



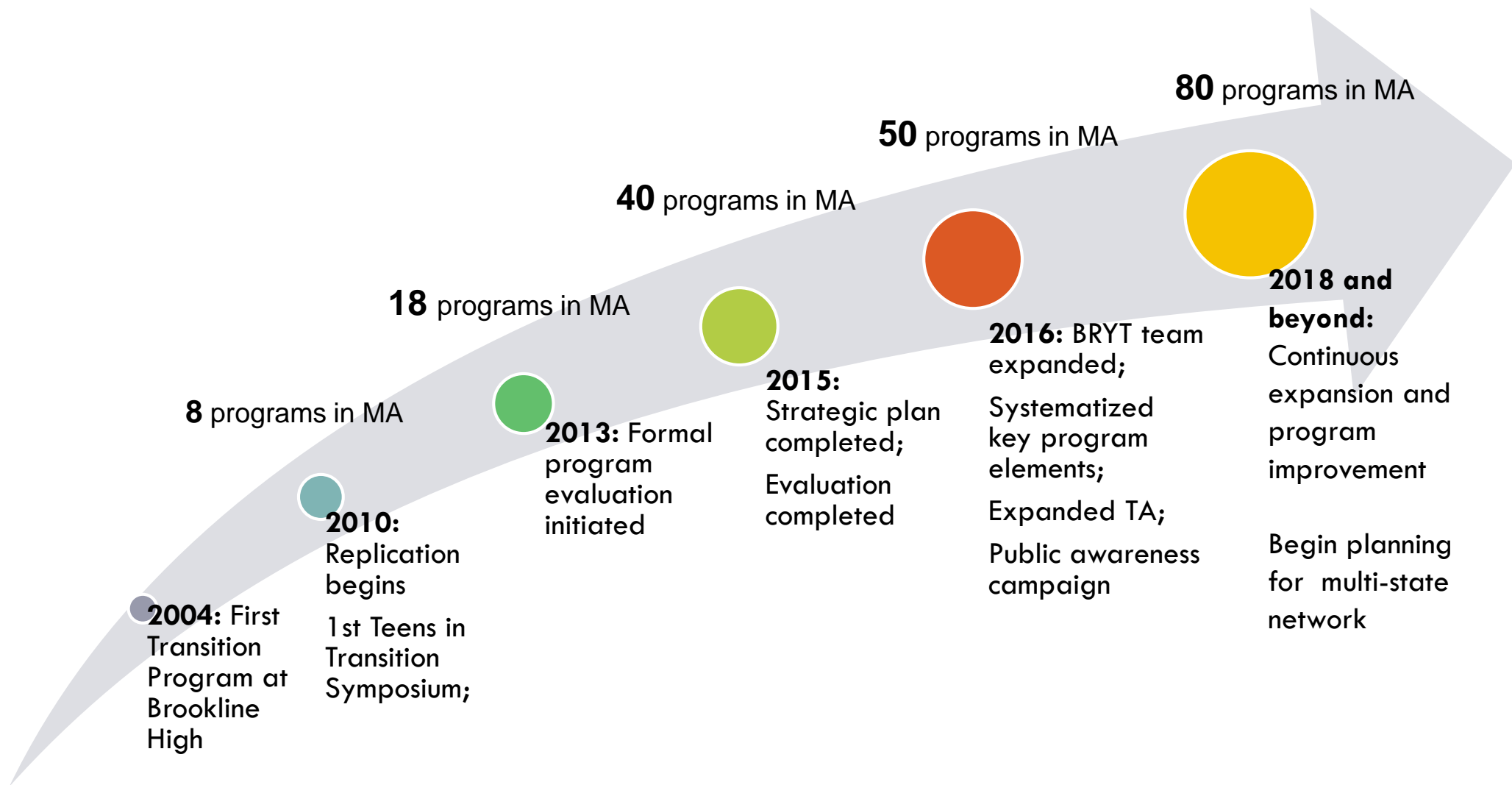
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BRYT AND BRIDGE PROGRAMS

