

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 banner for "TTC Technology Transfer Centers" is visible, followed by a large "Thank you for joining us today!" message and a note: "You will not be on video during today's session".

On the left, a "Select a Speaker" menu is open, showing options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...".

In the center, a "Question and Answer" window is open, showing a test question: "This is a test question!". Annotations explain the "All questions (1)" and "My questions (1)" tabs, and the text input field "Type your question here...".

On the right, the "Zoom Webinar Chat" window is open, showing a message: "The chat feature will allow you to talk with other people in today's webinar." and a "To: All panelists" field. Annotations explain the "To" field and the note "Your text can only be seen by panelists".

At the bottom, a toolbar contains icons for "Audio Settings", "Chat", "Raise Hand", and "Q&A". Annotations point to the "Audio Settings" icon with the text "Click Here to adjust your audio settings" and to the "Leave" button with the text "Click here to leave the session".

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

NJ Comprehensive School-based Mental Health Webinar Series

Session 8: Collaboration with Systems Partners

Sonia Rodrigues-Marto, MA, LPC, LMFT, ACS

Director of Child & Adolescent Services
School and Community Based Programs
Rutgers UBHC

Alfonso Gonnella, Principal

Rockaway School District

Wednesday, June 15, 2022

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



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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.

Disclaimer

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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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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- 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



Sonia Rodrigues-Martó, MA, LPC, LMFT, ACS
Director
School and Community Based Programs
Rutgers UBHC



Alfonso Gonella, Principal
Rockaway School District

The goal of collaborative, school-based mental health services



- ❖ Strengthen school/community partnerships
- ❖ Increase access to needed services and supports for students and staff
 - ❖ To provide an extra level of support to existing programming, also known as Tier 2 & Tier 3 services
 - ❖ Enhance the services provided for the most at-risk students rather than supplanting existing services.

Why schools are the ideal place to provide mental health and behavioral supports

- ❖ Students can receive a full continuum of services
- ❖ Programming emphasizes shared responsibility to fill in the gaps and ensure students don't fall through the cracks.
- ❖ A strong connection between schools and community agencies helps a school move toward a collaborative, school-based mental health services model and ensures that wraparound services are provided to support the whole child and family.



