

Kansans **CAN**



Kansas School Mental Health Advisory Council

August 25, 2017

Welcome



Dr. Randy Watson Kansas Commissioner of Education

Member Introductions



Kathy Busch

Kansas State Board of Education
Vice Chair

Kansas School Mental Health Advisory Council
Chair

Council Purpose and Expectations

Kathy Busch

- Advise the Kansas State Board of Education of unmet needs within the state in the area of school mental health;
- Coordinate with legislators and stakeholders to address relevant issues effectively to best meet the needs of students; and
- Coordinate statewide collaborative social emotional character development partnerships with stakeholders that will benefit students.

Council Orientation

- Roberts Rules of Order
- Establish Council Norms
- Notebook Content
- Reimbursement Forms and Procedures

State Board of Education's Role – Kathy Busch

State Department of Education's Role – Colleen Riley



Role of Kansas State Department of Education

Provide logistics in order for advisory council to convene

Serve as a resource to the advisory council

- Development of Agenda in collaboration with council chair
- Facilitate reasonable reimbursement for convening
- Provide guidance within the authority of the KSDE, on behalf of the KSBE
- Provide meeting arrangements that encourages public participation

Schedule content experts to provide factual information to facilitate conversation within the council

Work with council to make recommendations to the KSBE

Social Emotional and Character Development Standards

Kent Reed



Kansas Social, Emotional, and Character Development Standards

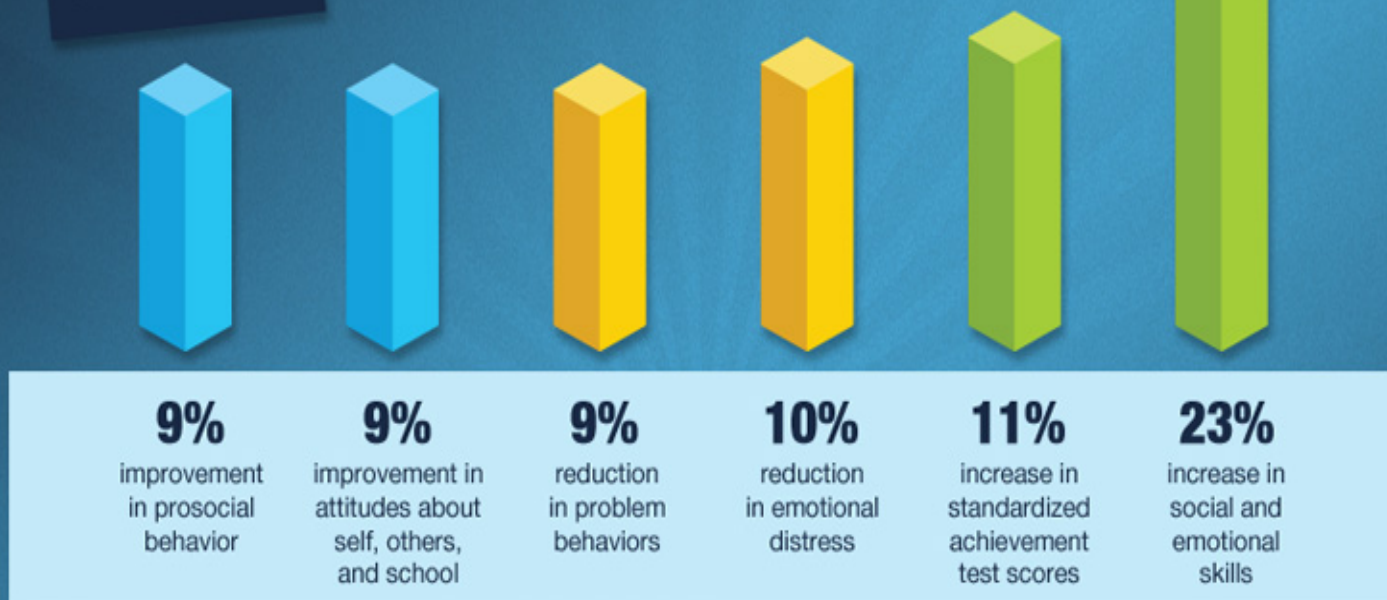
August 2017

Mental Health Advisory Group

THE VERDICT IS IN:
SEL
MATTERS

A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning.

Check out these incredible findings!



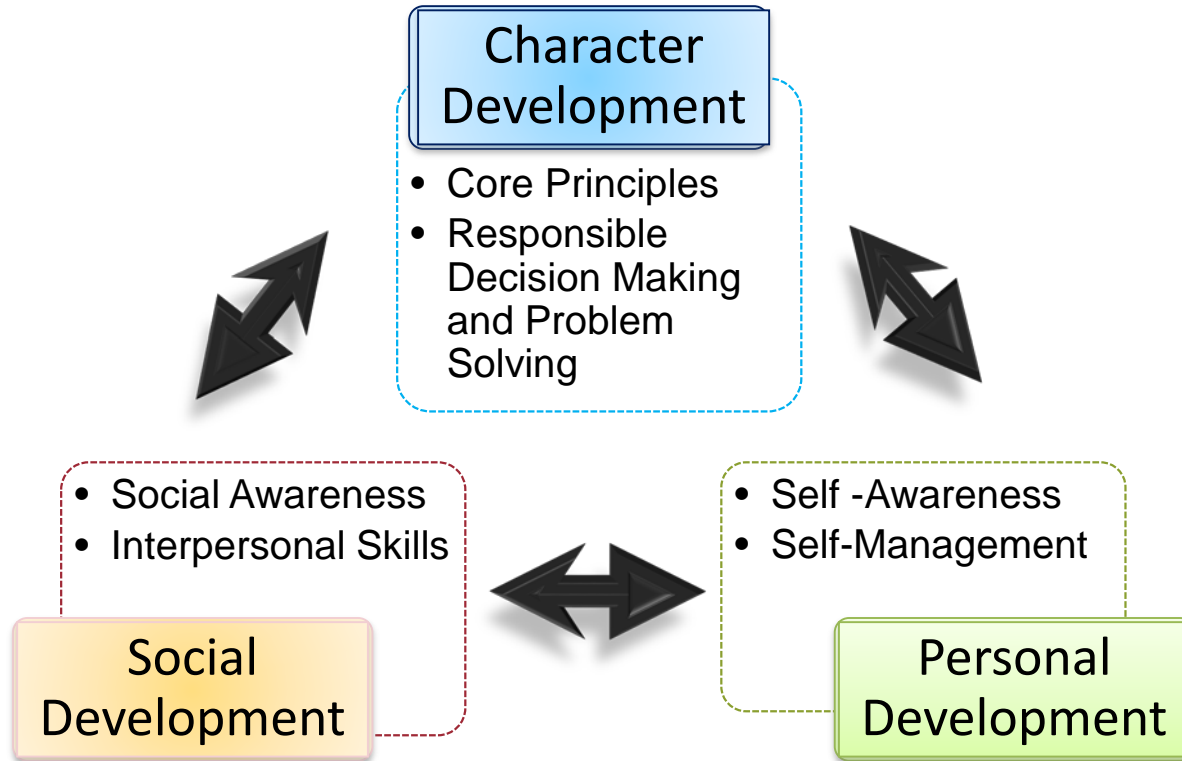
Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82 (1), 405-432.

