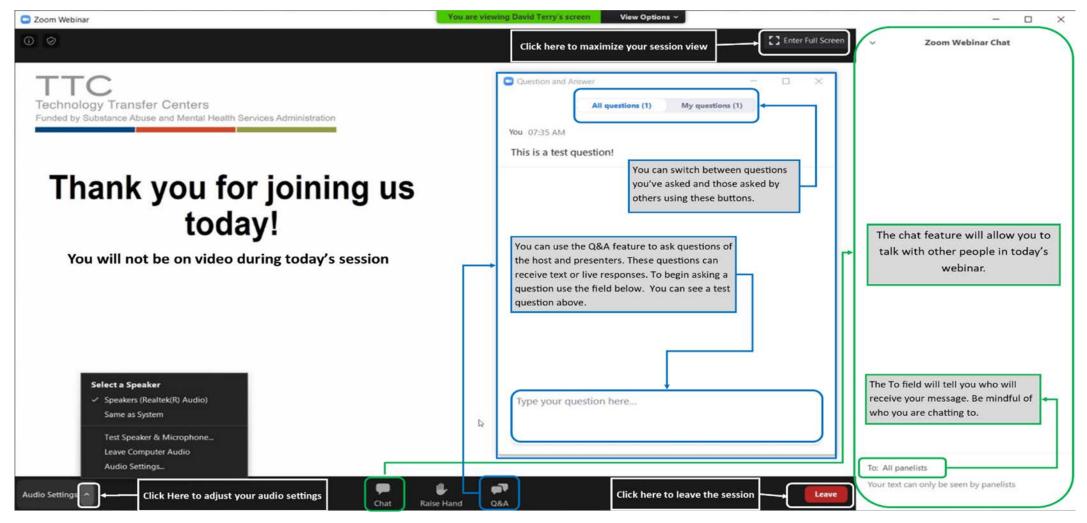
# The Zoom Interface



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

NJ Comprehensive School-based Mental Health Webinar Series Session 3: Establishing Universal Prevention

> Alicia Lukachko, DrPH, MSW, LSW Kristy Ritvalsky, MPH

Dr. Matthew Murphy, Ramsey Public Schools

Northeast and Caribbean Mental Health Technology Transfer Center Rutgers, Department of Psychiatric Rehabilitation and Counseling Professions December 15, 2021



Northeast and Caribbean (HHS Region 2)

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

## School Mental Health Technical Assistance Session

### 3:00 pm - 4:15 pm EST Establishing Universal Prevention

## Future Sessions:

Session 4: Establishing Tiered Supports (Tier 2 & Tier 3)	<b>Tuesday, January 25, 2022; 3-4:15 pm</b>
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

• Friday, December 17th

9:00 am- 10:00 am

10:00 am - 11:00 am

11:00 am- 12:00 pm

12:00 pm – 1:00 pm

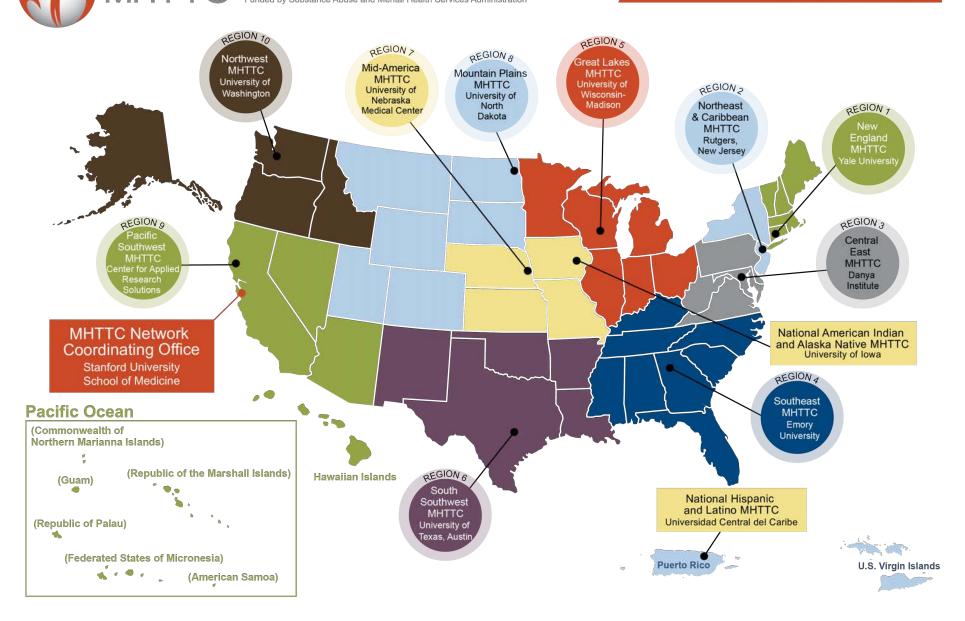


# About Us ...

- 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

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

MHTTC Network



# School Mental Health Supplement

Supplemental funding was awarded to provide training and TA to teachers and school staff regarding student mental health (2018-2021)

