

The Zoom Interface

The screenshot displays the Zoom Webinar interface. At the top, a status bar indicates "You are viewing David Terry's screen" and provides a "View Options" dropdown. Below this, a "Click here to maximize your session view" button and an "Enter Full Screen" button are visible. The main content area shows the "TTC Technology Transfer Centers" logo and a message: "Thank you for joining us today! You will not be on video during today's session". A "Select a Speaker" menu is open, showing options like "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...". A "Question and Answer" window is open, showing a test question "This is a test question!" and a text input field "Type your question here...". Annotations explain that users can switch between "All questions (1)" and "My questions (1)" and that the Q&A feature allows asking questions of the host and presenters. A "Zoom Webinar Chat" window is also open, showing a "To: All panelists" field and a note that "Your text can only be seen by panelists". The bottom toolbar includes buttons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave".

Zoom Webinar

You are viewing David Terry's screen View Options

Click here to maximize your session view Enter Full Screen

TTC
Technology Transfer Centers
Funded by Substance Abuse and Mental Health Services Administration

Thank you for joining us today!

You will not be on video during today's session

Select a Speaker

- ✓ Speakers (Realtek(R) Audio)
- Same as System
- Test Speaker & Microphone...
- Leave Computer Audio
- Audio Settings...

Question and Answer

All questions (1) My questions (1)

You 07:35 AM

This is a test question!

You can switch between questions you've asked and those asked by others using these buttons.

You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.

Type your question here...

Zoom Webinar Chat

The chat feature will allow you to talk with other people in today's webinar.

The To field will tell you who will receive your message. Be mindful of who you are chatting to.

To: All panelists

Your text can only be seen by panelists

Audio Settings Click Here to adjust your audio settings Chat Raise Hand Q&A Click here to leave the session Leave

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

NJ Comprehensive School-based Mental Health Webinar Series

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

Sharon Lohrmann, PhD,

Director, NJ Positive Behavior Support in Schools

Amy Panitch, Principal

Franklin Elementary School

Newark Public Schools

Theresa Finkelstein, Vice Principal

Franklin Elementary School

Newark Public Schools

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

January 25, 2022



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

3:00 pm - 4:15 pm EST

Establishing Tiered Supports (Tiers 2 & 3)

Future Sessions:

Session 5: Framework for Risk Assessment & Response

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, January 27th

2:00 pm- 3:00 pm-

Registration opening available!



About Us ...

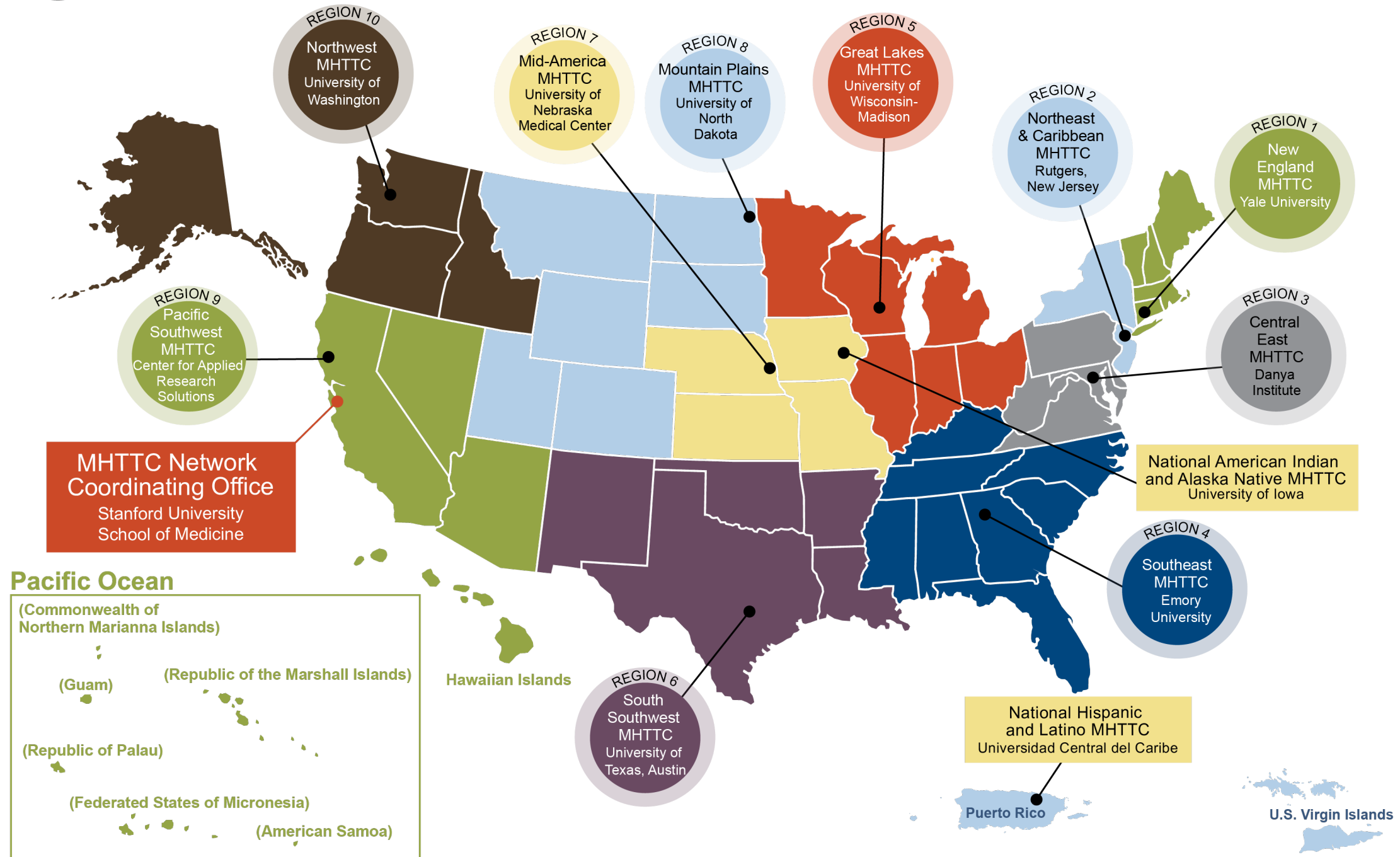
- The Northeast and Caribbean MHTTC received 5 years (2018 – 2023) of funding to:
 - Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
 - Address full continuum of services spanning mental illness prevention, treatment, 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



