

Guiding You to Mental Health and Wellness: New Jersey's Creation of a Comprehensive School Mental Health Guide Session Summary

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About Us

The Northeast and Caribbean MHTTC received 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

Supplemental funding to:

- Support schoolteachers and staff to address student mental health
- Support healthcare providers in wellness and self-care activities

School Mental Health

Supplemental funding to support implementation of:

- Importance of mental health supports in schools
- Capacity to recognize and identify mental health concerns in students
- Best models of school-based mental health services
- Linking, as needed, to community-based services





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We Want Your Feedback

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

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Session Agenda

- I. The current state of student mental health
- II. Alignment of School Mental Health & PBIS
- III. New Jersey Comprehensive School Mental Health Resource Guide Overview
- IV. NJ Statewide Technical Assistance
- V. Discussion





*I. The current state of student
mental health*



Youth Mental Health Pre-Pandemic

- Sadness & hopelessness
- Suicidal behaviors
- Suicides



AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

[Home](#) / [Advocacy](#) / [Child and Adolescent Healthy Mental Development](#) / AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

Sounding the Alarm for Children's Mental Health During the COVID-19 Pandemic

COVID Harmed Kids' Mental Health—And Schools Are Feeling It

2022 TRENDS REPORT

Children's mental health is in crisis

As pandemic stressors continue, kids' mental health needs to be addressed in schools

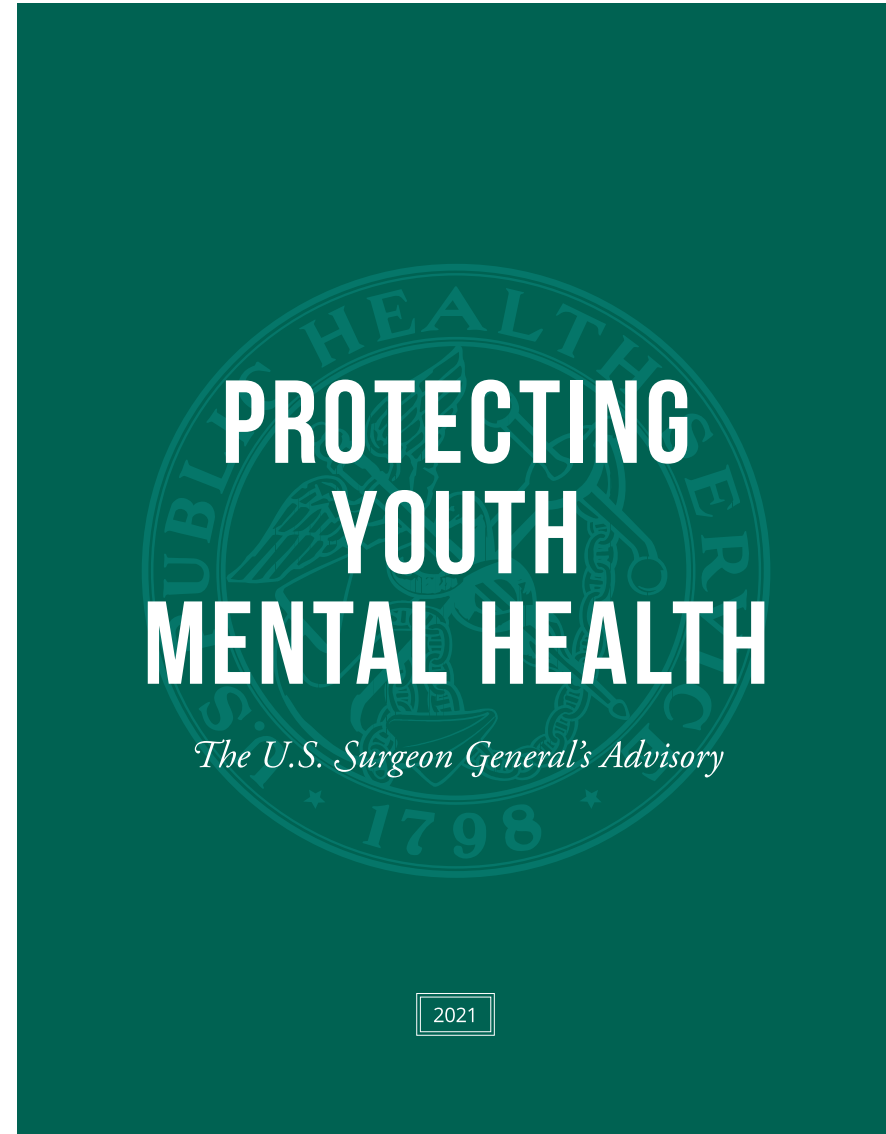
U.S. Surgeon General Issues Advisory on Youth Mental Health Crisis Further Exposed by COVID-19 Pandemic