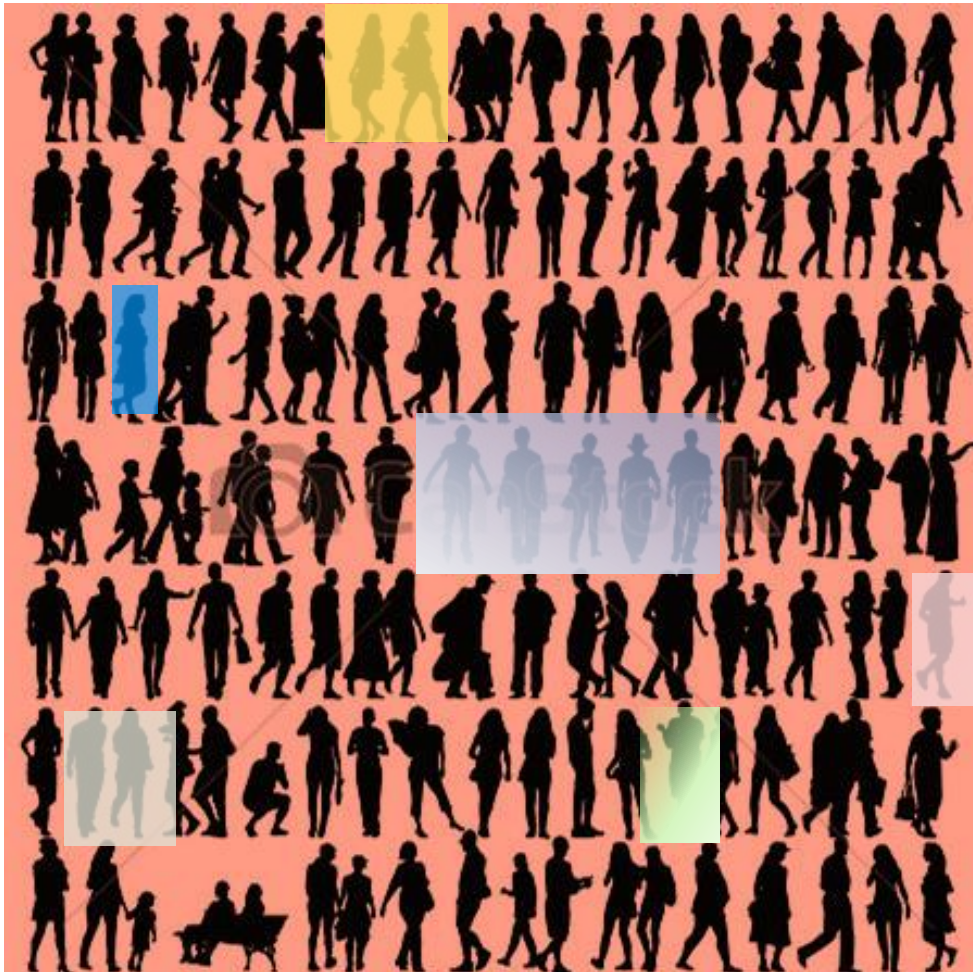
Milton School Committee

April 4, 2018

BRYT and Bridge Programs: A Growing Network and Movement



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, absences might result from:

- psychiatric and/or medical crises (4 to 5 students)
- untreated mental health challenges (4 to 5 students)
- long-term suspension (1 or 2 students)
- parenting leave (1 student)
- life circumstances (1 student)

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

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.



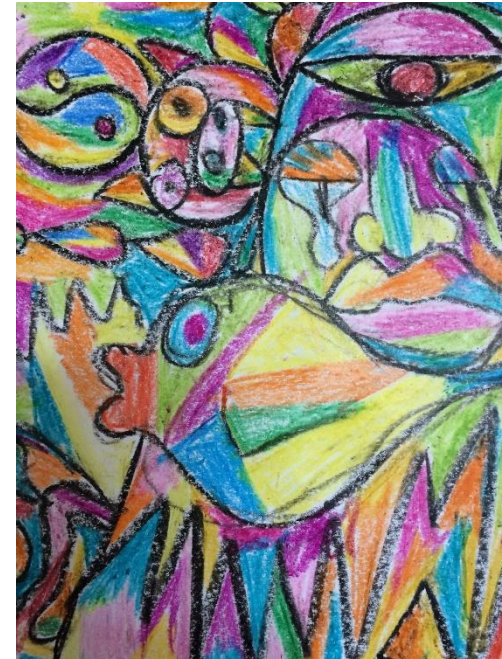
*‘Bridge’ is the generic term for programs following the BRYT model; BRYT is an acronym for “Bridge for Resilient Youth in Transition”.

