

The Zoom Interface

The screenshot shows a Zoom Webinar window with a dark header bar. The main content area displays the TTC logo and a message: "Thank you for joining us today! You will not be on video during today's session". A "Question and Answer" window is open, showing a test question and a text input field. A "Zoom Webinar Chat" window is also open, showing a message and a "To" field. The bottom toolbar contains icons for Audio Settings, Chat, Raise Hand, Q&A, and Leave. Annotations with arrows point to various elements: "Click here to maximize your session view" points to the top right; "Enter Full Screen" points to the top right; "Click here to adjust your audio settings" points to the Audio Settings icon; "Click here to leave the session" points to the Leave button; "You can use the Q&A feature to ask questions of the host and presenters..." points to the Q&A window; "You can switch between questions you've asked and those asked by others using these buttons." points to the "All questions (1)" and "My questions (1)" tabs; "The chat feature will allow you to talk with other people in today's webinar." points to the chat window; "The To field will tell you who will receive your message. Be mindful of who you are chatting to." points to the "To: All panelists" field; "Your text can only be seen by panelists" points to the chat input area.

All attendees are muted. Today's session will be recorded.

NJ Comprehensive School-based Mental Health Webinar Series

Session 1: Developing a MTSS Framework

Kristy Ritvalsky, MPH, Sr. Training and Consultation Specialist
Dr. Paul Barbato, Director of Special Services (Dumont Public Schools)

Northeast and Caribbean Mental Health Technology Transfer Center
Rutgers, Department of Psychiatric Rehabilitation and
Counseling Professions
October 26, 2021



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

School Mental Health Technical Assistance Session 1

3:00 pm - 4:15 pm EST

Developing a MTSS Framework

Future Sessions:

Session 2: Needs Assessment and Resource Mapping

Thursday, November 18, 2021; 3-4:15 pm

Session 3: Establishing Universal Prevention

Wednesday, December 15, 2021; 3-4:15 pm

Session 4: Establishing Tiered Supports (Tier 2 & Tier 3)

Tuesday, January 25, 2022; 3-4:15 pm

Session 5: Risk Assessment

Wednesday, February 23, 2022; 3-4:15 pm

Session 6: Suicide and Substance Use Risk and Assessment

Thursday, March 24, 2022; 3-4:15 pm

Session 7: Funding

Tuesday, April 12, 2022; 3-4:15 pm

Session 8: System Partners

Wednesday, May 25, 2022; 3-4:15 pm

Session 9: Staff Self-care

Thursday, June 9, 2022; 3-4:15 pm

NJ School-Based Technical Assistance Calls

- Thursday, November 4th
 - 1:00-2:00 pm
 - 2:00-3:00 pm
- Tuesday, November 9th
 - 9:00-10:00 am
 - 10:00-11:00 am



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



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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!

Video Recording Information

- *Please Note:*

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

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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.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

Your Interactions With Us

- Question and Answers
 - Q & A will occur at the end of the presentation.
 - Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
 - Note: your question is visible to all participants.
- Chat and Polls
 - Throughout the webinar, we will be asking for your input.
 - Use the Chat or Poll features in Zoom located on the task bar.
 - You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

**STRENGTHS-BASED
AND HOPEFUL**

**INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES**

**HEALING-CENTERED AND
TRAUMA-RESPONSIVE**

**INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS**

**PERSON-FIRST AND
FREE OF LABELS**

**NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS**

**RESPECTFUL, CLEAR
AND UNDERSTANDABLE**

**CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS**

Our Presenters



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Northeast & Caribbean MHTTC




Dr. Paul Barbato
Director of Special Services
Dumont Public Schools

Objectives

- Understand the core features of a Comprehensive School Mental Health (CSMH) framework
- Identify the phases of CSMH
- Recognize the importance of CSMH teams
- Understand New Jersey best practice exemplars



A diverse group of five business professionals are gathered around a table in a modern office setting. They are all looking intently at a large white document held by a woman in a white shirt. The group includes a man with a beard in a blue shirt, a woman in a white shirt, a woman in a grey sleeveless top, a man with glasses in a white shirt, and a woman in a dark blazer. The background shows large windows with greenery outside. The text "What brings you here today?" is overlaid in white on the bottom left of the image.