Social/Emotional Growth Measured Locally



what

- Social/emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary to:
 - Understand and manage emotions
 - Set and achieve positive goals
 - Feel and show empathy for others
 - Establish and maintain positive relationships
 - Make responsible decisions



Kansas Social, Emotional, and Character Education Standards

CORE BELIEFS

Personal management and relationship skills are vital in all aspects of learning and of life.

Students are most able to act in respectful and responsible ways when they have learned and practiced a range of social, emotional and character development skills.

Effective social, emotional and character development skills support academic achievement in students and constructive engagement by staff, families and communities.

Students learn best in a respectful, safe and civil school environment where adults are caring role models.

Bullying/Harassment Prevention and safe school initiatives are most sustainable when embedded systemically in a **whole school** Social, Emotional, and Character Development (SECD) programming.

College and Career Ready Goal

Students who are college and career ready must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success.

Character Development

Definition:

Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision making.

Rationale:

Our schools have the job of preparing students for citizenship in a global society. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

Social, Emotional, Character Development Standards

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Core Principles

1. Recognize, select, and ascribe to a set of core ethical and performance values as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing.
2. Develop, implement, promote, and model core ethical and performance values.
3. Create a caring community.

K-2 / 3-5 / 6-8 / 9-12

Knowing Doing

Responsible decision making and problem solving.

1. Develop, implement, and model responsible decision making skills.
2. Develop, implement, and model effective problem solving skills.

K-2 / 3-5 / 6-8 / 9-12

Knowing Doing

Personal Development

Definition:

Developing skills to help students identify, understand and effectively manage their thoughts, feelings and behaviors.

Rationale:

Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage responses. Personal thoughts and feelings impact management of experiences and determine behavior outcomes. Children will deal with personal development in increasingly complex ways as they progress through elementary, middle, and high school.

Social, Emotional, Character Development Standards

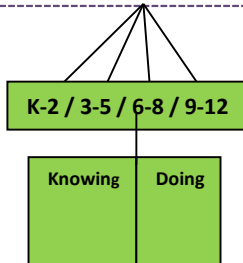
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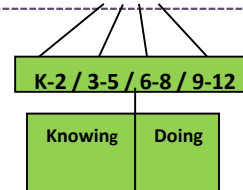
Self Awareness - Understanding and expressing personal thoughts and emotions in constructive ways.

1. Identify thoughts and emotions
2. Identify personal qualities.



Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

1. Understand and practice strategies for managing thoughts, and behaviors.
2. Reflect on perspectives and emotional responses of self and others.
3. Set and monitor goals to achieve success in school and life.



Social Development

Definition:

Developing skills to help students establish and maintain positive relationships and enable effective communication with others in various settings and situations.

Rationale:

Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective collaboration, communication, and conflict resolution.

Social, Emotional, Character Development Standards

Social Development

Definition: Developing skills that establish and maintain positive relationships and enable effective communication with others in various settings and situations.

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Social Awareness

1. Be aware of the thoughts, feelings, and perspectives of others.
2. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

K-2 / 3-5 / 6-8 / 9-12

Knowing

Doing

Interpersonal Skills

1. Demonstrate communication and social skills to interact effectively.
2. Develop and maintain positive relationships.
3. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

K-2 / 3-5 / 6-8 / 9-12

Knowing

Doing



Results: Social-Emotional Factors

KSDE Contact:
Kent Reed, Education Program Consultant
Career Standards and Assessment Services
kreed@ksde.org
785-296-8109

Measuring Social-Emotional Factors Locally

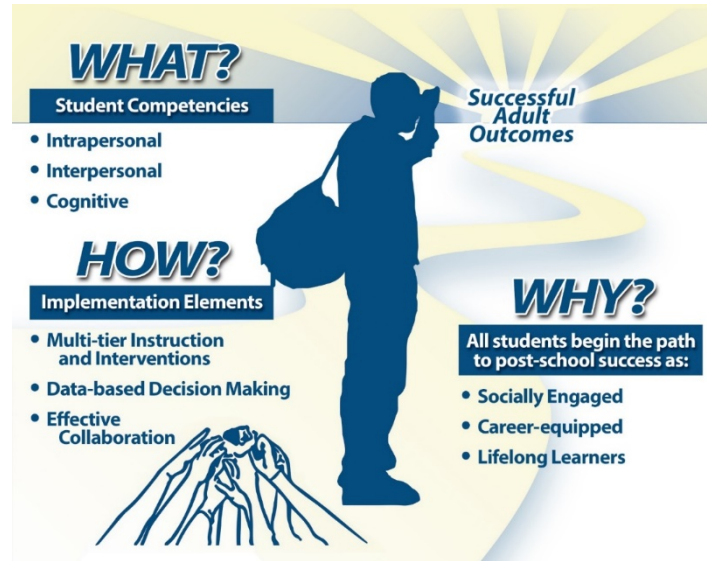
- Perception Data (i.e. surveys)
- Process Data (i.e. numbers served)
- Outcome Data (i.e. what did you prove?)
- Multiple Measures
- School Climate Data
- Tiered Approach
- Utilize Evidenced Based Curriculum



Social-Emotional Initiatives

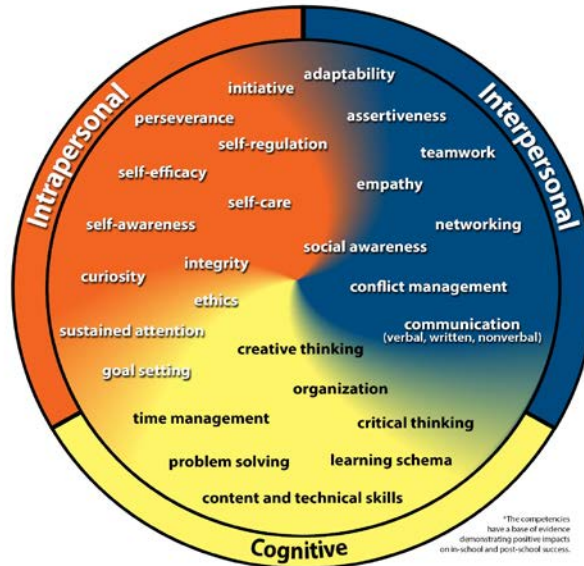
- SECD Standards Revision
- Board Outcome
 - Measuring SECD Toolkit
- Kansas College and Career Competencies Project
 - Train the Trainer
 - Pilot Schools
- Trauma-Informed Schools
- Erin's Law; Jason's Law
- Bullying Prevention Awareness Week
- Comprehensive School Mental Health Framework
- National and Kansas Schools of Character Recognition Program
 - McClure Elementary, USD 501

Helping students become socially engaged, career equipped, lifelong learners



Gaumer Erickson, A.S. & Noonan, P.M. (2012). College and Career Competencies Framework. Lawrence KS: University of Kansas, Center for Research on Learning

College and Career Competency Wheel



Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

For more information, visit:
<http://ResearchCollaboration.org/page/CCCFramework>





For More Information on
Improving Social/Emotional/Character Outcomes Contact:

KENT REED
School Climate/Culture and Integration Specialist
School Counseling Consultant
Career Standards and Assessments
(785) 296-8109
kreed@ksde.org

