



BRYT AND SCHOOL-BASED BRIDGE PROGRAMS:

Presentation to 23rd Annual Conference on
Advancing School Mental Health

October 11, 2018



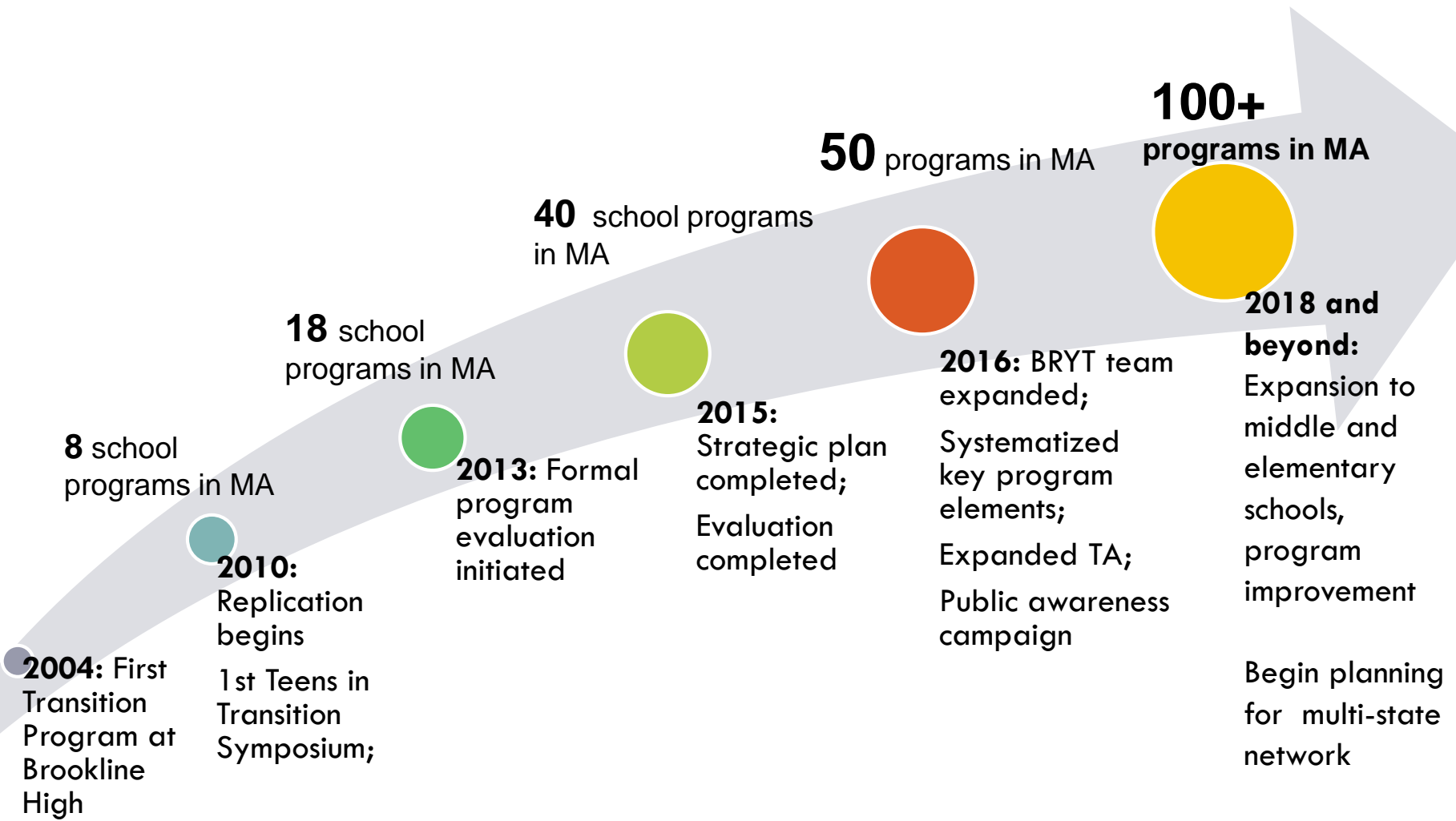
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Introductions