What brings you here today?



Developing a Comprehensive School Mental Health Framework

Comprehensive School Mental Health Core Features

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

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

Continuum of Supports

Movement is fluid

Tiers are continuous

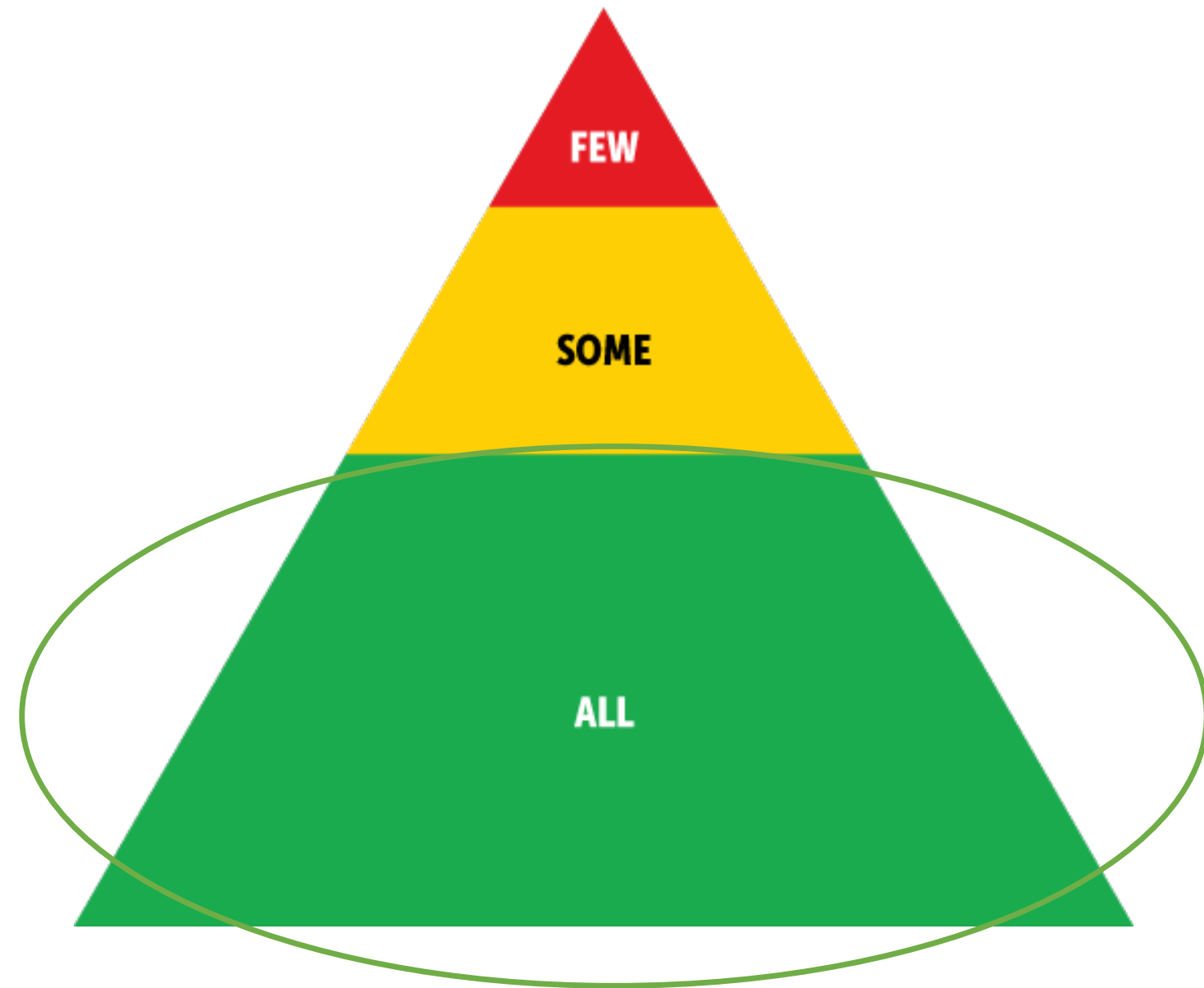
One size does not fit all

