



# BRYT AND SCHOOL-BASED BRIDGE PROGRAMS:

Presentation to 24th Annual Conference on  
Advancing School Mental Health

November 8, 2019

# Introductions

## BRYT Team Presenters:

**Maribel Collins**

School Support Specialist

**Katherine Houle**

Associate Director

**Sarah Rigney**

School Support Specialist

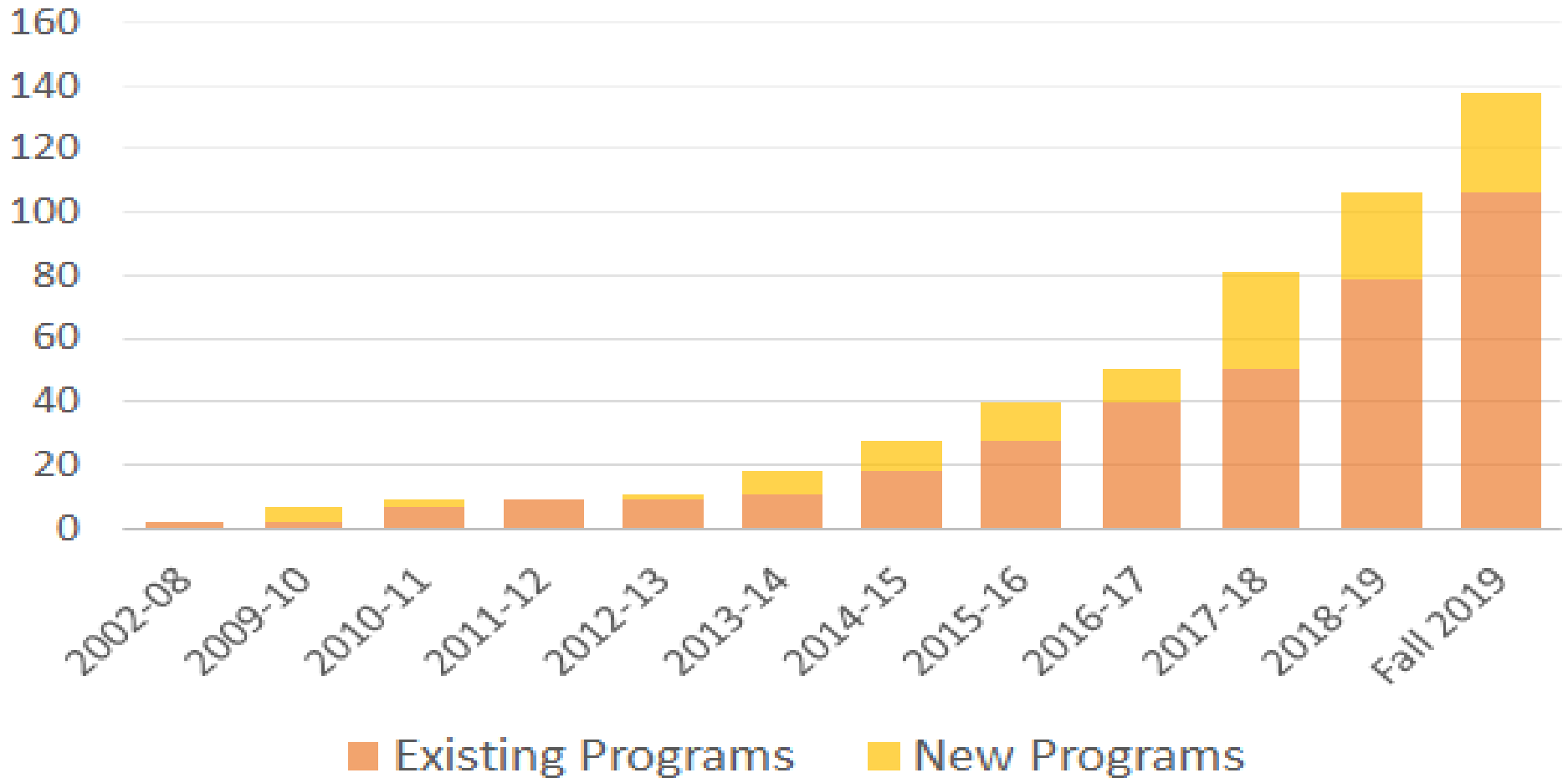


# The Growing BRYT Network



**the brookline center**  
for COMMUNITY MENTAL HEALTH

## BRYT PROGRAM GROWTH: 2002-2019



# BRYT's Equity Framework

1

Which schools get to have bridge programs?