In CDC survey, 37% of U.S. high school students report regular mental health struggles during COVID-19

An illustration depicting a woman and a child standing under a dark umbrella in a rainy cemetery. The woman, with brown hair and wearing a dark blue coat, holds the umbrella over both of them. The child, wearing a green jacket and a tan hat, has their hand to their face. In the background, there is a large, dark blue tree and a purple gravestone. The scene is set against a blue background with white rain streaks.

Grief & Loss Among Children

*U.S. Surgeon
General Issues
Advisory On Youth
Mental Health
Crisis*



<https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/index.html>



Reflection

What are the mental health needs of your students, staff, and the community at large?



II. Alignment of School Mental Health and PBIS



What is Multi-tiered System of Support (MTSS) ?

ACADEMIC INSTRUCTION

Tertiary Interventions
(for individual students)
• Assessment based
• High intensity

Secondary Interventions
(for some students)
• High efficiency
• Rapid response

Universal Interventions
(for all students)
• Preventative, proactive

1-5%

5-10%

80-90%



1-5%

5-10%

80-90%

BEHAVIORAL INSTRUCTION

Tertiary Interventions
(for individual students)
• Assessment based
• Intense, durable procedures

Secondary Interventions
(for some students: at risk)
• High efficiency
• Rapid response

Universal Interventions
(for all students)
• All settings
• Preventative, proactive

Adapted from www.pbis.org

Leading Frameworks

Comprehensive School Mental Health Systems

- Provide an array of supports and services that reduce the severity of mental illness

Positive Behavioral Interventions and Supports (PBIS)

- Three-tiered framework
- PBIS isn't a curriculum

Interconnected Systems Framework (ISF)

- Structure and process to align PBIS and CSMHS
- Family and community partner involvement is critical

Comprehensive School Mental Health Systems

- Provide a **full array of supports and services** that promote positive school climate, social emotional learning, mental health, and well-being, while reducing the prevalence and severity of mental illness
- **Built on a strong foundation of district and school professionals**, including administrators and educators, specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses, other school health professionals) in **strategic partnership** with **students, families, and community health and mental health partners**
- Assess and address the **social and environmental factors** that impact health and mental health