Data is used to determine
movement to and from each tier

Tier 1

Universal Prevention

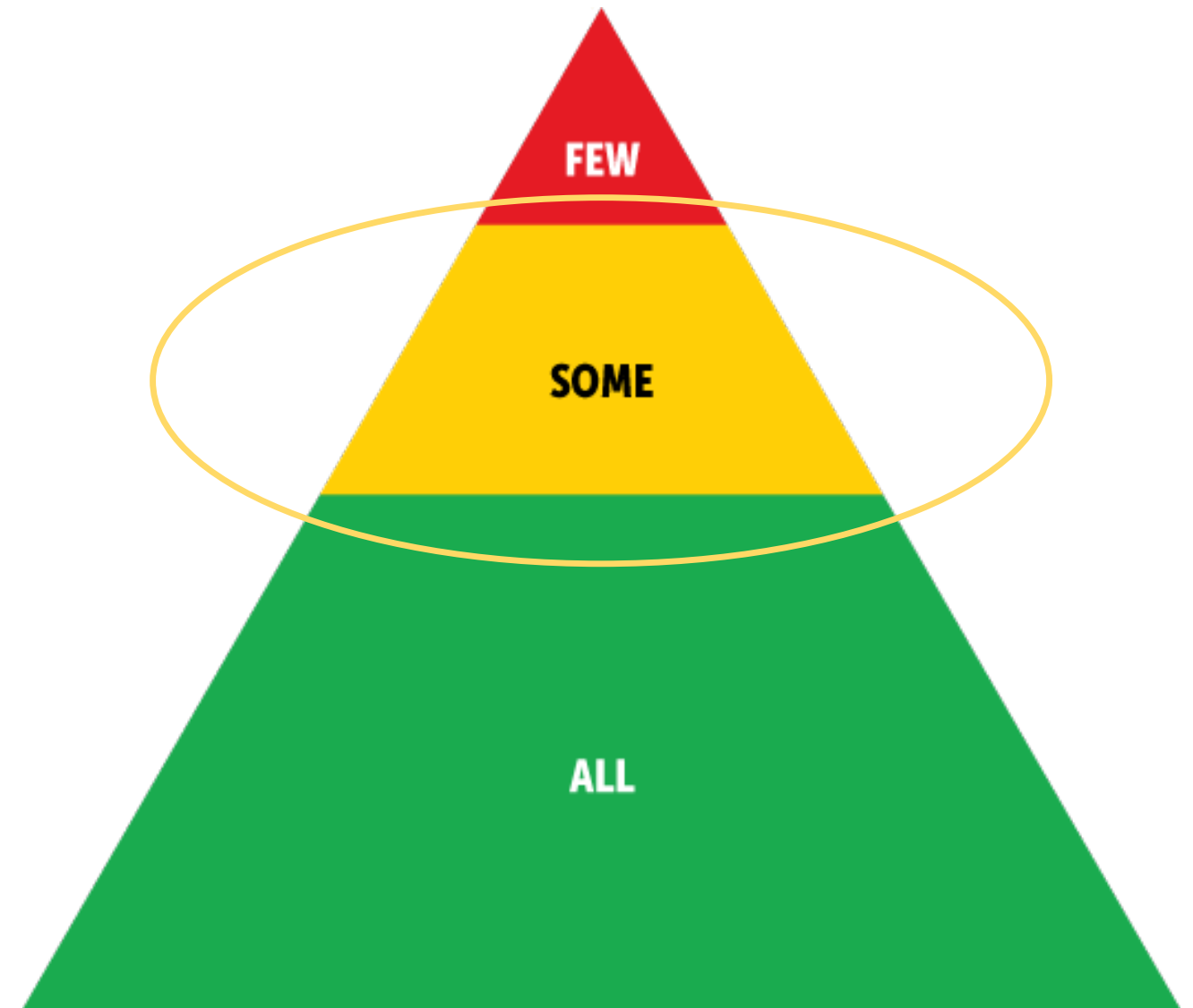
- Also known as primary prevention
- Designed for all students and staff
- Example activities include:
 - Staff well-being
 - Social-emotional learning curriculum (SEL)
 - Suicide prevention
 - Universal screening
 - Consistent discipline policy and procedures



