

A stylized gold figure, possibly representing a person or a spirit, is depicted in a dynamic pose. The figure is holding a long pole with a starburst or sunburst at the top. The figure's body is composed of flowing, curved lines, and it appears to be in motion, perhaps dancing or celebrating. The starburst has multiple points, giving it a star-like appearance.

Kansans **CAN**

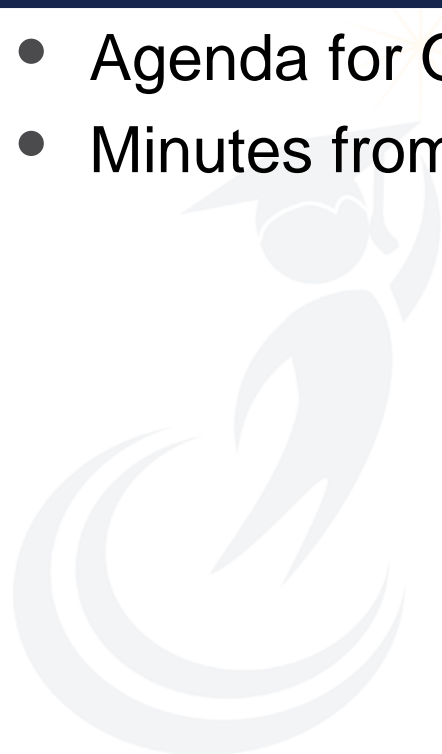
Kansas School Mental Health Advisory Council

October 24, 2017

WiFi: Washburn Guest

Approval Agenda and Minutes

- Agenda for October 24, 2017
- Minutes from September 21, 2017



Terms and Definitions

- Review of document
 - Any terms where definition is unclear.
 - Any terms you disagree with definition provided.
 - What terms are we missing?