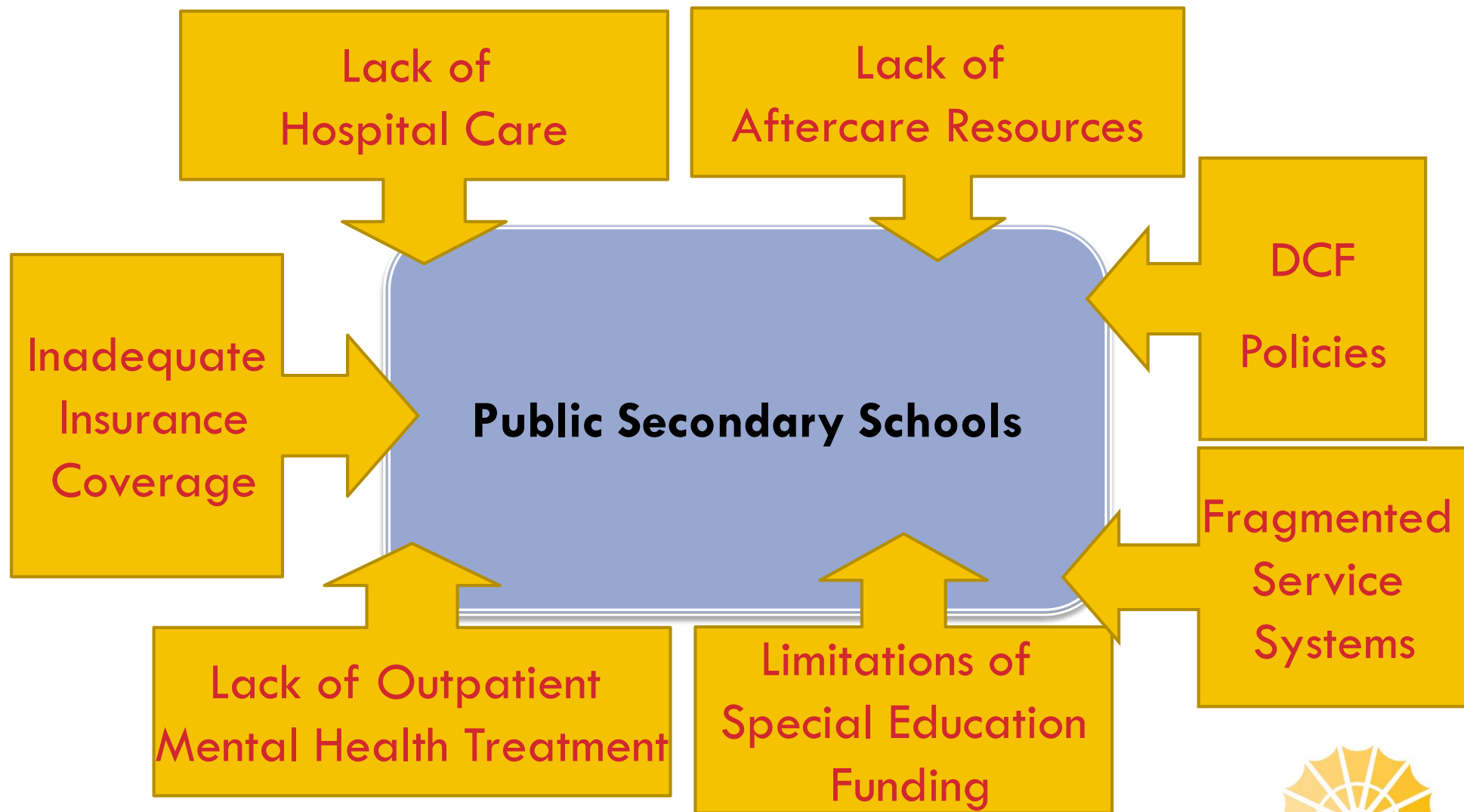


BRYT and Bridge Programs:

A Growing Network and Movement



Public schools have become the de facto safety net provider for students with mental health disorders.



The Context for BRYT – Sam's story

Sam is a 12th grader with a history of Crohn's Disease. Although he's had absences over the past two years, Sam has been able to successfully re-enter school after each flare up with the support of his guidance counselor, teachers and school nurse.

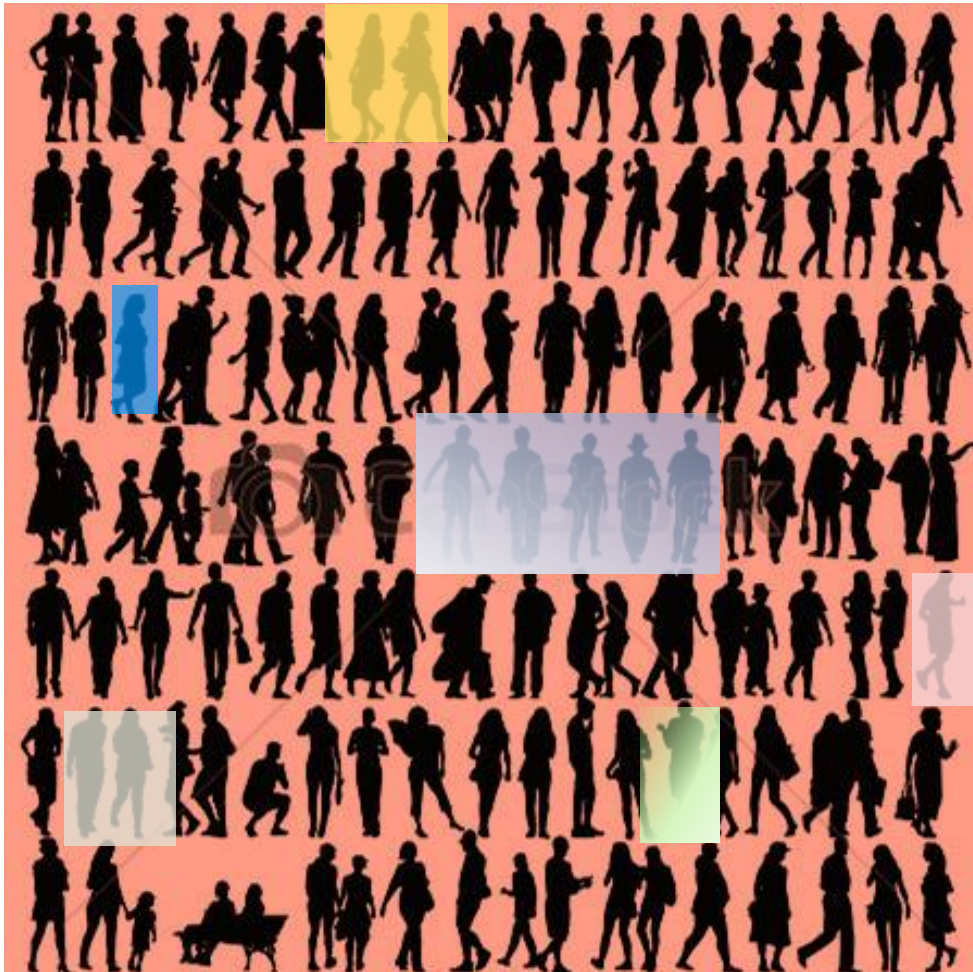
When he returned to school this fall, he told his guidance counselor he'd been depressed all summer. He had another flare-up in mid-September, and then, two weeks ago, failed an exam in calculus, one of his favorite subjects.

After Sam revealed to his counselor he was feeling pretty hopeless and actually thinking about suicide, he was hospitalized in a psychiatric unit. Yesterday, Sam's mother called the school nurse to let her know Sam will be returning to school on Monday.