Tier 2

Secondary Prevention

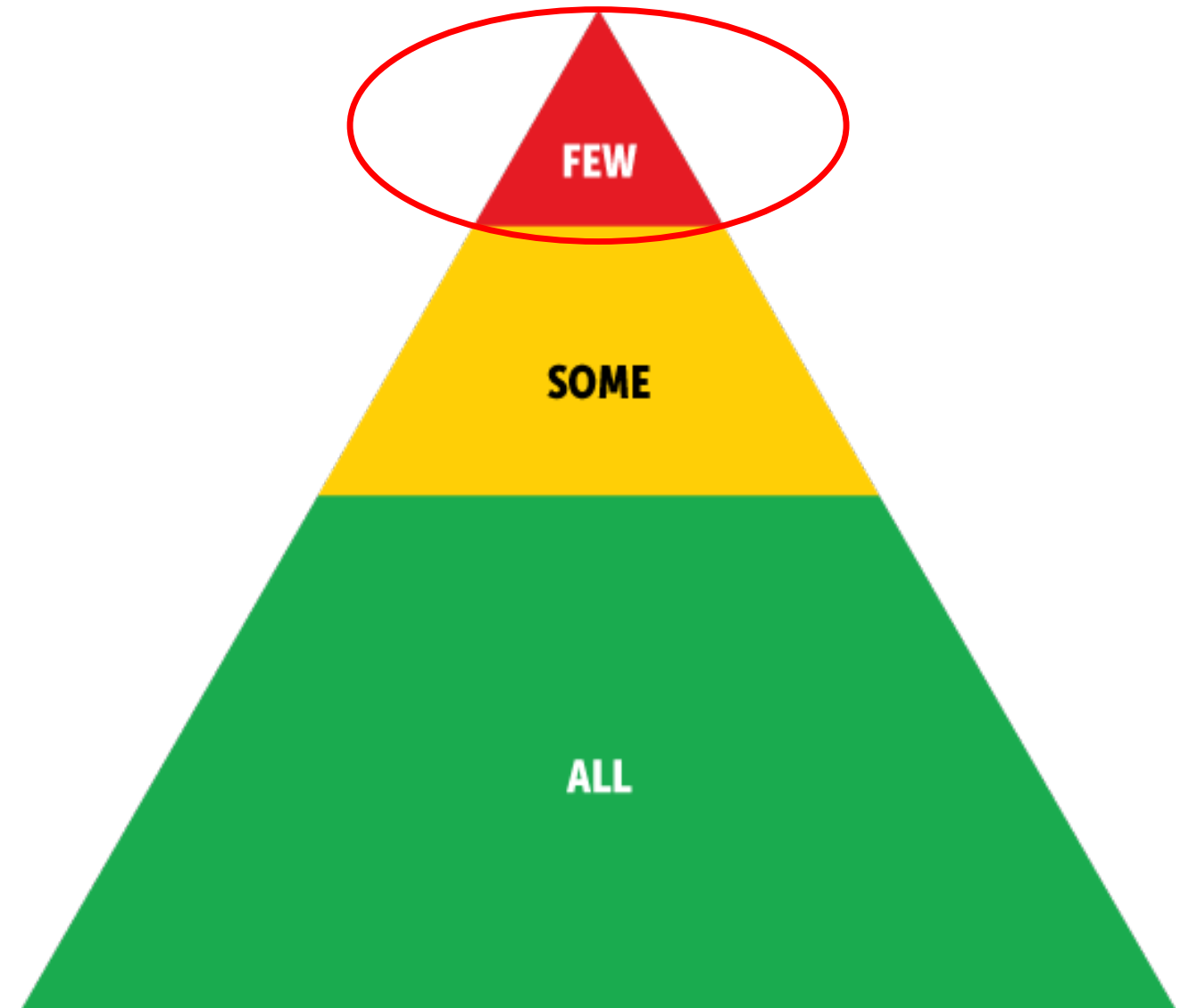
- Also known as targeted prevention
- Designed for some students
- Focuses on improving specific skills deficits
- Example activities include:
 - Problem-solving training
 - Social skills training
 - Check-in/Check-out
 - Small psychoeducational groups