Overview of Existing Requirements

Laura Jurgensen

ljurgensen@ksde.org



Overview of Existing School Mental Health Resources

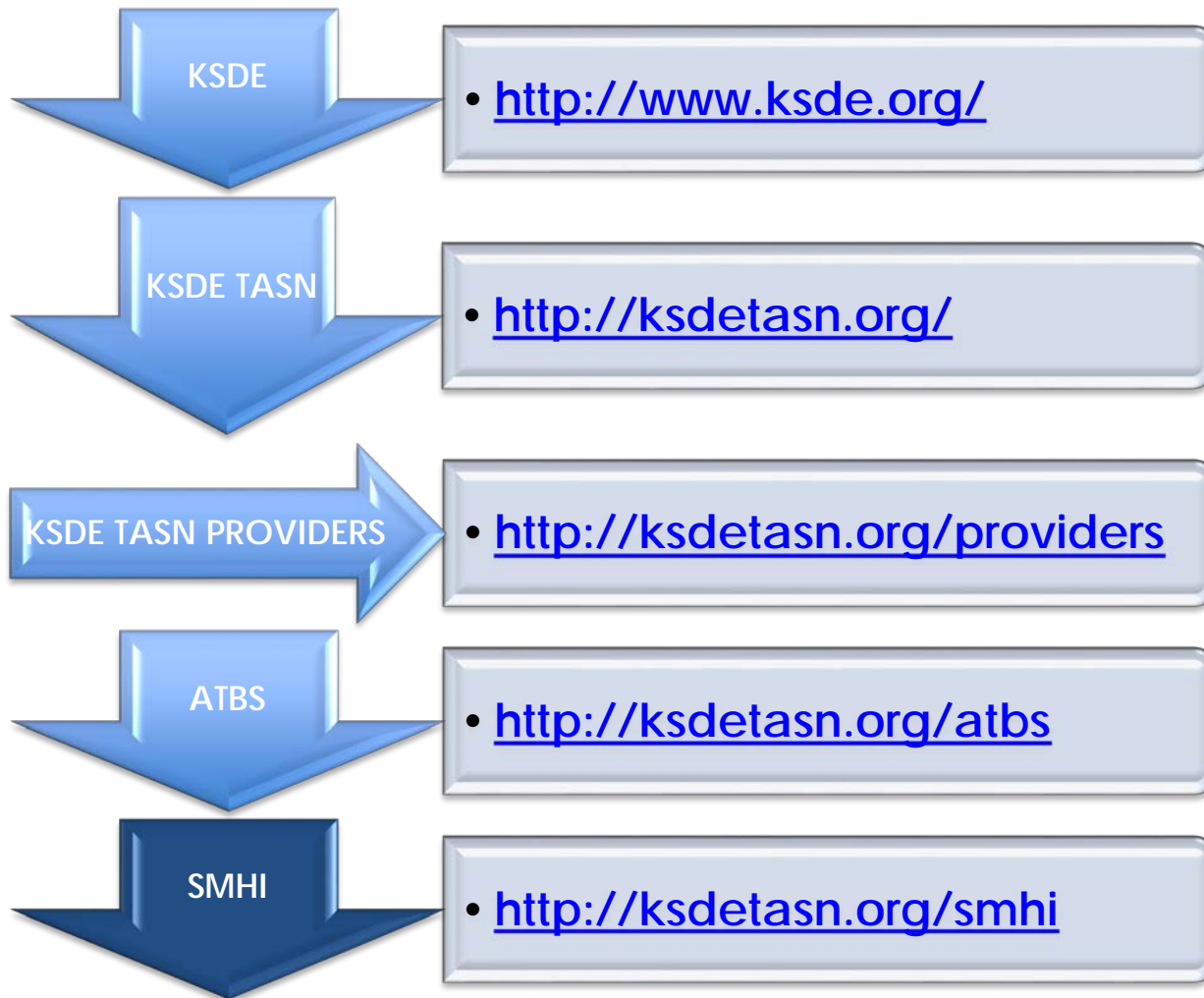
Cherie Blanchat





Autism and Tertiary Behavior Supports
School Mental Health Initiative

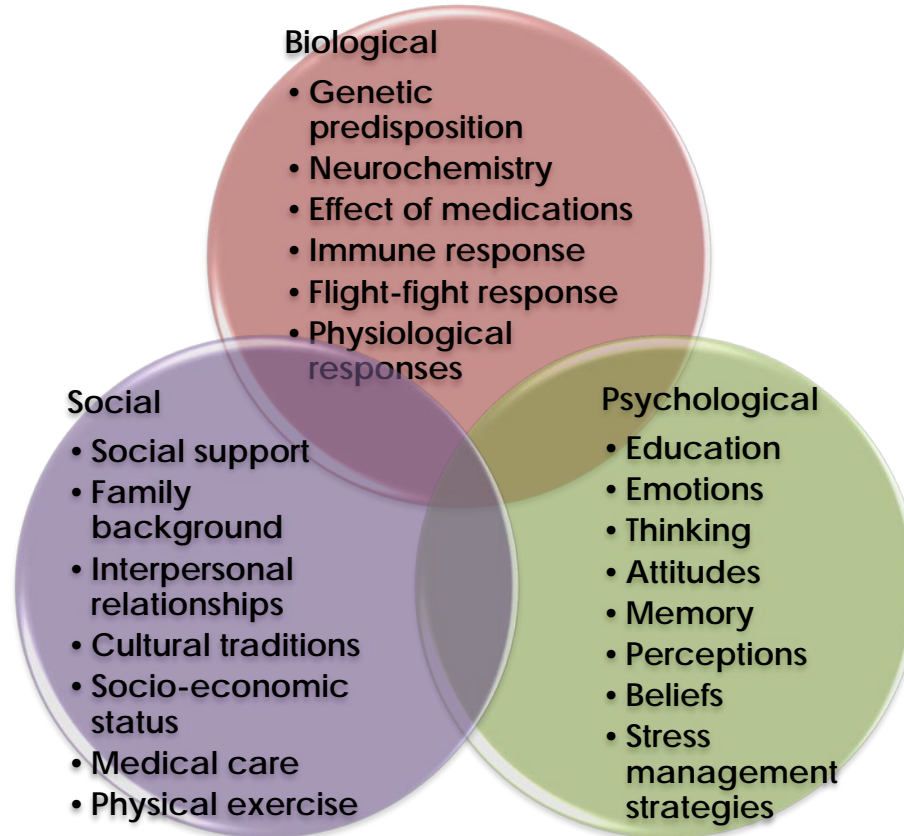
Cherie Blanchat, LCSW



Topical Outline

- ❑ Adverse Childhood Experiences:
 - ❑ Impact on child/adolescent development and learning
 - ❑ Impact on Teaching
- ❑ Trauma-Informed Schools and Interventions
- ❑ School Mental Health Initiative Resources and Training

