



# **SHS Transitions Program**

Rooms 210M B/C @ Shrewsbury High School

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## **BRYT: BRIDGE FOR RESILIENT YOUTH IN TRANSITION**

Partnering with schools and families to get teens back on track after prolonged absences. Each BRYT program approaches [staffing, space, and services](#) with a consistent vision, while customizing the specifics for each school population and for each student.

## **THE BRYT NETWORK**

Dating back to the establishment of the original BRYT Program in 2004 at [Brookline High School](#), the rapidly-growing [BRYT Network](#) now includes 80 Massachusetts schools collectively enrolling 88,000 students.

# SHS Transitions Program

## Who do we serve?

- \*\*Students returning to school after missing **5 or more** consecutive absences due to psychiatric hospitalization or participation in another mental health/intervention program.
- \*\*Students returning to school after missing **5 or more** consecutive days of school due to a medical crisis, (e.g., concussion) who have been identified as needing focused social/emotional support and academic case management.
- Additionally, students may be reviewed to attend the Transition program who may not be hospitalized, but have been **unable to attend school/function in school** for at least 5 days due to a serious mental health challenge.

**\*\*61% of our students 2017-18 school year were re-entry**

**39% were referred as a preventative measure.**

*Referred by: School Counselors, Psychologists, Nursing, or Grade Administrator. All referrals and eligibility discussed at Student Support Team meetings.*

# Program Components:

- Academic Coordination
- Direct Clinical Supports to Students
- Family Engagement and Supports
- Care Coordination



## 2017-18 (Year 1) SHS Transitions Program Data

- **51** students total have used the program thus far in the school year.
- **35%** referred for concussions
- **24%** referred for medical (surgery, illness)
- **41%** referred for mental health
- In the 2017-18 school year, **26** students have sought mental health evaluation or treatment including use of ED, EMH, substance abuse treatment, partial hospitalization or inpatient hospitalization.