Tier 3

Tertiary Prevention

- Also known as intensive/individualized intervention
- Designed for few students
- Example activities include:
 - Crisis counseling
 - Function-based problem solving
 - Individual social skills instruction



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



Aligning and Connecting Our Work

Tier I Universal

Social Emotional Learning

- SEL Curriculum
- School Climate assessment

Mental Health

- Mental Health Screening
- Staff Wellness

PBSIS

- Schoolwide behavior expectations
- Acknowledge positive behaviors
- Data-based planning

Restorative Practice

- Schoolwide/class values
- Daily/weekly circles for students/staff

ALL

Adapted from Illinois Balanced and Restorative Justice (IBARJ)

Comprehensive School Mental Health Teaming

District Teams

- ✓ Securing funding
- ✓ Setting district priorities
- ✓ Community partner identification and partnership development
- ✓ Initial evaluation and goal-setting
- ✓ District-level problem-solving

School Teams

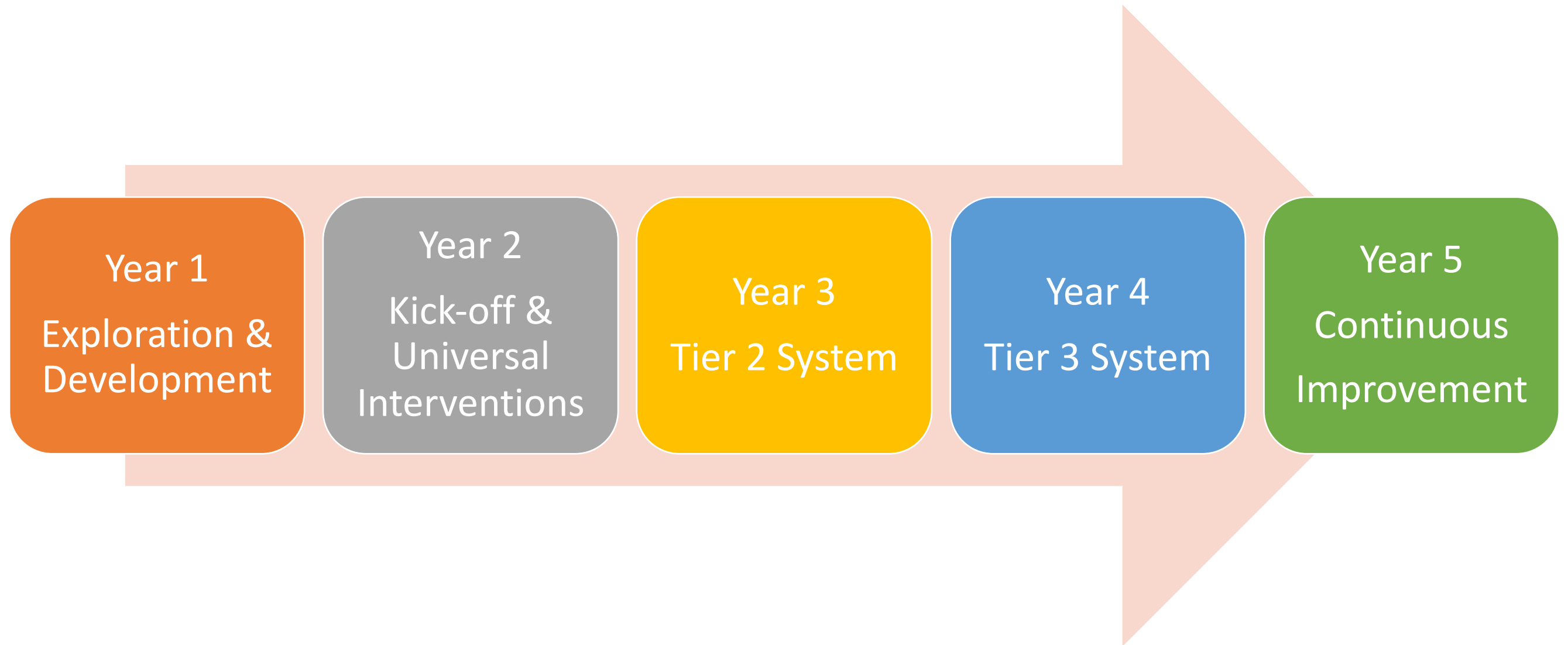
- ✓ Implement district school mental health policies and practices
- ✓ Collaboration to plan and implement
- ✓ Evaluate evidence-based practices
- ✓ Align student services using data-driven process
- ✓ Foster school partnerships with community leaders