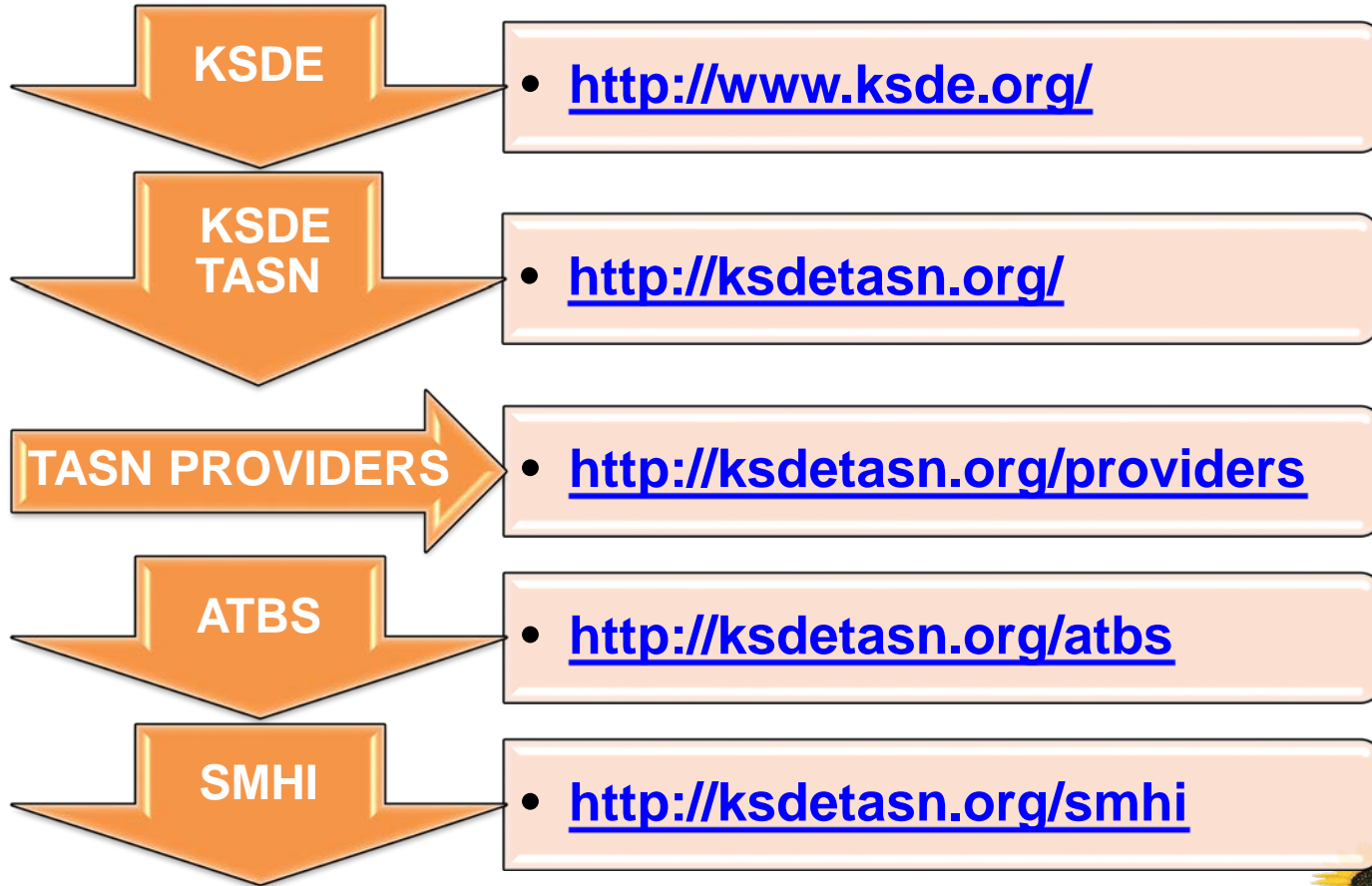
Public Comment





KDE TASN ATBS SCHOOL MENTAL HEALTH INITIATIVE

Overview of the School Mental Health Initiative
(SMHI) and the Development of the Online Child
Sexual Abuse Prevention Modules



KSDE TASN ATBS School Mental Health Initiative

School Mental Health Initiative:
Background & Resources

School Mental Health: Systems and
Practices

Relevant Topics:
Development Of Online Child
Sexual Abuse Prevention Modules



SCHOOL MENTAL HEALTH INITIATIVE: BACKGROUND & RESOURCES

Identified Areas of Need (2014-2015)

TASN Behavior Workgroup acknowledged schools need additional support serving students identified as emotionally disturbed, severely emotionally disturbed, &/or as having a dual diagnosis.

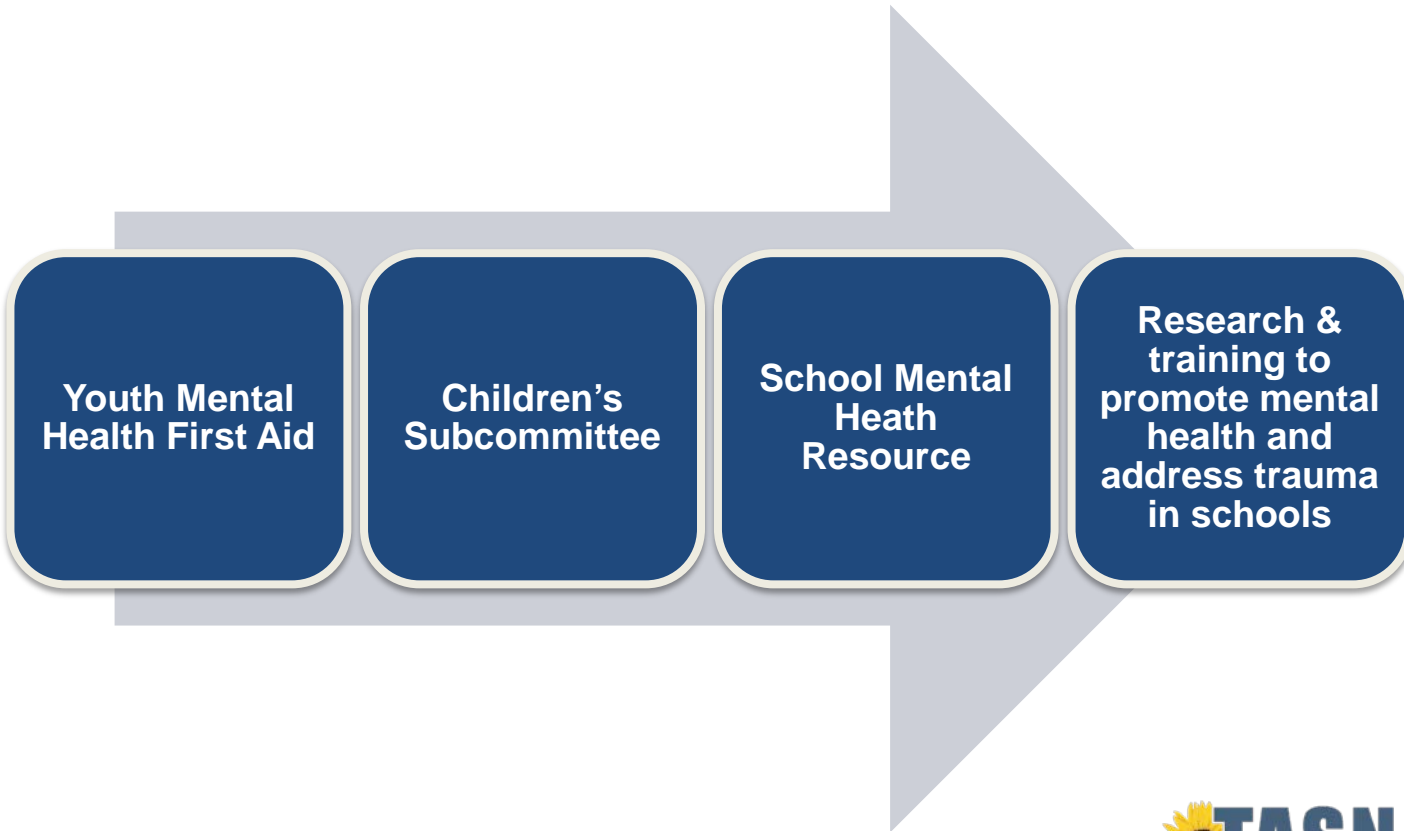
KSDE requested that TASN develop the capacity to provide Youth Mental Health First Aid trainings.