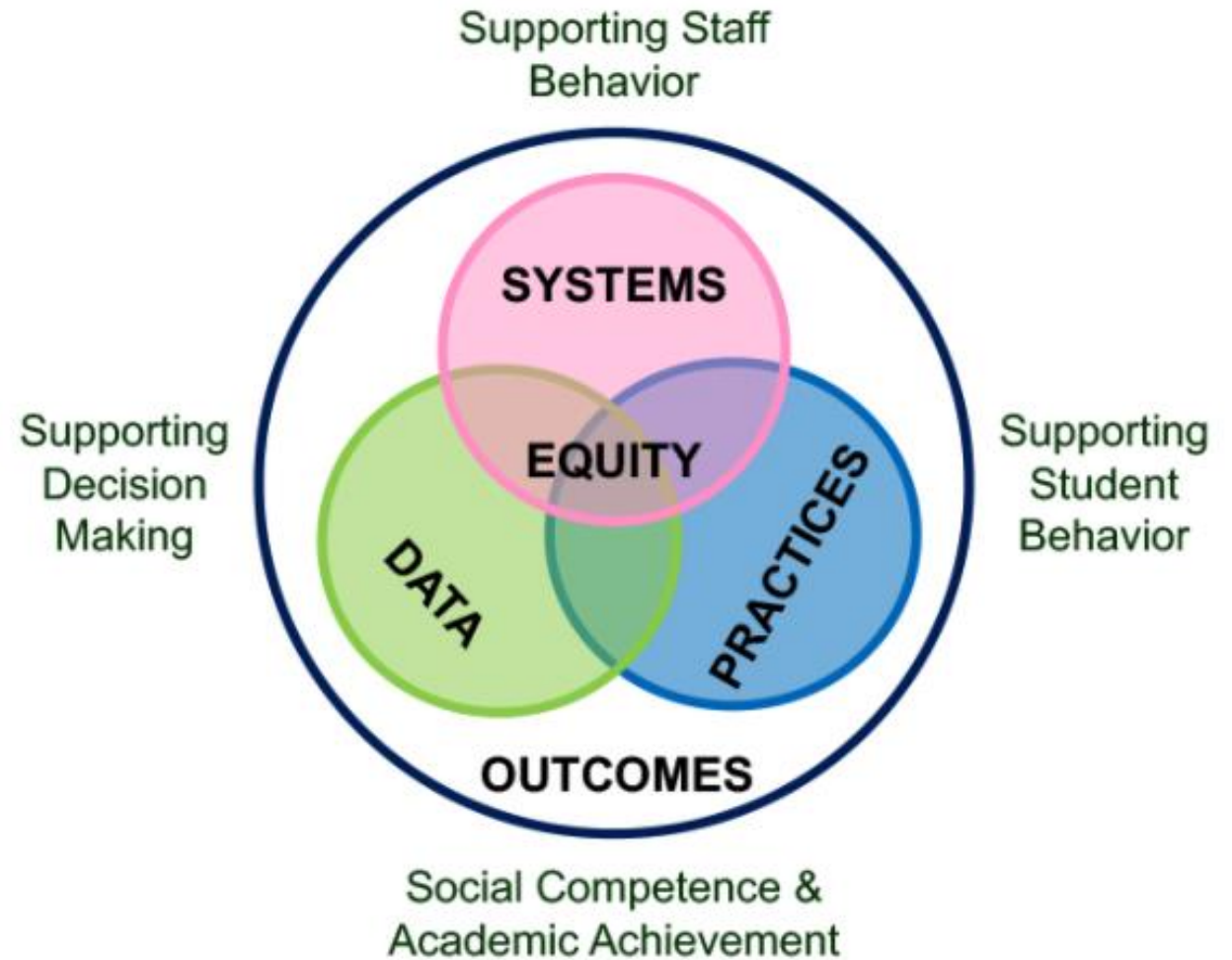
Comprehensive School Mental Health Practices Within an MTSS Framework

-
- ✓ Employs the tiered approach
 - ✓ Focus is on school community collaborations to provide mental health services
 - ✓ Training educators and other school personnel in mental health supports
 - ✓ Collaborative teaming
 - ✓ Mental health screening
 - ✓ Needs assessment and resource mapping



Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day.



Core Features

Comprehensive School Mental Health Systems (CSMHS)