# Student Diagnoses

**Other**

3.3%

**Concussion**

28.7%

**Medical**

19.7%

**Anxiety Disorder**

18.0%

**Mood Disorder**

22.1%

**Substance Abuse**

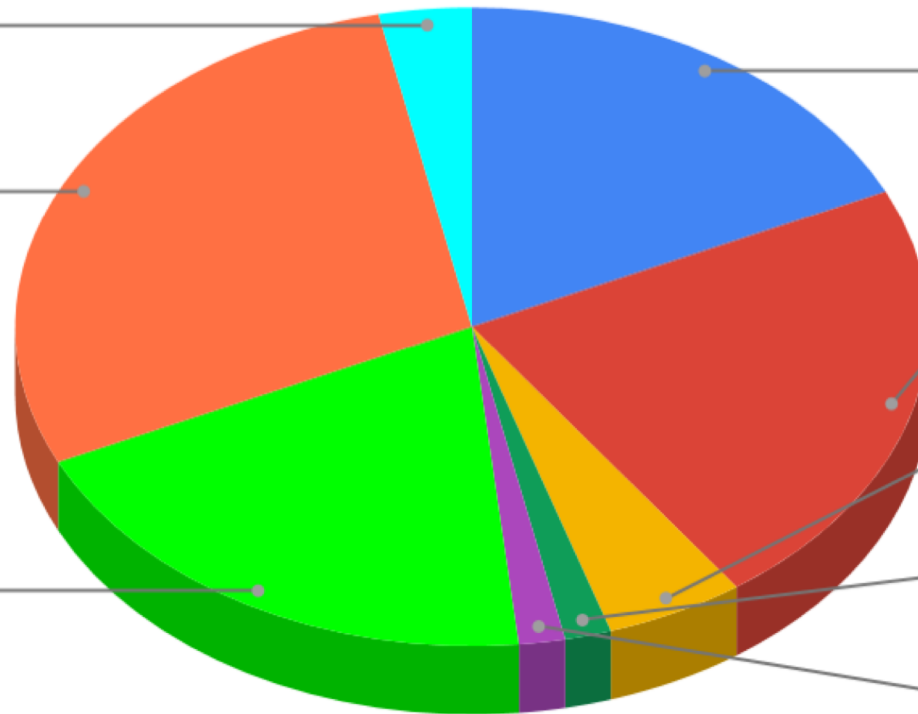
4.9%

**Psychotic Disorder**

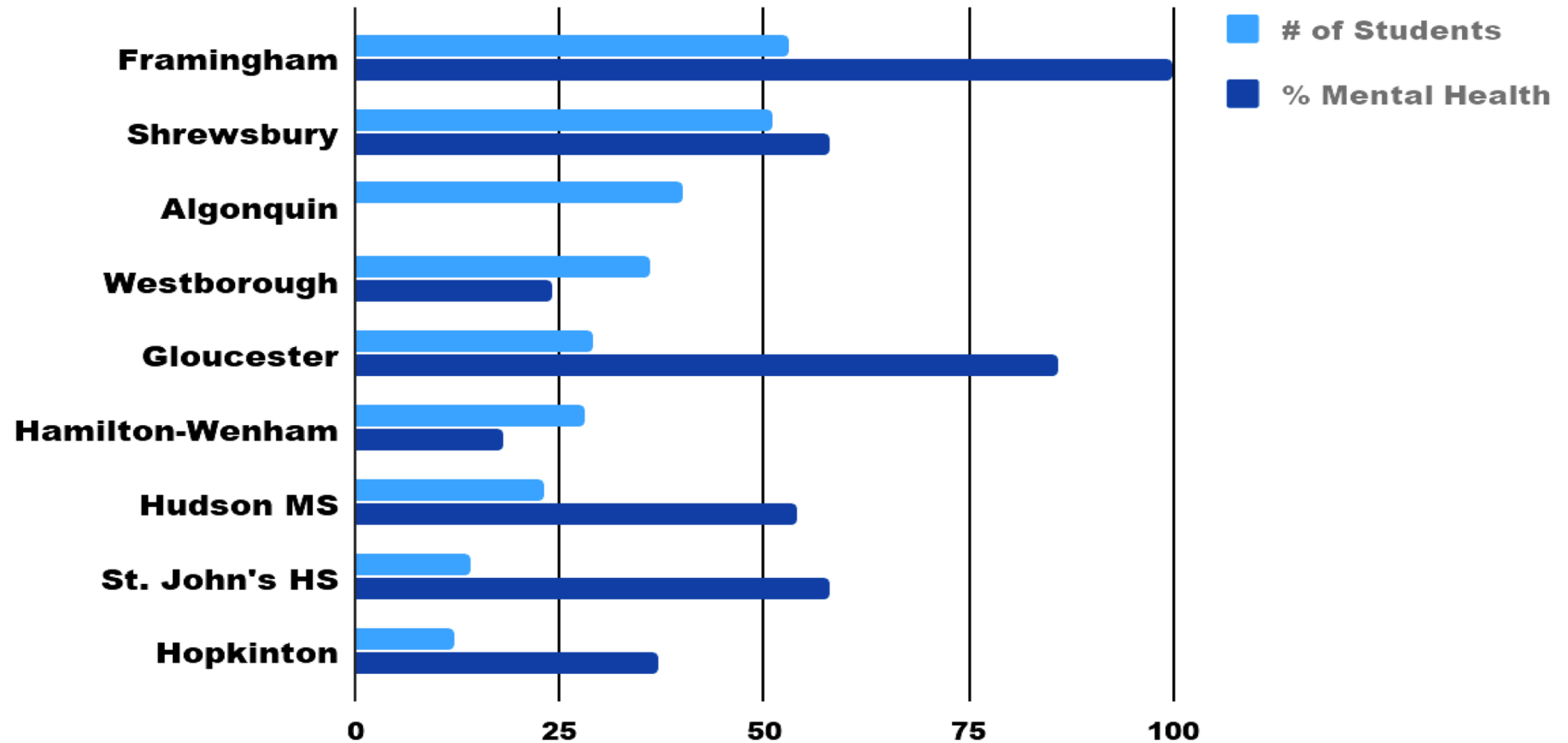
1.6%

**Eating Disorder**

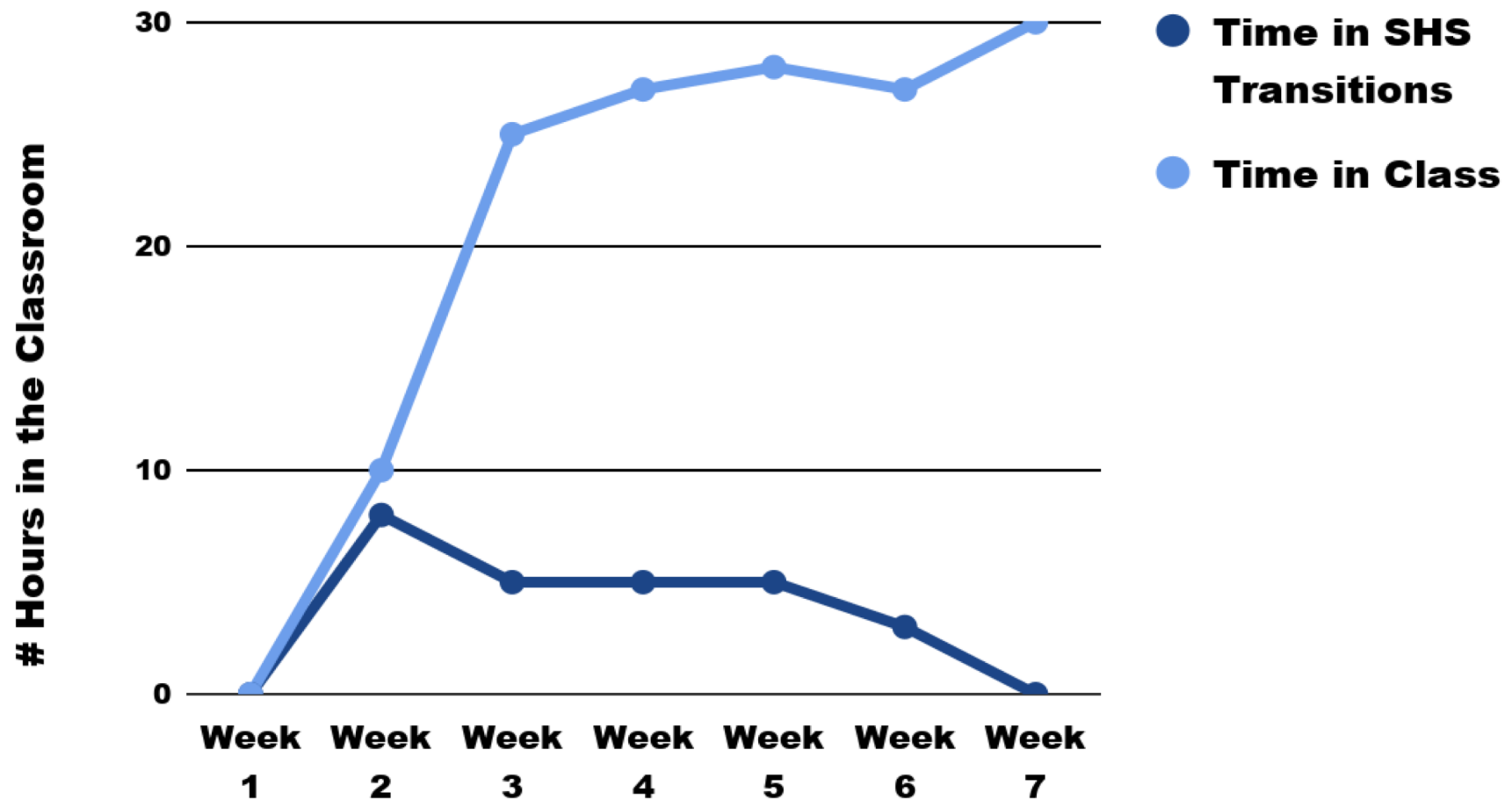
1.6%



## Data from local BRYT programs



## Case Study: Student Progress through SHS Transitions



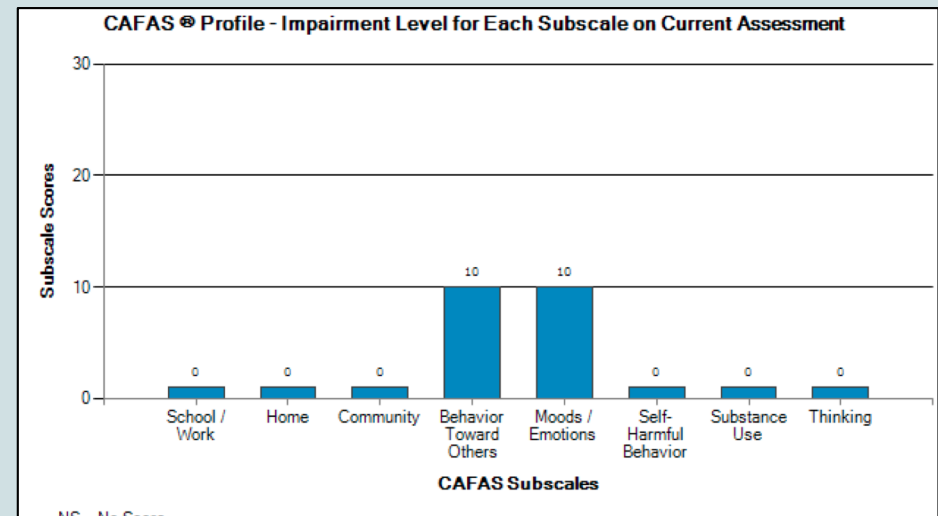
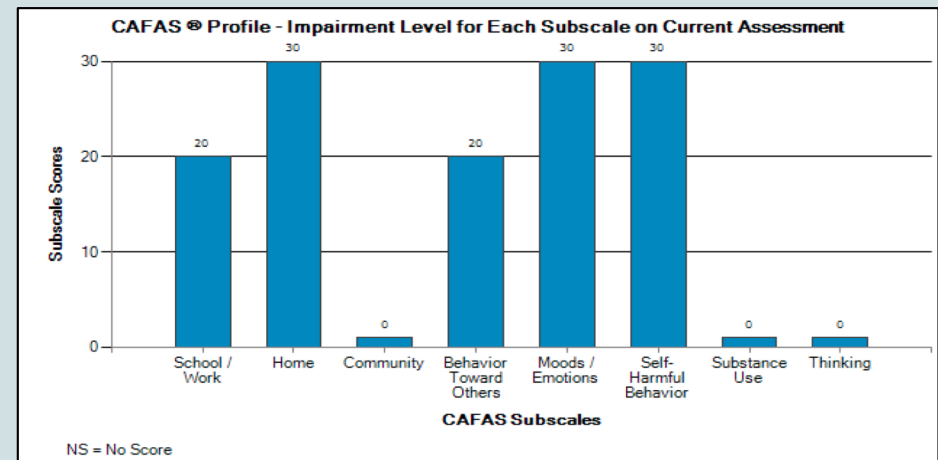


# Case study: Student progress through SHS Transitions

## Child and Adolescent Functional Assessment Scale (CAFAS)

This rating scale of student functioning is conducted at intake and exit. For this student intake was completed on 3/6/18 and exit assessment was conducted on 5/4/18.

A score of 30 is considered severe impairment in that area of functioning. Lower scores indicate better functioning; all differences are statistically significant.



# SHS Transitions Toolkit

[Sample SHS Transitions Re-entry plan](#)

[Clinical tracking sheet](#)

[Sample Work tracker](#)

[Concussion Guidelines](#)

[Wellness Resources](#)

