**Roles and Functions of Multi-Disciplinary School Mental Health Team Members**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Role/Function** | **Social Workers** | **School Psychologists** | **School Counselors** | **Community MH Clinicians** | **Administrators** | **Classroom Teacher** | **Special Educator** | **ESOL/ELL Rep.** | **Nurse/OT/PT/SLP** | **Other** |
| Meeting Chair |  |  |  |  |  |  |  |  |  |  |
| Facilitate meetings |  |  |  |  |  |  |  |  |  |  |
| Lead development of FBA/BIPs |  |  |  |  |  |  |  |  |  |  |
| Provide counseling- individual & group |  |  |  |  |  |  |  |  |  |  |
| Monitors student performance (academic, behavior, health and attendance |  |  |  |  |  |  |  |  |  |  |
| Intervenes/consults as needed with staff, parents, & community |  |  |  |  |  |  |  |  |  |  |
| Complete Emergency Petitions *(Requires clinical licensure)* and accompany student to hospital  |  |  |  |  |  |  |  |  |  |  |
| Develop Positive Behavior Supports (PBS) strategies |  |  |  |  |  |  |  |  |  |  |
| Implement a program of violence and substance use prevention, in addition to mental health activities |  |  |  |  |  |  |  |  |  |  |
| Intervenes with non-caseload students in crisis |  |  |  |  |  |  |  |  |  |  |
| Deliver instructional interventions with fidelity |  |  |  |  |  |  |  |  |  |  |
| Facilitate and support the implementation of plan in the building |  |  |  |  |  |  |  |  |  |  |
| Collaborate with team on effective instructional interventions |  |  |  |  |  |  |  |  |  |  |
| Collaborate with team on behavioral, attendance and health related interventions |  |  |  |  |  |  |  |  |  |  |
| Conduct language screenings and assessments |  |  |  |  |  |  |  |  |  |  |
| Provide whole-class lessons (e.g. bullying, social skills, etc.) |  |  |  |  |  |  |  |  |  |  |
| Conduct social-developmental history interviews |  |  |  |  |  |  |  |  |  |  |
| Conduct Curriculum Based Assessments |  |  |  |  |  |  |  |  |  |  |
| Provide staff support or consult |  |  |  |  |  |  |  |  |  |  |
| Complete team referral |  |  |  |  |  |  |  |  |  |  |
| Schedule and coordinate meeting times |  |  |  |  |  |  |  |  |  |  |
| Maintain log of all students involved in the team process |  |  |  |  |  |  |  |  |  |  |
| Complete and send all necessary related forms |  |  |  |  |  |  |  |  |  |  |
| Other Roles/Functions |  |  |  |  |  |  |  |  |  |  |

**Key Elements of Administrative Support for Multi-Disciplinary Teams**

* An Administrator will serve as an active SMH team member and attend all SMH team meetings
* The Administrator will set the expectation that core SMH team members attend the pertinent portions of all SMH team meetings
* The Administrator will set the expectation that teachers attend the SMH team meetings addressing their individual students
* To facilitate the regular attendance of all noted participants, the Administrator will:
	+ Work with the SMH Team Chair to identify a consistent, regular meeting time for the SMH team.
	+ Arrange for classroom coverage so that teachers can attend the SMH team meetings addressing their individual students
* The Administrator will set the expectation and hold teachers accountable for submitting SMH team referrals for pertinent students in a timely, ongoing fashion
* The Administrator will allocate budgetary funding for incentives and rewards to be used with students in the SMH team process
* The Administrator will appropriately staff the SMH team.
* Other Administrator functions

**Key Practices for Effective Multi-Disciplinary Communication**

* The SMH team Chair will invite pertinent members of the team to each SMH team meeting
* In addition to regularly scheduled meetings, hold monthly collaborative meetings to review and consult regarding ongoing student cases
	+ All core SMH team members regularly attend this meeting (SMH team Chair, Administrator, Social Worker, School Psychologist, School Counselor, Community MH Clinician, Others)
* Clinical members of the SMH team should engage in ongoing communication at least weekly
	+ This communication can occur via email, telephone, or face-to-face, depending on clinician schedules
* Administrators will inform the SMH team of suspensions and other pertinent disciplinary information in a timely fashion
	+ Clinical members of the SMH team will use this information to adjust behavioral interventions and plan additional SMH team meetings as needed
* The SMH team Chair will cc the Administrator on all emails to teachers related to SMH business
* The SMH team Chair will assure that important updates on special circumstances are communicated to the administrator
* The SMH team Chair will schedule SMH meetings during regular school hours
* Other communication considerations

**Other Key Elements and Practices**

* Other key elements and practices