School- Based Services Integration Models

Model 1: Referral to Community-Based Providers

Model 2: Community Mental and Behavioral Health Co-located in Schools

Model 3: Community Mental Health Providers are Full Collaborative Partners

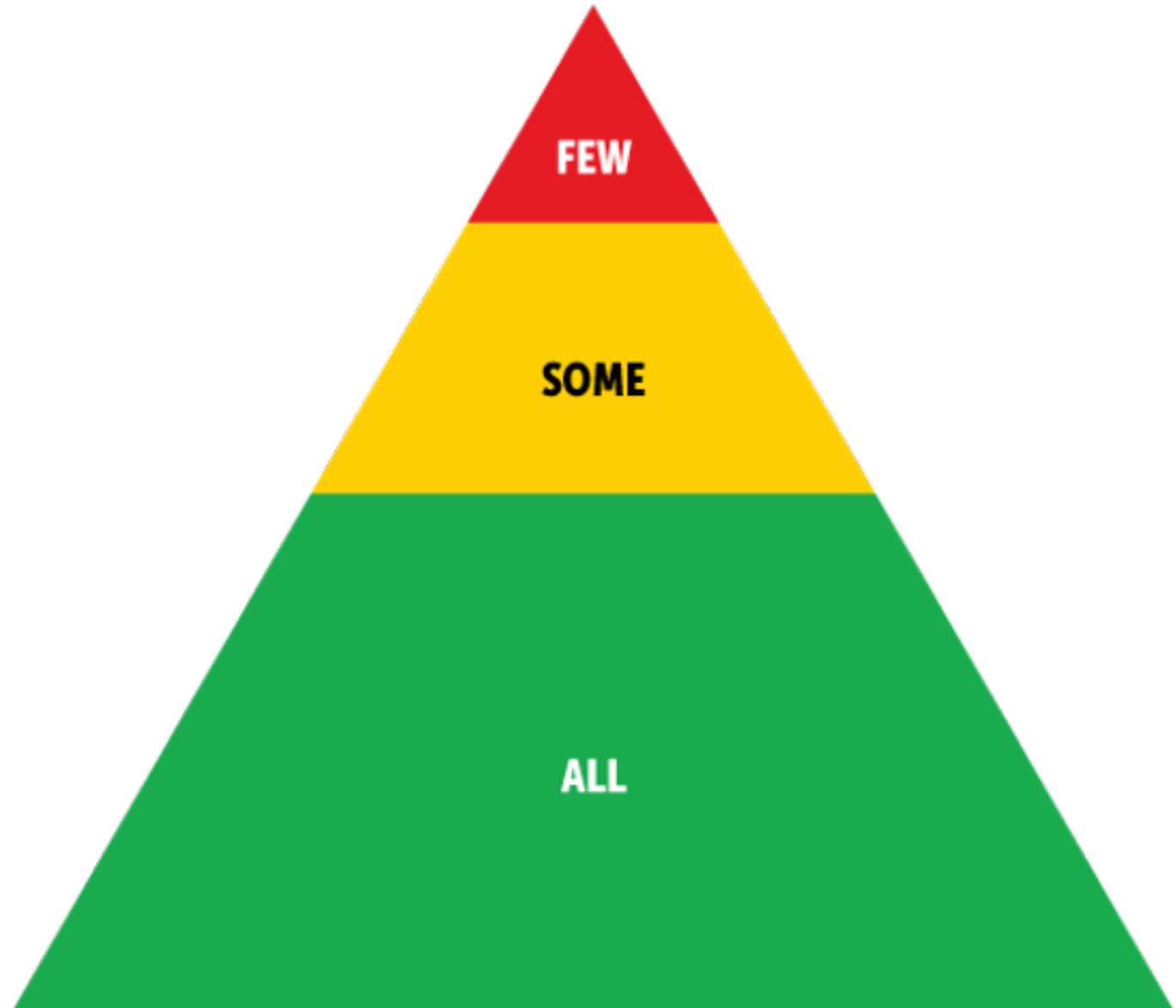
Model 4: Telehealth

Where to begin....



- ❖ An introductory meeting with school administrators may help districts identify their primary needs.
- ❖ Consider conducting a needs assessment and resource mapping to identify the gap in existing resources and appropriate community partnerships to meet that need.
- ❖ Develop a comprehensive school-based mental health team where staff members and community mental health providers may take on varying roles to support the implementation of school-based mental health, including community collaborations.

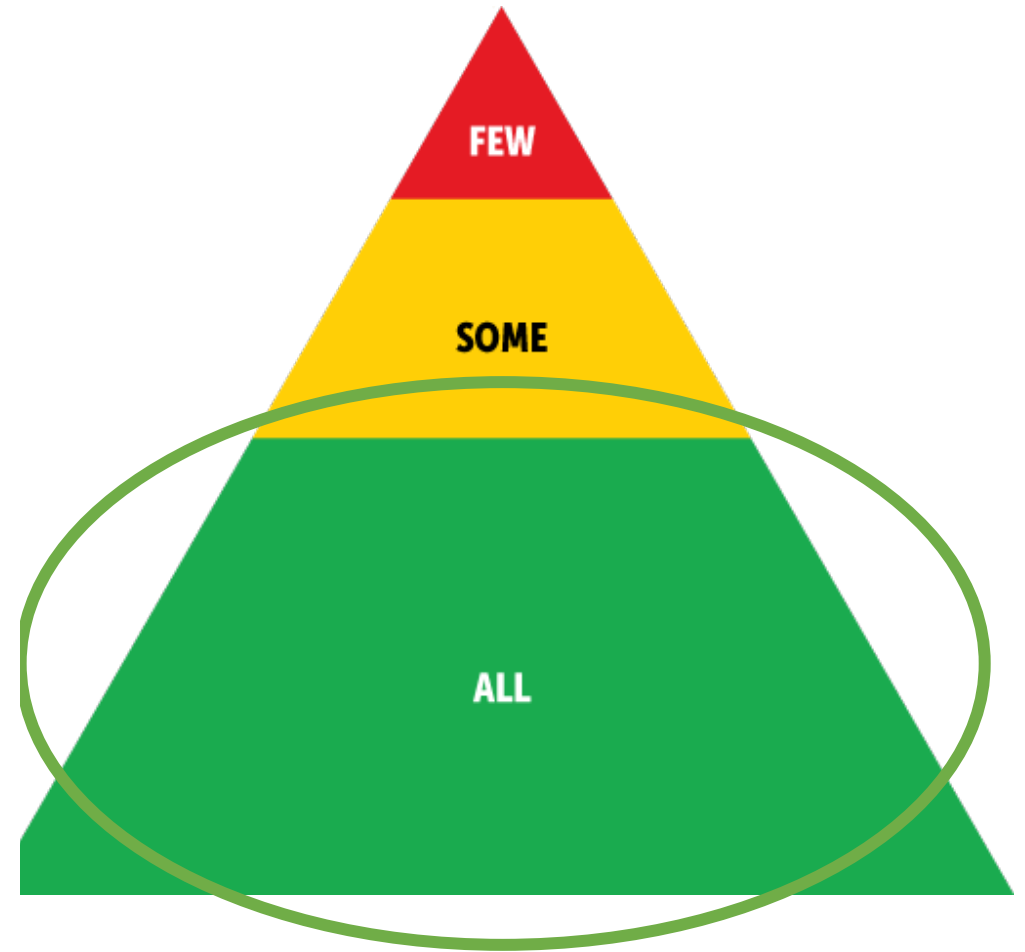
Providing Mental
Health Services
within Multi-
Tiered Systems
of Support