The “3 S’s” of the BRYT Model

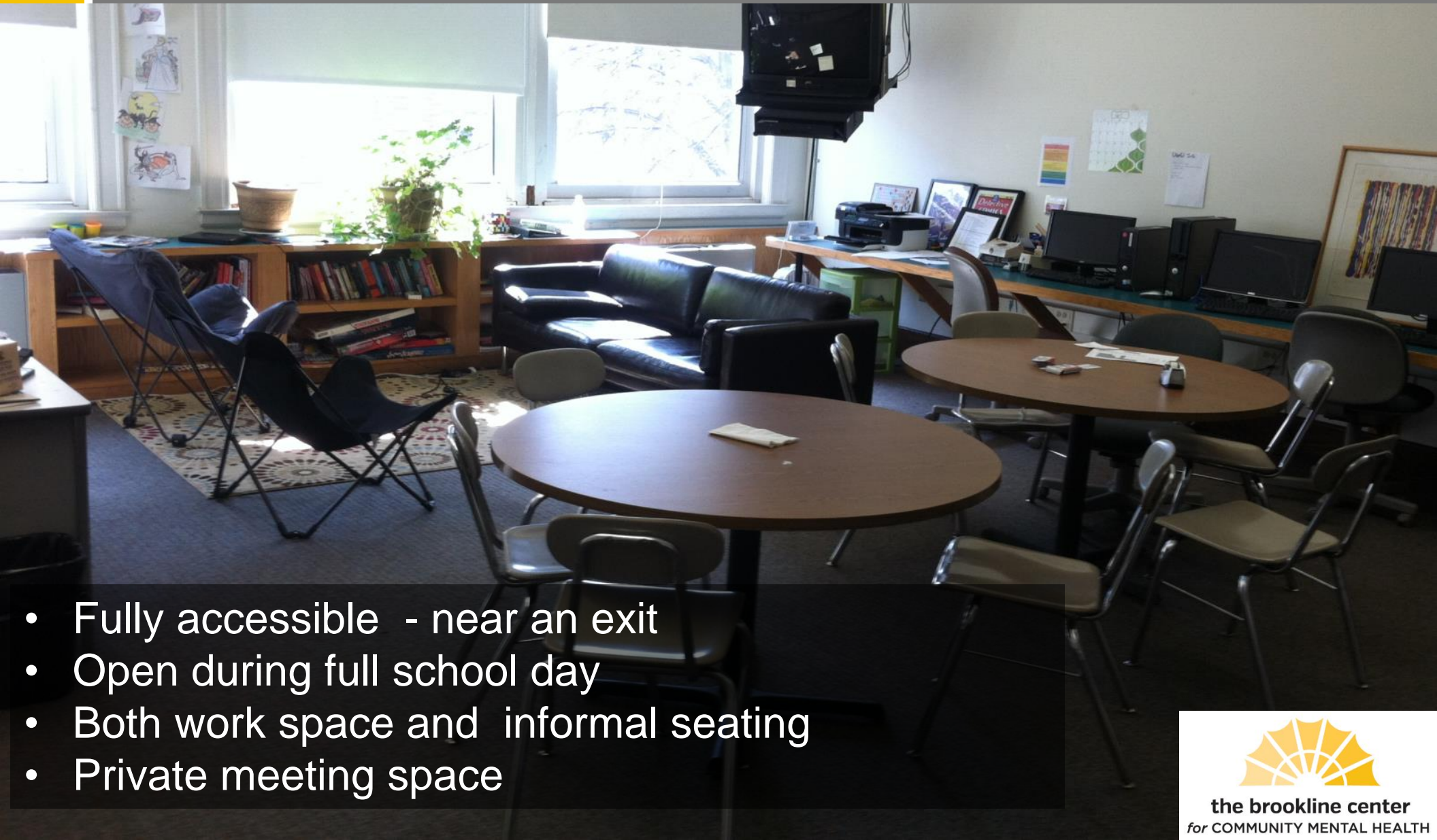
Space

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:

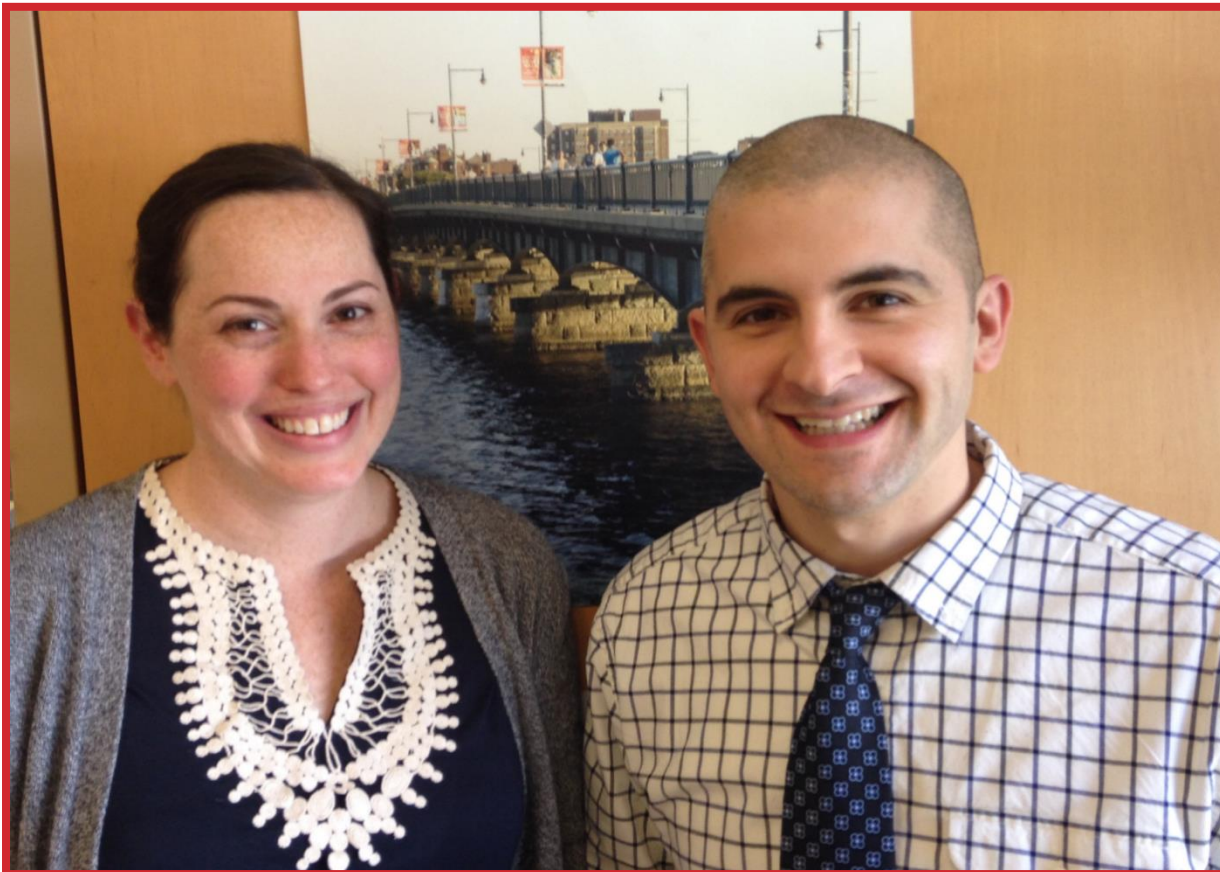
- Academic Support
- Clinical Support
- Family Support
- Care Coordination