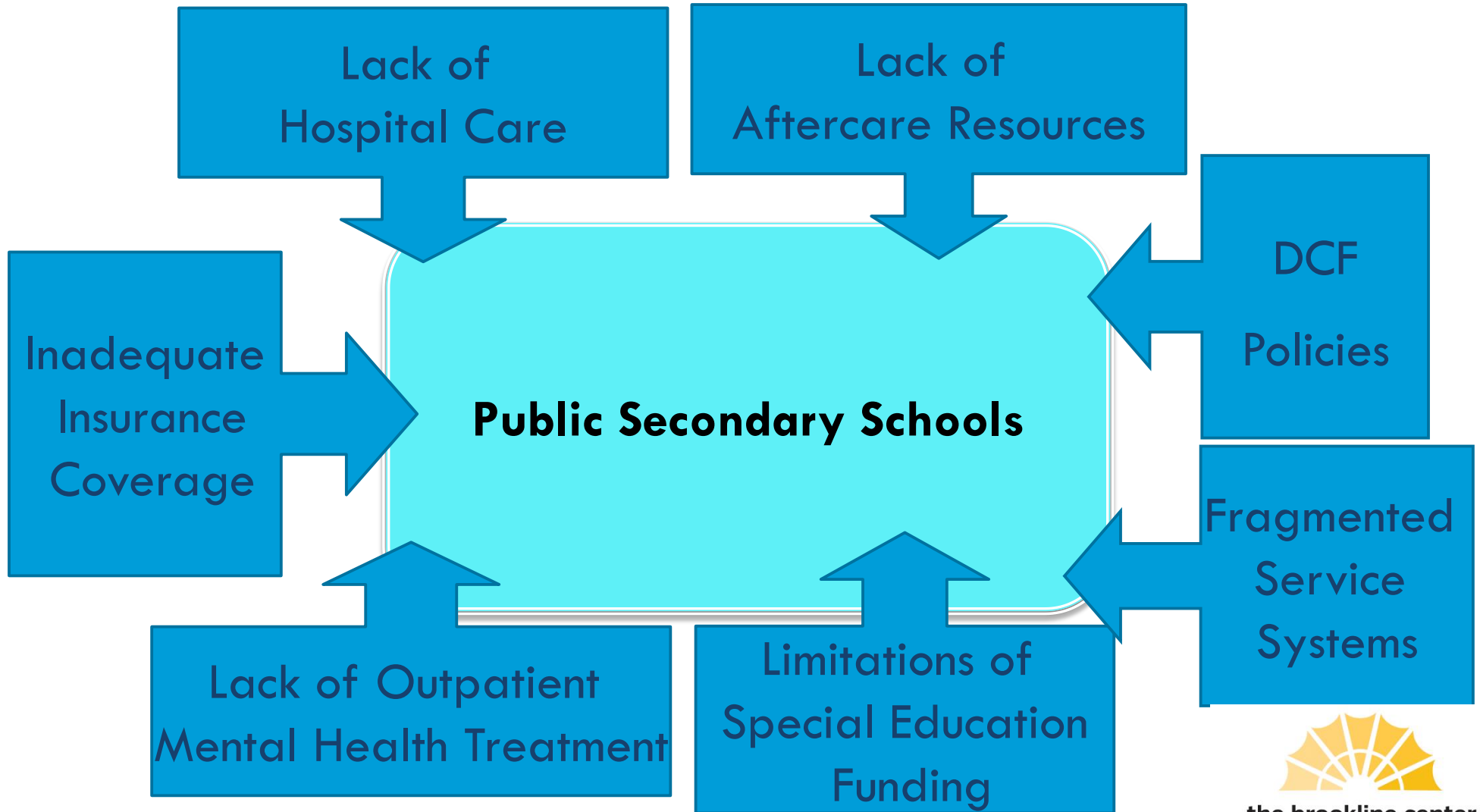
2

- In schools that have bridge programs, which students are able to access the program?

3

- How effective is a bridge program in supporting all students who access it?

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



the brookline center  
for COMMUNITY MENTAL HEALTH

# The Context for BRYT

Sam is a 12<sup>th</sup> grader with a history of Crohn's disease. Although it has been difficult, he has been able to successfully re-enter school after each flare up with the support of his guidance counselor, teachers and school nurse. In more recent months, in addition to his physical symptoms Sam has experienced increasing and marked symptoms of depression. As a result, he was recently psychiatrically hospitalized and missed 8 days of school.

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?*

# The Context for BRYT



the brookline center  
for COMMUNITY MENTAL HEALTH

**300%**

Over the past 20 years, the number of students hospitalized for psychiatric disorders has increased by nearly 300 percent.<sup>3</sup>

**5**

In a typical class of 25, five students will experience a mental health problem that gets in the way of school and daily routines.<sup>4</sup>

**1/2**

Roughly half of all psychiatric disorders begin in the teenage years.<sup>5</sup>

**50%**

About 50 percent of students aged 14 and over diagnosed with emotional and/or behavioral disorders drop out of school.<sup>5</sup>

**3,041**

Suicide is attempted on average 3,041 times each day by youth in grades nine through 12 nationwide.<sup>7</sup>



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



the brookline center  
for COMMUNITY MENTAL HEALTH

Planning and support extends from return to school/class to the student's transition out of the program (typically 8-12 weeks) and involves continuous engagement with the student, family, school staff, and outside providers.