Children's Subcommittee recommended developing a tool kit that provides strategies for teachers and school administrators to support children with mental health and behavioral health needs.

Teams receiving training in functional assessment identified that mental health was not sufficiently accounted for within the functional behavioral assessment process.



Development of the KSDE TASN ATBS School Mental Health Initiative (May 2015)



About the SMHI

School Mental Health Initiative

School Mental Health Initiative Home

- About the SMHI
- Connecting School and Community Practices
- Evidence-Informed Interventions
- Mental Health Data
- Mindfulness and Self-Care
- Person-Centered-Planning
- Resiliency
- Restorative Practices
- School Mental Health
- School Mental Health: A Resource for Kansas School Communities
 - Mental Health Disorders of Childhood and Adolescence
- Social and Emotional Learning
- Student Resources
- Systems of Care
- Trauma-Informed Schools
- Webinars
- Site Map



NEWS

TASN ATBS SMHI hosted a series of webinars this spring on the topics of trauma sensitive schools, trauma screening, Restorative Practices, the Interconnected Systems Framework, and mindfulness. To watch archived versions of each webinar, visit <http://ksdetasn.org/smhi/webinars>

FEATURED RESOURCES

- NEW! *The Heart of Learning and Teaching Book Study* | SMHI Resource
- **Kansas School Mental Health Framework**
- **Kansas Well-Being Data: Implications for School Mental Health**
- **School Mental Health Resources** (A compilation of our go-to resources!)

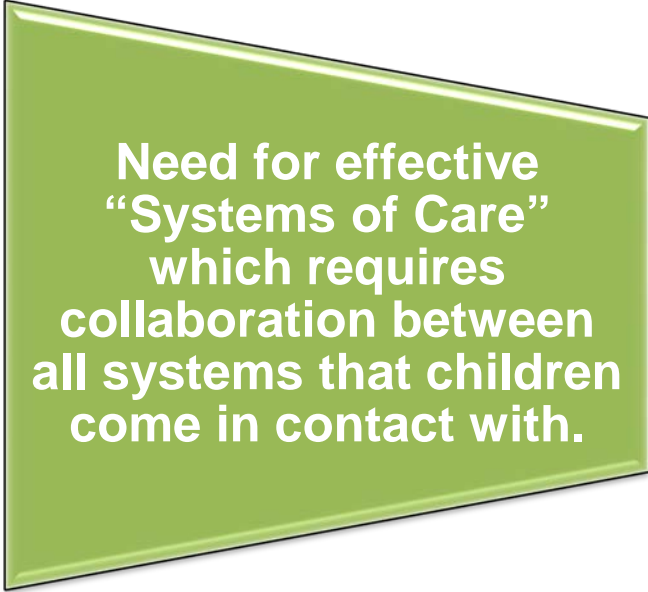


Governor's Behavioral Health Services Planning Council, Children's Subcommittee

KSDE & TASN liaisons assigned in 2014.



**Recommendations
regarding the behavioral
& mental health of KS
children & families.**



**Need for effective
“Systems of Care”
which requires
collaboration between
all systems that children
come in contact with.**

“Juvenile justice, child welfare, community mental health centers, psychiatric residential treatment facilities, schools, & other service providers are all too familiar with the difficult situations faced by children & youth.”