Staffing

Typically comprised of:

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



*Different schools
use different
staffing patterns.*

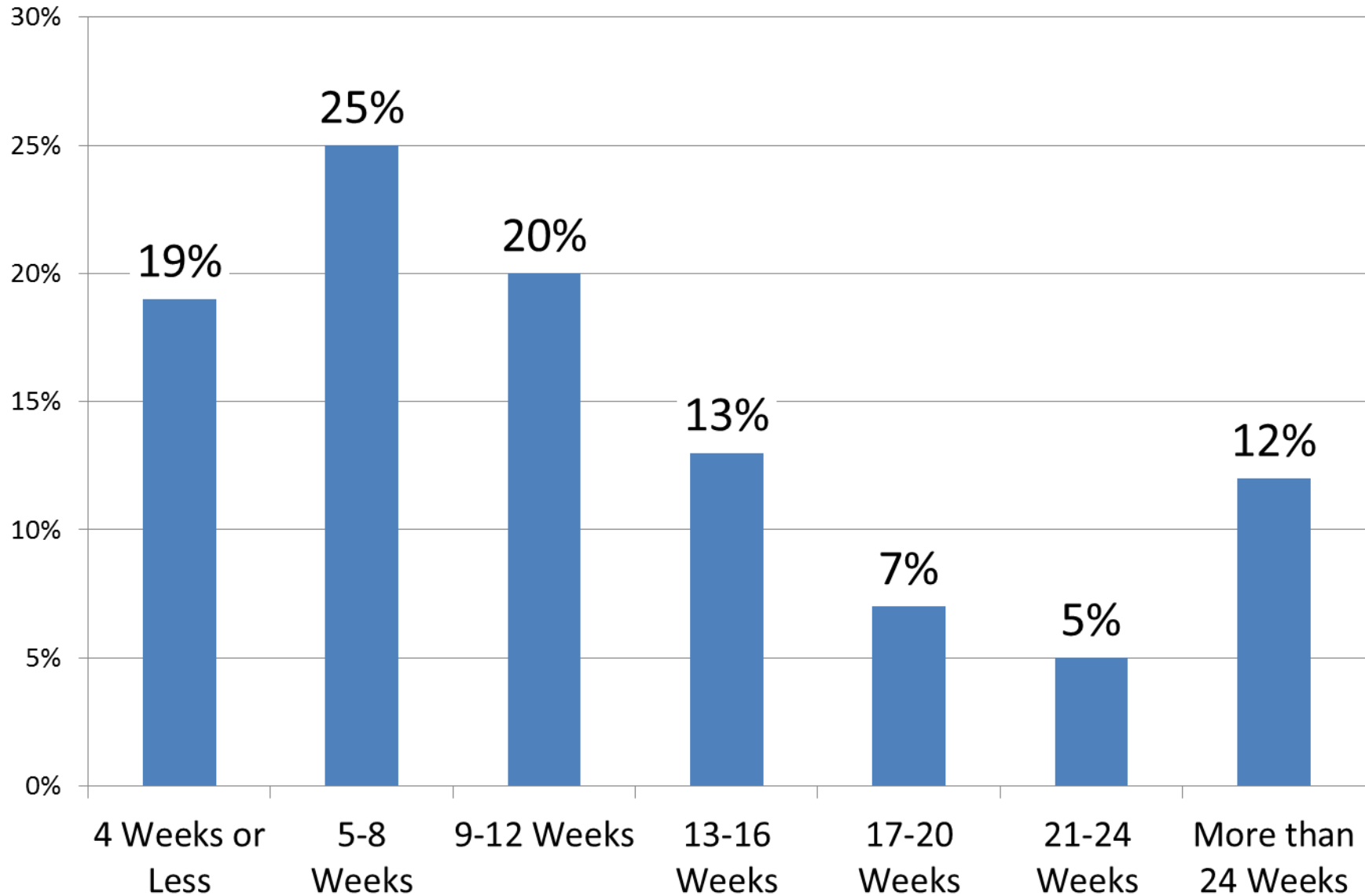


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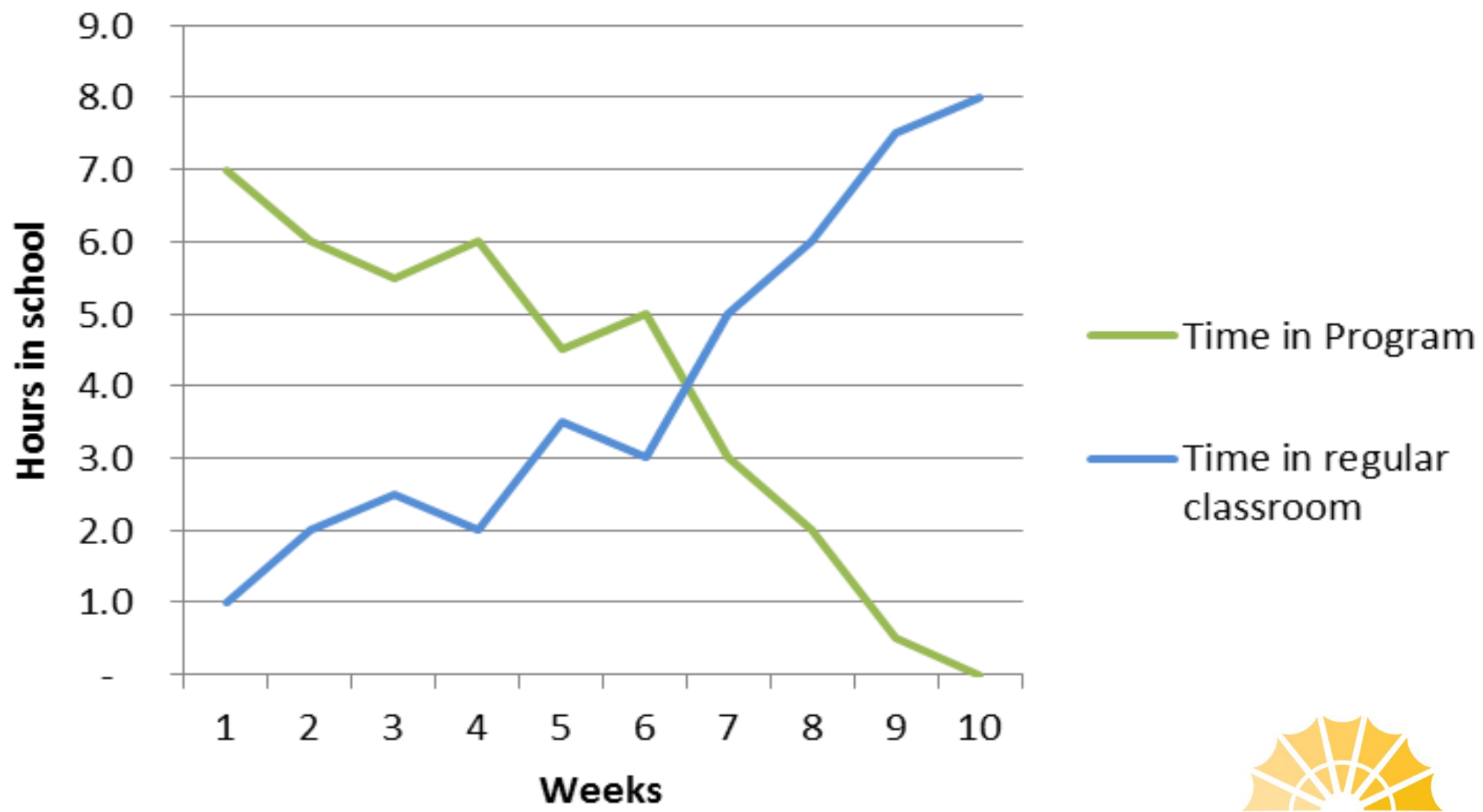
Length of Program Enrollment (median stay- 10 weeks)