Sam's Story

1. *In order for Sam to be successful (from both an academic and a social-emotional standpoint) in returning to school and completing the year on track for graduation, **what supports** are he and his family likely to need?*
2. *If Sam were just returning to your school now, what would be his likely experience, and how does that experience compare to the supports you just described?*

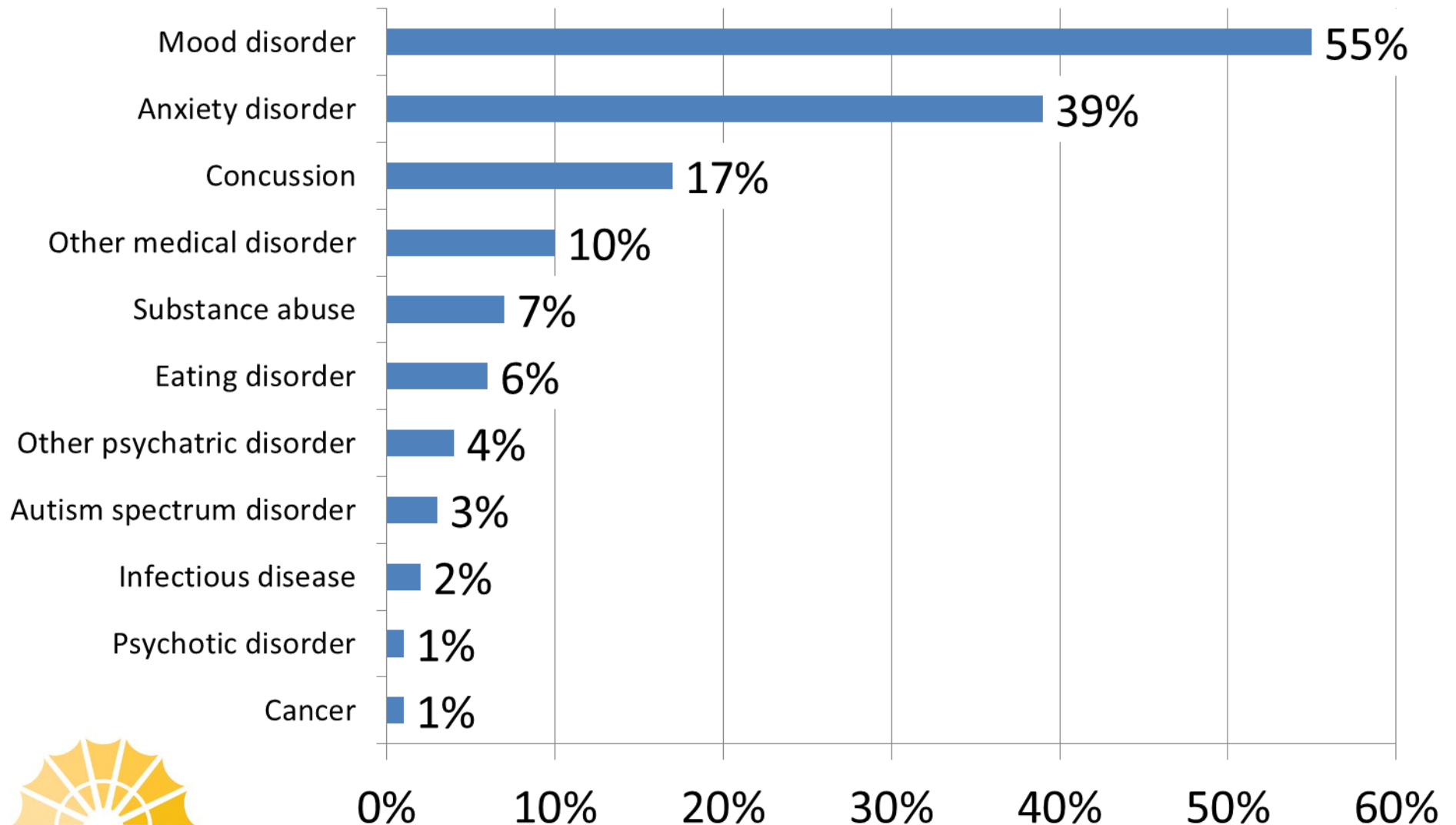
Secondary students need support after missing extensive amounts of school/class due to a variety of causes.



Number vary, but of every 100 students in a given year, about ten student will have prolonged absences:

- psychiatric and/or medical crises (3 to 4 students)
- untreated mental health challenges (3 to 4 students)
- long-term suspension (1 or 2 students)
- parenting leave (1 student)
- life circumstances (1 student)

Presenting Problems among Students in Transition Programs in BRYT Evaluation Study



Bridge* programs employ a customized transition planning and support process.

Planning, support and engagement with the student, family, school staff, and providers extend from the return to school through the student's transition out of the program (8-12 wks)



*'Bridge' is the generic term for programs following the BRYT model; BRYT is an acronym for "Bridge for Resilient Youth in Transition".

The “4 S’s” of the BRYT Model



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Students

Space

Services

Staffing



Space: BRYT programs are located in a dedicated classroom in the school



- Fully accessible - near an exit
- Open during full school day
- Both work space and informal seating
- Private meeting space



The customized case plan for each student addresses:

- Academic Support
- Clinical Support
- Family Support
- Care Coordination

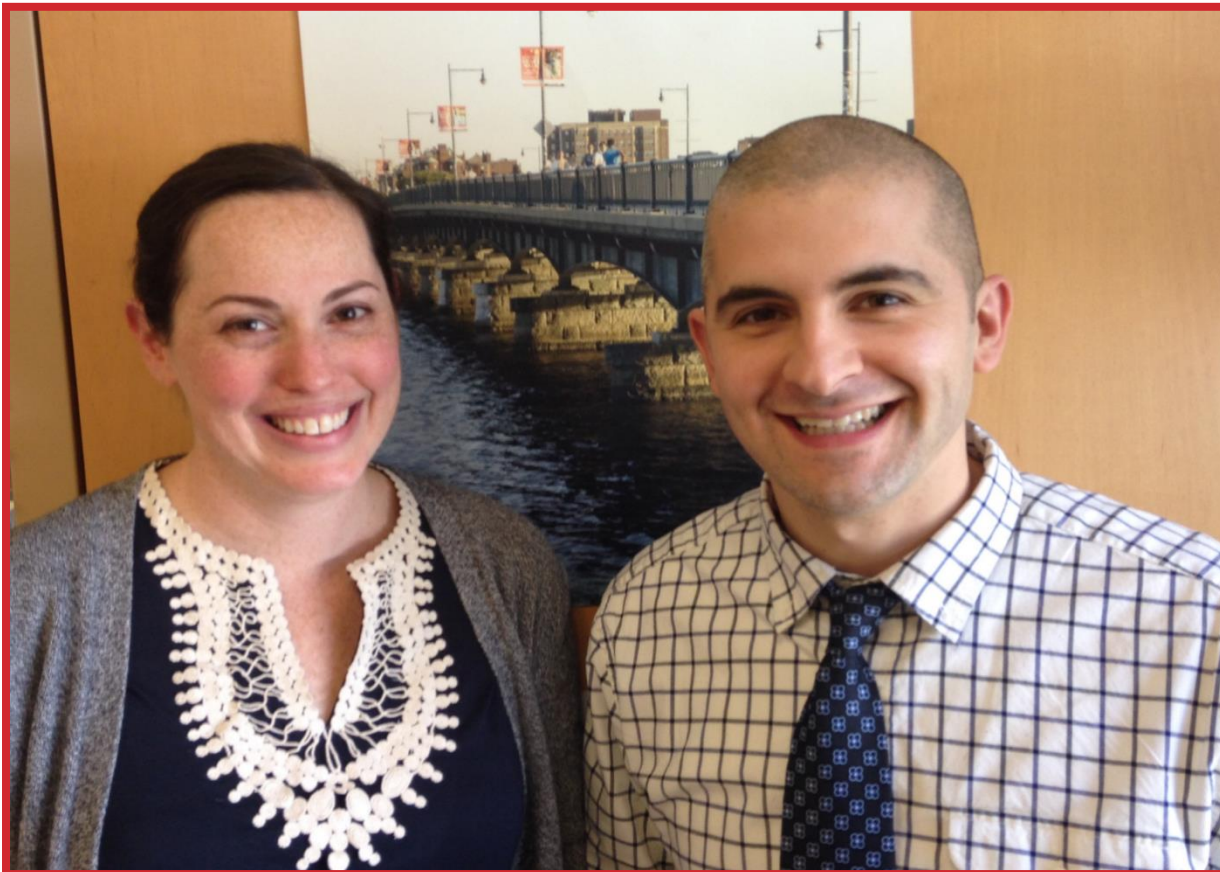


Staffing

Typically comprised of:

-Program Leader/Clinician (Social Worker/Counselor/Psychologist)

-Academic Coordinator (Teacher or Classroom Aide/Tutor)



*Different schools
use different
staffing patterns.*



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BRYT embraces the Multi-Tiered System of Supports (MTSS) framework



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Tier III

~5-10%

Intensive
Supports
(Core + More +
More): *What a few
seriously struggling
students need*

Tier II

~15-20%

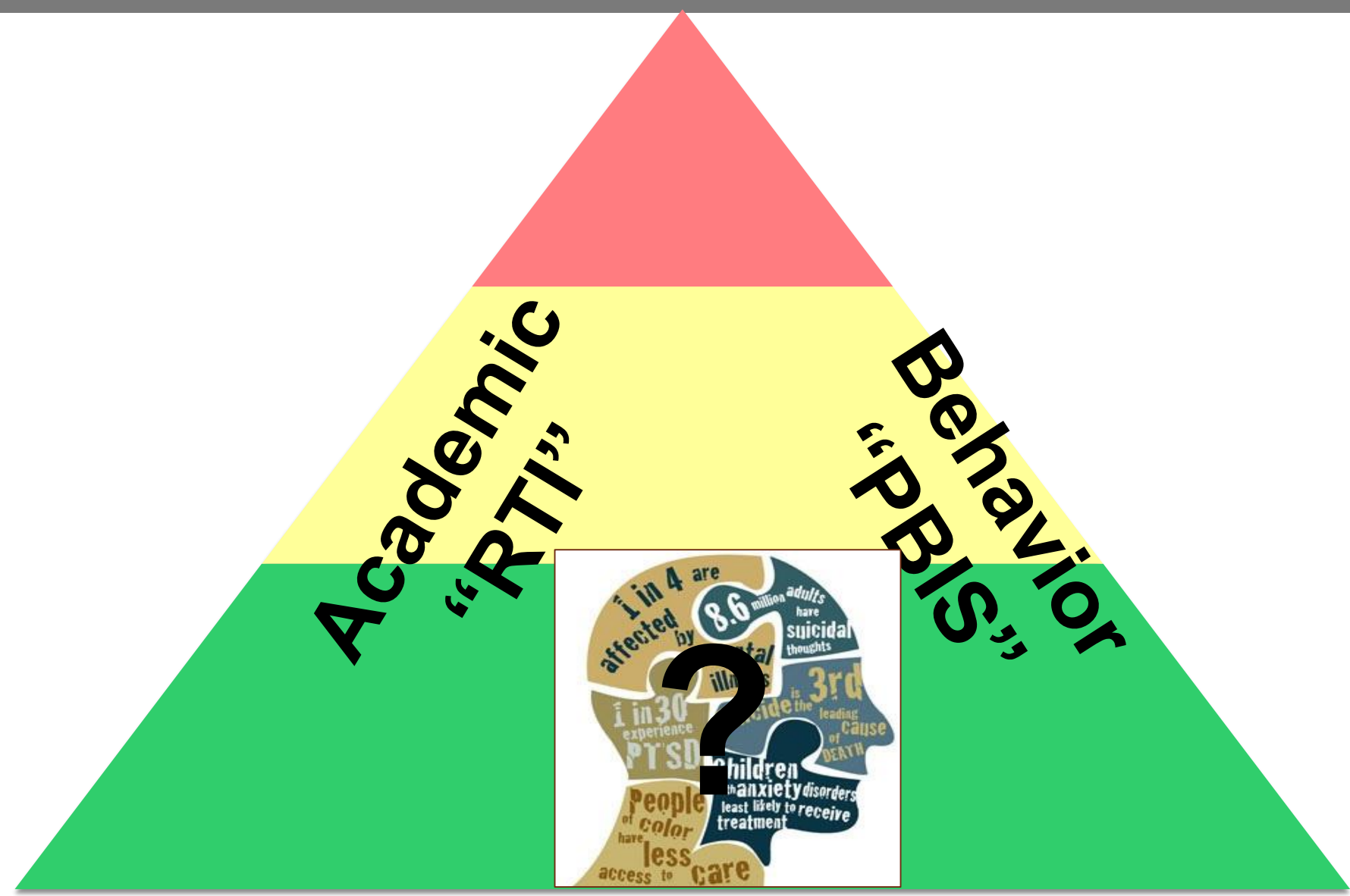
Supplemental Supports
(Core + More): *What
some students need and
receive in order to be
successful*

Tier I

All
students

Core: *What all students need and receive in
order to be successful*

Too often mental health supports are not fully integrated into a school's MTSS map.