Children's Subcommittee 2015-2016 Activities



Create or identify a tool kit that provides strategies for teachers and school administrators to support children with mental health and behavioral health needs.

Promote information and training available to address trauma.

Develop recommendations to advance prevention and early intervention (birth to school-age) to enhance social/emotional development and promote school readiness.

Children's Subcommittee 2016-2017 Activities



Integration of evidence-based, trauma-informed mental health knowledge & resources in schools.

Facilitation of effective collaboration between schools & community mental health partners.

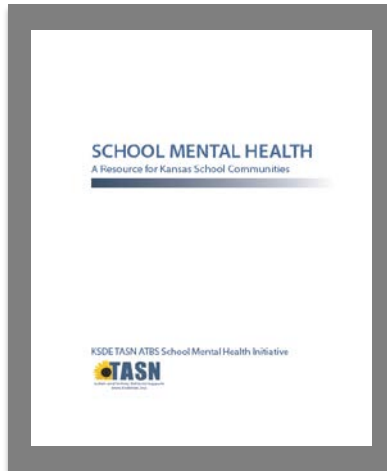
Qualifications, competencies, best practices, & professional development for early childhood mental health professionals.

Identify effective school-based mental health models & practices to guide best practices.

Necessary qualifications of both community & school-employed mental health professionals serving children in schools.

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

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

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



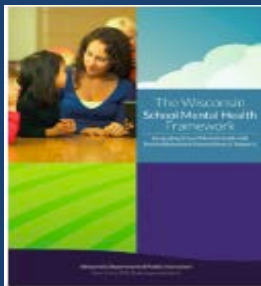
Learning Objectives

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>



SCHOOL MENTAL HEALTH: SYSTEMS AND PRACTICES



School Mental Health

Includes practices to address a continuum from high-level emotional wellbeing to significant student mental health challenges.

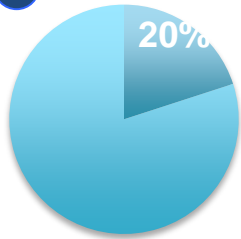
Addresses all aspects of social-emotional development of school-age children including wellness, mental illness, substance abuse, and effects of adverse childhood experiences.

May include but is much broader than a school-based or -linked mental health clinic.

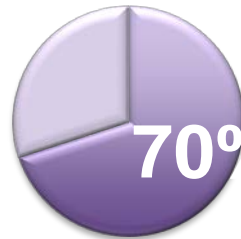
Various family, school, and community resources are coordinated to address barriers to learning as an essential aspect of school functioning.

Need for Enhancing School Mental Health Systems and Practices

Several epidemiological studies of children's mental health needs and services have led to the conclusion that school is the de facto mental health system for children.



20% of children & youth have a clearly identified need for mental health services but **only about one-third** of these children receive any help at all.



For children who do receive any type of mental health service, over **70%** receive the service from their school.

School-Based Mental Health in Kansas School Communities

Report compiled by Center for Children & Families at KU, on behalf of KDADS

**Barriers identified
in addressing
student mental
health include:**

- **Consistency in services**
- **Relationships with families**
- **Little mental health training**
- **Stigma**
- **Access to services**

**84% of educators
agreed or strongly
agreed that further
professional
development
training is needed:**

- **Mental health disorders**
- **Behavioral management techniques**
- **Specialized skill training**
- **PBIS**
- **Trauma**

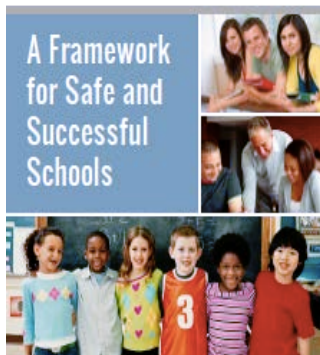


School-Employed Mental Health Professionals



“No other professionals have this unique training background.”

School-employed mental health professionals are specially trained in the interconnectivity among:



- ☐ School law
- ☐ School system functioning
- ☐ Learning
- ☐ Mental health
- ☐ Family systems.

“School counselors, psychologists, & social workers all offer unique individual skills that complement one another in such a way that the sum is greater than the parts...”

- ☐ Collect, analyze, & interpret school-level data to improve availability & effectiveness of mental health services.
- ☐ Design & implement interventions to meet the behavioral & mental health needs of students.
- ☐ Promote early intervention services.
- ☐ Provide individual & group counseling.
- ☐ Provide staff development related to positive discipline, behavior, & mental health.
- ☐ Provide risk & threat assessments.
- ☐ Coordinate with community service providers & integrating intensive interventions into the schooling process.