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



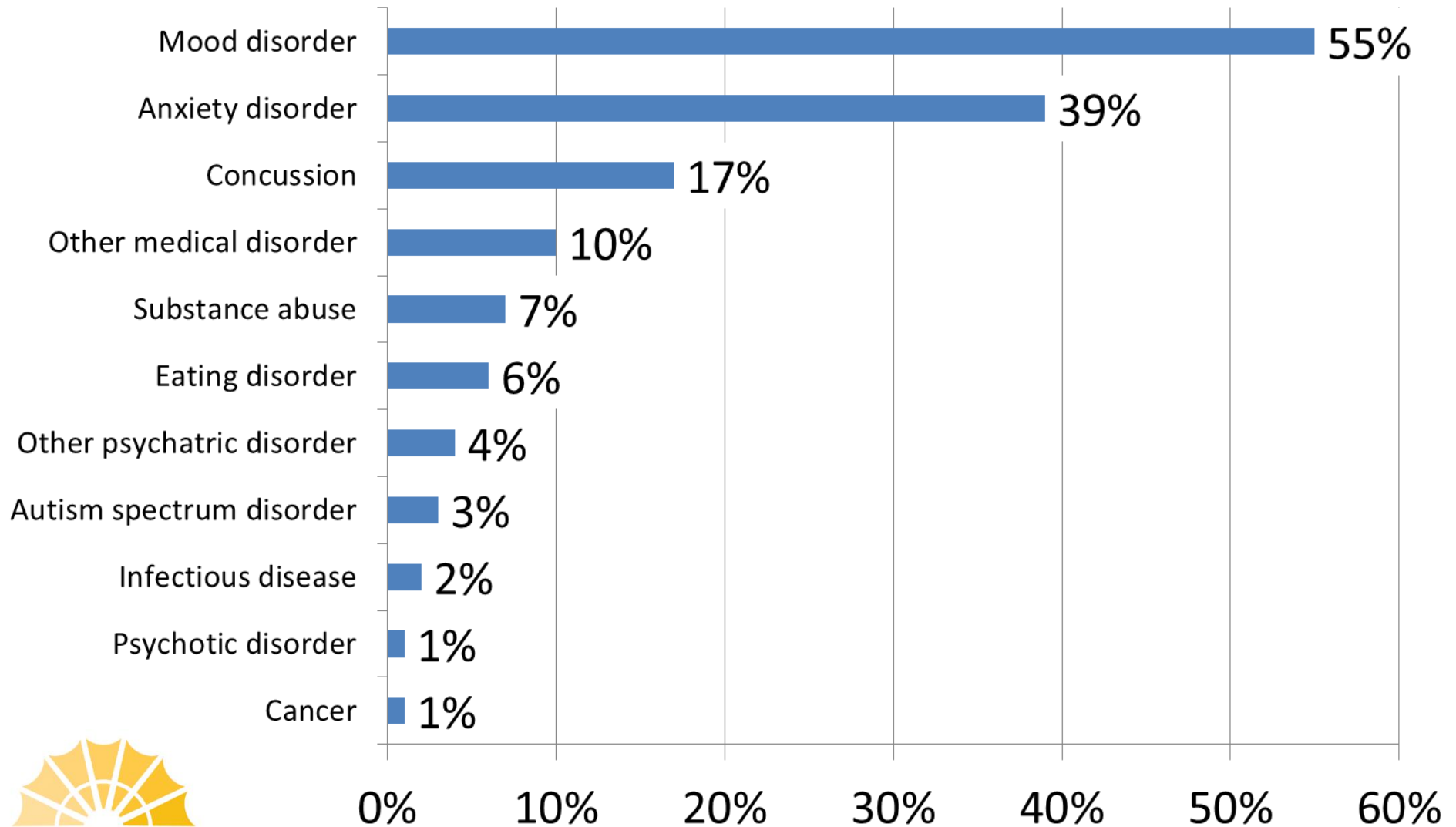
BRYT Evaluation Study 2013-2016