**We propose a
comprehensive and integrated
multi-tiered system of supports**

TIER 3 = INTENSIVE

Academic, SEL & Mental Health supports



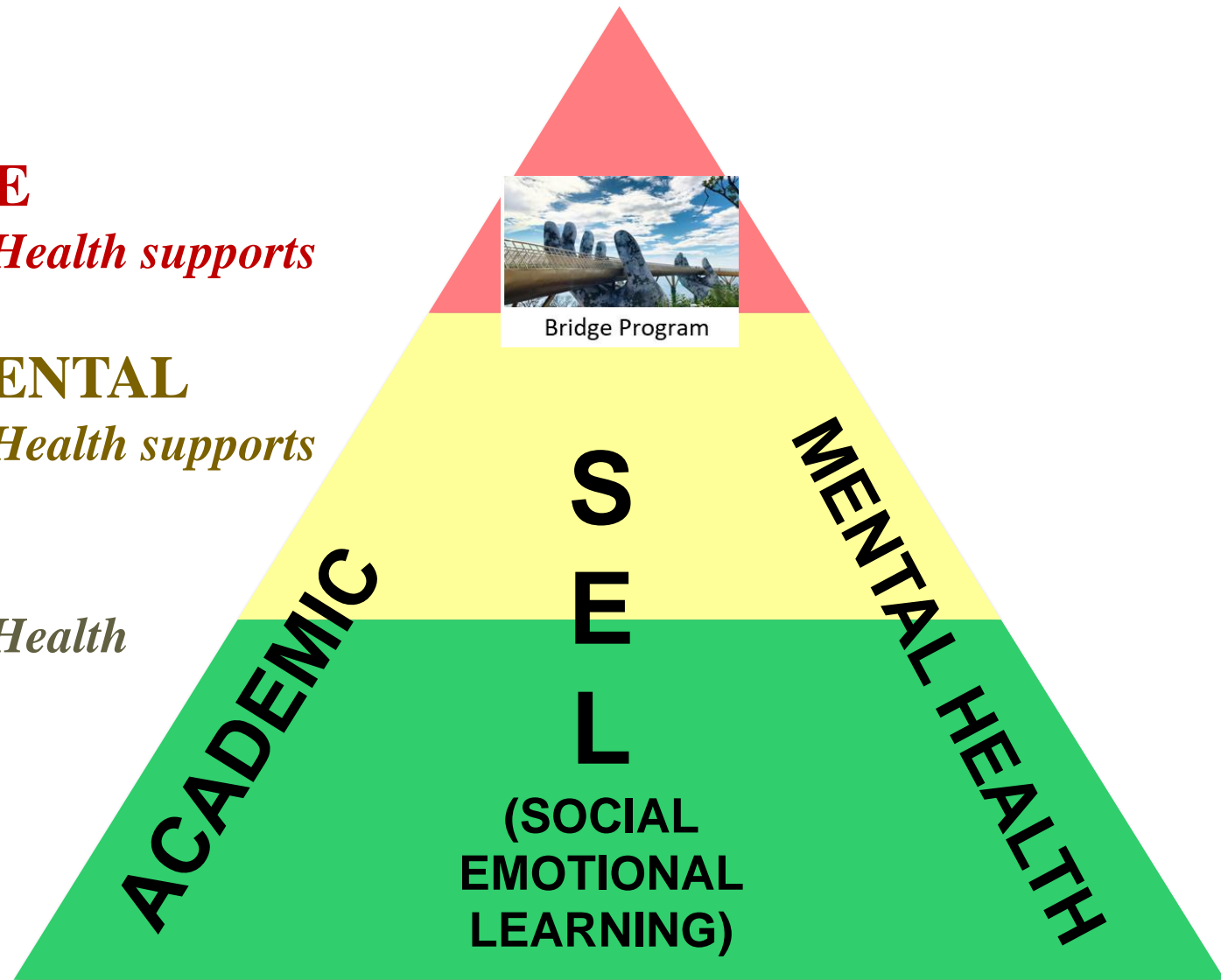
Bridge Program

TIER 2 = SUPPLEMENTAL

Academic, SEL & Mental Health supports

TIER 1 = CORE

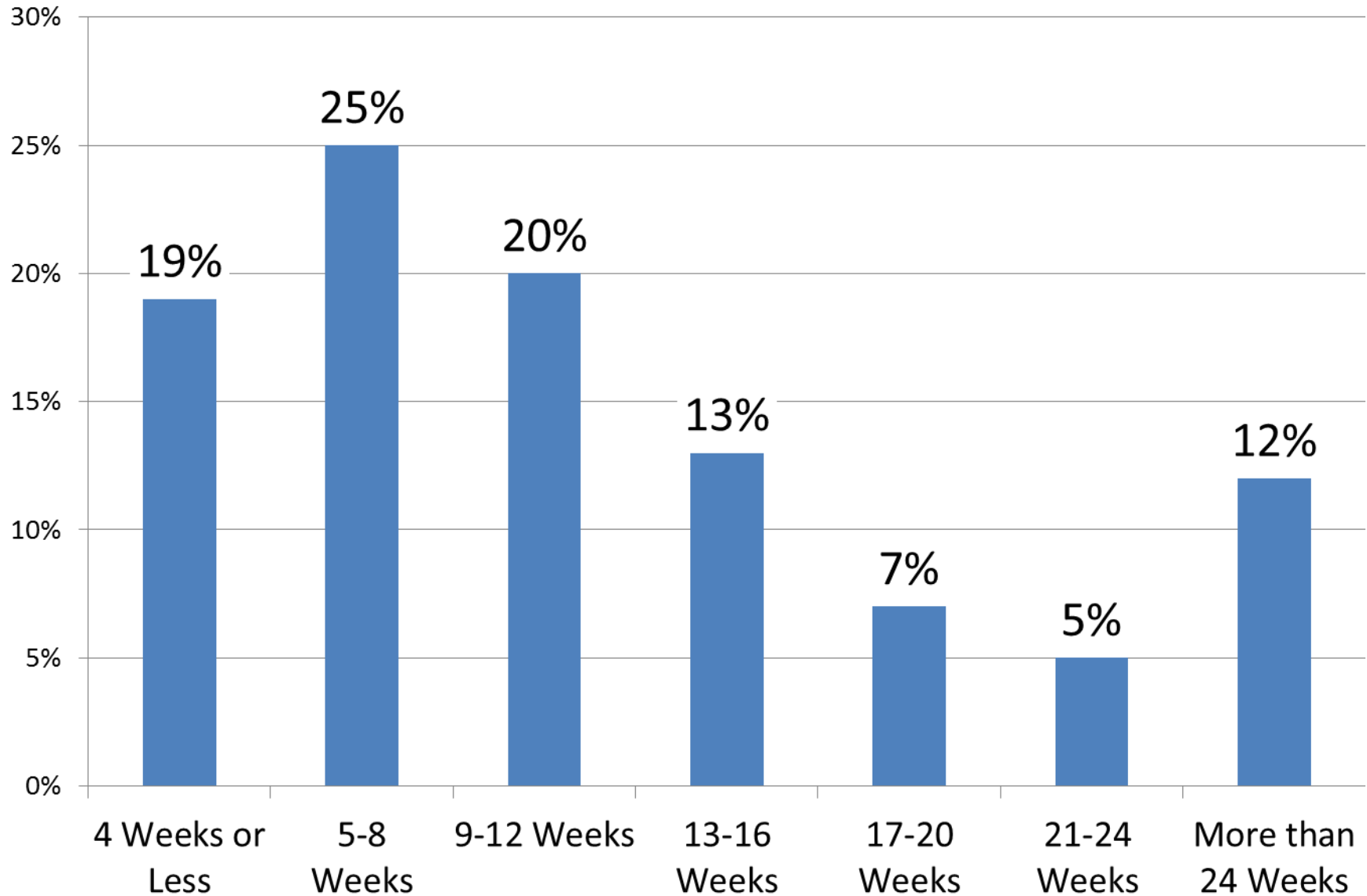