Tips for Teaming

- ✓ Securing buy-in from staff and admin
- ✓ Defining roles and responsibilities
- ✓ Working collaboratively
- ✓ Establishing a team purpose and procedures
- ✓ Systematic problem-solving using data
- ✓ Professional development
- ✓ Evaluation team progress and effectiveness



Phases of Implementation





Developing a MTSS Framework Summary

- ✓ Tier I is essential to building a strong MTSS framework
- ✓ Development of CSMH is a multi-year, multi-phase process
- ✓ A CSMH team will play an integral role in the development and execution
- ✓ A key component of CSMH is collaboration with stakeholders

NJ Tiered System of Supports:

Dumont Public School District Perspective

New Jersey District Exemplar

Building Capacity for Tiered System of Supports for Mental Health

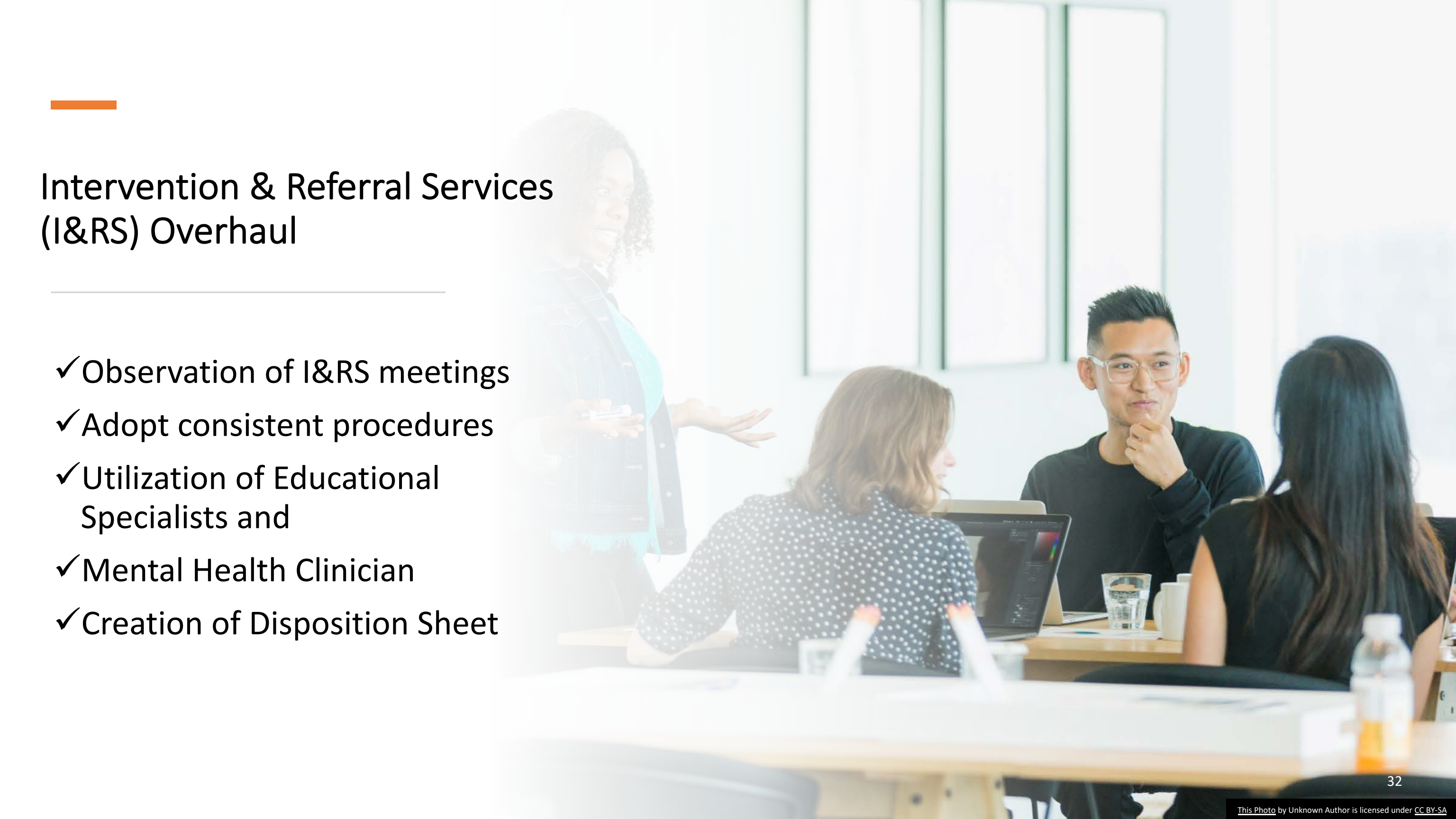
1. Affiliation Agreements with Higher Education Institutions
2. Intervention & Referral Services
3. Mental Health Agency Affiliation
4. County Management Organization Affiliation
5. Example of Tier 1 Program for Students & Parents
6. Example of Tier 2 Program for Students