Focus on:

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



#### **Trainings**

Youth Mental Health First Aid Trauma Informed Schools Cultivating Resiliency Suicide Prevention Social Emotional Learning Crisis Interventions School Refusal and Anxiety Self-Care

#### **Technical Assistance**

Individualized plans with schools Implementation of SMH Resource Mapping Needs Assessment Teaming Assessment Tiered Supports Funding



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### **Subscribe** to receive our mailings. All activities are free!

https://bit.ly/3IU0xF4

# 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.

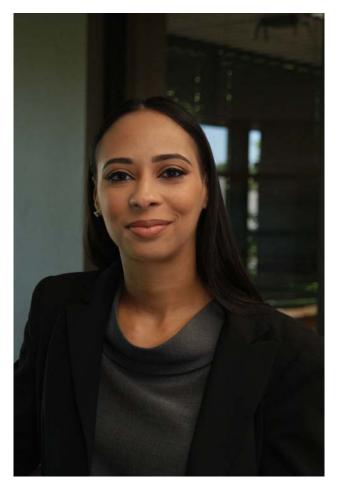
**Chat and Polls** 

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.

### **Our Presenters**



**Kristy Ritvalsky, MPH** Sr. Training and Consultation Specialist Northeast and Caribbean MHTTC



Alicia Lukachko, DrPH, MSW, LSW Sr. Training and Consultation Specialist Northeast and Caribbean MHTTC



**Dr. Matthew Murphy** Superintendent Ramsey Public Schools

#### Objectives

Participants will be able to:

- Understand evidence-based universal interventions
- Identify tips for implementation
- Recognize how to integrate and coordinate initiatives
- Examine New Jersey best practice exemplars



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

## Protectin g Youth Nental Health

The U.S. Surgeon General's Advisory



Comprehensive School-Based Mental Health Systems (CSMHS)



Developing a MTSS Framework

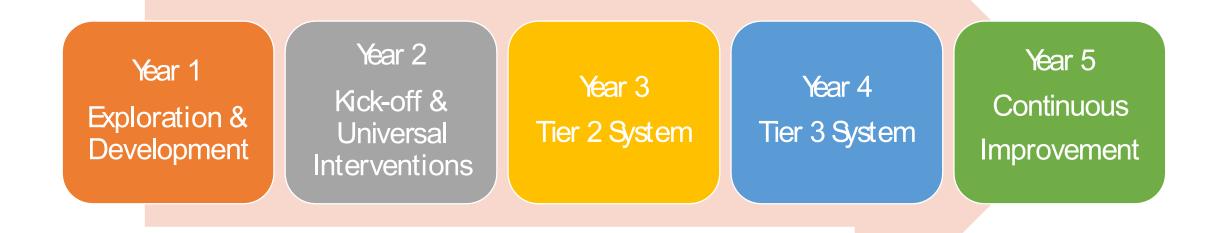
Mental Health Needs Assessment and Resource Mapping

Establishing Universal Support

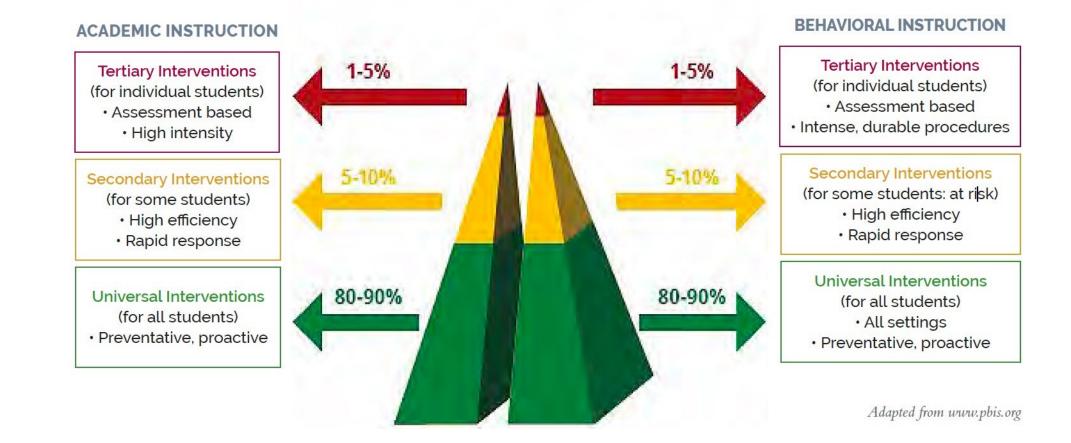
Establishing Targeted Interventions, Tiers 2 & 3