MHTTC

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



Grow Your Knowledge and Skills

Keep up with the latest effective practices, resources, and technologies!

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.

Disclaimer

This presentation was prepared for the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC). This presentation will be recorded and posted on our website.

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



Sharon Lohrmann, PhD
Assistant Professor of Pediatrics
Director, NJ Positive Behavior
Support in Schools



Amy Panitch, Principal
Franklin Elementary School
Newark Public Schools



Theresa Finkelstein
Franklin Elementary School
Newark Public Schools



PBSIS

Helping Schools Build Systems of Support

Considerations for Planning Tier 2 and Tier 3 Systems

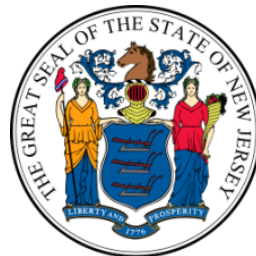
RUTGERS
Robert Wood Johnson
Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

In Partnership with the

Office of Special Education

New Jersey Department of Education



Funded by IDEA Part B
2021-2022



RUTGERS
Robert Wood Johnson
Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

The mission of the NJ PBSIS initiative is to:

build capacity among New Jersey school personnel

to implement a multi-tiered system of support

that results in equitable access to a continuum of behavior, conduct, and social-emotional wellness interventions for all students.



Presentation Purpose

- To highlight planning considerations and reflections that contribute to an effective, sustainable, and equitable advanced tier planning process
- Not intended as a 'how to'