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

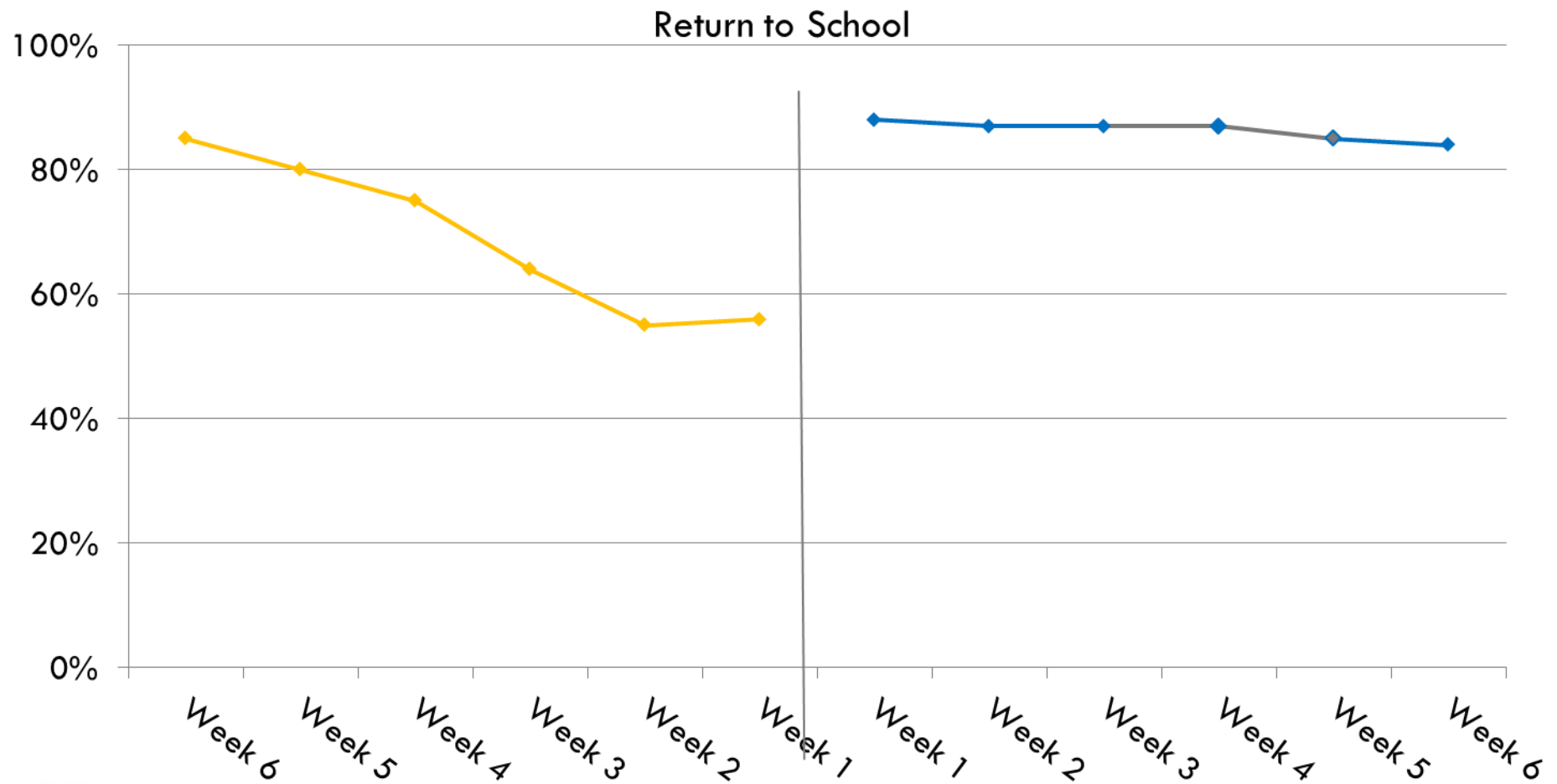
Journal article with formal findings published in 2017 in *Psychology in the Schools*