# Universal Supports (Tier I) Overview

## Phases of Implementation

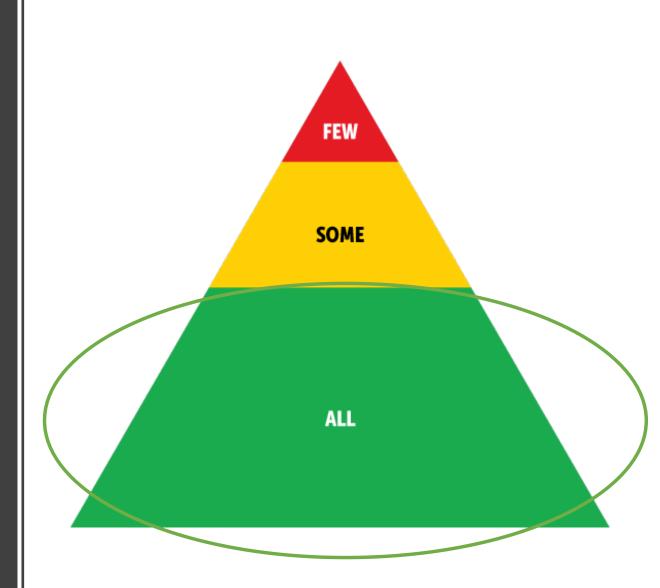


## What is Multi-tiered System of Support (MTSS)?



#### Tier 1 Universal Prevention

- Also known as primary prevention or mental health promotion
- Designed for all students and staff
- Example activities include:
  - Clear expectations
  - Staff well-being
  - Social-emotional learning curriculum (SEL)
  - Mental Health Literacy
  - Universal screening
  - Positive Discipline Practices



#### Universal Evidence-Based Practices



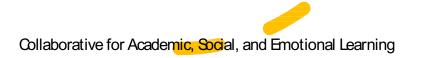


## Social Emotional Learning

#### What is Social and Emotional Learning (SEL)?

SEL is the process through which children and adults acquire and effectively apply the knowledge, attitude, and skills necessary to:

- understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy to others,
- establish and maintain personal relationships; and
- make responsible decisions



#### SEL Evidence-Based Outcomes

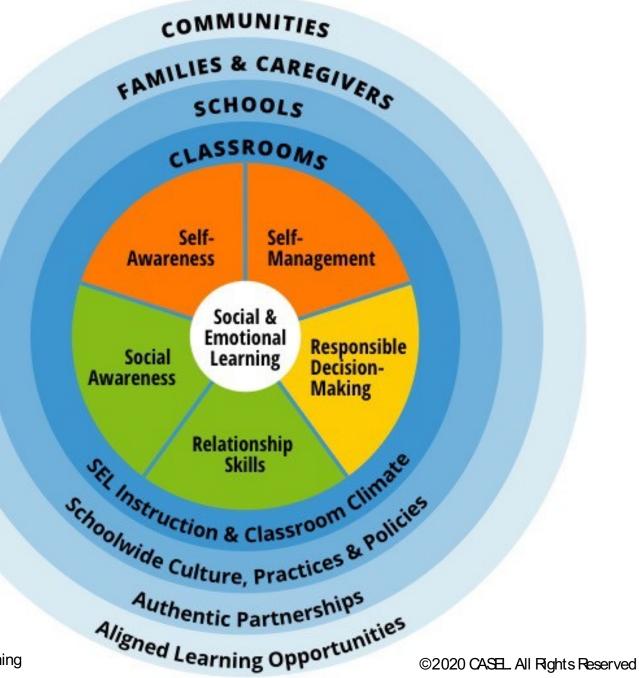
#### Increases

- Social-emotional competence
- Positive attitudes
- Prosocial behavior
- Positive peer and family relationships
- Academic performance
- School attendance

#### Reductions

- Conduct problems
- Emotional distress
- Substance use
- Arrests
- Clinical disorder
- Utilization of mental health services