Academic, SEL & Mental Health supports



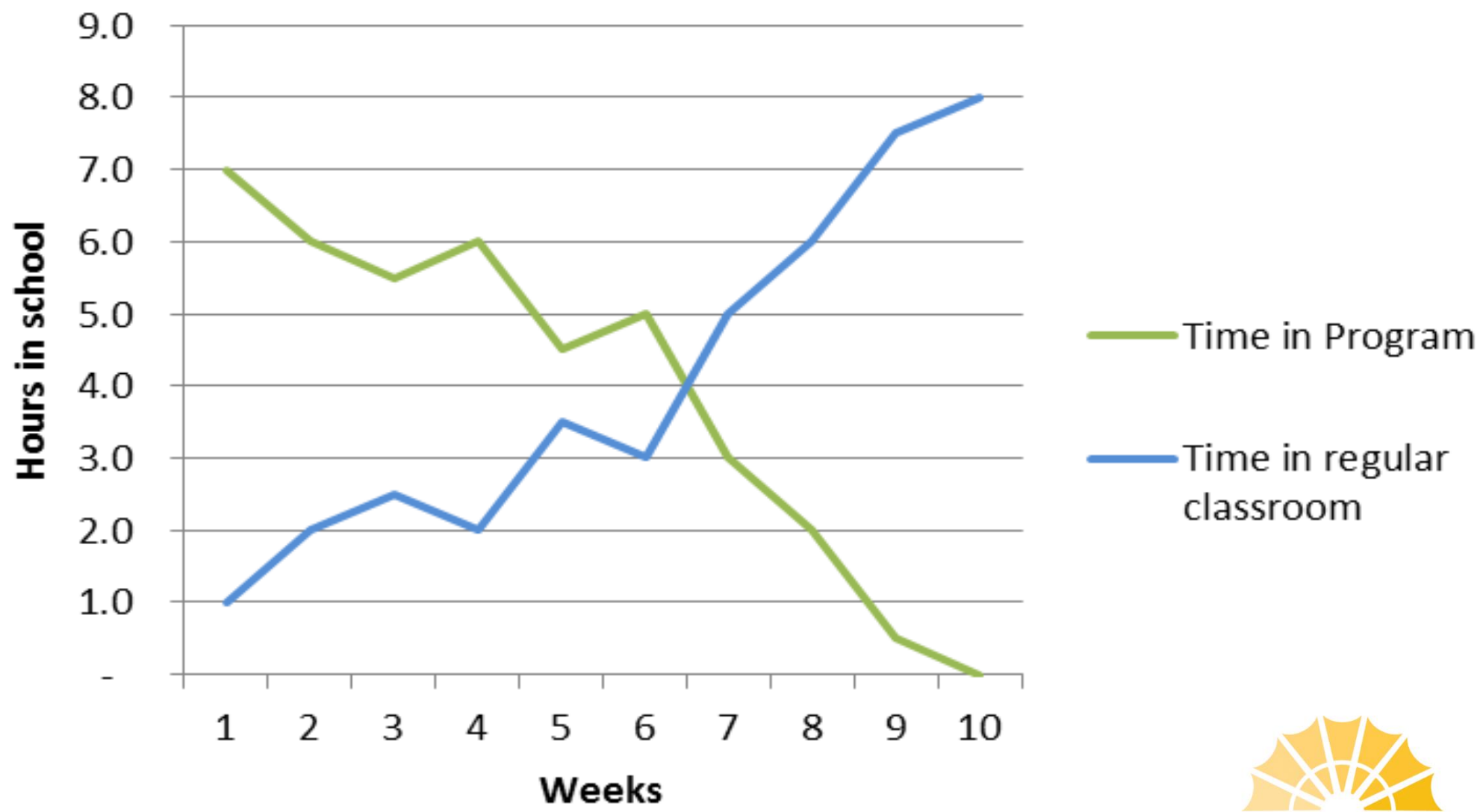
Length of Program Enrollment (median stay- 10 weeks)



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As a student progresses through BRYT, the amount of time spent in the regular classroom increases.