Tier 1 Support

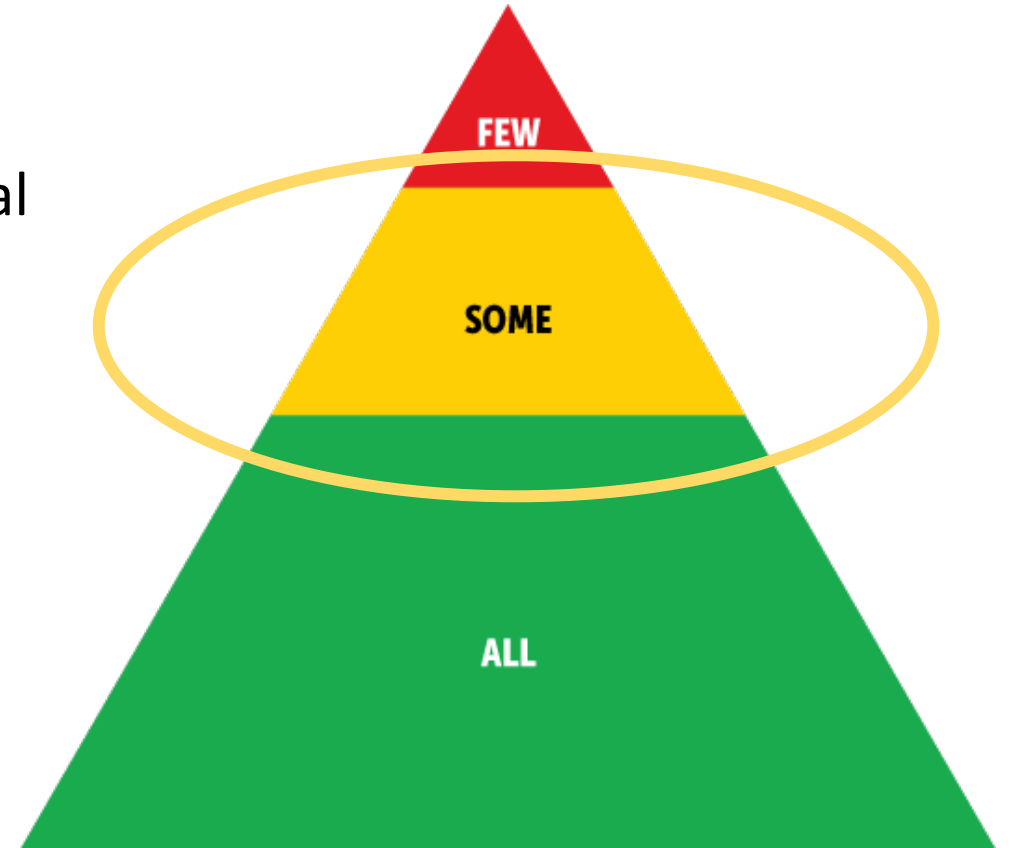
- ❖ Tier 1 involves universal interventions, primary prevention and promotion
- ❖ What kind of support can community mental health providers provide at Tier 1?
 - ❖ Addressing school climate and staff well-being
 - ❖ Teaching and acknowledging schoolwide values
 - ❖ Social-emotional learning (SEL) curriculum
 - ❖ Using evidence-based curriculum.

