxiety, depression, disruptive behavior, and behaviors related to trauma (e.g., Cognitive Behavioral Therapy, Dialectical Behavior Therapy, and other direct treatment protocols as needed).
- Participate in developing an IEP or 504 Plan.
- Provide case management services.
- Provide individual crisis counseling, as needed.
- Participate in Student Study Team meetings.

- Participate in IEP and 504 plan meetings to provide support for students.
- Provide Tier 3 level of services (individual counseling, intensive group counseling, case management, and care coordination).
- Participate in SART & SARB meetings.
- Complete biopsychosocial assessments to address any needs of the students and establish a care plan of service and provide Tier 3 level of supports/case management.
- Participate in Student Study Team Meetings, provide progress monitoring information on students receiving services.

- Provide individual and family therapy services utilizing best practices and evidence-based therapy modalities to students experiencing anxiety, depression, trauma, life transitions, relationships, peer conflict, grief, loss, family issues, and school climate challenges.
- Address clinical mental health needs that interfere with academic success and well-being.
- Diagnose and treat students with mild to moderate mental health conditions.
- Participate in IEP and 504 plan meetings to provide support for students on assigned caseload.
- Participate in Student Study Team meetings.

IEP: Individualized Education Program

PPS: Pupil Personnel Services

SARB: School Attendance Review Boards

SART: School Attendance and Review Team

SBMH: School-Based Mental Health

Crisis Management & Safety



CERTIFIED WELLNESS COACH



SCHOOL COUNSELOR



SCHOOL PSYCHOLOGIST



SCHOOL SOCIAL WORKER



LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 1
UNIVERSAL SUPPORT
 Ongoing, universally provided instruction with a prevention-orientation towards awareness of mental health issues, as well as available resources and support.

- Support the implementation of restorative practices or conflict resolution programs by helping mediate minor disputes and promoting communication skills.

- Provide Trauma-Informed Education to educators and parents.
- Train and support staff in crisis assessment and response procedures.
- Implement and coordinate crisis response protocols and procedures.

- Develop and implement practices that promote safe school environments.
- Coordinate efforts to improve school safety and crisis prevention, intervention and response.
- Develop and lead crisis prevention and response policies and practices at the district and school site levels.
- Provide guidance to crisis response teams in leading postvention services following a crisis.

- Develop and implement school/district-wide safe school environments, establishing monthly awareness campaigns (Suicide, Mental Health, etc.)
- Develop and lead crisis response policies, practices, and teams at district- and site-levels; includes creating risk assessment procedures, providing staff trainings, and conducting regular meetings.
- Provide district- and site-level suicide prevention and protocol training to all staff.
- Provide psychoeducation (grade-level appropriate) to students around mental health awareness and resources for crisis supports.
- Assist with district and school-wide postvention supports.
- Act as liaison between county mental health, crisis response, law enforcement, and community-based organizations to ensure collaboration and support.

- Assist with school-wide postvention services following a crisis.

Crisis Management & Safety



CERTIFIED WELLNESS COACH



SCHOOL COUNSELOR



SCHOOL PSYCHOLOGIST



SCHOOL SOCIAL WORKER



LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 2 SUPPLEMENTAL SUPPORT
 Targeted interventions provided for identified students needing additional short-term mental health support or skill development.

In consultation with SBMH providers, support students with emerging safety or behavioral concerns by reinforcing preventative strategies and assisting with follow-up after incidents. Activities may include:

- Provide check-ins and reinforcement of coping strategies or elements of safety plans for students identified with elevated needs.
- Assist SBMH providers and school staff with follow-up and documentation related to incidents, as appropriate.
- Support communication and coordination with caregivers, as appropriate, to reinforce strategies and promote consistency across settings.

- Develop and utilize responsive interventions such as student safety plans, check-in and check-out plans, behavior plans, peer-to-peer support, trauma-informed approaches, etc.
- Evaluate crisis situations and determine appropriate level of intervention.
- Monitor students identified as at risk of harm to self or others.
- Use assessment data to evaluate level of risk and determine need for crisis intervention.

- Provide small group support to students/parents/staff following a crisis.
- Identify students who display concerning behaviors (with regard to self-harm, suicide, etc.) and provide targeted, efficient small group support for students addressing the current antecedents and consequences of a problem.
- Provide training to crisis team members regarding conducting suicide risk assessment and required follow-up.
- Provide training to threat assessment teams regarding or conducting threat assessment and monitoring.