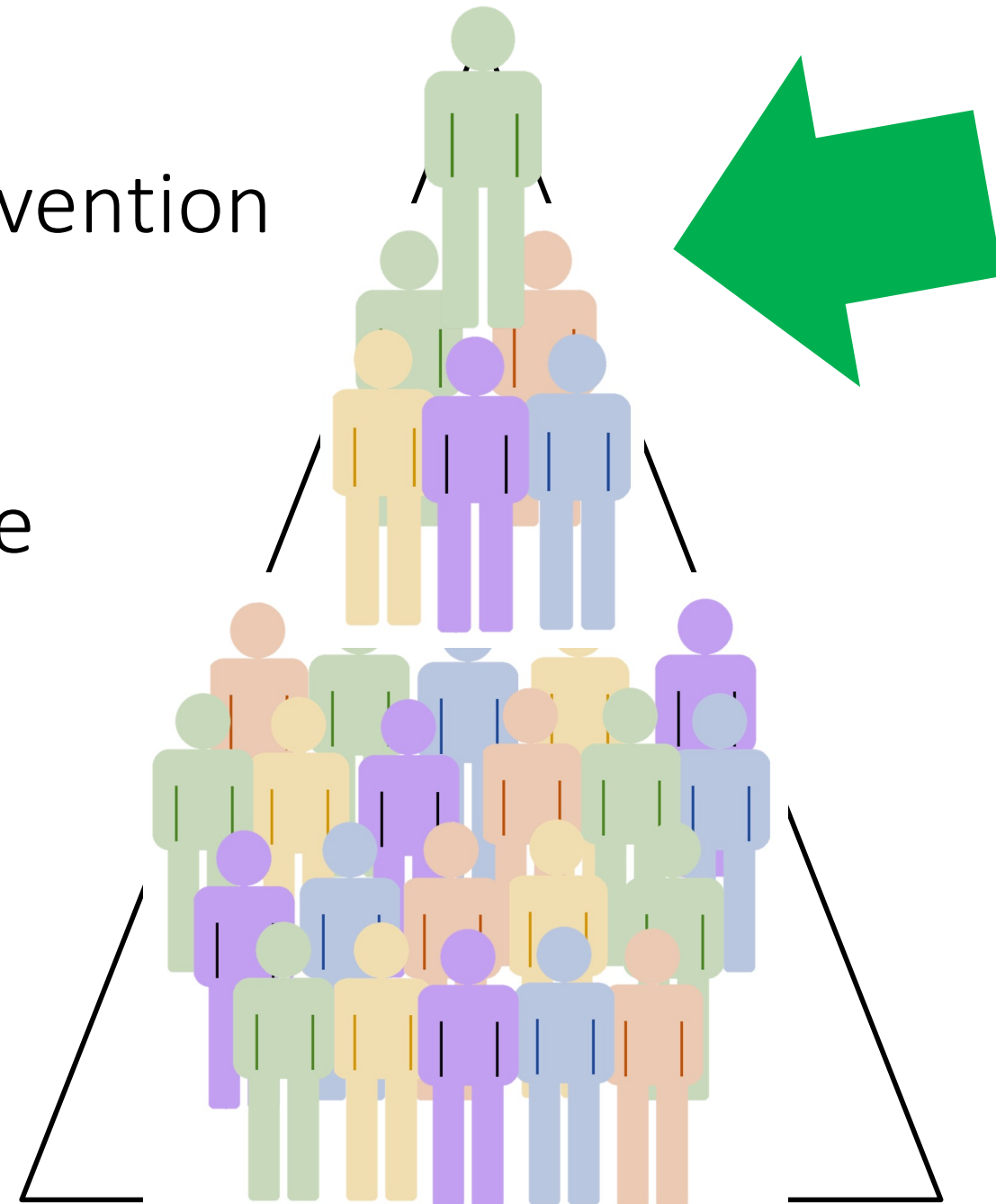


Tiered Framework

Tertiary (Few)
Intensive Intervention

Secondary (Some)
Targeted and Selective
Interventions

Universal (All)
Core Prevention
Practices



Getting Started



Have the Right Decision Makers at the Table

Multi-disciplinary team members who have:

- Expertise
 - Academic, Behavioral, Social and emotional, mental health, physical health and wellness
- Decision-Making Authority
- Social Validity
 - Amplify underrepresented voices



Self-Assess What is Already in Place

- Assess what is already in place and determine how you can align these existing efforts with the new secondary and tertiary tier implementation structure:
 - District policy
 - Unique scheduling opportunities (e.g., Advisory period)
 - Internal and external personnel
 - Existing measures and data collection
 - Interventions



Implementation Fidelity Tools

Available at www.pbisapps.org

- Implementation fidelity tools can help you to assess what you have in place and features are in need of additional planning
- Two options to consider:
 - Benchmarks of Advanced Tiers
 - Tiered Fidelity Inventory



Establish a Screening Process and Criteria



Poll question

How do you currently determine which students need an advanced tier intervention?

- Universal screening instrument
- Operationalized criteria for critical measures (e.g., # of office conduct referrals)
- Teacher or parent referral / request
- Other



Universal Screening

- The process of applying established criteria and decision-making rules to measures that predict the level of intervention intensity needed



Universal Screening

- Research suggests that a system of universal screening (using validated measures) is a reliable and valid method of predicting future occurrences of difficulties (Romer et al., 2020)
- Numerous instruments have been validated across age, settings, and populations (e.g., Lane et al., 2009)
 - Free access versus vendor-based
 - General versus specific focus