## SEL Framework



Collaborative for Academic, Social, and Emotional Learning

### SEL Core Competencies

Self-Awareness

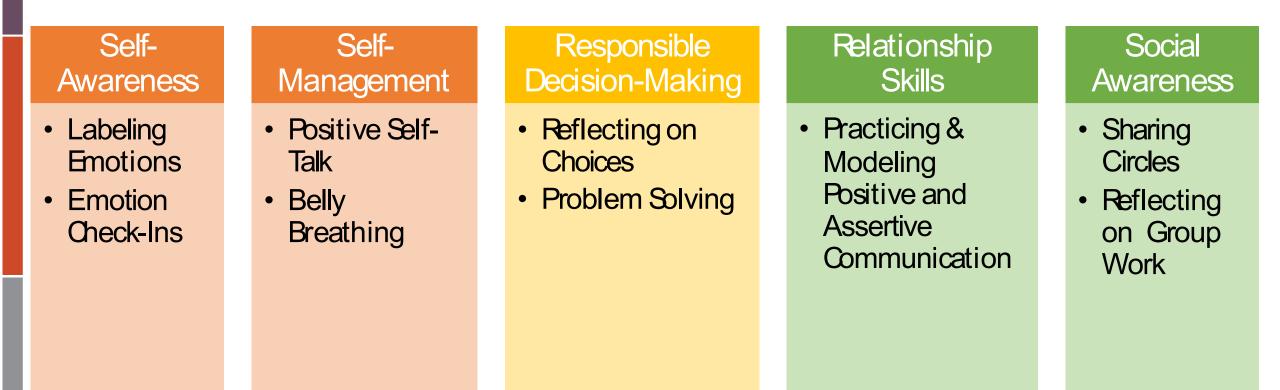
Self-Management

**Responsible Decision-Making** 

Relationship Skills

Social Awareness

## Example SEL Strategies



## Designing Your SEL Program

#### Single Course

Individual class or SEL block

Delivering evidence-based SEL curriculum

Responsibility on teacher to deliver SEL curriculum

Easily implemented

Harder to maintain sustainability

#### **Curriculum Infusion**

Inside and outside the classroom Infusing social and emotional learning across the curriculum

Enhances academics

Helps establish sustainability

## SEL Through a Developmental Lens



- Understanding & Managing Basic Emotions
- Social Rules



#### Eementary School

- Emotional Regulation
- Dyad friendships



#### Middle School

- Group-Based Identify
- Complex Emotional Situations



#### High School

- Individuated Personal Identity
- Articulated Set of Values



Positive Behavioral Interventions & Supports (PBIS) What is Positive Behavioral Intervention s & Supports (PBIS)?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework for establishing a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.



What is Tier 1 Positive Behavioral Interventions & Supports (PBIS)?

- Includes systems, data, and practices that impact everyone across all settings.
- Establishes a foundation for delivering regular, proactive support and preventing unwanted behaviors.
- Emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.



### Tier 1 PBIS Guiding Principles

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions



### **PBIS Evidence-Based Outcomes**

### Increases

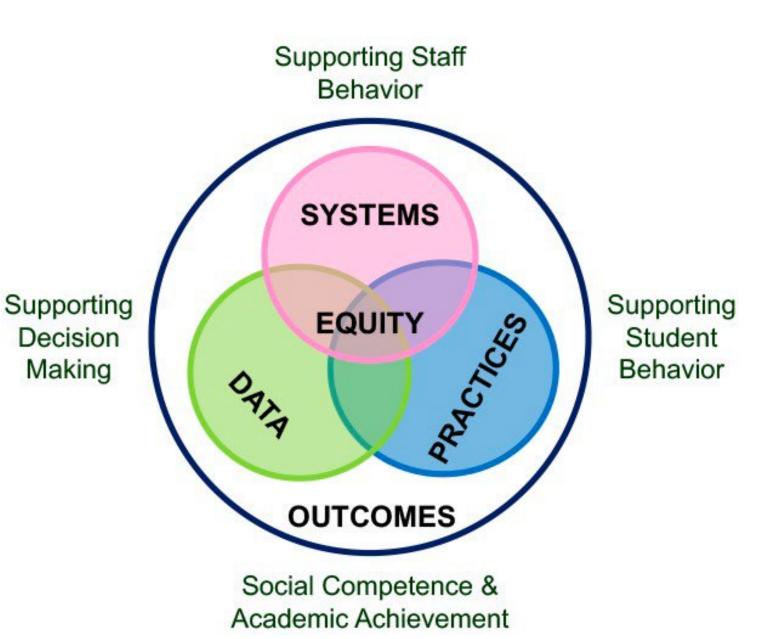
- Student social-emotional competence
- Student academic performance
- Teacher perceived efficacy
- Positive school dimate
- Perceived school safety

### Reductions

- Bullying behaviors
- Student reported substance abuse
- Office discipline referrals
- Suspensions
- Restraints and Seclusions