\*'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



the brookline center  
for COMMUNITY MENTAL HEALTH

# Students

# Space

# Services

# Staffing





Mental  
Health/Medical  
Challenges

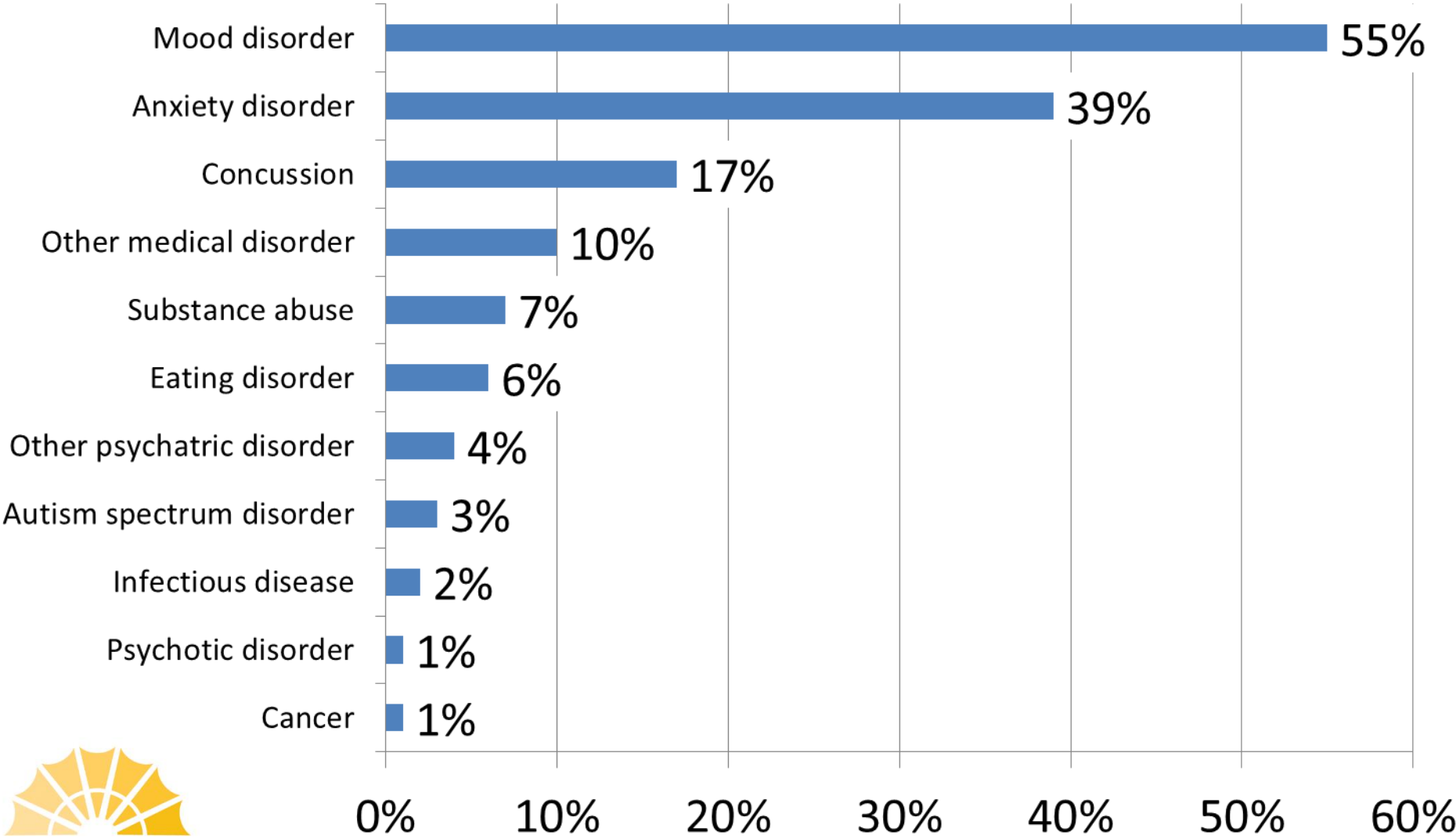
School and  
Class  
Absences



Clinical and  
Wraparound  
Supports

Academic  
Support

# Presenting Problems among **Students** in Transition Programs in BRYT Evaluation Study



# 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







## Academic Support

*plan to return to class  
& make up work*

## Clinical Support

*meet wellness goals/  
strengthen coping skills*

## Student Support Plan

## Family Engagement

*communication, support,  
& leadership  