**It is important to have Tier 1 supports in place before implementing Tier 2 and 3 services*



Tier 2 Support

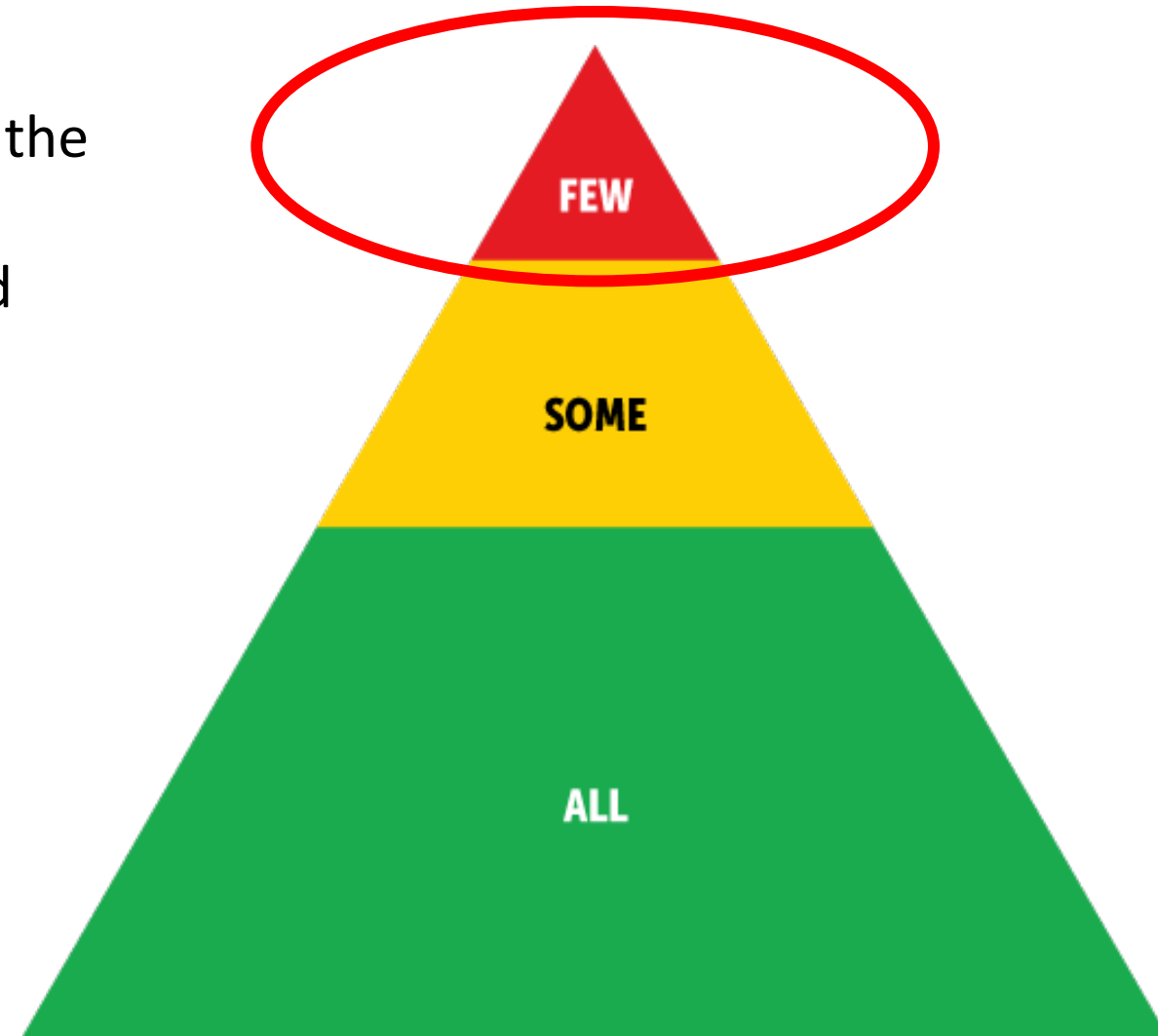
- ❖ Tier 2 involves secondary interventions for students who may not respond to the universal supports and are at risk of developing mental health concerns
- ❖ What kind of support can community mental health providers provide at Tier 2?
 - ❖ Small group interventions
 - ❖ Mentoring
 - ❖ Classroom-based supports



Tier 3 Support

❖ Tier 3 responds to the individualized needs of the 5 to 10% of students who do not respond to primary and secondary supports and will need more intensive, individualized interventions.