Positive **Behavioral** Intervention s & **Supports** (PBIS)

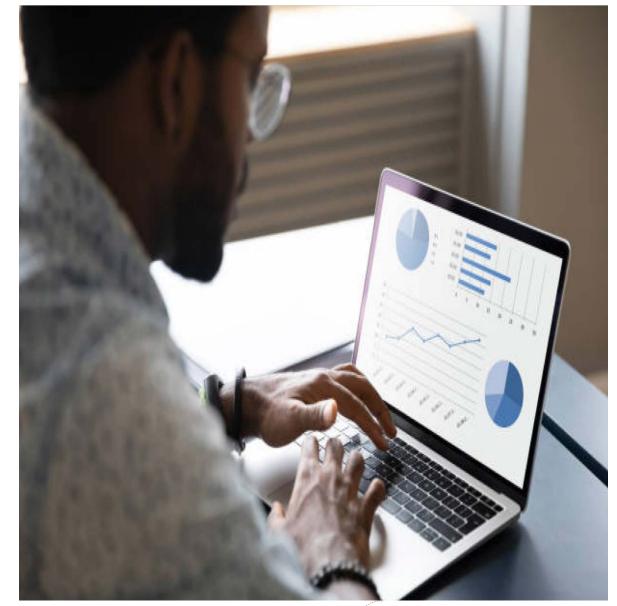




Positive Behavioral Interventions & Supports (PBIS): Tier 1

### Data might include:

- ✓ # Office Referrals
- ✓ # School In/Out Suspensions
- ✓ School Climate Survey
- ✓ Screeners for behavior, social, and/or academic risk
  - Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)
  - Strengths and Difficulties Questionnaire (SDQ)





Positive Behavioral Interventions & Supports (PBIS): Tier 1

### Systems include:

- ✓ An established leadership team
- ✓ Regular meetings
- ✓ A commitment statement for establishing a positive school-wide social culture
- ✓ On-going use of data for decision making
- ✓ Professional development plans
- ✓ Personnel evaluation plan

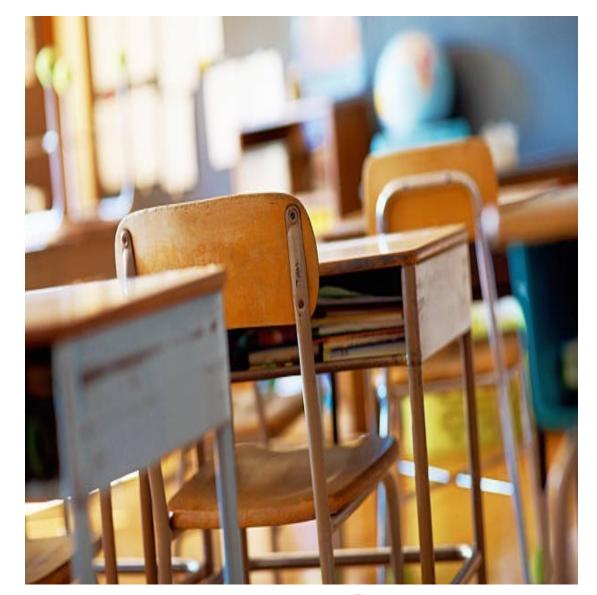




Positive Behavioral Interventions & Supports (PBIS): Tier 1

### Practices include:

- ✓ School-wide positive expectations and behaviors are taught
- ✓ Established classroom expectations aligned with school-wide expectations
- ✓ A continuum of procedures for encouraging expected behavior
- ✓ A continuum of procedures for discouraging problem behavior
- ✓ Procedures for encouraging schoolfamily partnership





Respectful

Empathetic

# Example School-Wide Expectations

Responsible

Kind



# School-Wide Expectations Defined

Respectful	Empathetic	Responsible	Kind	Safe
<ul> <li>Walk in line</li> <li>Use inside voice</li> </ul>	• Yield to others	• Walk at all times	<ul> <li>Hands and feet to self</li> </ul>	<ul> <li>Follow teacher directions</li> </ul>



# Restorative Practices

What are Restorative Practices?

Restorative Practices involve the use of informal and formal processes to proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Adapted from the International Institute for Restorative Practices (IIRP) and Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, 2014

### **Restorative Practices**

### Work towards:

- Addressing and discussing the needs of the school community
- Building healthy relationships between educators and students
- Reducing, preventing and improving harmful behavior
- Repairing harm and restoring positive relationships
- Resolving conflict, holding individuals and groups accountable



Adapted from Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, 2014

### **Restorative Practices Evidence-Based Outcomes**

### Increases

• Positive school dimate

### Reductions

- Exclusionary discipline rates
- Racial disparities in discipline

### Restorative Justice

Community Conferencing

Types of Restorative Practices

**Community Service** 

Peer Juries

**Circle Process** 

**Peer Mediation** 

# **Informal Restorative Practices**

Affective Statements communicate people's feelings, conveying how behavior affects others.