- Provide group support to students/parents/staff during and following a crisis.
- Coordinate with outside supports (county mental health, CBOs, etc.) to provide supports during and following a crisis.
- Collaborate with school staff, parents, and community partners to identify students for additional supports at school.

Crisis Management & Safety



CERTIFIED WELLNESS COACH



SCHOOL COUNSELOR



SCHOOL PSYCHOLOGIST



SCHOOL SOCIAL WORKER



LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 3 INTENSIFIED SUPPORT
 Intensified intervention is for the students who need an additional level of individualized focus to manage their mental health needs for a short-term duration.

As part of a care plan and under the supervision of an appropriate SBMH provider, provide individualized, ongoing follow-up support for students with significant safety or crisis-related needs. Activities may include:

- Upon consultation and collaboration with SBMH staff, assist with follow-up on Tier 3 referrals to outside agencies by tracking referral outcomes, maintaining communication logs, and supporting caregivers to ensure families receive and engage with necessary services.
- Communicate with appropriate school staff and SBMH providers regarding referral status, student needs, and next steps to support coordinated care.

- Conduct and document suicide risk, threat, and safety assessments; facilitate suicide protocols (screening) to identify students needing immediate support.
- Develop, implement, and monitor individualized safety plans.
- Respond to and manage acute mental health crises, coordinating response services across school and community systems.
- Provide post-crisis intervention and monitor student stabilization, recovery, and ongoing care for students requiring intensive safety monitoring.
- Provide therapeutic interventions and monitor progress.
- Refer students and families to SBMH clinician, community partner, or Student Study Teams for chronic mental/behavioral health issues.
- Participate in SART & SARB meetings; apply and reinforce trauma-informed practices.

- Consult, collaborate, and/or conduct suicide risk assessments when necessary.
- Develop re-entry plans for students returning from home/hospital.
- Participate with school threat assessment team in conducting threat assessments per school and district protocol.
- Provide individual support to students and/or staff following a crisis.
- Participate in re-entry meetings following hospitalization for risk to self or others.
- For students assessed for risk to self or others, as needed, continue to provide resources and support, as well as assist in developing, implementing, and monitoring their safety plans.

- Conduct crisis response assessment (risk and threat) using crisis management protocols (screening tools, safety planning, and referral to outside services if necessary).
- Re-entry planning for students returning from home/hospital.
- Provide individual support to students and/or staff during and following a crisis (individual counseling, case management, referrals, etc.).
- Care coordination for student and families with collaboration with outside partners to ensure ongoing safety and supports.

- Provide individual support to students and/or staff during and following a crisis.
- Conduct suicide risk assessments as needed.

SARB: School Attendance Review Boards

SART: School Attendance and Review Team

SBMH: School-Based Mental Health

Family & Community Engagement



CERTIFIED WELLNESS COACH



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LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 1
UNIVERSAL SUPPORT
 Ongoing, universally provided instruction with a prevention-orientation towards awareness of mental health issues, as well as available resources and support.

- Regularly communicate with staff, parents and SBMH staff about students who have been identified with additional needs.
- Provide general information and share resources with students and families about community-based services and supports (e.g., Medi-Cal, CalFresh), in collaboration with SBMH providers and school staff, to increase awareness and access for all.

- Provide education and guidance to families on treatment strategies and student support.
- Facilitate ongoing collaboration between school, family, and external providers.
- Provide Trauma-Informed Education to educators and parents.

- Facilitate collaboration and coordination between school and community providers.
- Collaborate with families to promote treatment integrity and success at home and school.
- Enhance parent/family engagement.
- Provide Trauma-Informed Education to educators and parents.

- Establish and support with parent resource events (Cafecitos, Coffee with the Principal, etc.)
- Facilitate and coordinate community resource events for students, parents, and staff (e.g., resource fairs).
- Meet the school social worker during parent nights, sharing flyers about services and outside resources.
- Act as liaison between county-based supports and community-based organizations with district/school site to ensure awareness of supports available and referral protocols.
- Establish and support family resource centers at district and sites with case management supports and direct services.

- Serve as liaison between the County Office of Education, County Office of Health Services, district, school, and community organizations.
- Decrease barriers to accessing mental health and wellness services by providing no-cost services, assisting families with navigating insurance, referrals, and systems of care.
- Collaborate with families to promote treatment integrity and success at home and school.
- Foster relationships with parents/caregivers, support staff, mentors and community agencies.
- Support understanding of family, cultural, community, and systemic factors that influence students' wellness and learning.