BRYT Evaluation Study 2013-2016

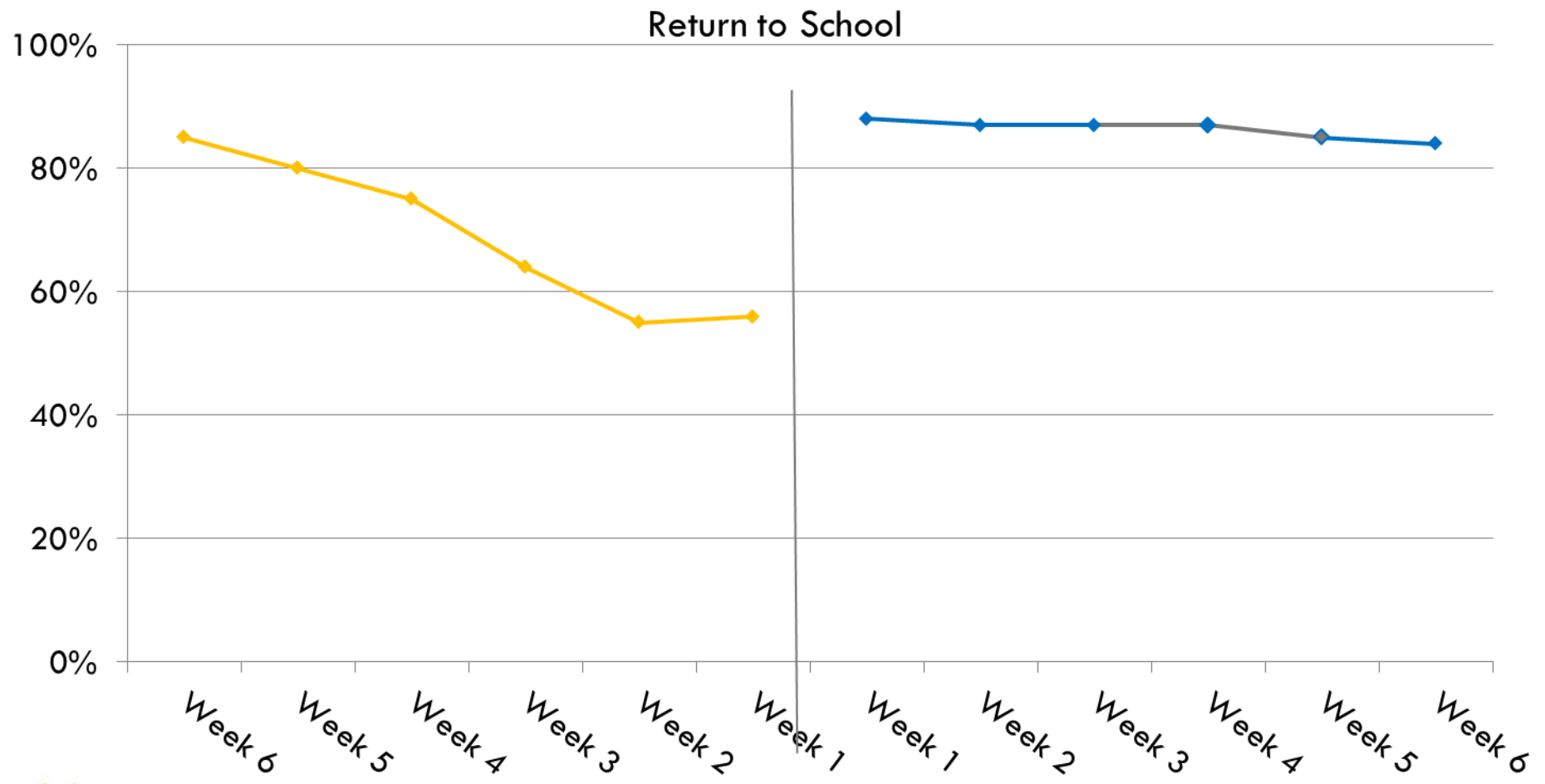
Data gathered on 375 students in eight schools with transition programs modeled on BRYT

Study includes demographic and clinical characteristics, length of stay, and student outcomes

Journal article with formal findings published in 2017 in *Psychology in the Schools*