- ❖ Individual, group or family therapy
- ❖ Function-based problem solving to create individualized treatment plans
- ❖ Behavior plan
- ❖ Family and caregiver treatment
- ❖ Collaboration with community service providers



Collaborative Teaming

- Explain how the collaborative teaming process works (e.g., who is typically present, how often does the team meet, what decisions are made, how does the SMH provider offer support during these meetings)
 - The process of determining needs should involve collaboration of the school team and other school professionals (educators, specialists, etc.), as well as students, families/caregivers, and other relevant community stakeholders
- Sharing a success story may be helpful here



Benefits of Collaborative Teaming

Build connections and strengthen engagement

Reduces stigma around mental health issues and improves access to care

Community partners can support and advocate for schools with other key policymakers

Expertise of outside mental health providers

Identifying evidence-based interventions to fit the needs of your student population

Helps to decrease the risk of over identifying students



Family and Student Engagement

- ❖ Engaging families involves outreach and development of programming focused on increasing the families' connections with the school.
- ❖ A parent survey may help identify the needs of the community.
- ❖ Parent outreach events or parent workshops can be educational, such as “parent university” training nights where parents are offered education on a specific topic.
- ❖ Meet-and-greets or introductory meetings with school-based staff

A photograph of two children, a girl and a boy, sitting at a wooden table in a classroom or workshop. They are both focused on building a small robot. The boy, in the foreground, is using a red-handled screwdriver to adjust a component on the robot. The girl, slightly behind him, is also working on a similar robot. The table is cluttered with various electronic components, wires, and tools. In the background, a world map is visible on the wall, and a white shelving unit holds various items. The lighting is bright and even.

Cultural Considerations

- ❖ Approaching programming with a culturally sensitive lens
- ❖ When developing programming with a contracted mental health agency, be mindful of school cultural demographics.
- ❖ Culture strongly impacts a family's decision-making process and their openness to obtaining support.
- ❖ Particularly when working with immigrant and undocumented families, there may be an initial level of distrust and wariness over the services recommended.
- ❖ Allowing for other accommodations



Tips for Successful Collaboration

- ❖ Select team members with knowledge of specific competency areas: key policies and laws, interprofessional and cross-system collaboration, evidence-based practices, data-based decision making, personal and professional well-being and cultural responsiveness.
- ❖ Continuous coaching can be provided to build sustainability and capacity of the school community

New Jersey Resources

Agency	Services Provided	Contact Information	Area(s) Served
Traumatic Loss Coalition	The TLC is a statewide network that effectively works to prevent suicide and promote healing and resiliency in the aftermath of traumatic loss	732-235-2810	State-wide
Central Jersey Family Health Consortium	Family Health Consortium offers a variety of resources for families. Some initiatives include supports for childbearing, pregnant and non-pregnant people and their families, perinatal mood and addiction prevention programming, early intervention resources, safe kids and teen health initiatives	732-937-5437	Central NJ
2NDFLOOR Youth Helpline	2NDFLOOR is available 24 hours a day, seven days a week. 2NDFLOOR's phone counselors are caring and supportive and anyone can anonymously write a message on their online message board.	888 222-2228 or email: info@2NDFLOOR.org	State-wide
Children's System of Care (CSOC)	CSOC is committed to providing services based on the needs of the child and family in a family-centered, community-based environment. It offers a wide range of services for children up to age 21 for substance use, behavioral health or developmental disability needs. I	877-652-7624	State-wide



Team Reflection Questions

1. What are the greatest needs in my school district ? What components of a school-based mental health program would meet these needs ?
2. What are our current resources ? What services are needed to enhance existing resources ?
3. How do we create and implement a program that focuses on prevention, early identification and intervention ?
4. What types of training do school staff need to enhance existing services so they can provide additional support to identified students ?