Presenting Problems among Students in Transition Programs in BRYT Evaluation Study



Average School Attendance Rates, Before and After Program Admittance

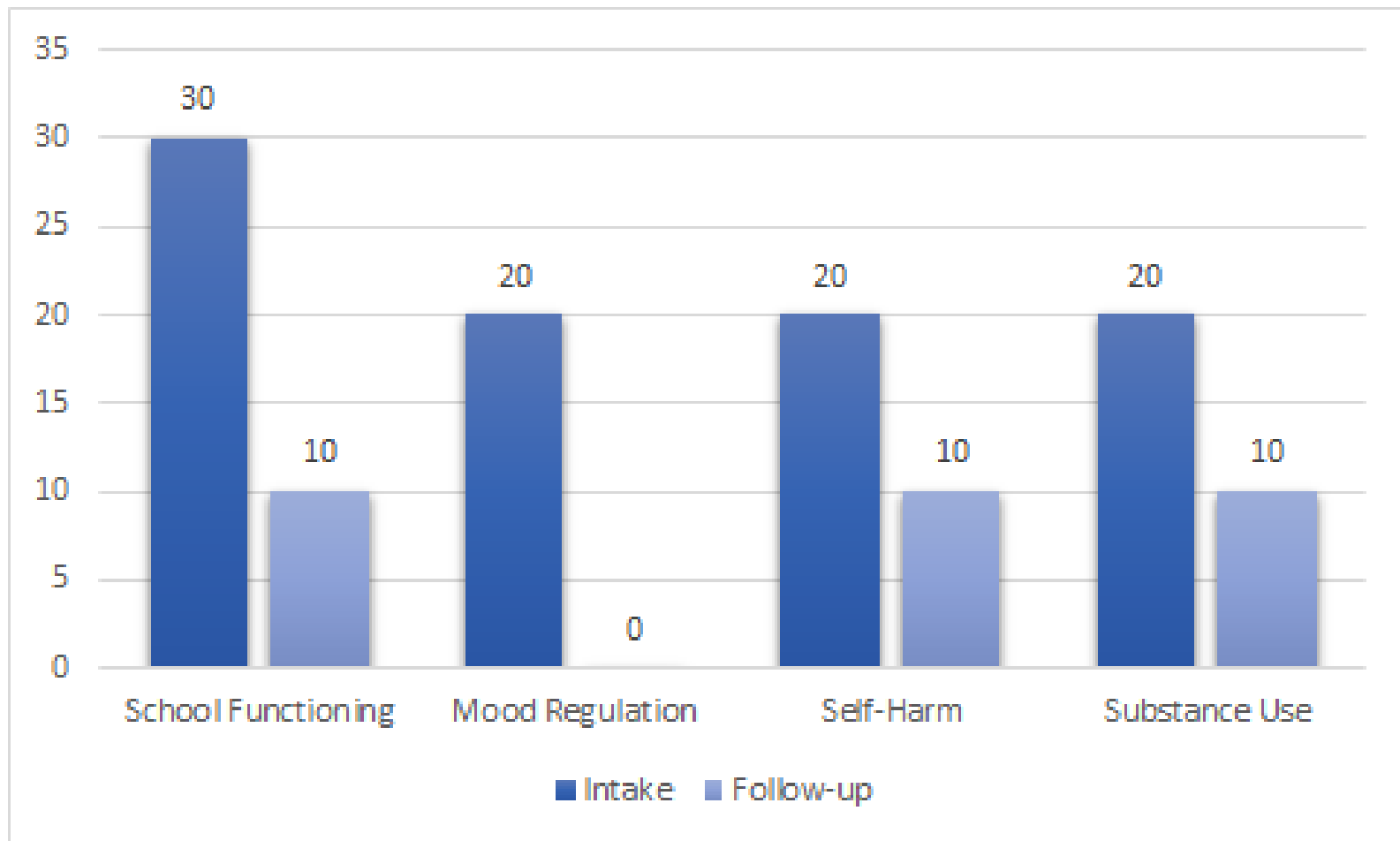
(c) 2015
BCMHC



Changes in Well-Being Over Time

(c) 2015
BCMHC

CAFAS Scores Among Participants with a Mental Health Diagnosis



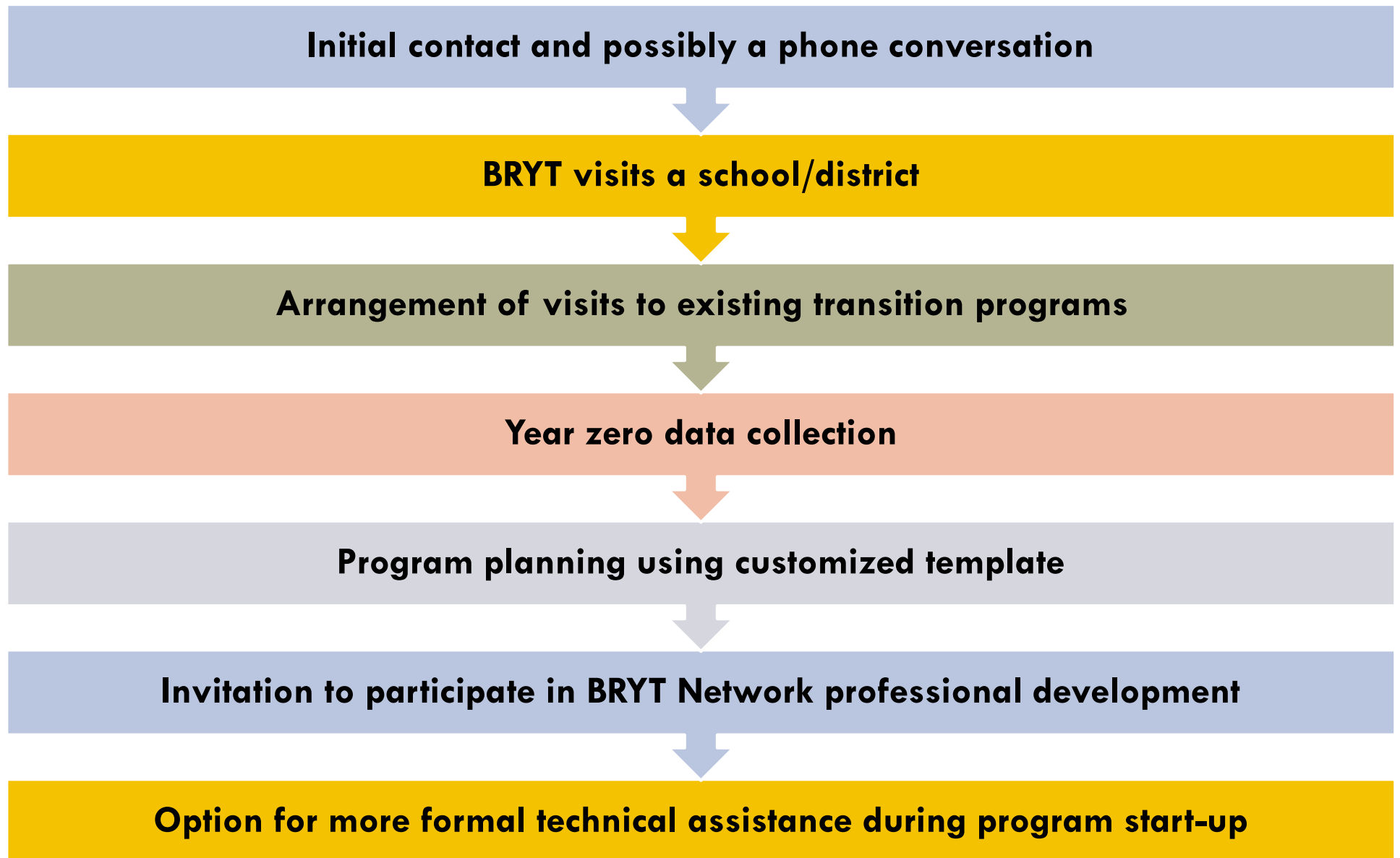
Lower scores indicate better functioning; all differences are statistically significant.

Outcomes

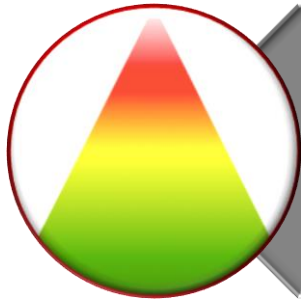


85% of participants graduate or are on-track to graduate by the end of the year

How BRYT works with schools around start-up



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

BRYT Team Contact Information

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