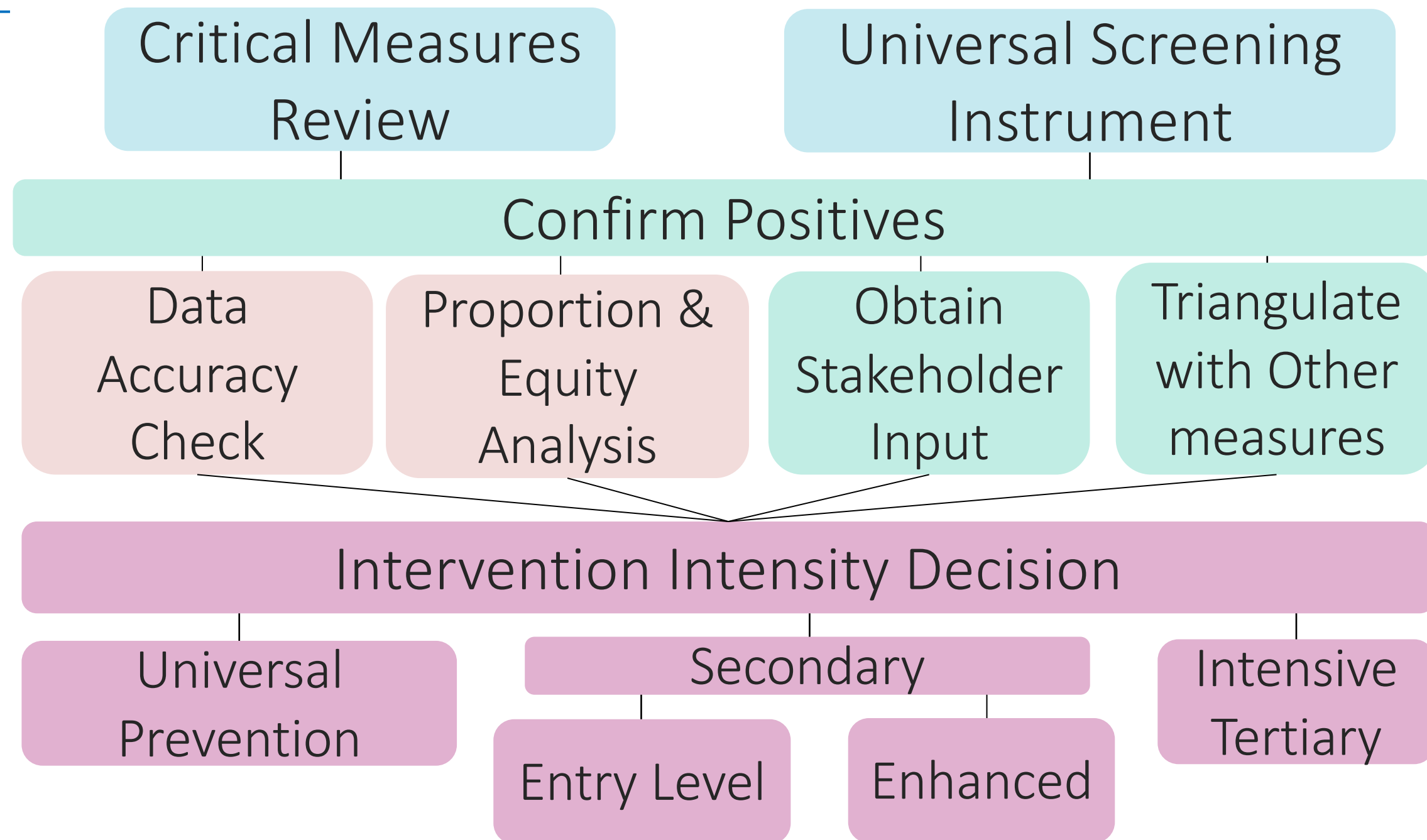


Universal Screening

- In the absence of a formalized universal screening instrument, office referrals may predict externalizing concerns (e.g., Predy et al., 2014)
- However, for internalizing concerns, targeted universal screening instruments are likely better than office referrals (e.g., Gregory et al., 2021)
- More research is needed to understand how best to implement a system of universal screening in schools