• "When you \_\_\_\_\_, I feel sad" or "disrespected" or "disappointed."

Affective Questions cause people to reflect on how their behavior has affected others.

- "Who do you think has been affected by what you did or said?"
- "How do you think they've been affected?"



# **Complementary Practices**

Social Emotional Learning

Restorative Practices Positive Behavioral Interventions & Supports

# Universal Screening

Universal screening is a systematic process for identifying students who might benefit from more intensive, individualized support beyond universal Tier 1 prevention efforts.

✓ All students

- ✓ Repeated (e.g. Fall, Winter, Spring)
- ✓ Proactive
- ✓ Robust measures and methods



Lane & Walker, 2015

# Questions to Consider

- What types of behaviors, symptoms, attitudes, or skills (i.e. risks and protective factors) are you trying to capture?
- What kinds of data are you currently collecting that could be informative?
- How and how often will you be collecting these data?



### Universal Data Collection

#### Can include:

- Self-Report Assessments
- Teacher/Staff Observation Reports
- Existing Student Data
  - o Discipline Referrals
  - o Academic Performance
  - o Attendance
- Resource: School Health Assessment and Performance Evaluation (SHAPE) System

### Consider:

- Feasibility, frequency, timing
- Age appropriateness
- Oultural appropriateness
- Strengths-based vs deficit focused





Selecting the interventions best for your school/district

PBIS Leadership Forum- Roundtable Dialogue, December 2017

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# 



# Tips for Implementation

m

# Tips for Implementation

Administrative buy-in

Staff buy-in

Using data to guide your planning and decision making

Adopt a common language to describe integrated Tier I supports

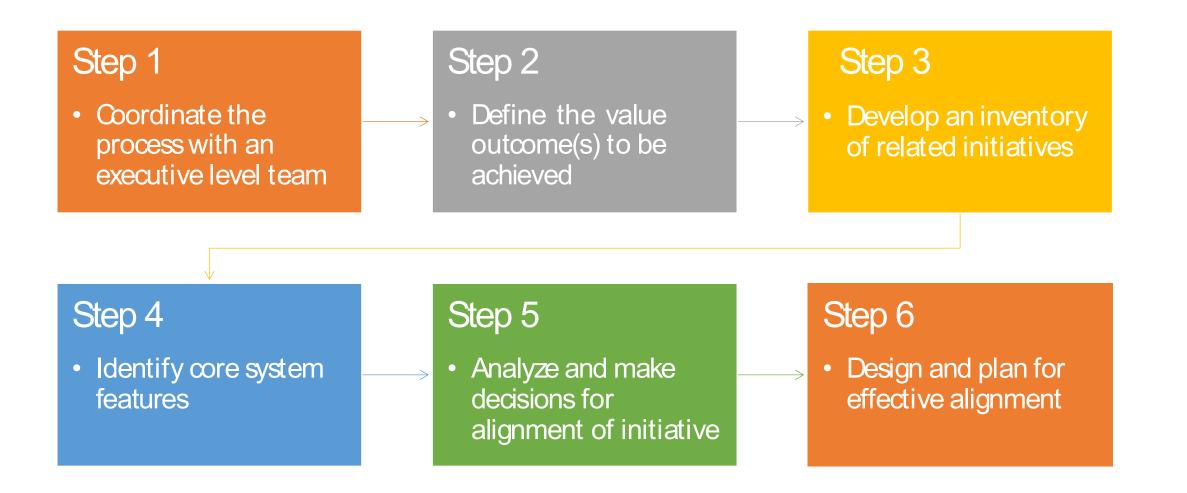
Establishing a core team

Communicate with students, families, and local community



Aligning & Integrating

# Steps of the Alignment Process



# **Ramsey Public Schools**

# **Our Approach to Mental Health**

# Matthew J. Murphy, Ed. D.



### A Little Context: Ramsey Public Schools



- Pre-K 12
- Approximately 2,736 students
- 500+ staff members (175 certified)
- Demographic Breakdown