Affiliation Agreements with Higher Education Institutions

Leveraging support from:

- School Psychology Graduate Programs
- School Social Work Graduate Program
- School of Education Graduate Program



A woman with curly hair, wearing a blue top and a dark jacket, stands and presents to a group of people seated around a table in a meeting room. The room has large windows in the background. The people seated at the table are looking towards the presenter. There are laptops, glasses of water, and a water bottle on the table.

Intervention & Referral Services (I&RS) Overhaul

- ✓ Observation of I&RS meetings
- ✓ Adopt consistent procedures
- ✓ Utilization of Educational Specialists and
Mental Health Clinician
- ✓ Creation of Disposition Sheet

Tier 1 Cyber-Bullying Program

- ✓ Child study team Interns worked with Middle and High School Administrators, CST members, Anti-Bullying (AB) Coordinator, AB School Specialists, local Chief of Police, and other law enforcement personnel
- ✓ Prepared building wide presentation to all students
- ✓ Students received follow up discussions within their Health classes



Tier 1

Mental Health Awareness Wellness Program

- The Special Education Parent Advisory Committee (SEPAC) sponsored this Program for all High School students
- Organizing committee: General Education / Special Education teachers, Building Administrators, BOE member, CST members, Guidance Counselors, and the Director of Special Services
- Bergen County Children's Interagency Coordinating Council (CIACC) and other agencies participated



Wellness Program Continued

- Facilitate student activities evolving around mental health and building resiliency.
- Various activities involved the following topics:
 - depression,
 - suicide, drugs & alcohol awareness,
 - mental health hotlines in Bergen County,
 - careers in mental health,
 - acupressure and aromatherapy,
 - guided meditation and mindfulness,
 - healthy choices,
- Our Program was one of the recipients of the 2016 Innovations in Special Education by the New Jersey School Boards Association (NJSBA).





Tier 1 Depression/ Anxiety Presentations to HS Students

- ✓ CST interns researched and provided
- ✓ Presentations to students via Health classes on risk and resiliency factors with depression and anxiety



Tier 1 Perspective Taking Presentations to MS Students

After processing school-wide
HIB data:

CST and CST interns provided
presentations to students via
Health classes on respecting
differences



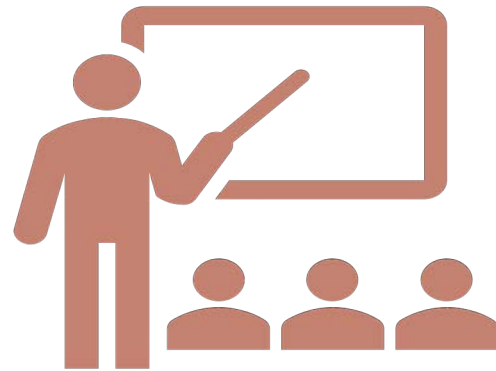
Tier 2 After-School Programming

- *Supporting Reading and Growth Mindset with*
- *The Learning Connection (TLC)*

The Learning Connection (TLC)