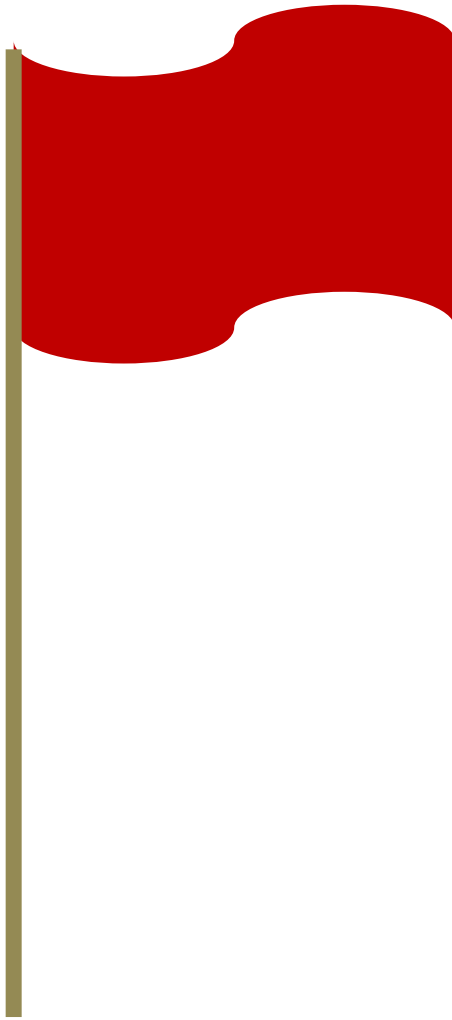


Sample Screening Process Flow Chart



Screening Cautions

(Lane et al.)



Screening must result in intervention

Select evidence-based tools socially valid to your need

Stay current on the instrument's scoring procedures

Follow your district policy and procedures

Conduct accuracy and fidelity checks



Screening Matrix Example: Halsted Middle School

	Entry Level Secondary Need	Enhanced Secondary Need	Intensive Tertiary Need
Attendance	2-5 days absent	5 or more days absent	6 or more days absent
Grades	<ul style="list-style-type: none">Significant drop in gradeAt risk of failing 1 class	<ul style="list-style-type: none">At risk of failing 2 or more classes	<ul style="list-style-type: none">Failing 2 or more classes
Critical Incidents (OCRs, HIB & Suspensions)	<ul style="list-style-type: none">3 critical incidents	<ul style="list-style-type: none">4 or more critical incidents	<ul style="list-style-type: none">5 or more critical incidents
Strengths and Difficulties Questionnaire	<ul style="list-style-type: none">Borderline in up to 3 areas ORAbnormal in 1 area	<ul style="list-style-type: none">Abnormal in 2 or more areas	<ul style="list-style-type: none">Abnormal in 3 or more areas

This is a Sample
Important to Define
Measures Specific
to Your School's
Needs



Special Circumstances

Burlington Township Middle School

Additional factors to consider within your decision-making process:

- ✓ IEP or 504 plan
- ✓ English Language Learners
- ✓ Former I&RS intervention
- ✓ Adverse Childhood Experience (ACEs)
- ✓ Life-Changing Event (e.g., death of parent)
- ✓ Receiving or received external intervention services



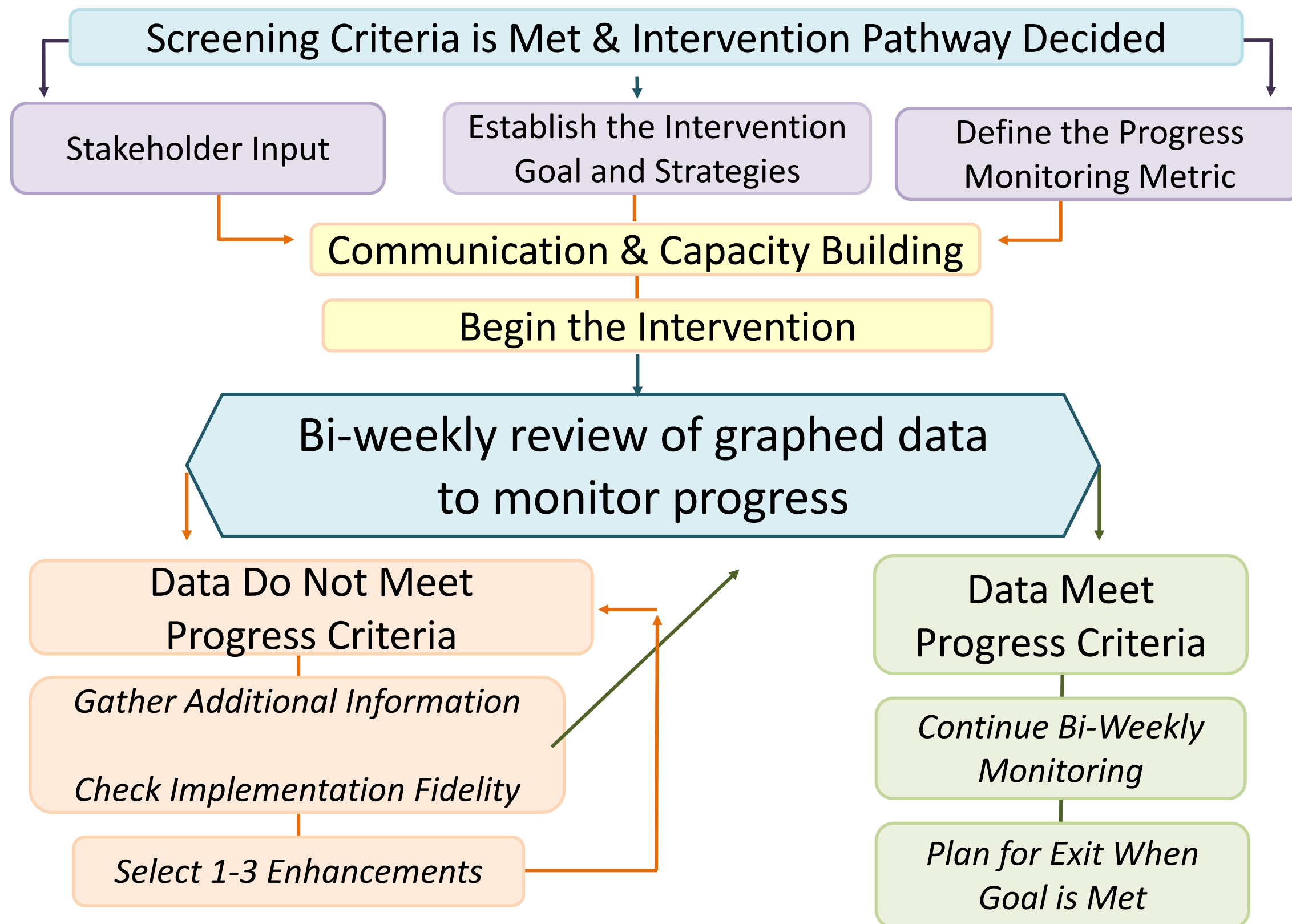
Considerations for Selecting Interventions