Build on Strengths of School-Employed School Mental Health Professionals

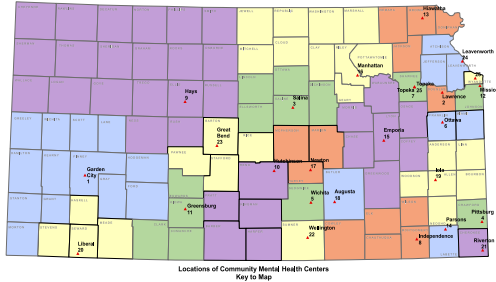
Promote a comprehensive understanding of effective school mental health.

Promote the training and hiring of highly qualified ECMHCs & SEMHPs.

Promote effective, evidence-informed school mental health practices.

Provide targeted, ongoing professional development and coaching for school mental health teams.

Team with Community Mental Health Partners



Schools can't go it alone!

Charged by statute with providing the community-based public mental health services safety net.

- ❑ Outpatient clinical services, including case management & attendant care.

Kansas Community Behavioral Services Director Survey

How available or willing are you to work on
interconnecting mental health & school
systems to serve children?

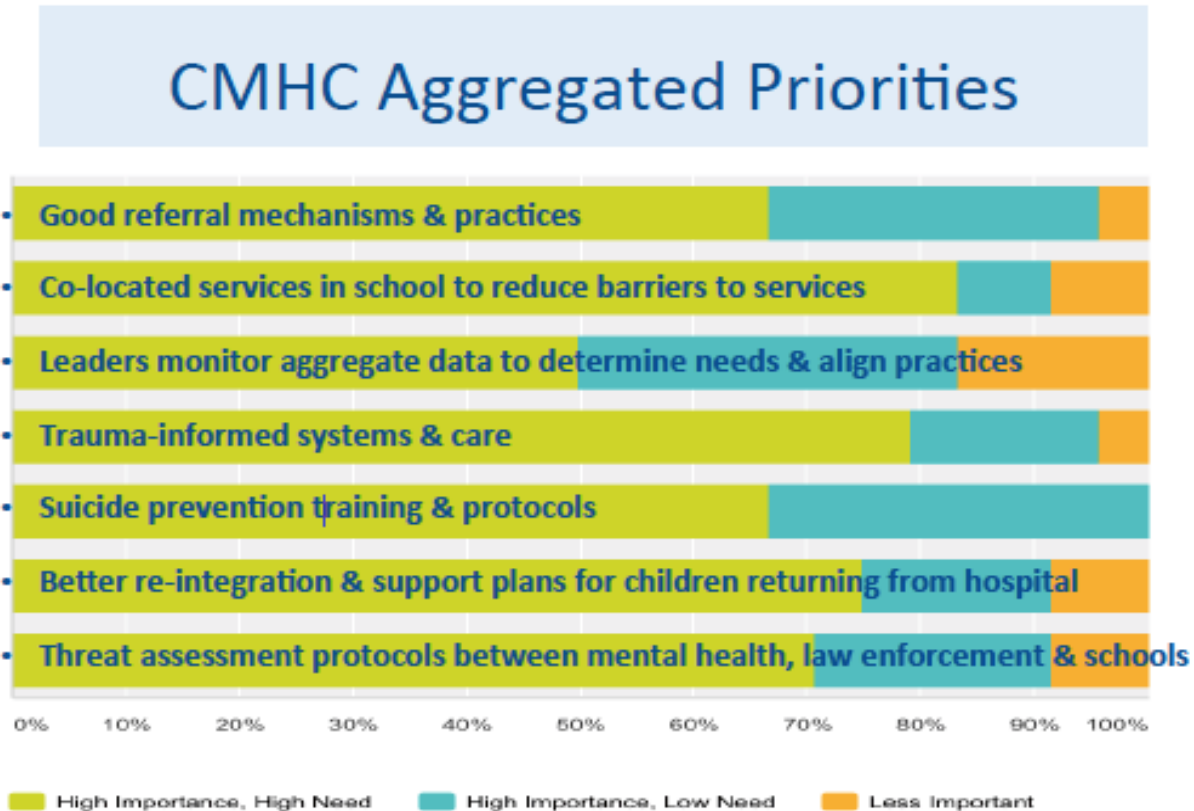


- Kansas MTSS districts will be learning about trauma, community partners, and be encouraged to reach out, too.