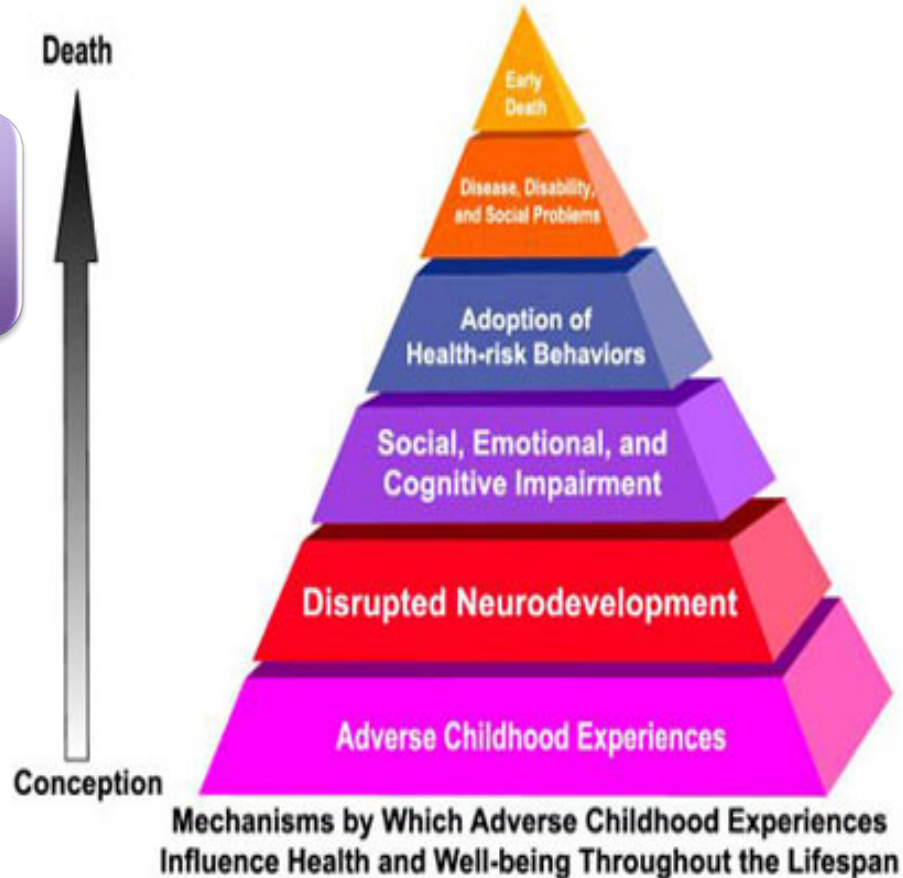
Mental Health: Biopsychosocial



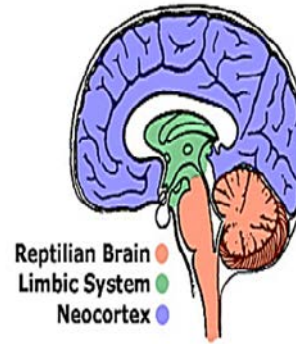
Adverse Childhood Experiences

Effects of ACEs

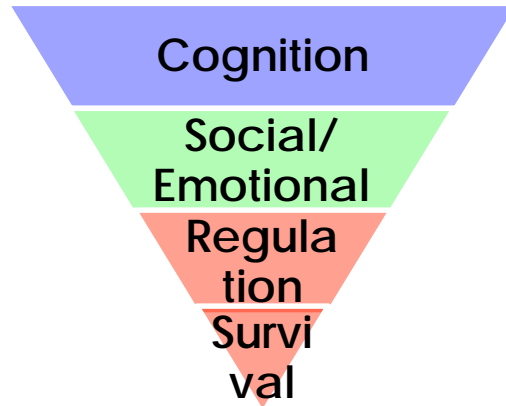
- neurological
- biological
- psychological
- social