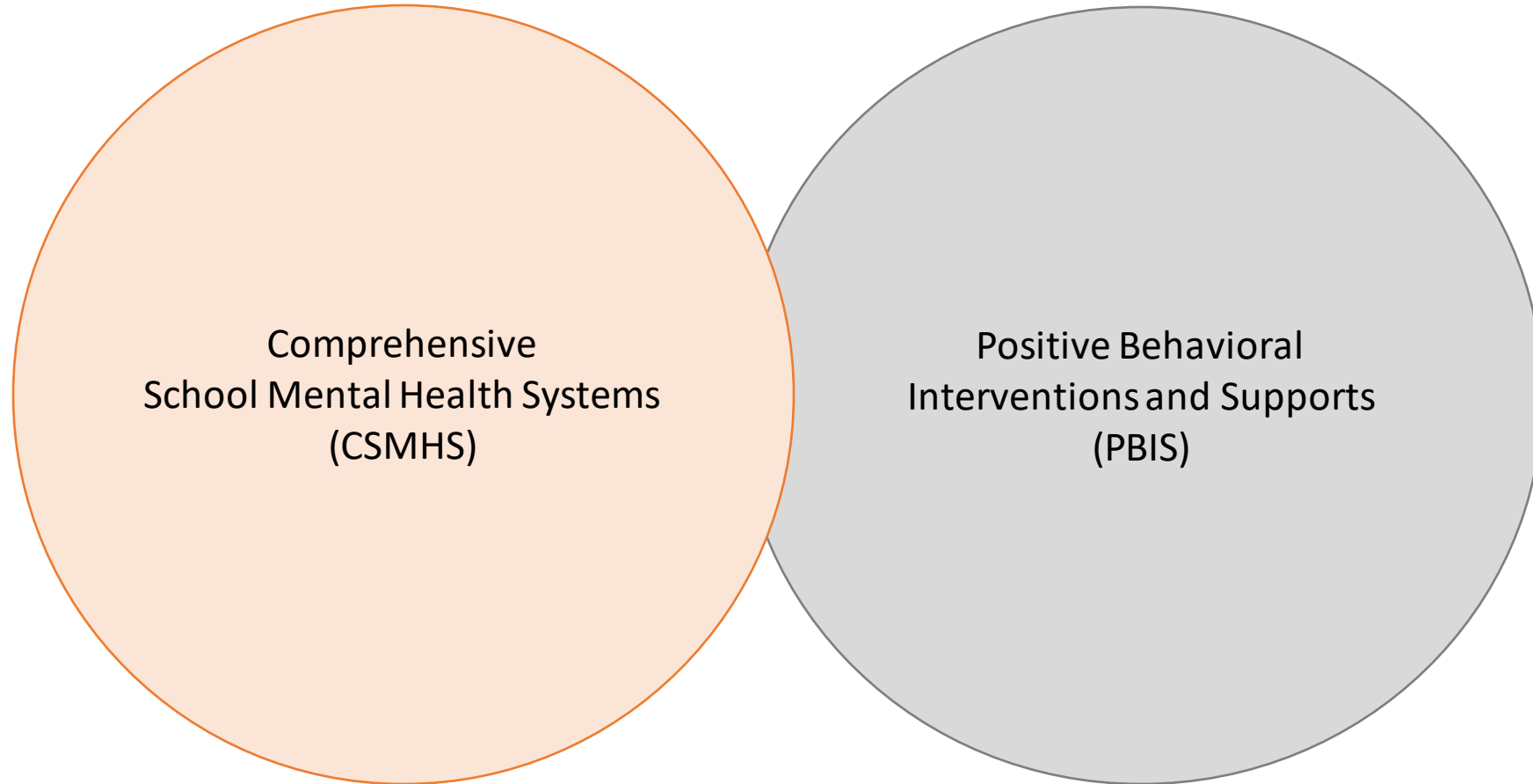
- ✓ Prevention based framework (MTSS)
- ✓ Data-based decision making
- ✓ Team problem solving
- ✓ Collaboration with families, students, and community partners
- ✓ Evidence-based practices
- ✓ Cultural responsiveness and equity



Positive Behavioral Interventions and Supports (PBIS)

- ✓ Empirically supported practices
- ✓ Systems to support implementation
- ✓ Data to monitor effectiveness and guide decision-making
- ✓ Meaningful and culturally relevant outcomes

Interconnected Systems Framework (ISF)



The goal is to blend resources, training, systems, data, and practices in order to improve outcomes for all children and youth.

Aligning and Interconnecting Our Work

	Social Emotional Learning	Mental Health	Equity	Positive Behavioral Interventions & Supports	Restorative Practices
TIER 3 INTENSIVE	<ul style="list-style-type: none"> Individual social skills instruction 	<ul style="list-style-type: none"> Crisis counseling Individual support teams/plans Psychiatric care 	<ul style="list-style-type: none"> Youth friendly health clinics Culturally responsive services Community organizations 	<ul style="list-style-type: none"> Wraparound Complex function-based problem solving/individualized behavior Individual planning 	<ul style="list-style-type: none"> Family group conferencing Circles to repair harm
TIER 2 STRATEGIC	<ul style="list-style-type: none"> Targeted social skills instruction 	<ul style="list-style-type: none"> Group counseling/support groups Staff and family Coordinated referral process/progress monitoring 	<ul style="list-style-type: none"> Youth led groups, e.g., Gay Straight Alliance, Hip Hop Dance, American Indian Leaders, Hmong Club 	<ul style="list-style-type: none"> Brief function-based problem solving/individualized behavior Check-In/Check-Out Check & Connect Social academic instructional groups 	<ul style="list-style-type: none"> Small group conferencing Problem-solving circles Conflict resolution Restorative chats IEP circles
TIER 1 UNIVERSAL	<ul style="list-style-type: none"> SEL curriculum School climate assessment 	<ul style="list-style-type: none"> Mental health screening Prevention/wellness promotion 	<ul style="list-style-type: none"> Curriculum inclusion Diversity/equity/sexuality training Discussion processes 	<ul style="list-style-type: none"> Schoolwide behavior expectations Acknowledge positive behaviors Data-based planning 	<ul style="list-style-type: none"> Schoolwide/class values Daily/weekly circles for students/staff Data-based planning