WWW.KANSASMTSS.ORG

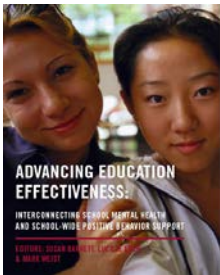


Kansas Community Behavioral Services Director Survey



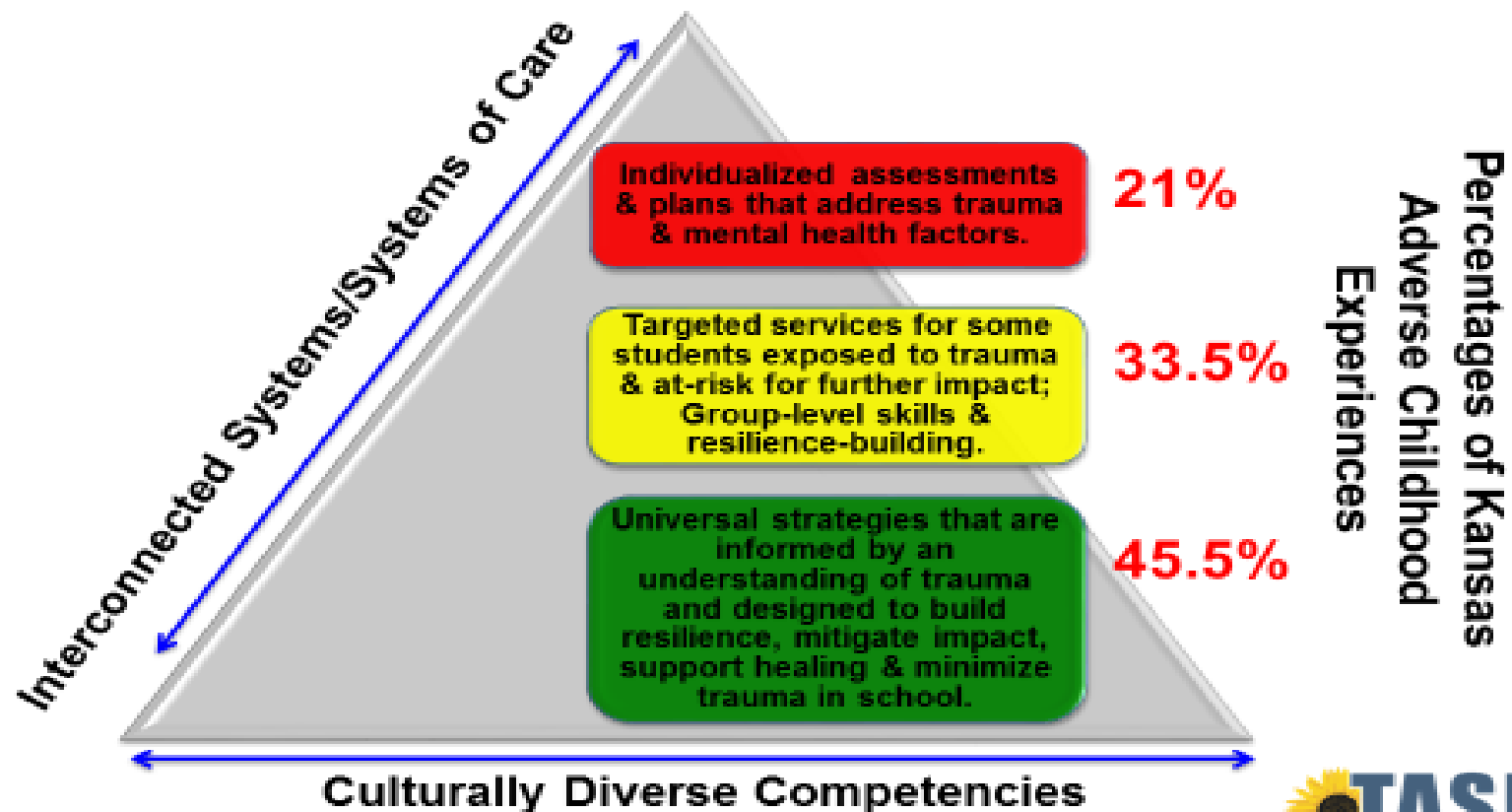
Developing Cross-System Problem Solving Teams:

- Use tiered prevention logic as overall organizer to develop an action plan.
- Utilize school AND community data to decide which evidence based practices to implement.
- Ongoing progress monitoring for fidelity & impact.
- Ongoing coaching at both the systems & practices level.



[Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support](#)

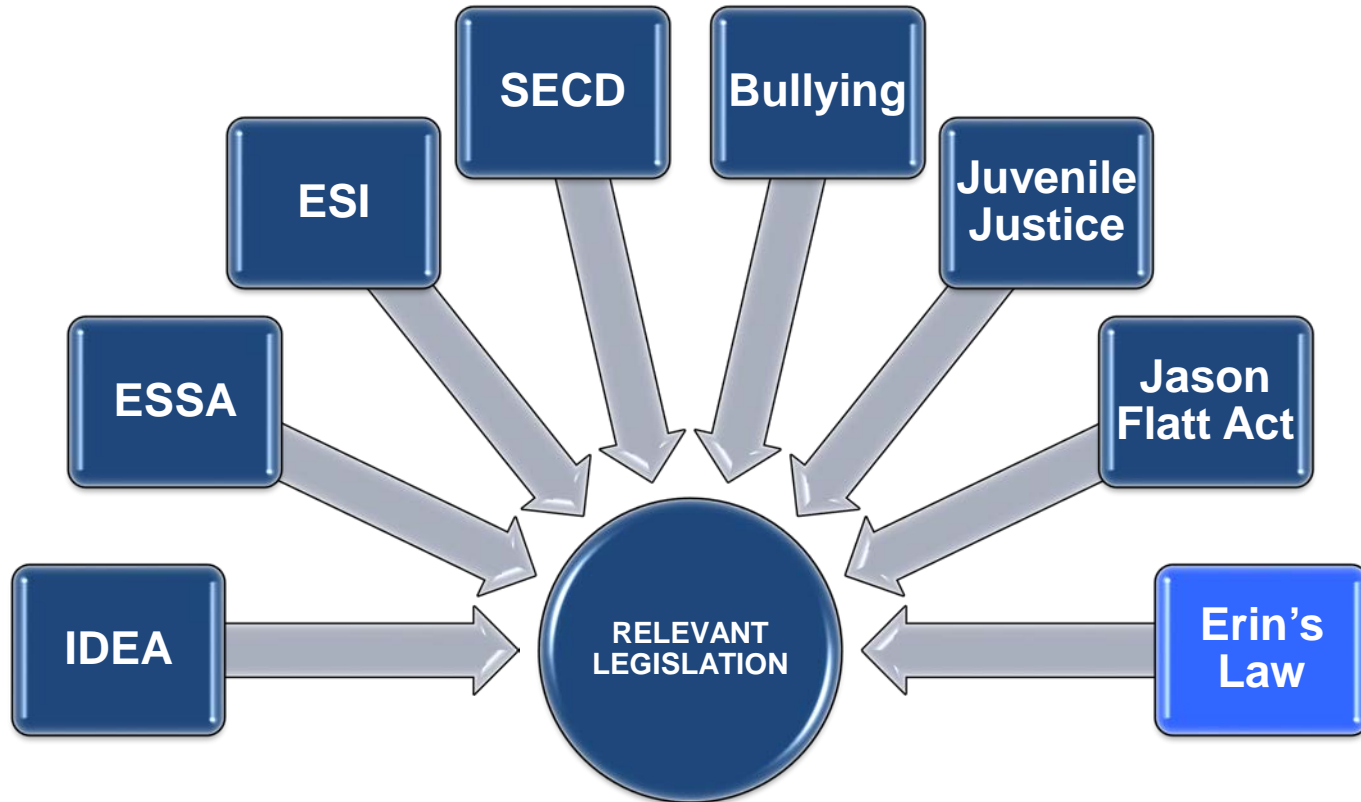
School Mental Health Services: A Continuum Of Supports Integrated Throughout the School Community





**RELEVANT TOPICS:
DEVELOPMENT OF ONLINE CHILD
SEXUAL ABUSE PREVENTION MODULES**

Topics Related To The Mental And Behavioral Health Needs Of Children And Adolescents



SMHI Development of Online Child Sexual Abuse Prevention Modules

February
2017

- [Request to share information with the Committee on Corrections and Juvenile Justice regarding current efforts in the area of School Mental Health \(SMH\).](#)

March
2017

- [Request for presentation to the KS BOE re: Erin's Law and current SMH efforts with Kent Reed and Laura Jurgensen](#)
- Request to develop School Mental Health Framework.

April
2017

- [Request for presentation to KS BOE re: Erin's Law and SMH Framework with Kent Reed and Laura Jurgensen](#)

May
2017

- [Development Child Sexual Abuse Prevention Resources List](#)

June
2017

- Request to develop online Child Sexual Abuse Prevention module.