NEW JERSEY COMPREHENSIVE SCHOOL-BASED

Mental Health Resource Guide



February 2022

Chapter 9: Collaboration with System Partners

- ✓ Practical examples of implementation- "School Spotlights"
- ✓ Hyperlinked resources
- ✓ Team reflection questions

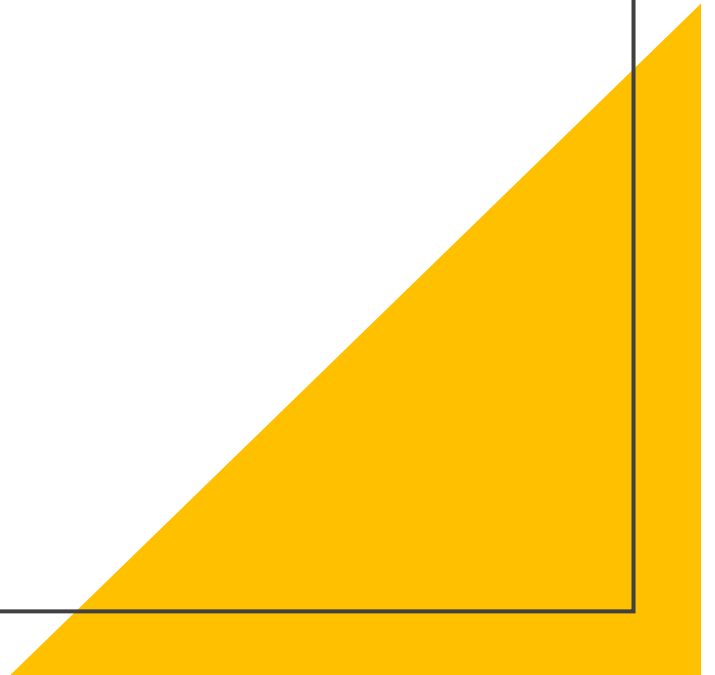


Collaboration with System Partners:

Copeland Middle School

Rockaway Township School District

New Jersey District Exemplar





Copeland Middle School

Rockaway, NJ

- Located in northern New Jersey, Morris County
- Comprised of approximately 878 students
- Serves grades six, seven, and eight
- Includes roughly 115 support and personnel staff
- Meets the needs of a diverse community of students and families



Mission

“We Are Better Together”

Copeland Middle School is a collaborative community, where all stakeholders work in solidarity, thus creating an environment of mutual-respect, trust, and responsibility while empowering all individuals to be their authentic selves.



Copeland Core Values = HEART

- Honesty
- Empathy
- Acceptance
- Responsibility
- Trust



Need for Community Mental Health Partnerships

- Increasing number of families seeking mental health supports from schools
- 2017, tragic loss of a 6th grade student to suicide
- “Skyland Region” has faced particularly high rates of suicide among 10-24 yr olds
- 2017-2018: 45 Risk Assessments
- 2018-2019: 55 Risk Assessments

Key Copeland Community Partnerships

The COURAGE Project:
Rutgers University
Behavioral Health Care

Rockaway Township
Substance Abuse
Alliance

Parent-Teacher
Association

The COURAGE Project

Compassion Optimism Unrelenting Resilience Gratitude Excellence

- **The COURAGE Project** is a dynamic partnership between the Copeland Middle School, the Rockland County Board of Education, and Rutgers University Behavioral Health Care
- The **purpose** of the program is to provide evidence-based mental health treatment to students in a safe, comfortable setting.
- **Program Goals**
 - To enhance the opportunities for student learning by providing free mental health programs in a non-threatening and familiar environment.
 - To provide mental health and support services to children and adolescents who have limited access to services and instill in them hope for the future.

The COURAGE Project

Compassion Optimism Unrelenting Resilience Gratitude Excellence

Individual, Group,
& Family Therapy

Crisis Intervention
& Screening

Substance Abuse
Identification

CST & Other Staff
Consultation

Case Management
& Community
Referral

Conflict Resolution
& Supportive
Counseling

Professional
Development for
School Staff

Parent Education &
Workshops

RUTGERS

University Behavioral Health Care





Rockaway Township Substance Abuse Alliance: Project Positive Choice

- Substance abuse education and prevention program
- Collaboration with Morris County Prosecutor's Office
- Four-part program involving Copeland 8th graders



Expanding with School Mental Health Resources

- GOMO Enterprises Restorative Practices program
- Character.org
- Johnson & Johnson
- Sandy Hook Promise