Family & Community Engagement



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SCHOOL COUNSELOR



SCHOOL PSYCHOLOGIST



SCHOOL SOCIAL WORKER



LICENSED SCHOOL-BASED MENTAL HEALTH PROVIDER/CLINICIAN

TIER 2 SUPPLEMENTAL SUPPORT

Targeted interventions provided for identified students needing additional short-term mental health support or skill development.

- In consultation with SBMH providers, follow up by contacting parents of students who are chronically absent or tardy to school to notify them of concerns and discuss solutions.
- In consultation with SBMH providers, assist with identification of students and families with emerging needs (e.g., food insecurity) and provide targeted support navigating and connecting to appropriate community resources.

- Provide parent education on a variety of topics related to mental health.
- Consult and coordinate with parents/caregivers regarding student mental health needs and services.
- Communicate assessment results and treatment plans with families as appropriate.
- Collaborate with families to support intervention implementation and monitor student progress.
- Share and explain assessment findings to families to support care planning.

- Provide parent education on a variety of topics related to mental health.
- Consultation with teachers and/or families to address mental and behavioral health challenges.
- Lead small group parent training/skill building.

- Provide identified parent education activities (Parent Project, etc.).
- Refer students and families to community-based organizations for supports and act as liaison to external support partners (follow-up and referral management).
- Participate and lead student support meetings with parents, school/district supports, and community agency supports (CFT, IEP, 504, SST, ICC, IDT, etc.).
- Consultation with teachers and school staff to address mental/behavioral health and attendance challenges.
- Collaborate with community-based organizations to bring in additional parent education/supports.
- Provide family-based interventions (group setting).

- Provide training to students, parents, and staff in behavioral and social-emotional related topics.
- Consultation with teachers and/or families to address mental and behavioral health challenges.

CFT: California Federation of Teachers

ICC: Intensive Care Coordination

IDT: Interdisciplinary Team

IEP: Individualized Education Program

SBMH: School-Based Mental Health

SST: Student Support Team

Family & Community Engagement



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TIER 3 INTENSIFIED SUPPORT
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- Upon consultation and collaboration with SBMH staff, assist with follow-up on Tier 3 referrals to outside agencies by tracking referral outcomes, maintaining communication logs and assisting caregivers to ensure families receive the necessary support.

- Engage families in intervention planning, implementation, and progress monitoring.
- Refer and connect families to appropriate community resources and services.
- Coordinate care with community-based mental health providers and agencies.
- Coordinate wraparound services to support student mental health and well-being.
- Coordinate with families and external agencies during crisis response and recovery.
- Coordinate family involvement in safety planning and crisis response.
- Consult/collaborate with support providers (e.g., nurses, school psychologists, social workers) and community agency partners to facilitate students' transition and/or return to school.

- Provide individual parent education/support.
- Facilitate collaboration between school professionals and community agencies and other outside behavioral and mental health providers.

- Care Coordination, establishing relationships with outside providers who are providing services to students (ICC meetings, Coordination of Care meetings).
- Provide parent psycho-education to families.
- Provide wrap-around services for students and families through collaboration with school/district staff and outside agencies.
- Provide family-based interventions (individual).
- Participate and lead student support meetings with parents, school/district supports, and community agency supports (CFT, IEP, 504, SST, ICC, IDT, etc.).

- Coordinate with outside agencies and health providers to support student wellness and continuity of care.

- CFT:** California Federation of Teachers
- ICC:** Intensive Care Coordination
- IDT:** Interdisciplinary Team
- IEP:** Individualized Education Program
- SBMH:** School-Based Mental Health
- SST:** Student Support Team

Glossary of Terms

CASEL: Collaborative for Academic, Social, and Emotional Learning

CFT: California Federation of Teachers

CICO: Check-In/Check-Out

COST: Coordination of Services Team

ICC: Intensive Care Coordination

IDT: Interdisciplinary Team

IEP: Individualized Education Program

MHFA: Mental Health First Aid

MTSS: Multi-Tiered System of Support

PBIS: Positive Behavioral Interventions and Supports

PPS: Pupil Personnel Services

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SAT: Student Assistance Team

SBMH: School-Based Mental Health

SEL: Social-Emotional Learning

SST: Student Support Team

Resources

[Definition of MTSS](#) - California Department of Education

[Connecting the Dots: The School Counselor Role in Student Mental Health](#) - Orange County Department of Education

[Fostering the Whole Child: A Guide to School-Based Mental Health Professionals](#) - California Association of School Counselors, California Association of School Psychologists, California Association of School Social Workers

[Leveraging Essential School Practices, ESSA, MTSS, and the NASP Practice Model: A Crosswalk to Help Every School and Student Succeed](#) - National Association of School Psychologists

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