Actual Need

Contextual fit

Evidence-based

Efficiency

Sustainable

Selecting the framework
and interventions best for your
school/district

A hand holding a blue pencil is positioned over a document with a grid pattern. The background is slightly blurred, showing a person's face in the upper right. The text is overlaid on the image.

Key Takeaways

Consistently using *any* of the frameworks described today will likely add value and improve the quality of supports and services available to your students and school system.

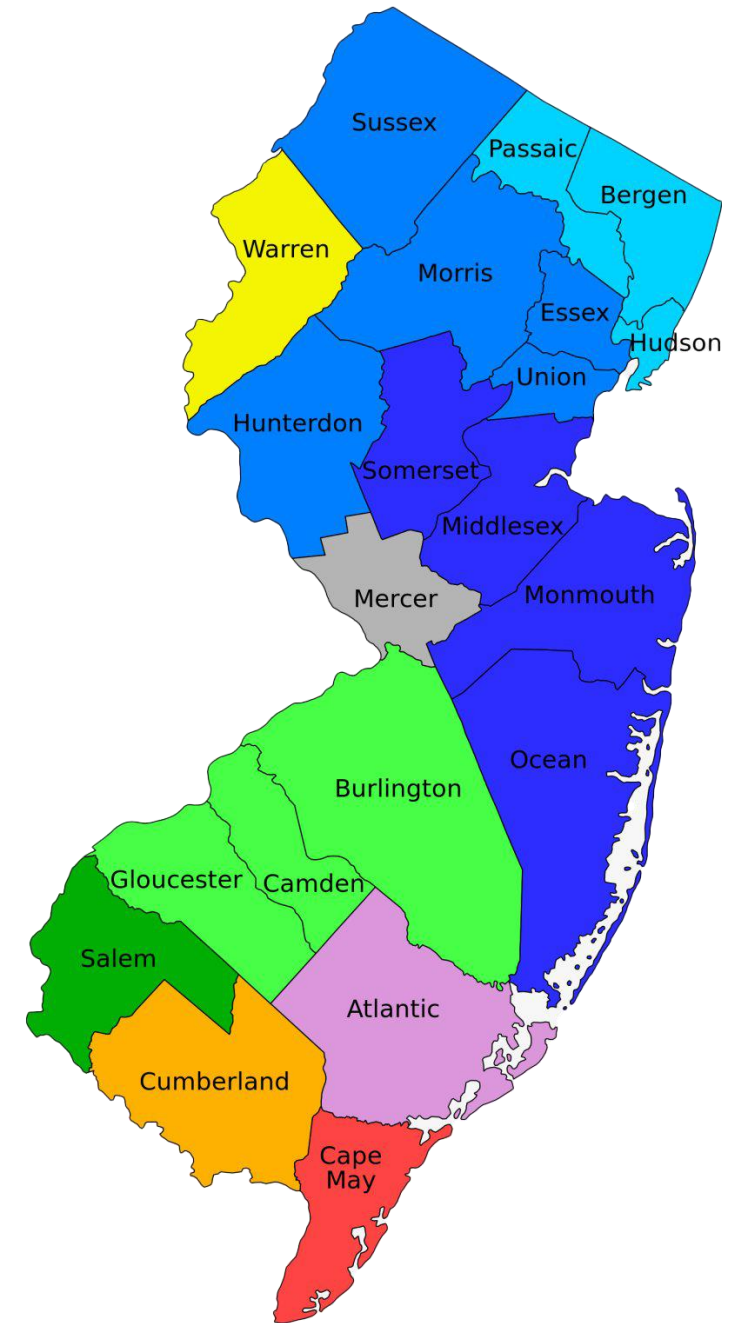


*III. NJ Comprehensive School Mental Health
Resource Guide*



Background

- Student mental health statewide priority pre-COVID
- Formation of a Statewide Mental Health Workgroup
 - Diverse representation (e.g., community mental health providers, parents, educators, state agencies, etc.)
- Goal: To develop guidance and resources to support student mental health across the state of NJ



Why Prioritize School Based Mental Health

The well-being of our children and youth is a top priority for every family, school, and community

To successfully achieve this goal, we need to ensure the necessary foundations are in place for our children and youth to grow and thrive. These include:

- access to high quality education
- good physical health, and
- resources that promote positive mental health

Mental Health Resource Guide Purpose

Develop a multi-tiered system of support (MTSS framework) that allows schools to implement a continuum of evidence-based practices to address the mental health needs of students and staff.

Facilitate alignment of multiple initiatives using the MTSS framework.

Build capacity to promote implementation with high fidelity and sustainability of school-based mental health supports

Practical guidance for school and district level teams

NEW JERSEY COMPREHENSIVE SCHOOL-BASED

Mental Health Resource Guide



February 2022

What Does The Guide Include?

- 11 Total Chapters
 - Mental Health Needs Assessment and Resource Mapping
 - Framework For Risk Assessment and Response
 - Funding Mental Health Supports in Schools
- Practical examples of implementation – “School Spotlights”
- Hyperlinked resources
- Team Reflection Questions





IV. NJ Statewide Technical Assistance

NJ Statewide Technical Assistance

NJDOE and MHTTC collaboration

Coaching sessions designed to provide more targeted support

- Individualized action plans provided

Monthly webinars to support schools in developing effective mental health practices

- Content experts
- School exemplars

New Jersey District Exemplar

Background

- Currently pre-K to 7th grade
- Approximately 700 students; 60 teachers
- Predominantly Latino community with majority of students coming from homes where Spanish is the first language
- One of the largest bilingual programs in the district
- High proportion of students from economically disadvantaged backgrounds
- Serves a large percentage of students with disabilities