development*

## Care Coordination

*align & complete  
student's care team*

# Staffing

Typically comprised of:

- Program Leader/Clinician (Social Worker/Counselor/Psychologist)
- Academic Coordinator (Teacher or Classroom Aide/Tutor)



*Different schools  
use different  
staffing patterns.*



**the brookline center**  
for COMMUNITY MENTAL HEALTH

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



the brookline center  
for COMMUNITY MENTAL HEALTH

## **Tier III**

~5-10%

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

## **Tier II**

~15-20%

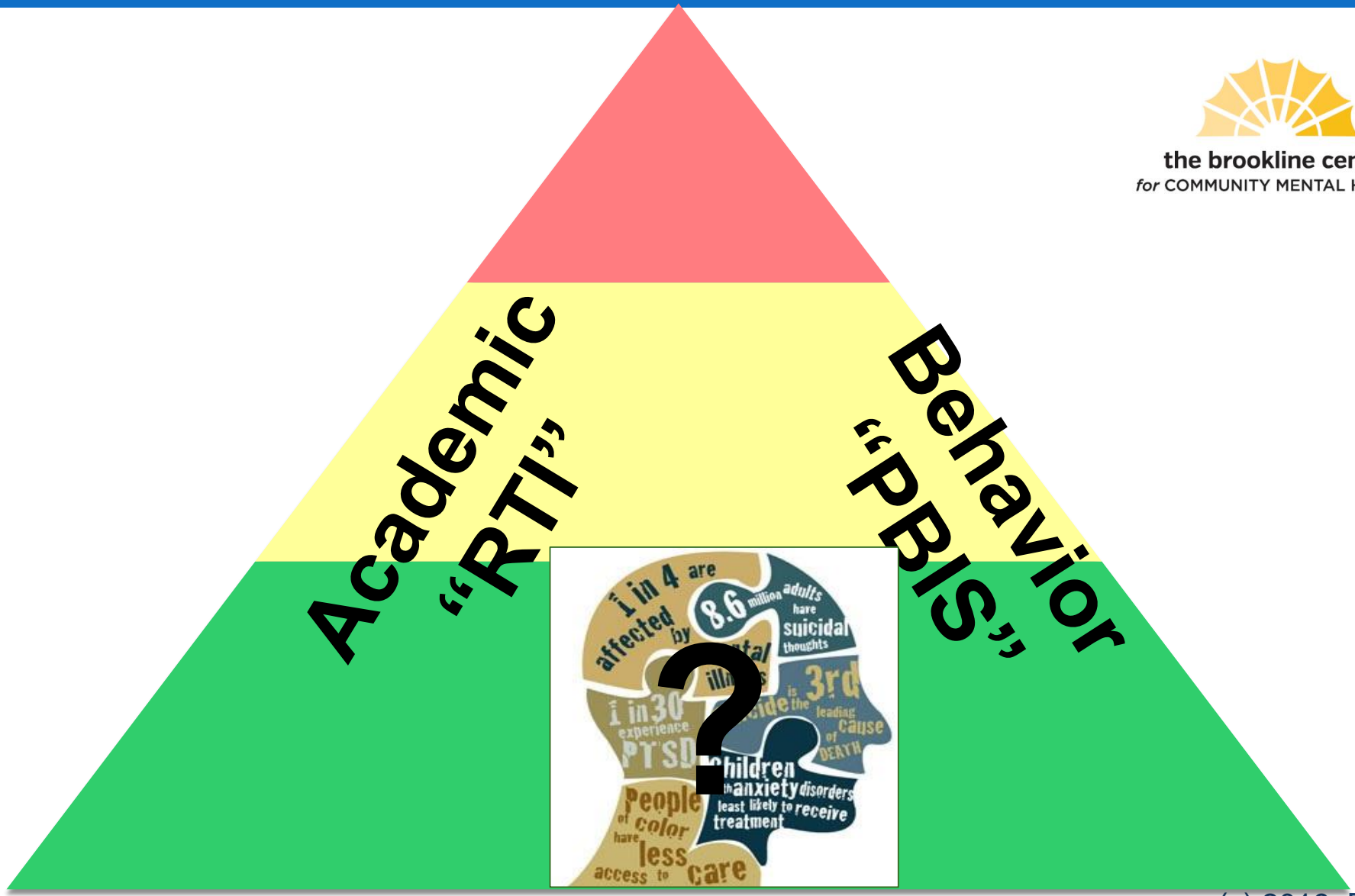
**Supplemental Supports**  
**(Core + More): *What some students need and receive in order to be successful***