Average School Attendance Rates, Before and After Program Admittance

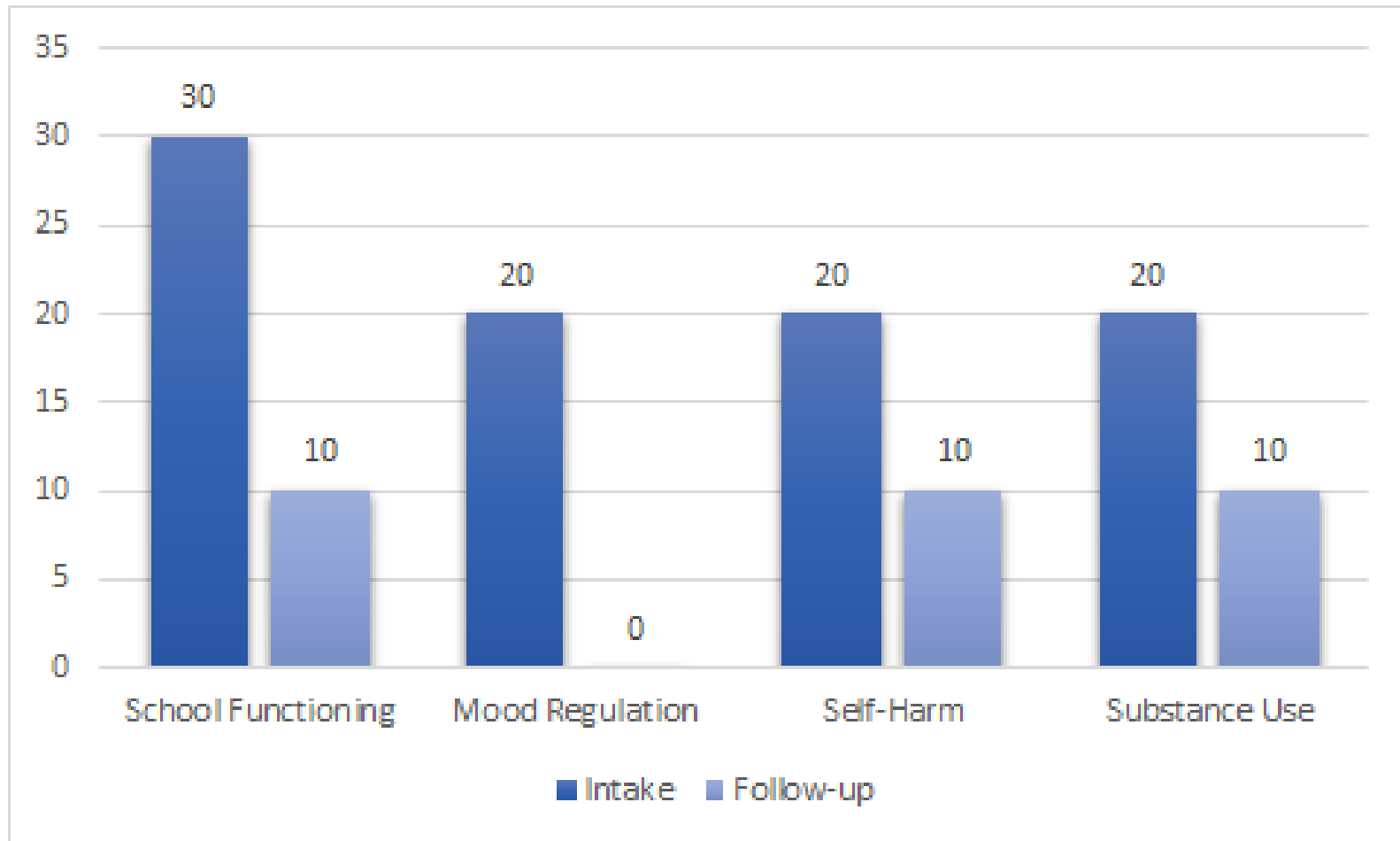
(c) 2015
BCMHC



Changes in Well-Being Over Time

(c) 2015
BCMHC

CAFAS Scores Among Participants with a Mental Health Diagnosis



Lower scores indicate better functioning; all differences are statistically significant.

Outcomes



85% of participants graduate or are on-track to graduate by the end of the year

BRYT Notes- 2018 research findings on BRYT's impact on school culture

Reduces stigma
& facilitates
inclusion

Creates
collaborative
networks

Provides
scalable &
actionable
frameworks

Drives innovation
& flexibility

Context for BRYT- Sam's story, continued

What
happened
with Sam?

BRYT offers three kinds of support to schools during the planning phase



Mapping pre-existing tiered supports



“Year Zero” data collection



Developing a comprehensive program plan



BRYT supports programs after start-up



Technical Assistance

- Intensity of support determined by school
- Grounded in program self-assessment rubric
- Can focus on any aspect of program development and/or student support



Online Resources

- BRYT Portal:
- FERPA- and HIPPA-compliant student-level database
- Comprehensive online resource library/toolkit



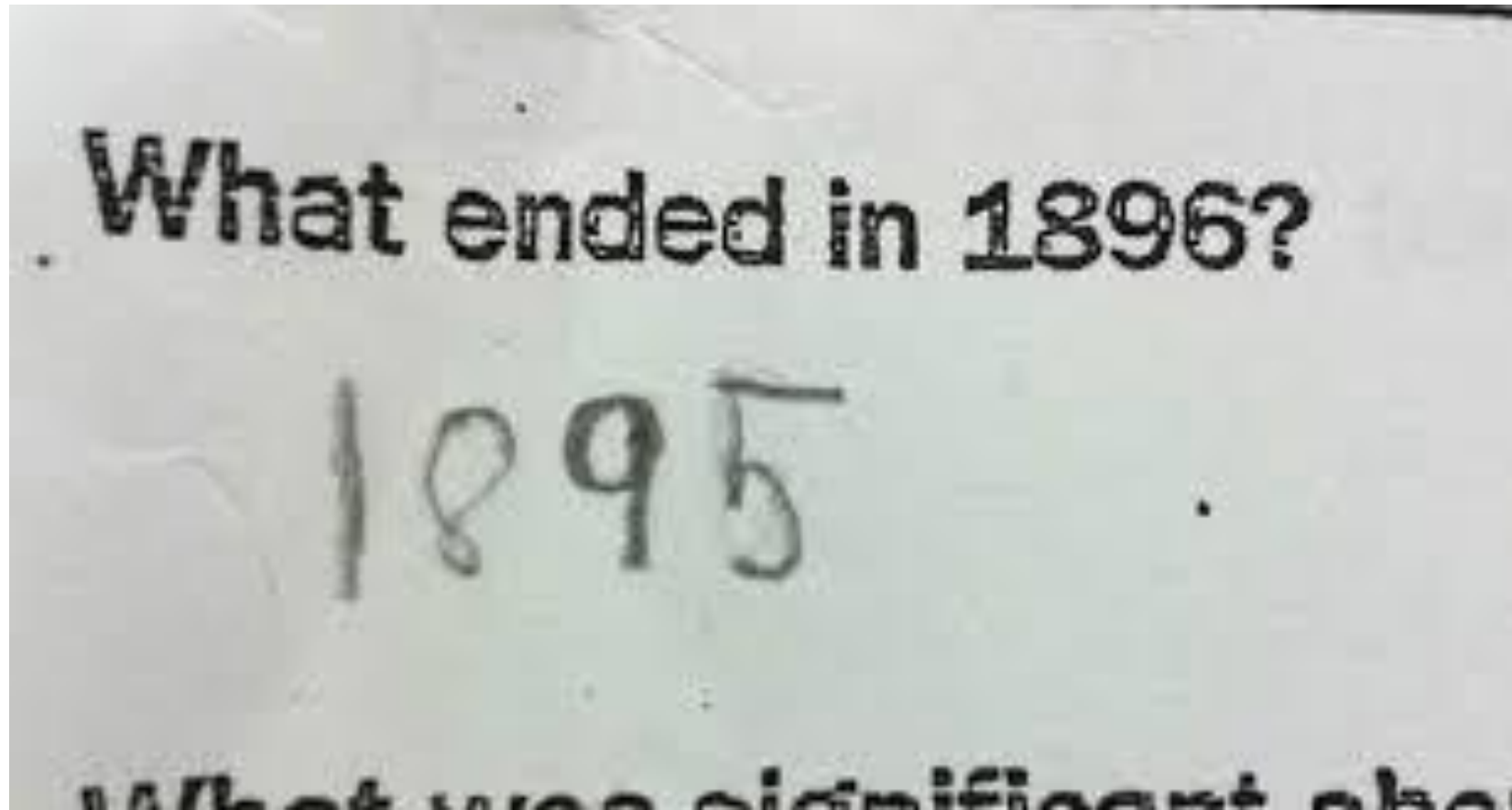
Robust professional development

- Annual symposium
- Quarterly regional PD sessions
- Special topic PD sessions
- Monthly online group consultation

Algonquin Video



Questions and Answers



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