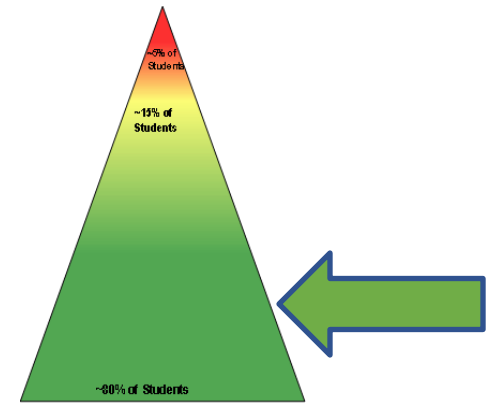


Franklin School Mental Health Overview

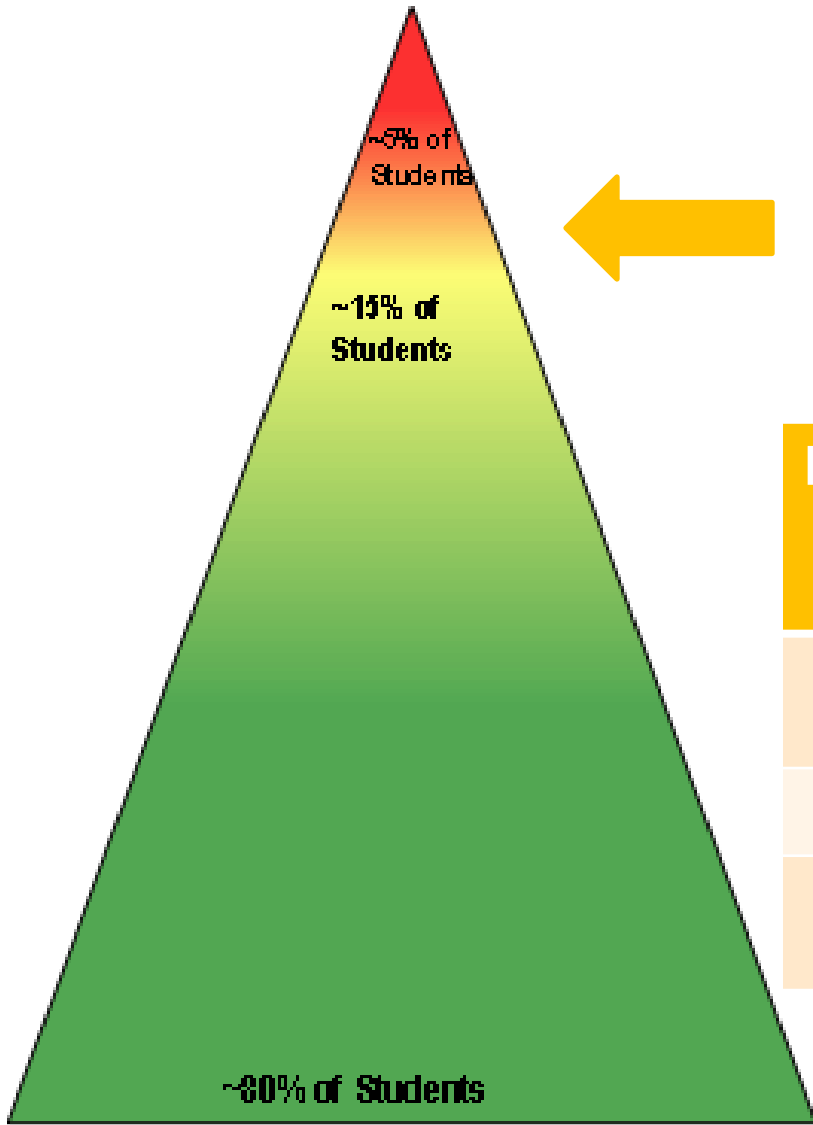
- **Student/Family Support Staff** includes Child Study Team members (LDTC, school social workers, school psychologist), additional school social workers, parent liaison, attendance counselor, nurse.
- **Tier 1, Tier 2, and Tier 3** services in place for students and under expansion.
- **Undertaking comprehensive school mental health** began with a recognition of the critical need for universal SEL programming and grew from there to expand our targeted Tier 2 & 3 supports.



Tier 1 Highlights: Universal Supports



Positive Behavioral Interventions and Supports (PBIS)	School Based Mental Health
School-wide Behavior Expectations	Universal Screener (e.g., SAEBRS)
Positive Behaviors Acknowledgement System	Resource Mapping
Staff Training on PBIS and Behavior Principles	Mental Health Literacy Training
PBIS Teacher Leaders	Staff wellness promotion
Data-based decision making	