Enro	Ilment Trends by Student Group		*
man stable shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not b representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.			
er rehre annrannen er nie ananens holmanner, nominionandt in hinnen annann hurandt Brunne, h	ercentages for period as a connect to the new est e.o.		
Student Group	2017-18	2018-19	2019-20
Female	48.1%	48.3%	48.5%
Male	51.9%	51.7%	51.5%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	6.0%	6.7%	7.4%
Students with Disabilities	12.8%	12.9%	13.5%
English Learners	2.2%	2.5%	2.8%
Homeless Students	0.3%	0.5%	0.4%
Students in Foster Care	0.2%	0.1%	0.0%
Military-Connected Students	0.4%	0.5%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group			*	
is table shows the percentage of students by racial and ethnic group for the past three so	hool years.			
Racial And Ethnic Group	2017-18	2018-19	2019-20	
White	78.5%	76.6%	76.6%	
Hispanic	9.5%	10.8%	10.9%	
Black or African American	0.6%	0.9%	1.0%	
Asian	9.0%	9.0%	8.6%	
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%	
American Indian or Alaska Native	0.1%	0.1%	0.1%	
Two Or More Races	2.2%	2.5%	2.8%	





### Challenges:

- Gaining support from people who thought it wasn't a problem in our community, or wasn't a school district responsibility
- Carving commitment from the budget
- Adding one more thing to the heavy plates staff were carrying

### Antidotes:

- Mental health is part of a Whole Student Approach. (How can we offer basketball but not mental health?)
- Small, strategic investments can yield impactful dividends.
- We cannot teach students unless we break through whatever barrier is
   preventing that ... Or at least try to be part of the process.



### **District-Wide**



### *Our District-Wide Foundation:* Systematic Training, Strong Partnership

- Professional Development for staff
- Professional relationship with West Bergen Mental Health
- Mental Health First Aid training for all administrators
- Mental Health First Aid training for all staff
   (in process)
- WarmLine direct access to a mental health counselor for staff and families

### RAMSEY SCHOOL DISTRICT CONFIDENTIAL WARMLINE FOR TEACHERS AND STAFF

#### 201-688-7098

Feeling stressed? Experiencing anxiety? These feelings of stress and anxiety about work and unexpected changes are real and can be overwhelming. West Bergen Mental Healthcare is here to help. Call our warmline for free and confidential support. Initial calls are received by a West Bergen Access Clinician Monday through Friday, 9 a.m.- 5 p.m., then a trained, West Bergen licensed therapist will return your call at a time that is convenient for you.

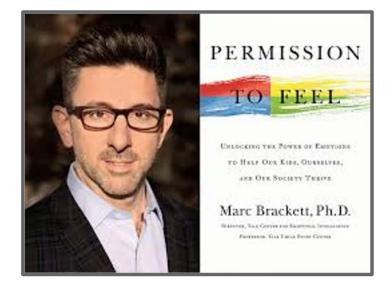




### School-Level Engagement: Connecting a Lot of Dots

- 2 External Mental Health Counselors (in addition to CST and Guidance Counselors)
- Mental Health Curriculum in 9th grade
- Social Emotional program
  - RULER K-5 schools (6-12 in process)
- Youth Mental Health First Aid for all 10th graders (coming Spring 2022)
- Depression Screening (Grades 7, 8, and 10) started Fall 2020







### Depression Screening: What Did That Look Like?

- Required parent permission
- Adapted the Columbia DISC Depression screening tool
- Part of PE/Wellness classes
- Identifies potential risk and offers
   immediate help
- Bottom-Line Goal: Link students in need of mental health support with appropriate counseling service

Data collection efforts: None

• RSD is a connection point and nothing else, which ensures confidentiality.

#### Columbia DISC Depression Scale (Ages 11 and over) Present State (last 4 weeks) TO BE COMPLETED BY TEEN

If the answer to the question is "No," circle the 0; if it is "Yes," circle the 1. Please answer the following questions as honestly as possible.

S

UNIVER

OLUMBIA

0

4

SYCHIATR

In	the last four weeks	No	Yes
1.	Have you often felt sad or depressed?	0	1
2.	Have you felt like nothing is fun for you and you just aren't interested in anything?	0	1
3.	Have you often felt grouchy or irritable and often in a bad mood, when even little things would make you mad?	0	1
4.	Have you lost weight, more than just a few pounds?	0	1
5.	Have you lost your appetite or often felt less like eating?	0	1
6.	Have you gained a lot of weight, more than just a few pounds?	0	1
7.	Have you felt much hungrier than usual or eaten a lot more than usual?	0	1
8.	Have you had trouble sleeping, that is, trouble falling asleep, staying asleep, or waking up too early?	0	1
9.	Have you slept more during the day than you usually do?	0	1
10.	Have you often felt slowed down like you walked or talked much slower than you usually do?	0	1
11.	Have you often felt restless like you just had to keep walking around?	0	1
12.	Have you had less energy than you usually do?	0	1
13.	Has doing even little things made you feel really tired?	0	1
14.	Have you often blamed yourself for bad things that happened?	0	1
15.	Have you felt you couldn't do anything well or that you weren't as good-looking or as smart as other people?	0	1