## **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



the brookline center  
for COMMUNITY MENTAL HEALTH

## **TIER 3 = INTENSIVE**

*Academic, SEL & Mental Health supports*

## **TIER 2 = SUPPLEMENTAL**

*Academic, SEL & Mental Health supports*

## **TIER 1 = CORE**

*Academic, SEL & Mental Health supports*



Bridge Program

**ACADEMIC**

**S  
E  
L**

**(SOCIAL  
EMOTIONAL  
LEARNING)**

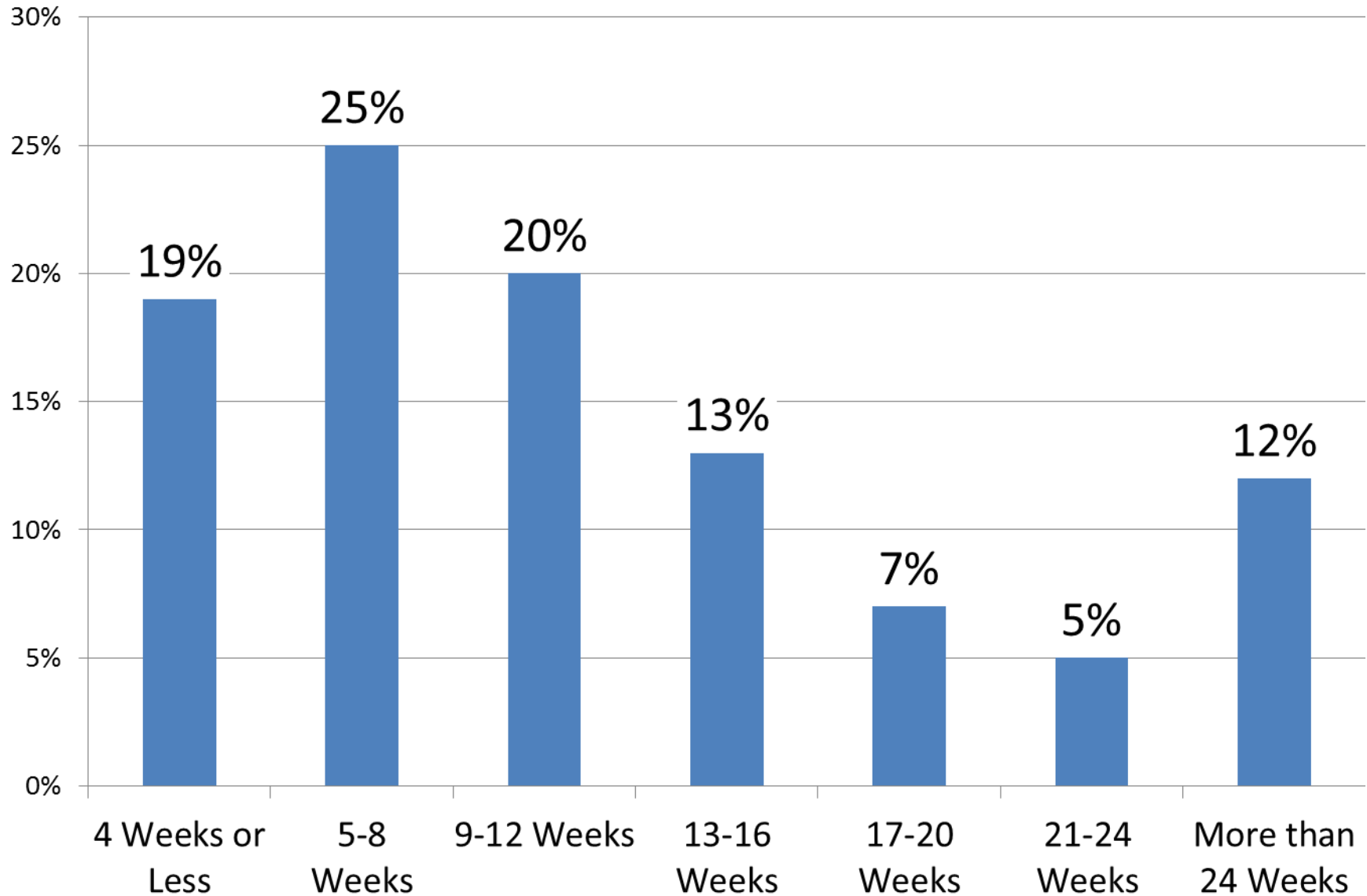
**MENTAL HEALTH**



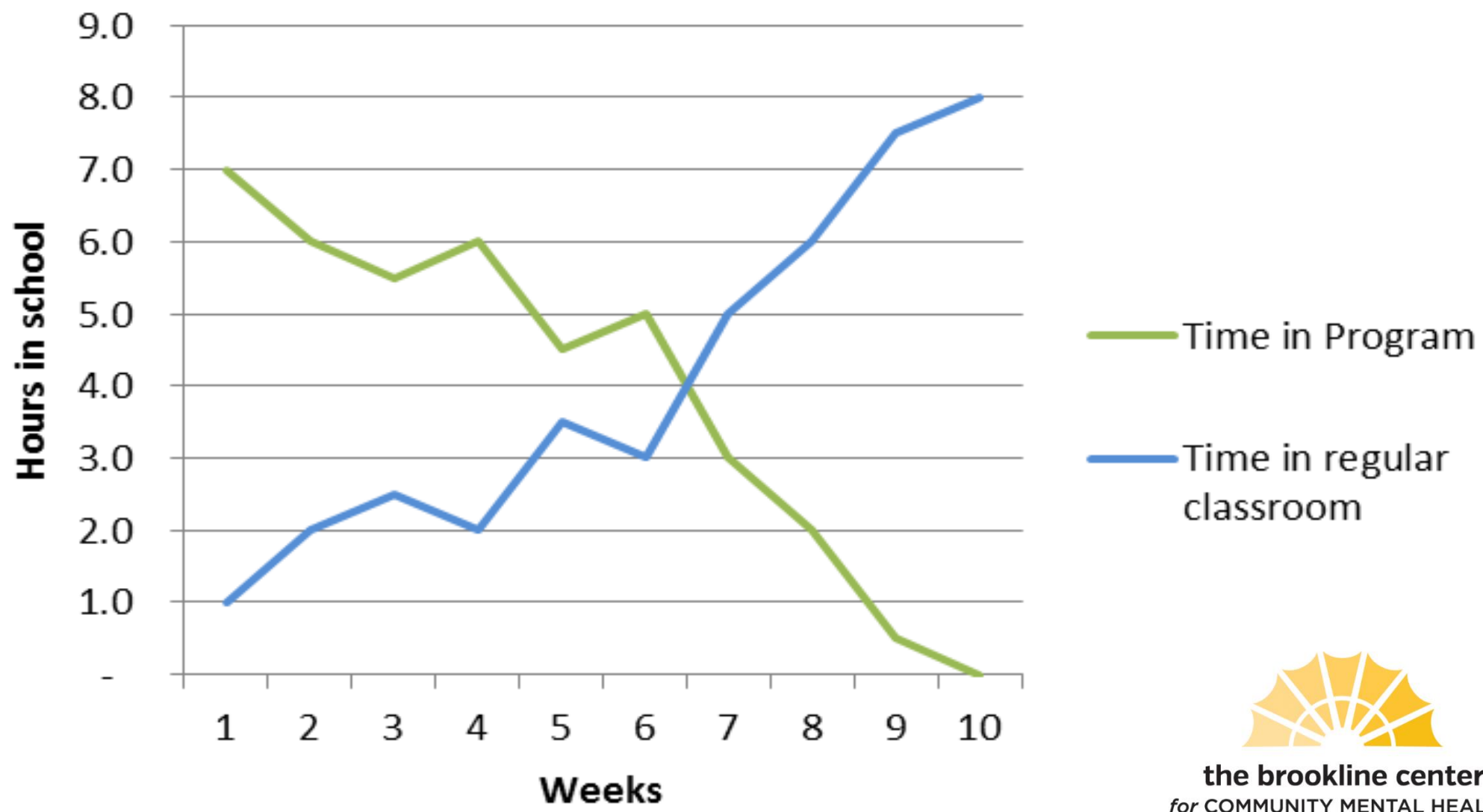
# Length of Program Enrollment (median stay- 10 weeks)