Evidenced-Based Intervention Examples

- Social skill groups (e.g., Cho Blair et al., 2021)
- Check-in systems (e.g., Cho Blair et al., 2021)
- Mentoring (e.g., Claro & Perelmiter, 2021)
- Individual and group Cognitive Behavioral Therapy (e.g., Neil & Christensen, 2009)
- Function-driven interventions (e.g., Anderson et al, 2015; Walker et al., 2017)





Example Intervention Delivery Matrix

Screening Categories	Behavior and Conduct	Peer Relations	Self-Regulation
Entry Level Secondary	<ul style="list-style-type: none">• Check-in system	<ul style="list-style-type: none">• Social	<ul style="list-style-type: none">• m
Enhanced Secondary	<ul style="list-style-type: none">• Mentor	<ul style="list-style-type: none">• School group• Peer	<ul style="list-style-type: none">• elor
Intensive Tertiary	<ul style="list-style-type: none">• FBA / Function-driven intervention	<ul style="list-style-type: none">• Counseling	<ul style="list-style-type: none">• Counseling

This is a Sample
Important to Select
Interventions
Specific to Your
School's Needs



Poll Question

What interventions are you currently using?

- Check-in system (e.g., Check-in Check-out)
- Social skills group
- Mentoring
- Manualized CBT groups (e.g., Coping Cat or Coping Power)
- Individual counseling
- Function-driven interventions
- Other



Reflections for Planning



Planning Process Reflections

- *Does the effort reflect your needs?*
 - Measures and interventions align with the categories generated by your screening process
- *Is the effort resulting in outcomes?*
 - Progress monitoring decision rules are in place
 - Fidelity monitoring is in place
 - The effort results in 70% or better response rate when implemented with fidelity



Planning Process Reflections

- *Is the effort evidence-based?*
 - Research supports implementation for the purpose you have identified
 - Relevant local data supports implementation
- *Is the effort equitable, socially valid, and culturally competent?*
 - Results in representation proportional to enrollment
 - Reflects the unique needs of stakeholders



Planning Process Reflections

- *Is the effort scalable?*
 - Ability to respond to the needs of 20% of your population (15% at Tier 2; 5% at Tier 3)
- *Is the effort sustainable?*
 - You can maintain the effort with the resources you have today at the scale you need



Considerations for Selecting Interventions

- *Are your decisions aligned with relevant requirements, policy, and procedures?*
- *What personnel are needed to implement the effort?*
 - Qualifications
 - Professional development
 - School or community-provider



Poll question

What is one next step you would like to take?