Tier 2 Highlights: Targeted Supports

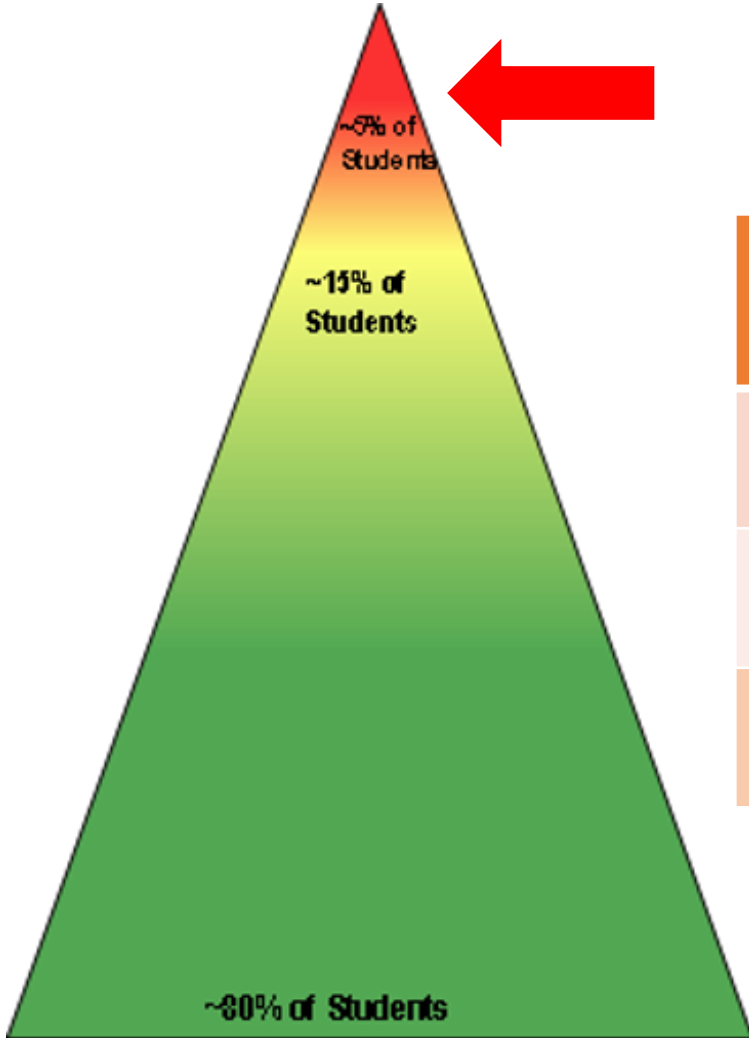
Positive Behavioral Interventions and Supports (PBIS)	School Based Mental Health
Mentoring Program (Check-in/Check-out)	Group Counseling (e.g., grief groups, anxiety, etc.)
Social Skills Groups	Coordinated referral process
Parent Academy	Mental Health Community Partnerships

Tier 2 Services: Identification & Referral Process

- **SAEBRS (Social, Academic, and Emotional Behavior, Risk Screener)**
 - 4 categories
 - Follow Up
 - High Risk
 - At Risk
 - Not At Risk
 - K - 3 teacher assessment
 - 4-8 student assessment
 - Completed twice a year



Tier 3: Intensive Supports



Positive Behavioral Interventions and Supports (PBIS)	School Based Mental Health
Behavior Intervention Plans	Community Referrals
Behavior Contracts	Family Therapy
Function-based Problem Solving	Individual support plans

Interconnected Systems Framework Successes

- ✓ Reductions in student off-task behavior and teacher disciplinary referrals
- ✓ Improvements in student self-regulation as exhibited in the classroom
- ✓ Greater identification of student needs and gaps in existing services
- ✓ Enhanced student and parent engagement
- ✓ Improved collaborations with community services





V. Small Group Discussion

Reflection

1. What is the impact, or lack thereof, of current mental health initiatives on your students and staff ?
2. What is needed for your school to be the ideal place to deliver comprehensive mental health supports for students?
3. Do you currently have a PBIS framework in place? How can you use it to align and ensure a continuum of supports for all students?

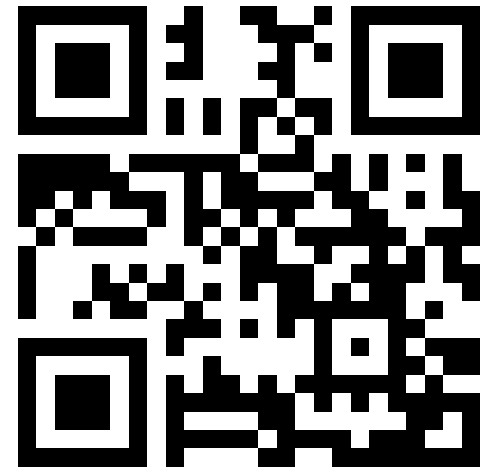
Question and Answer



Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.





COMING

SOON

ClassroomWISE

Well-Being Information Strategies for Educators

Free online mental health literacy for educators and school personnel

POWER

Positive Outcomes With Emotion Regulation

The POWER program is a school-based intervention program designed to promote emotion regulation skills for middle and high school students with or at risk for developing mental and behavioral health needs.

As a targeted intervention, the POWER program is designed to be implemented at Tier 2 within a multitiered systems of support framework.

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Mental Health Technology Transfer Center Network
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SESSION EVALUATION

Your feedback is critical to future planning of this event.

PLEASE take a moment to share your valuable insight!

THANK YOU!



<https://bit.ly/NEPBISForum2022>