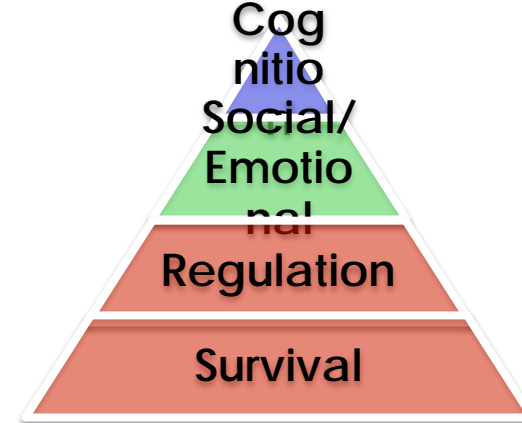
Trauma and Brain Development



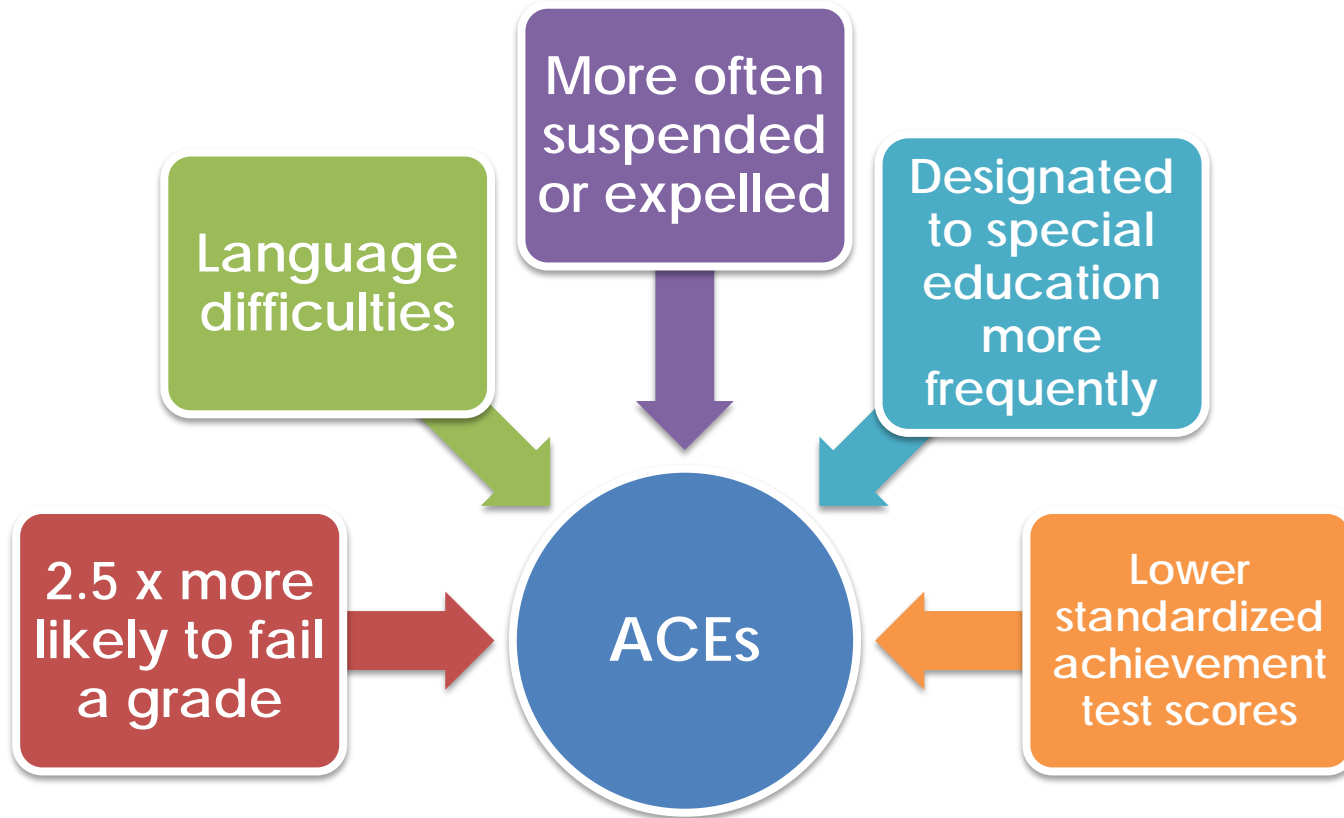
Typical Development



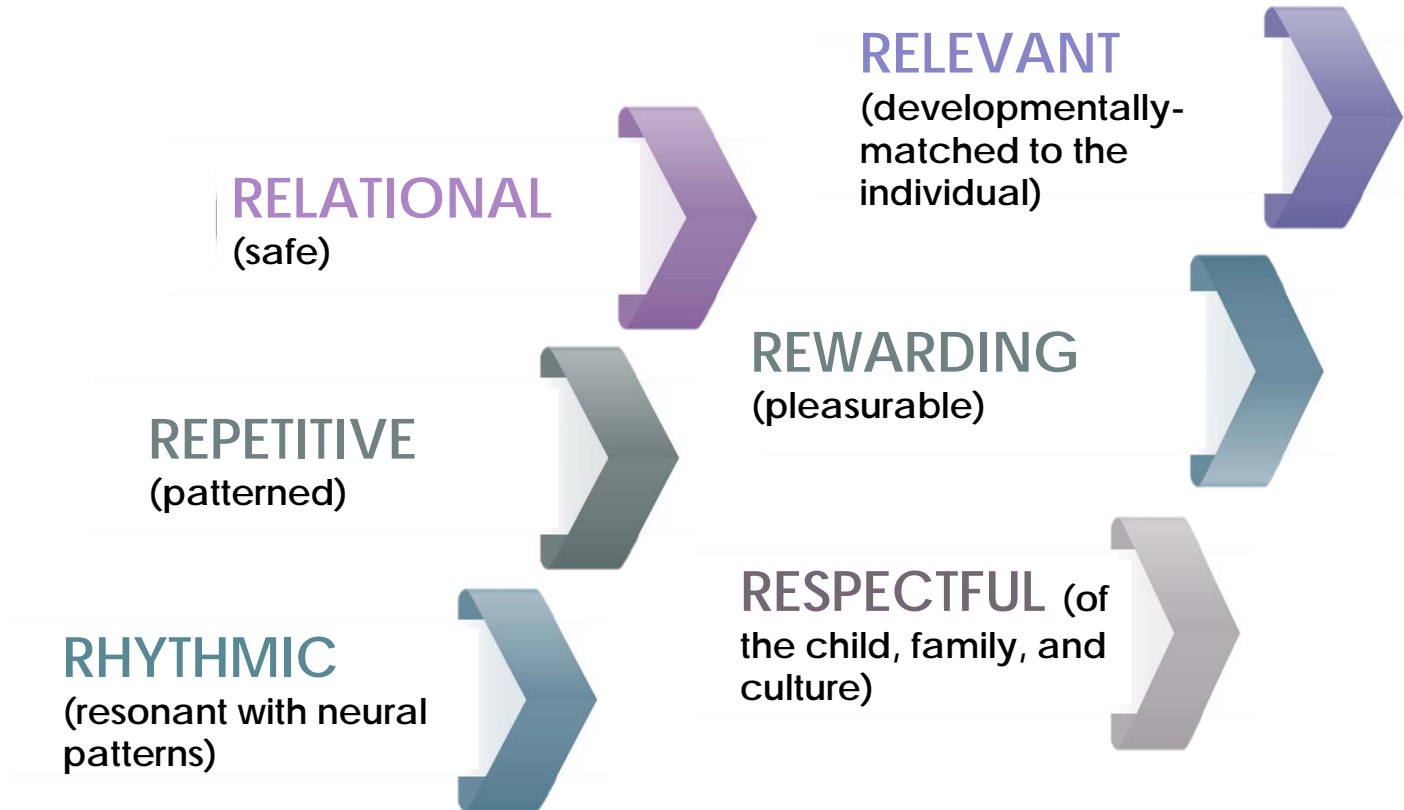
Developmental Trauma



Adverse Childhood Experiences and School Performance



Neurodevelopmental Interventions



Topical Outline

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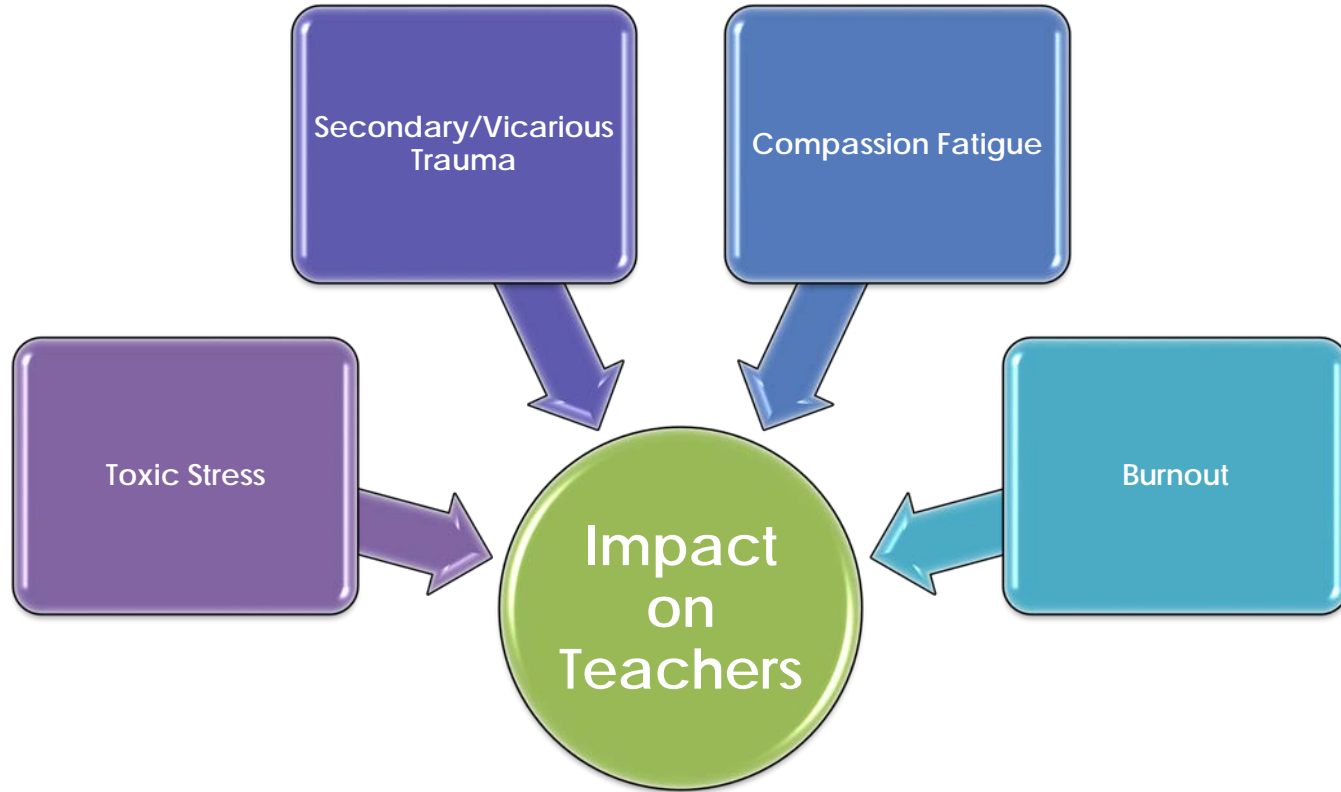
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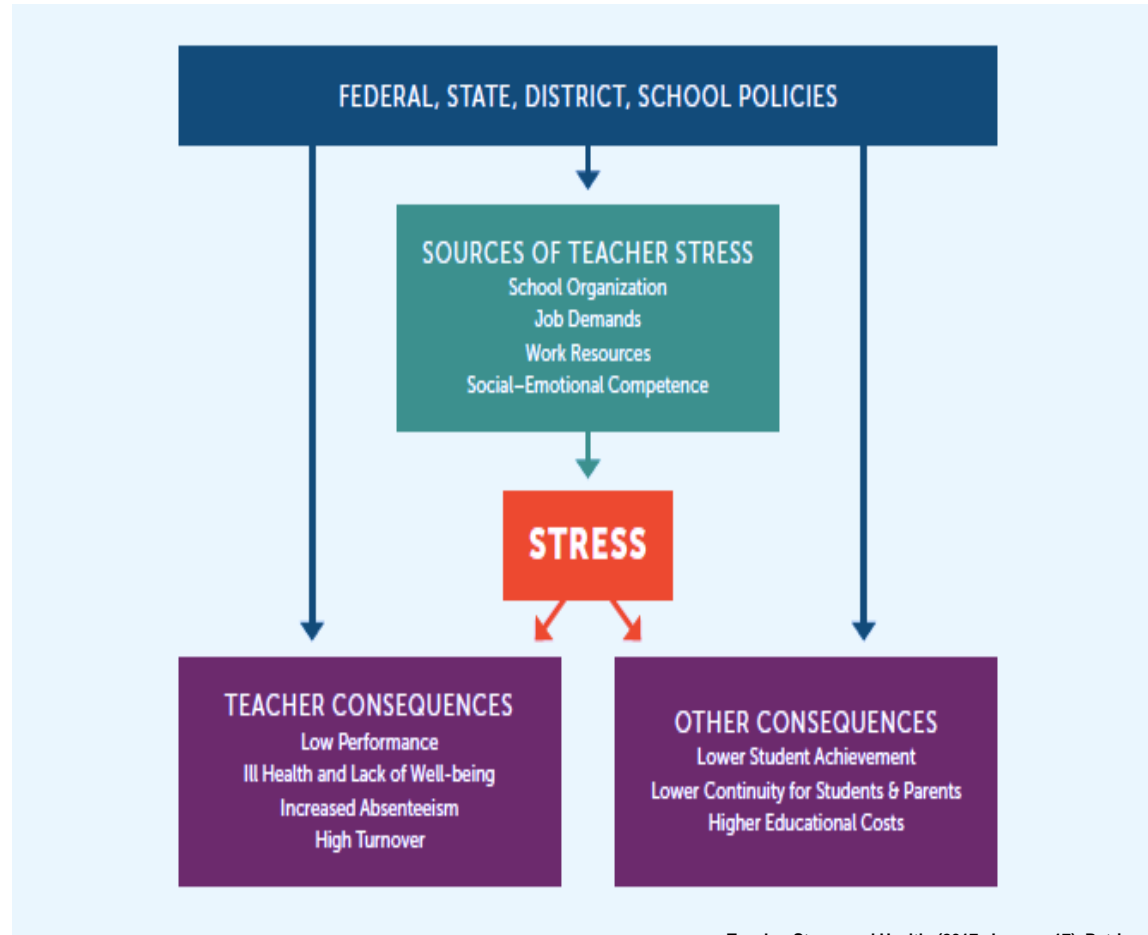
Impact on Teachers



Symptoms

Psychological	Physical	Behavioral	At Work	Cognitive
<ul style="list-style-type: none"> • Easily frustrated • Irritability • Isolation • Sadness • Negativity • Detachment • Guilt • Reduced empathy • Resentment • Anger 	<ul style="list-style-type: none"> • Headaches • Stomach complaints • Muscle tension • Increased blood pressure • Elevated blood sugar • Fatigue • Sleep problems • Increased susceptibility to illness 	<ul style="list-style-type: none"> • Restless • Jumpy • Nervous • Easily startled • Hypervigilance • Trouble making decisions • Exaggerated sense of responsibility • Change in response to trauma: numb or increased sensitivity 	<ul style="list-style-type: none"> • Feeling overwhelmed • Decreased commitment • Increased tardiness or absences • Poor boundaries • Poor work life balance • Less compassion towards others • Over-functioning 	<ul style="list-style-type: none"> • Suspicion of others • Feeling more vulnerable to danger • Feeling helpless • Loss of control or freedom • Being bitter or cynical • Alienation • Blaming the victim

Causes and Consequences of Teacher Stress



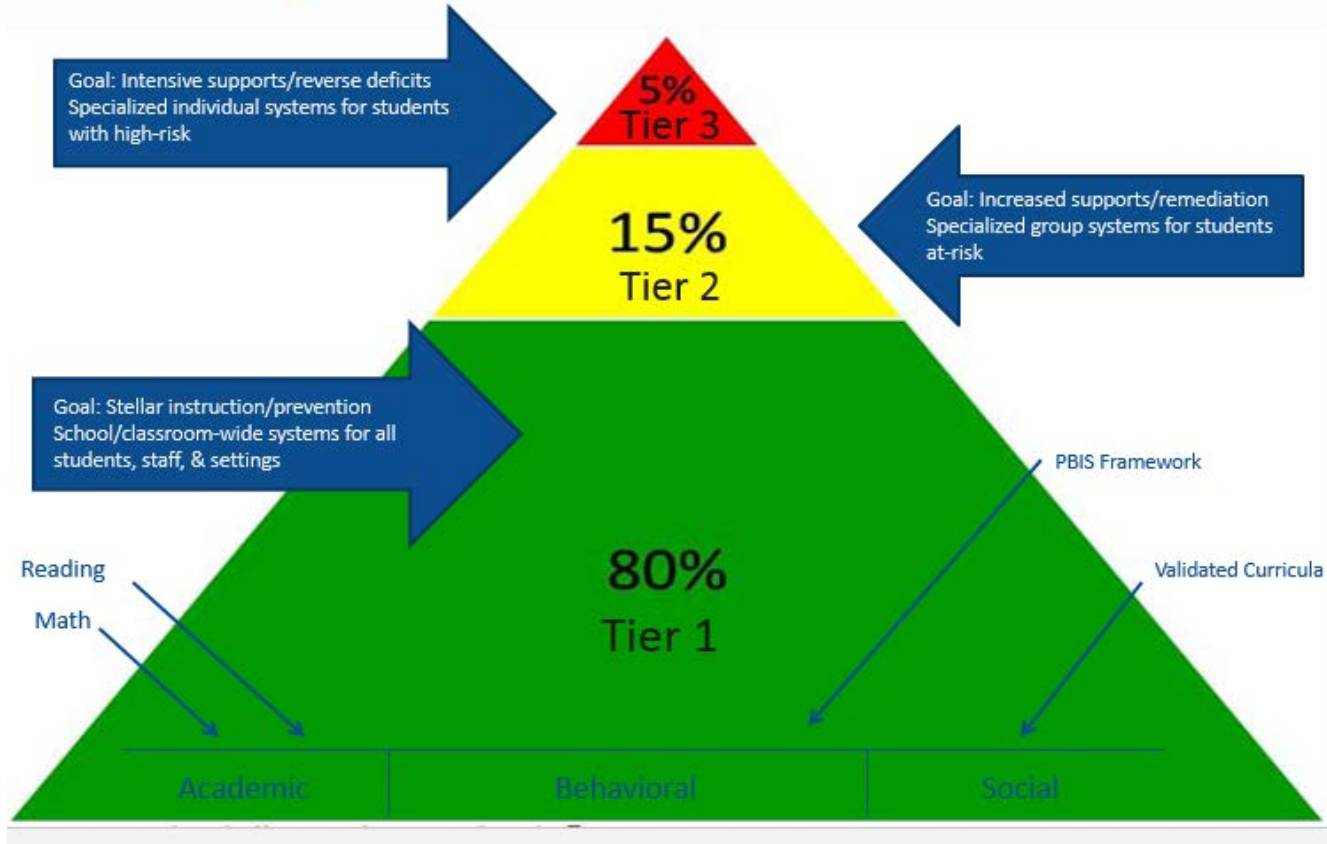
Reducing Teacher Stress and Its Consequences