the brookline center  
for COMMUNITY MENTAL HEALTH



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



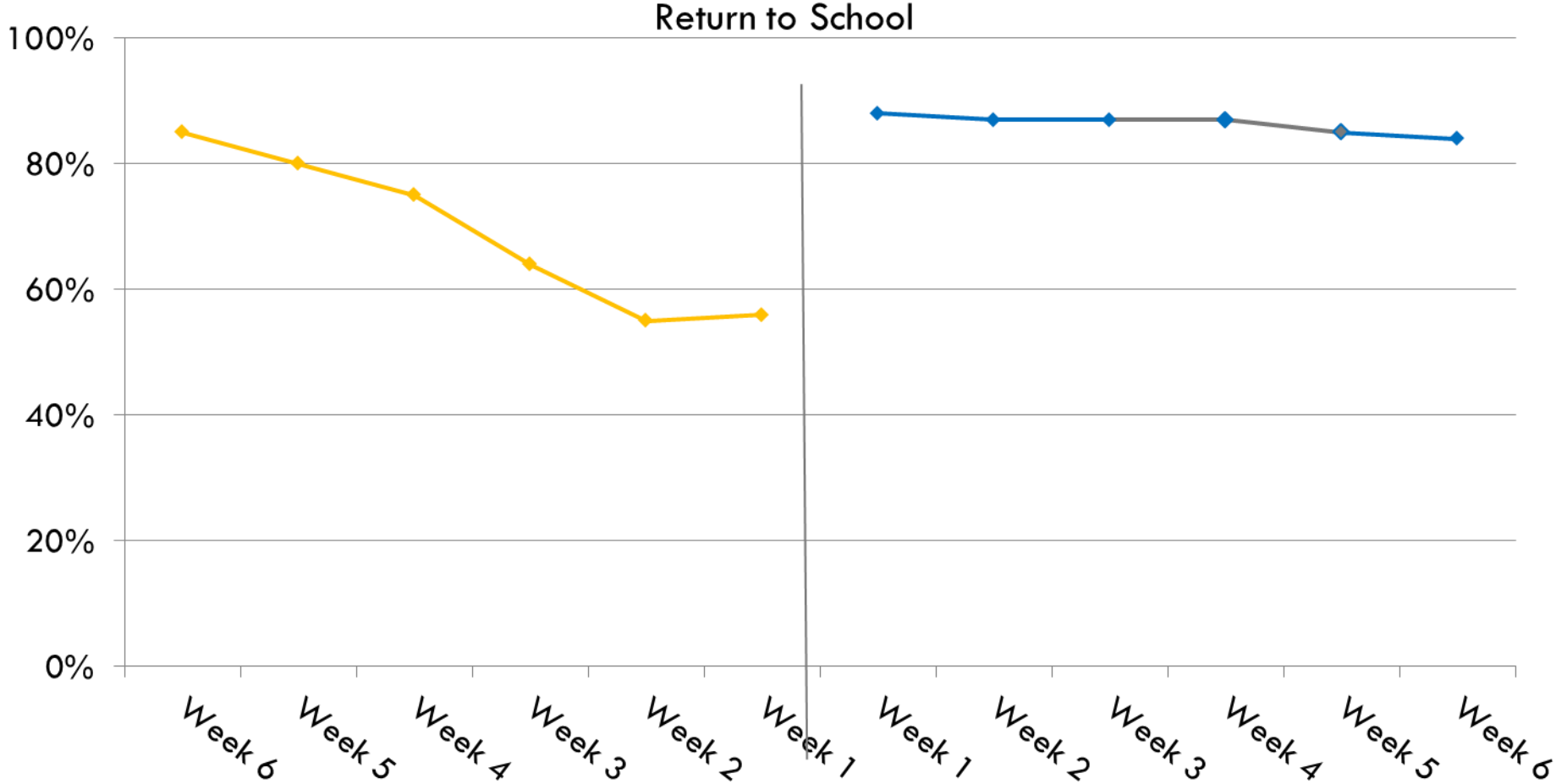
# BRYT Evaluation Study 2013-2016

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*

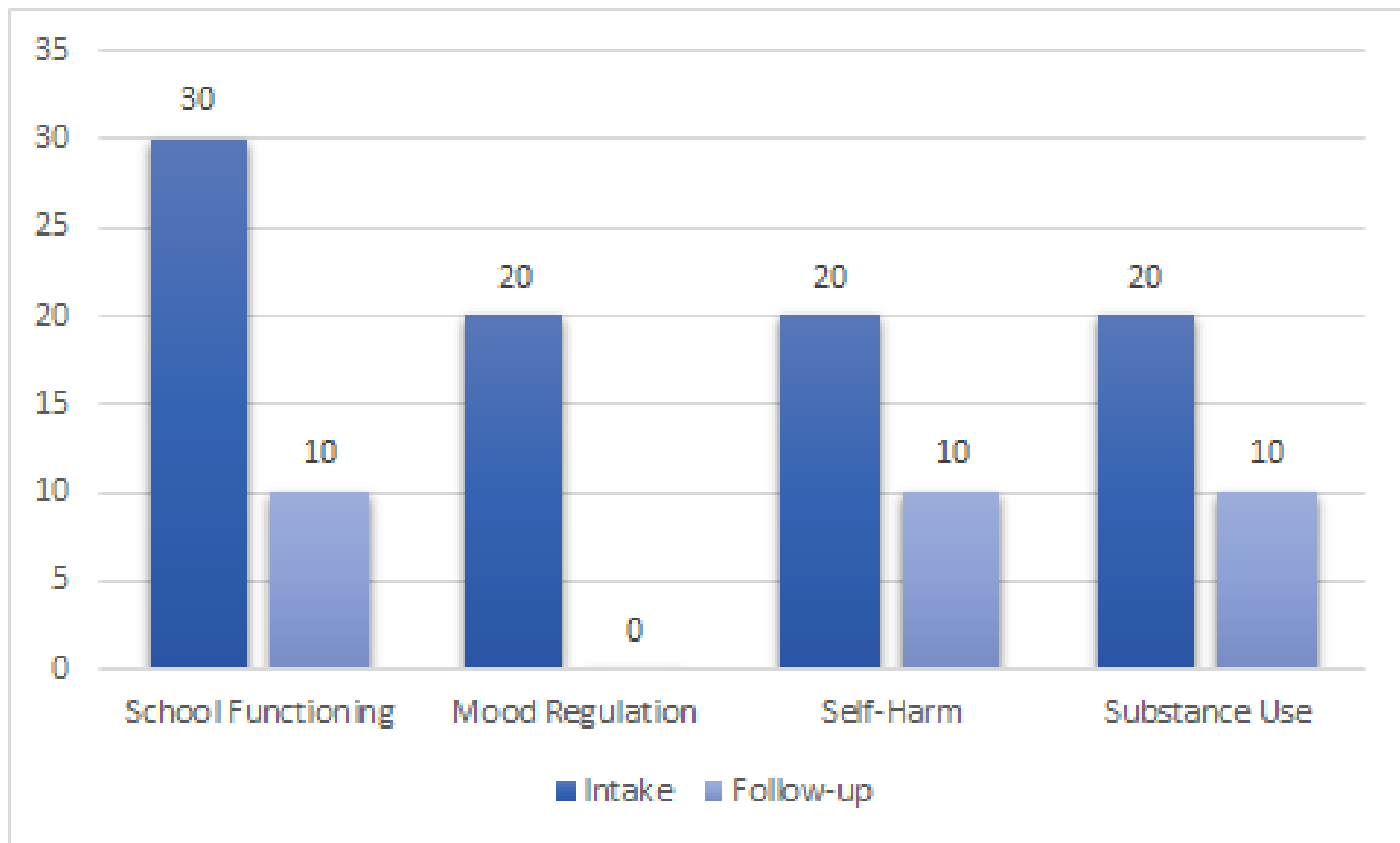
# Average School Attendance Rates, Before and After Program Admittance