June
2017

- KS BOE SECD Retreat

August
2017

- [Child Sexual Abuse Prevention](#) module completed
- [School Mental Health Advisory Council](#) (first meeting)

Kansas School Mental Health Framework



Integrating School Mental Health within Multi-Tier System of Supports:

1. Strong Universal Implementation
2. Integrated Leadership Teams
3. Youth-Family-School-Community Collaboration at all Levels
4. Culturally Responsive Evidence Based Practices
5. Data-Based Continuous Improvement
6. Positive School Culture & Climate
7. Staff Mental Health Attitudes, Competencies & Wellness
8. Systemic Professional Development & Implementation
9. Confidentiality & Mental Health Promotion Policies
10. Continuum of Supports



School Mental Health Defined

School mental health (SMH) refers to a comprehensive, multi-tier system of supports, practices, and services that are integrated throughout the school community to enhance the social, emotional, behavioral, mental health, and academic outcomes for children and youth.

SMH practices address all aspects of the social, emotional, and character development of children and adolescents including mental and behavioral health, trauma and adverse childhood experiences, such as physical and sexual abuse, bullying, and substance abuse:

- Universal strategies to promote the well-being and development of all students;
- Selected, brief strategies to support students at risk of or with mild challenges;
- Ongoing strategies to support those with significant needs.

Objectives

Strengthen the capacity and sustainability of effective Early childhood Mental Health Consultation (ECMHC) and School-Based Mental Health (SBMH) practices.

- Promote a comprehensive understanding of effective ECMHC and SBMH practices;
- promote the training and hiring of qualified ECMHCs & SBMH professionals;
- Provide ongoing professional development opportunities specific to ECMHC and SMH.

Promote the development of multi-tiered, cross-system infrastructures to comprehensively support children and youth impacted by trauma and/or who are at risk for mental illness.

Develop a *Kansas School Mental Health Framework, Practices Protocol, and Resource Guide* to aid school communities in building and strengthening SMH systems, supports, services and practices.

- Identify and/or develop training and resources to effectively support the implementation of SMH systems, supports, practices, and services on an ongoing basis.

Child Sexual Abuse Prevention Module



COURSES

SMHI Online Modules



SMHI

School Mental Health Initiative



TASN

Technical Assistance System



KSDE

Kansas State Department of

<http://moodle.kansastasn.org/>



Review of Child Sexual Abuse Prevention Online Learning Module for Education Professionals

KSDE TASN ATBS School Mental Health Initiative [Menu](#) | [References](#)

Learning Objectives

Participants will:

- ☐ Understand how child sexual abuse is defined.
- ☐ Be able to identify possible signs of child sexual abuse.
- ☐ Learn about mandated reporting requirements, including how to make a report.
- ☐ Be able to locate resources for further learning about child sexual abuse prevention.

[< PREV](#) [NEXT >](#)

Virtual Module Review

- Sexual Abuse Awareness or prevention
- Small group discussion (guiding questions)
 - Does this module provide an accurate definition of child sexual abuse?
 - Does this module provide information that would help teachers recognize possible signs of child sexual abuse?
 - Does this module make it clear that school-employed professionals, including teachers, are responsible for reporting suspected child sexual abuse?
 - Does this module provide adequate information on where to locate additional resources regarding child sexual abuse prevention?
- Large group share out

Current Practices

- Legislation and regulations requirements for:
 - Bullying
 - Each local board is required to adopt and implement a plan to address bullying. This plan must include provisions for the training and education for staff members and students.
 - Suicide
 - Each local board must provide suicide awareness and prevention programming to all school staff and must notify the parents or legal guardians that the training materials are available to parents or legal guardians. This programming must include, at a minimum:
 - (1) At least one hour of training each calendar year based on programs approved by the state board of education. Such training may be satisfied through independent self-review of suicide prevention training materials; and
 - (2) a building crisis plan developed for each school building. Such plan must include:
 - (A) Steps for recognizing suicide ideation;
 - (B) appropriate methods of interventions; and
 - (C) a crisis recovery plan.

Current Practices

- Instruction for students
- Parent permission required or not
- Integration potential for bullying, suicide, sexual abuse awareness, and other relevant topics

Wrap up and Preview of November Meeting

Next Meeting:

November 28, 2017

Washburn Tech, Lower Level Conference Center

5724 SW Huntoon

Topeka, KS

9:00 AM – 12:30 PM



Kansas leads the world
in the success of each student.

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