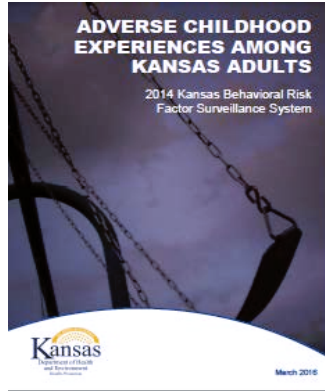
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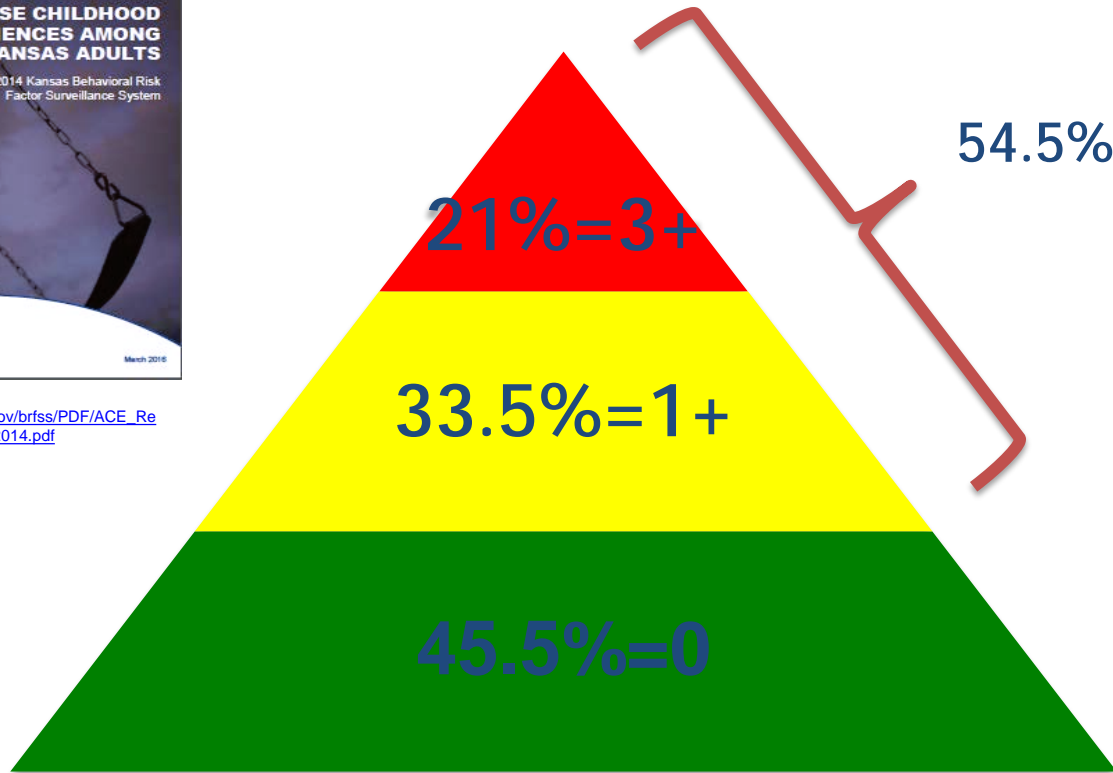
Integrated Kansas MTSS Model



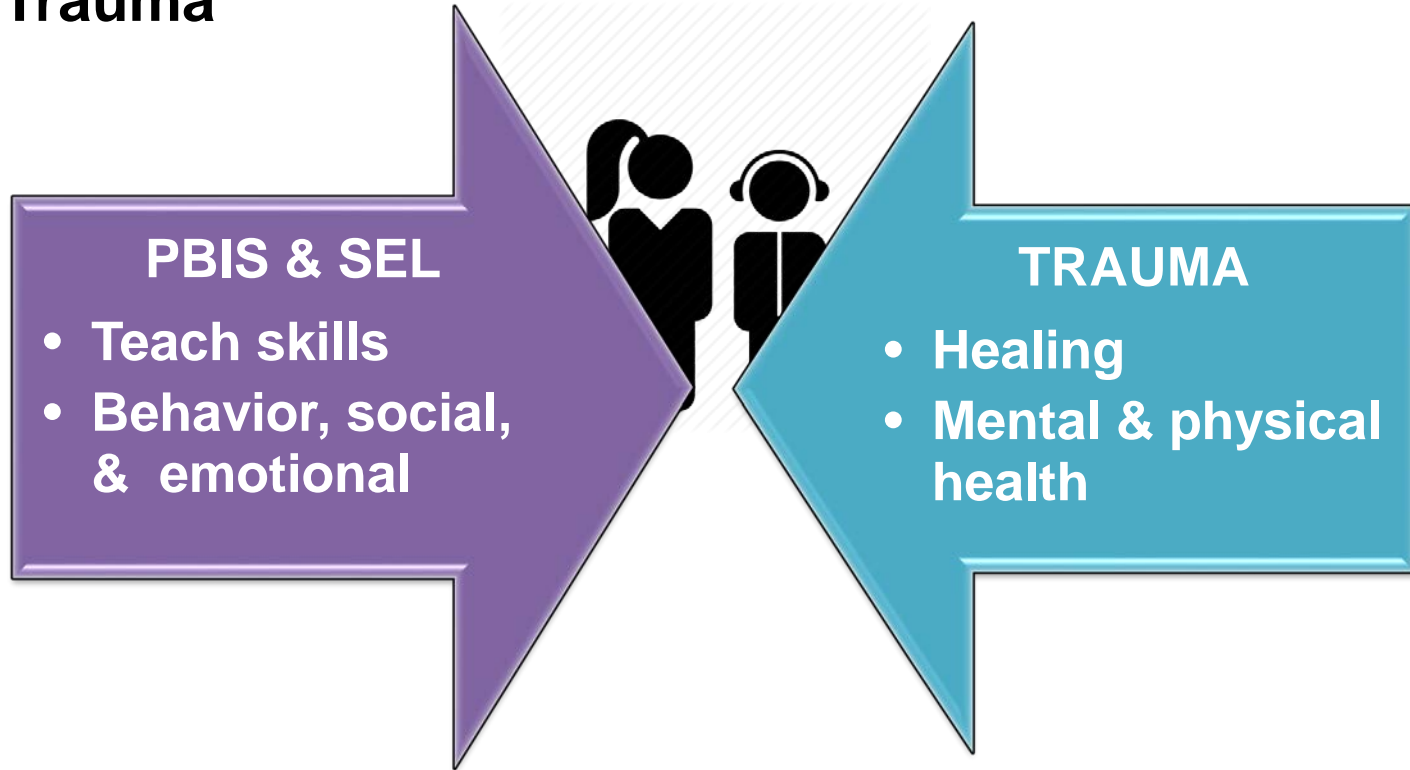
Adverse Childhood Experiences Of Kansans (18+)