# Changes in Well-Being Over Time

## CAFAS Scores Among Participants with a Mental Health Diagnosis



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



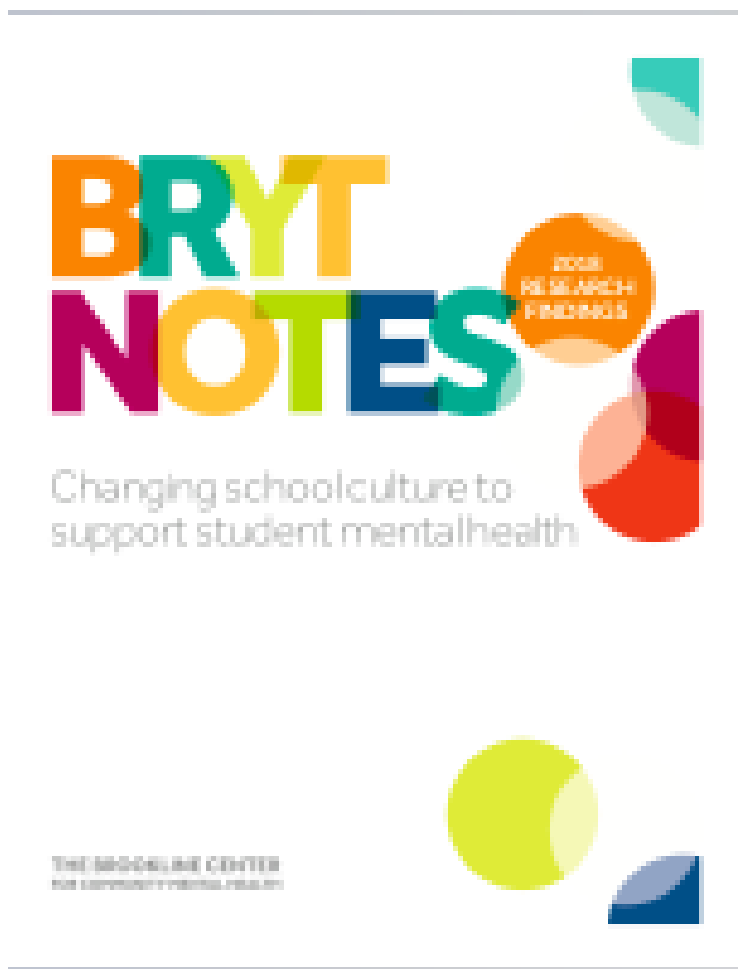


# Outcomes



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

# BRYT Programs Improve School Culture



Less Stigma & More Inclusion

Collaborative Networks

Scalable & Actionable Frameworks

Innovation & Flexibility

# BRYT Program Planning



## Asset Mapping



## “Year Zero” data collection

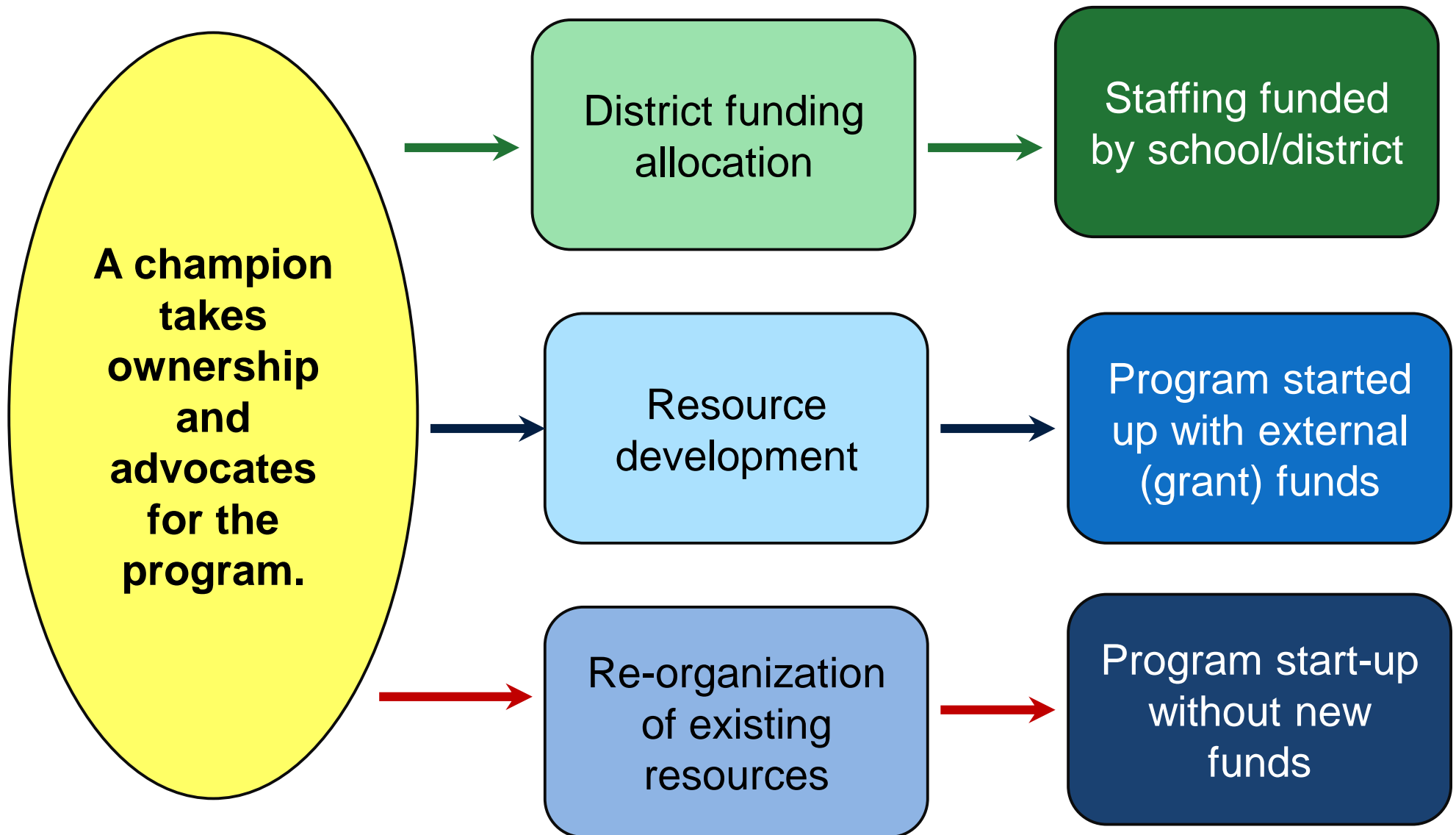


## Program Operations Plan and “Starter Pack”



## Financial Planning

# Resource Planning



# 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

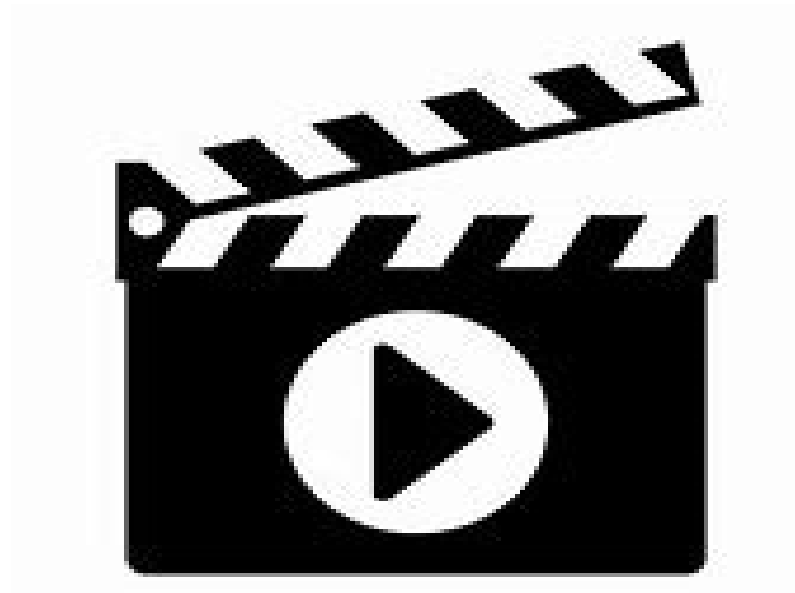
- BRYT Portal:
- FERPA- and HIPPA-compliant student-level database
- Comprehensive online resource library/toolkit



## Robust professional development

- Annual symposium
- Regional PD sessions
- Special topic PD sessions