Challenges to Building Community Partnerships

Debunking Mental Health
Stigma

Fostering Teacher Buy-In

Creating Flexible
Programming

Integrating Community
Partners

Community Partnership Successes

Enhanced SEL, Restorative Practices & Staff PD

Increased Mental Health Screening & Assessment

Expanded Individual & Group Counseling Services

District-wide Coordination of Crisis Assessment & Intervention

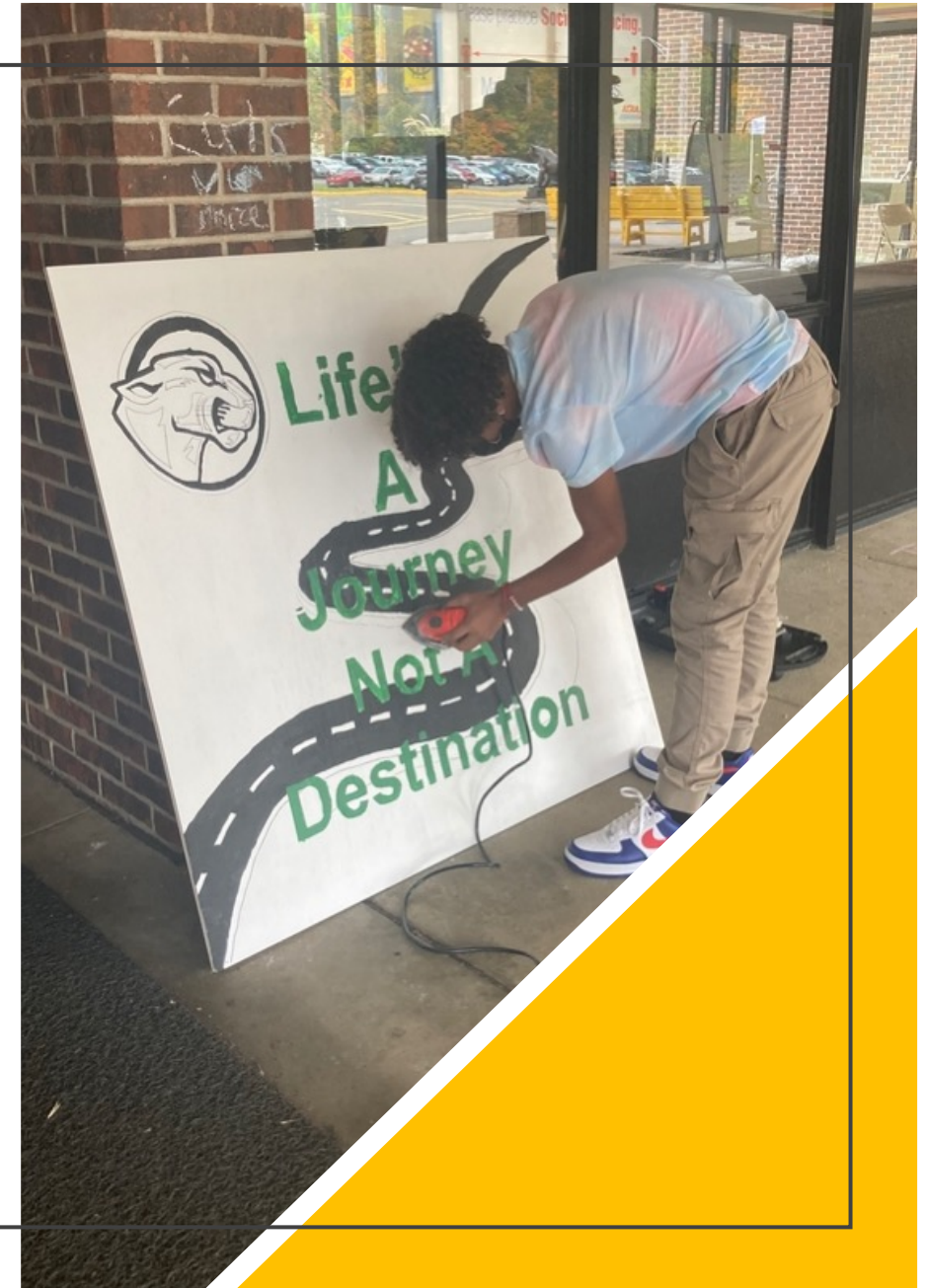
Training and Technical Assistance to Support Risk Assessment Protocol

Integrated Case Management

Improved Family Engagement

Lessons Learned

- Staff training & buy-in is key.
- Affiliations with specialized community partners can improve access to current evidence-based practices.
- Collaborative mental health partnerships benefit the entire school community: students, staff & families.
- “We Are Better Together”



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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Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Connect With Our Center

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Website:

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

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MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

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