Score	Chance of Depression	How often is this seen?
0-4	Very Unlikely	in 2/3 of teens
5-9	Moderately Likely	in 1/4 of teens
10-12	Likely	in 1/10 of teens
13 and Above	Highly Likely	in 1/50 of teens



# *Tiers of Support:* **Meeting Students Where They Were**

- **Tier One:** General information to help *all* students with awareness, self-support tools, and where to go for more help.
- **Tier Two:** Support from in-school resources, including counselors and teachers; also offered for parents.
- **Tier Three:** Referral to professionals outside the district, with continued support in school.



#### November 2019 Survey:

- Most students did not feel comfortable <u>asking for help</u> from someone they did not really know.
- Most students did not feel comfortable offering help to someone they did not really know.

We needed levels of support to reach out to students to overcome their hesitancies.



#### Beyond the Schools:

### We Are a Community Hub

- Awareness Days
  - May assemblies, guest speakers, etc.
  - Athletic Events wear "green"
- Community Events
  - **Parent Academies:** Marc Brackett, *Permission to Feel*; Kate Fagan, *What Made Maddy Run*; Carli Bushoven, The Madison Holleran Foundation, screening of The Ripple Effect and more!
  - Annual Walk and Talk a-Thon
- Community Awareness
  - Social Media Social Media
  - Let's Talk Mental Health (YouTube show)
  - Visited places of worship, Rotary, etc.



RAMSEY – Poised and personal, Kate Fagan began her presentation at Ramsey High School on Monday night by pointing out it was the first time she was speaking in Madison Holleran's figurative backyard.

"I never met Madison," said Fagan, the ESPN writer and author of 'What Made Maddy Run,' a detailed look at the life of the former Northern Highlands star who died by suicide four years ago. "I know there are people in this room who did."



Kate Fagan, the author of "What Made Maddy Run," a book about the life and death of former Northern Highlands star Madison Holleran, speaks at the Ramsey HS auditorium in Ramsey on 01/29/18. *Mitsu Yasukawa/Northjersey.com* 

### In Closing



#### Schools Form Foundations: Community Leaders Have a Duty

- We not only interact with a critical population, we guide their learning and development.
- If you don't have your health, you have nothing on which to build.
- Stay relevant ... stay connected
  - Twitter: @drmatthewmurphy
  - Instagram: @drmatthewmurphy
  - Facebook: RamseySchoolsNJ



# Key Terminology

- **ISF (Interconnected Systems Framework):** Building on the success of PBIS, the ISF applies the core features of MTSS to deliberately integrate mental health, community, school, and family partners through a single system of support. The MTSS framework guides state, district, and community leaders to blend funding and modify policies and procedures to help systems work more efficiently.
- <u>MTSS (Multi-tiered systems of Support)</u>: Adata-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. Tiers include: Tier 1: Universal Prevention (All); Tier 2: Targeted Prevention (Some); Tier 3: Intensive, Individualized Prevention (Few)
- PBIS (Positive Behavior Interventions and Supports): A proactive approach schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.
- SEL(Social Emotional Learning): The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



# Resources & Links

1. <u>Center on Positive Behavioral Interventions & Supports</u> 2. New Jersey Positive Behavior Support in Schools (NJPBSIS) 3. CASEL- CASEL's SEL Framework 4. NJDepartment of Education-NJTiered System of Supports 5. The School Health Assessment and Performance Evaluation (SHAPE) System

6. International Institute for Restorative Practice



# Team Reflection Questions

- What Tier I universal supports does your school/district have in place?
- Who is involved in coordinated Tier 1 supports?
- In what way(s) does a Tier 1 universal system of supports include mental health, positive behavior supports, SEL, and school climate align with your school/district's:
  - Strategic plan?
  - Mission and vision?
  - Core values?
- What resources do you think your school needs to accomplish this expanded Tier I system of universal supports?
- How does your school/district collaborate now with community organizations?
  - What community resources can you identify to help achieve the expanded Tier 1 system of universal supports?

# **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.



# **Connect With Us**

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- Email: <u>northeastcaribbean@mhttcnetwork.org</u>
- Website:

https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home

- Like and follow us on social media!
- Facebook: Northeast & Caribbean MHTTC
- Twitter: @necmhttc
- LinkedIn: @Northeast and Caribbean MHTTC



Northeast and Caribbean (HHS Region 2)

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