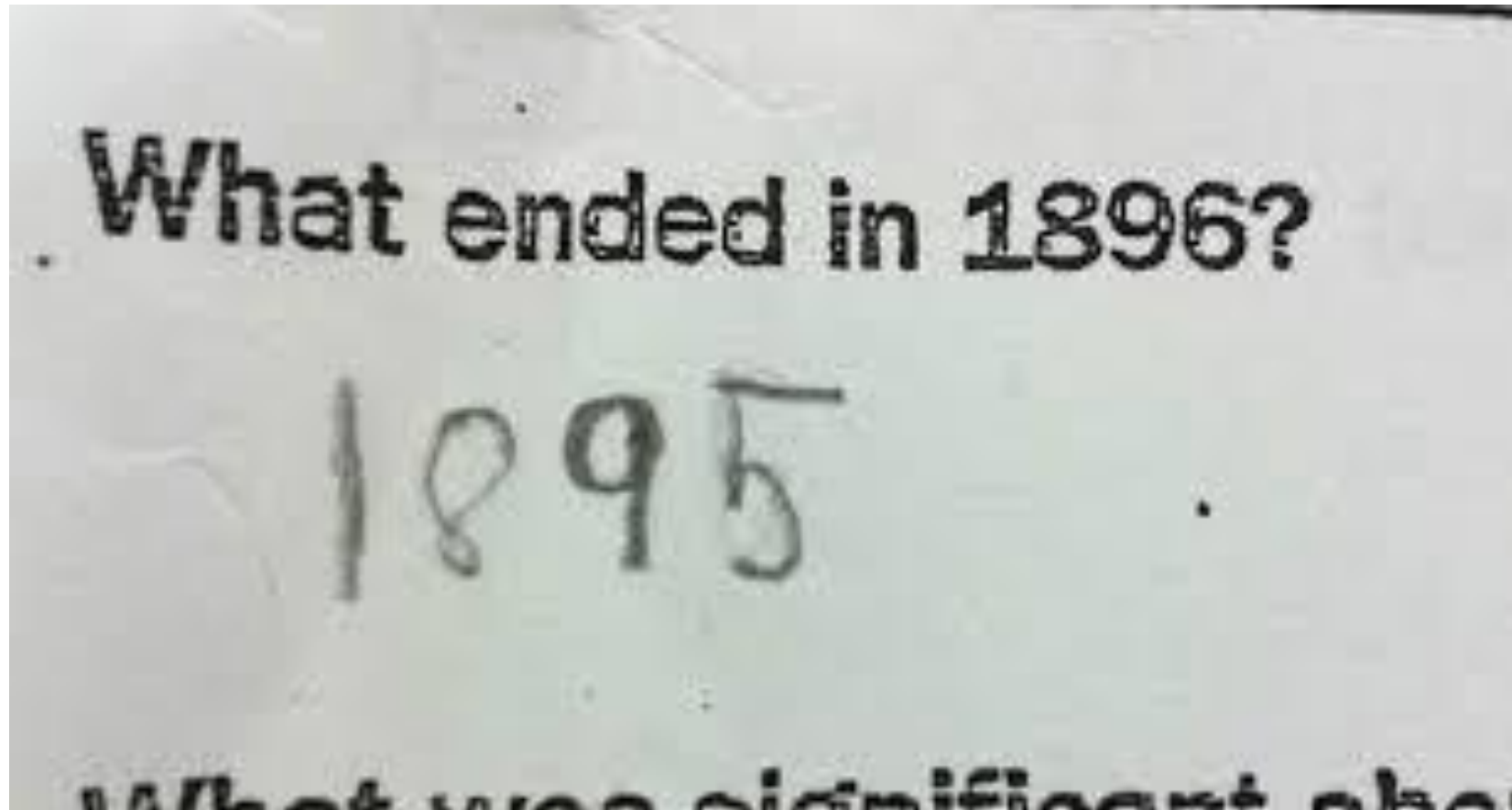
# BRYT Video- Student Voices



# Questions and Answers



the brookline center  
for COMMUNITY MENTAL HEALTH





# Please reach out to us any time



**Mariel Collins- 857-505-1535**

School Support Specialist

[marielcollins@brooklinecenter.org](mailto:marielcollins@brooklinecenter.org)

**Katherine Houle - 617-312-1979**

BRYT Associate Director

[katherinehoule@brooklinecenter.org](mailto:katherinehoule@brooklinecenter.org)

**Sarah Rigney- 413-336-7655**

School Support Specialist

[sarahrigney@brooklinecenter.org](mailto:sarahrigney@brooklinecenter.org)

# Thank you again from the BRYT Team!

**Mariel Collins - School Support Specialist**

**Megan Harding - Family Engagement Specialist**

**Katherine Houle - Associate Director**

**Paul Hyry-Dermith – Director**

**Sarah Nemetz - Junior Program Specialist**

**Sarah Rigney – School Support Specialist**

**Henry White - Founder, Executive Leader**