Designed to provide additional support to 3rd thru 5th graders within the Dumont School District



Recommended by teachers for students in need of additional academic and social-emotional support



Included students with and without IEPs

TLC Participants

- ✓ Approximately 20 3rd graders & 20 5th graders
- ✓ Intervention Teachers (BSI)
Administered pre and post DIBELS ORF measure
- ✓ High School Mentors
Mentored elementary school students
- ✓ Higher education institution graduate students
- ✓ Administered Mindset Measure
- ✓ Mentored elementary and high school students




TLC High School Mentors

- ✓ Recruited by a collaborative effort involving Guidance, Director of Special Services, and Director of Curriculum
- ✓ Linked volunteer time with Option 2 graduation credit potential
- ✓ Allowed flexibility of their schedules (i.e., school sports, etc)
- ✓ Received behavioral training from Higher Ed Institution Graduate Students



TLC Teachers and Instructional Assistants

Instruction took place in High School Media Center with access to technology



Met with the students' respective teachers to receive academic, behavioral, or social-emotional information in order to tailor lessons/ activities.

TLC Time Structure

3rd and 5th Grade met 2x per week for 16 total sessions (or “doses” of intervention)

- **3:30 - 4:00 p.m.**
 - Healthy snack & Homework help with Dumont High School student mentors and FDU undergraduate student mentors.
- **4:00 – 4:30 p.m.**
 - Teacher lesson in Language Arts
- **4:30 – 5:00 p.m.**
 - Access to online educational applications, teacher directed Mindset activities, and standardized testing related activities.

Why Focus on Reading & Mindset?

Mindset predicts decoding and reading comprehension skills in 4th graders, and that struggling readers can benefit from interventions focused on strengthening their mindset at a global level

(Petscher, Al Otaiba, Wanzek, Rivas, & Jones, 2017)

Restorative Practices Model

- District Goal to redesign discipline infraction consequence to involve a “Structured Day” with educational specialists
- Align with SEL and Social Competency Curriculum material
- Follow up with building-based counseling support/consultation as needed
- Follow up with linkage to parent with outside community resources



Collaborative Consultation Meetings

- Quarterly with County's Care Management Organization (CMO) with all Child Study Team Members and School Counselors
- Monthly meetings with Mental Health Agency's School Based Clinician with all Child Study Team Members



Parent Supports

- Tier 2 - Nurtured Heart Training to Parents – Collaborative Effort with County Management Organization (Similar training had been provided to all District personnel as well)
- Targeted Parent Training and workshops from our Mental Health Agency Clinician
- Tier 2 - Shared Reading Workshop Series for Parents of Students in Pre-School and Kindergarten



Present Mental Health Initiatives

- Evidence Based educational simulations for Middle School and High School Students on Substance Use Prevention, Conflict resolution, and enhancing School Climate
- Transition Program – Students completing a psychiatric program return to school with targeted support
- Music Therapy for our students within our special classes
- Art Therapy for Middle School students as part of strengthening connectedness with each other
- Flexible seating options within all school buildings
- Additional Trainings for Educational Specialists on best practice interventions to use with students experiencing anxiety and depression



MTSS Resources & Links

[MHTTC National School Mental Health Best Practices: Implementation Guidance Modules](#)

[NJ Department of Education – Quick Reference Mental Health Guide](#)

[Getting Started with the New Jersey Tiered System of Supports \(NJTSS\)](#)

[SHAPE: The School Health Assessment and Performance Evaluation System \(SHAPE\)](#)



Team Reflection Questions

1. What initiatives and teams do you already have in place? How can they be integrated and aligned using a MTSS framework?
2. What strategies and supports will you use to fully engage community, student, and family stakeholders in the process and development of implementation
3. How will you ensure your initiative is team driven?

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.



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- Tell us your training needs
- Responses are anonymous
- Use the QR code or link in follow-up email



TRAINING NEEDS
ASSESSMENT

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