- Assess what we currently have in place
- Learn more about relevant requirements, policy, and procedures
- Review our current screening process and consider how we can strengthen the decision rules
- Review existing interventions and determine if additional options are needed
- Review our progress monitoring procedures and consider how we can strengthen the decision rules
- Other steps



Resources

- <https://www.ci3t.org/screening>
- <https://www.samhsa.gov/resource-search/ebp>
- <https://www.childtrends.org/what-works>
- <https://www.rand.org/well-being/social-and-behavioral-policy/projects/promising-practices.html>
- <https://ies.ed.gov/ncee/wwc/>
- <https://intensiveintervention.org/>
- <https://www.nj.gov/education/safety/wellness/mh/>
- www.njpbs.org



Establishing Tiered Supports (Tier 2 & Tier 3):

Newark Public School District Perspective *New Jersey District Exemplar*

Amy Panitch, Principal

Theresa Finkelstein, Vice Principal

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**

HOME OF THE FALCONS

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



Staff Training:

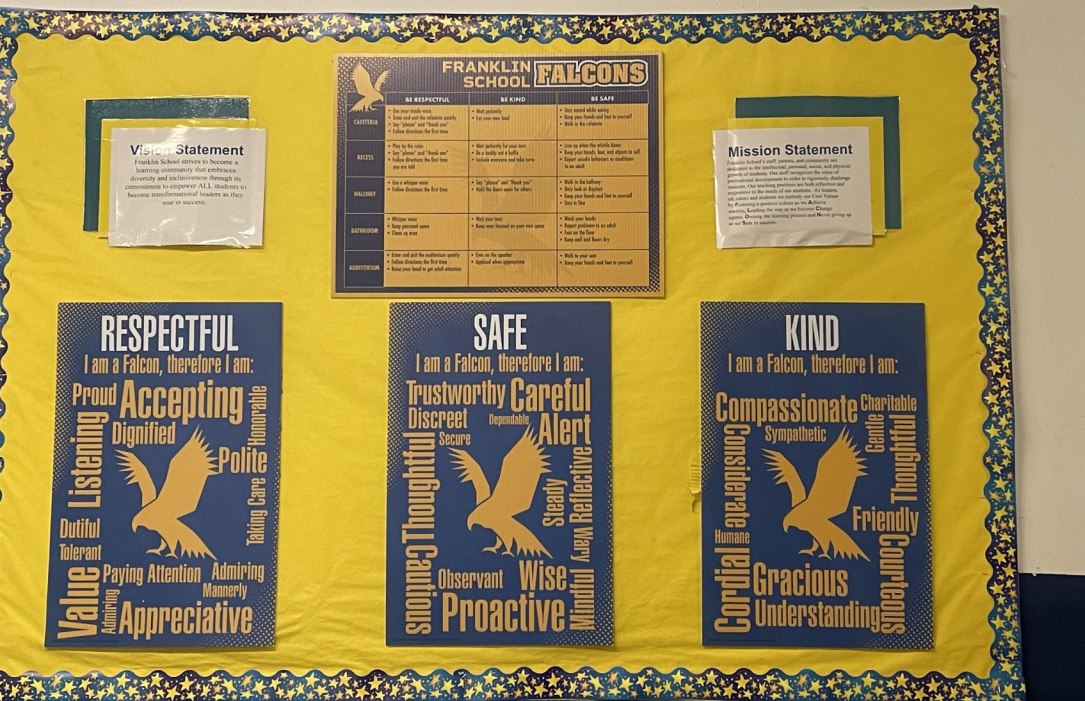
- Trained the entire staff on School-Wide PBIS
- Established a teacher led team to guide this work (PBIS Champion Teachers).
- Trained entire staff on SEL best practices.

Teaming:

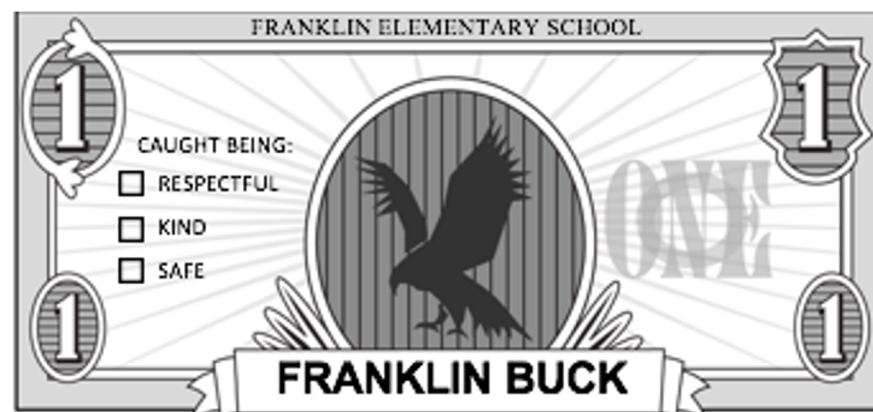
- Increased SEL practices School- Wide. (K - 6) Established a cohesive SEL Leadership Team.
- Established monthly SEL grade level meetings.