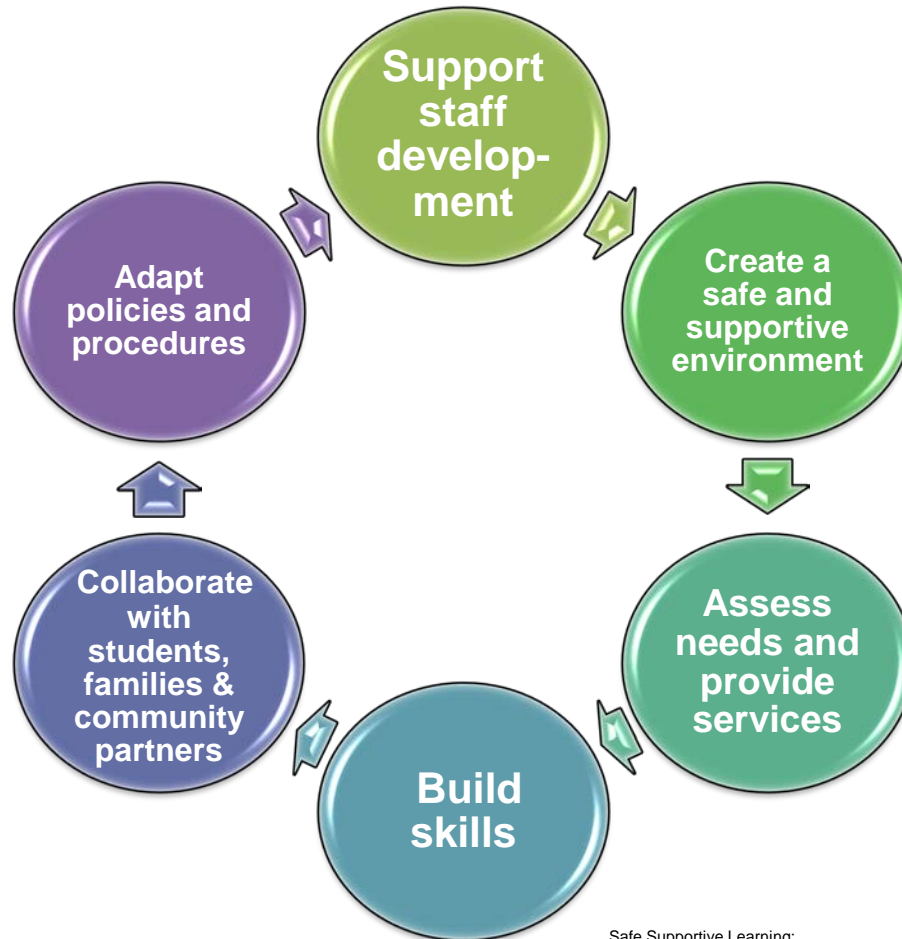
http://www.kdheks.gov/brfss/PDF/ACE_Report_2014.pdf



Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), and Trauma



Core Domains of a Trauma-Informed School

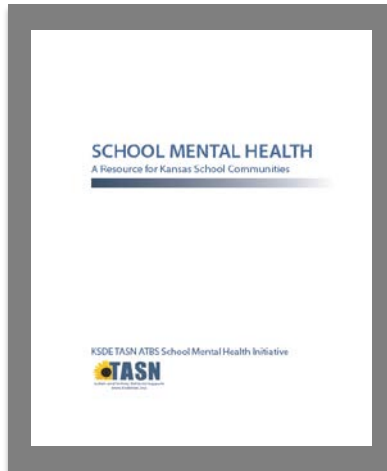


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School Mental Health: A Resource For Kansas School Communities

*TASN ATBS SMHI in
Collaboration with:*
Children's
Subcommittee, KSDE,
KS MTSS, KPIRC,
Project STAY, Former
TPS SpEd Director, TPS
Dept. of School Social
Work & School
Psychology



School Mental Health

- Adverse Childhood Experiences & implications for education.
- Utilizing educational frameworks to support student growth & development.
- Mental health within the functional assessment process
- Family, school & community partnerships.
- Planning for hospitalization to school transitions.

At-Risk Populations

- Information & resources regarding specific student populations.

Mental Health Disorders

- Individual fact sheets on mental health disorders.
- Classroom specific symptoms & interventions.

Appendices

- KU Report on school-based mental health
- Trauma-Informed Approaches Across KS Communities
- Additional Resources

KSDE TASN ATBS

School Mental Health Initiative

Additional Resources

- Suicide Prevention
- Child Sexual Abuse
- Mental Health Resources for Teens
- Access to School-Based Mental Health Supports and Roles of School-Employed Mental Health Professionals
- Mindfulness and Self-Care
- ...And more

Webinars

- 7 Essential Ingredients of Trauma Informed Schools
- Guidance for Trauma Screening in Schools
- An Integrated Approach to Restorative Practices
- The Interconnected Systems Framework: Integrating Mental Health through Multi-Tiered Systems of Support
- Minding Your P's and Q's: Mindfulness in Education

The Impact of Trauma and Toxic Stress on Learning and Teaching: Strategies for Building Resilient School Communities



Learning Objectives

1. Describe how ACEs impact child/adolescent development and student performance.
2. Define toxic stress and explain the implications for teachers and school communities
3. List the key components of trauma-informed schools and classrooms that facilitate resilience.
4. Identify strategies to remain emotionally grounded, build emotional intelligence, and create change through self-care.

Learn more at <http://ksdetasn.org/smhi>

Where to Find Resources



Discussion

- Priorities
- Format of meetings
- Proposed Agenda Items for September

Election of Council Vice Chair

- Nominations
- Discussion
- Election





Kansas leads the world
in the success of each student.

Kansans
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KANSAS STATE DEPARTMENT OF EDUCATION www.ksde.org