## SHS Transitions Program Exit Criteria:

The decision as to when a student moves from “active” to “alumni” status in the program is made by the program staff, student and parent(s)/guardian(s), and school support staff as a team. This team shares the understanding that is a short-term, transitional program aimed at supporting students in successfully returning to their full schedule. The team will look at the indicators below to help determine when a student is ready to exit the program.

- Observable improvements and stability in moods and emotions, school functioning, and (where applicable) self-harming behaviors/ideation and substance abuse.
- Mainstream classroom attendance (80% or better is a good indicator of readiness)
- No recent re-hospitalization.
- Completion of academic assignments (80% completion of assignments missed while in treatment, and completion of work required for receiving term grades, are good indicators of readiness).

### Sample Student Exit Plan

# Parent Survey Feedback

"SHS Transitions Program is a wonderful new addition. The program was very helpful in coordinating E's transition back into the classroom. Getting support from both the academic coordinator and the therapeutic services was very helpful."

"I have been extremely pleased with the communication and assistance from SHS. The staff was in contact with me immediately and met personally with the family. They were willing to accommodate our every need."

"The resource itself was the most important, it would have been very stressful for my son to return to school and succeed without the help he received."

"Make this service more well known before there is a desperate need."

"The communication between the program and parent is highly effective and very efficient. I was extraordinarily satisfied."

"Personal guidance, intervention, and support for myself and my child."



# 90%

**of Shrewsbury High School faculty have collaborated with  
the program on behalf of a SHS Transitions student**

# OUTREACH



McLean HOSPITAL  
HARVARD MEDICAL SCHOOL AFFILIATE



Genesis Club, Inc.



## **Goals for SHS Transitions Year 2 (SY 2018-19)**

- Provide faculty more information regarding Trauma Informed Classrooms, social/emotional support and learning in the classroom.
- Increased communication with all those working with student (teachers, Coaches, athletic personnel). Include teachers in re-entry meetings when possible.
- Provide teachers with 'tool kits', materials, posters and classroom visuals on mindfulness, relaxation and wellness.
- Continue to provide families with mental health education and local resources for their child's specific needs.

Questions?

[Online Brochure](#)