Students and Community:

- Established PBIS student council
- Opened our School Based PBIS Student Council Lead Store.
- Community SEL focus through Spirit Weeks and Trainings.



Falcon Buicks School Wide PBSIS System



Tier 2 Services: Targeted Student Supports

Social Skills Groups:

- One Step at a Time: Male Mentoring Group
- Girl Code: Self esteem and self empowerment
- K - 2 Friendship Group
- Grief Group

Parent SEL Academy:

- Selected based on SAEBRS data and Tier 2 support
- Two parents targeted per grade level



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 Supports

- One on One counseling sessions with our School Based Social Workers
- Behavioral Intervention Plans
- Behavior Contracts
- Community Referrals
 - DCPP
 - Behavioral/Family therapy
 - Partial Hospitalization or Full day program
- Connecting with Students and finding their Strengths
 - Art Awards
 - Art Therapy



Implementing Tier 2 & Tier 3: 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



Implementing Tier 2 & 3: Challenges

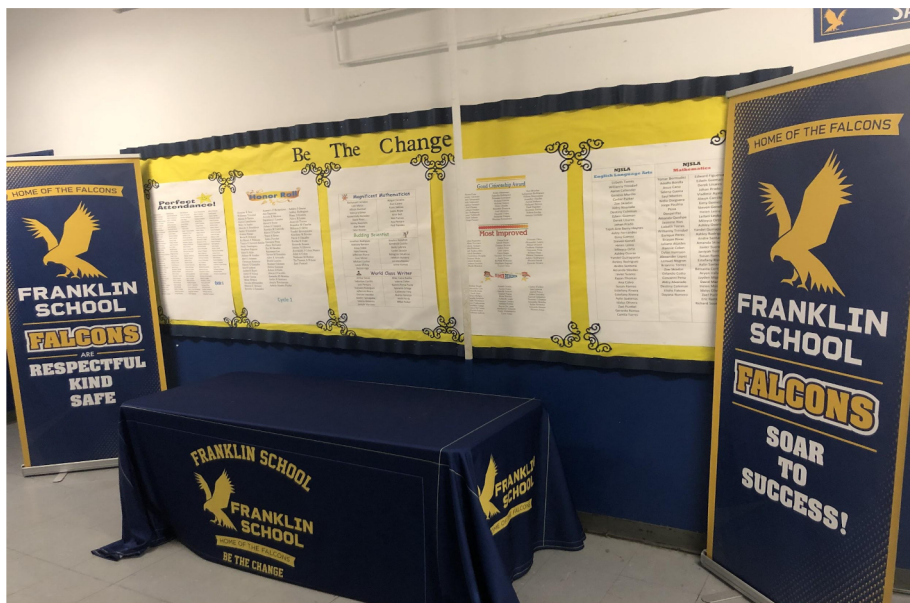
- Parent Engagement
- Growth of fully functioning Parent SEL Academy
- Community Resources





Lessons Learned

- Adapting and developing school-wide Success-Hour facilitated offering groups throughout middle-school.
- Developing teacher leaders can greatly facilitate teacher buy-in.
- Developing MTSS requires patience. It's a multistep, multi-year process. Celebrate small victories and the momentum that comes with them.





[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

Please feel free to follow our journey!
@franklinnps

Resources & Links

1. Comprehensive Integrated Three-Tiered Model of Prevention: <https://www.ci3t.org/screening>
2. SAMSHA Evidence-based Practices Resource Center: <https://www.samhsa.gov/resource-search/ebp>
3. The Institute of Education Sciences: <https://ies.ed.gov/ncee/wwc/>
4. The Institute of Education Sciences: <https://ies.ed.gov/ncee/wwc/>
5. Child Trends: <https://www.childtrends.org/>
6. The Promising Practices Network (PPN): <https://www.rand.org/well-being/social-and-behavioral-policy/projects/promising-practices.html>
7. National Center on Intensive Intervention (NCII): <https://intensiveintervention.org/>
8. New Jersey DOE Keeping Our Kids Safe, Healthy & In School: <https://www.nj.gov/education/safety/wellness/mh/>
9. New Jersey Positive Behavior Support in Schools (NJ PBSIS): www.njpbs.org

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

- Phone: (908) 889-2552
- Email: northeastcaribbean@mhttcnetwork.org
- 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

