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KANSAS SCHOOL MENTAL HEALTH ADVISORY COUNCIL

July 24, 2018

Kansas leads the world in the success of each student.

CALL TO ORDER – ROLL CALL

Kathy Busch, Chair

Pat Bone

APPROVALS

Agenda for July 24, 2018

Minutes from May 3, 2018

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COUNCIL MEMBERSHIP

- Election of Vice Chair
- Rotation of terms
- Membership – who is missing?
- Effective communication plan with legislators

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TRAINING WEBSITE UPDATE

Myron Melton

http://www.ksde.org/Agency/Division-of-Learning-Services/Student-Staff-Training

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SOCIAL EMOTIONAL CHARACTER DEVELOPMENT STANDARDS

Kent Reed

https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-Emotional-Character-Development-Standards-Assessment-and-Instruction

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Kansas Social, Emotional and Character Development Model Standards

Adopted by the Kansas State Board of Education, April 17, 2012

Revised July 2018

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GoStrengths.com

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!

9%	9%	9%	10%	11%	23%
improvement in prosocial behavior	improvement in attitudes about self, others, and school	reduction in problem behaviors	reduction in emotional distress	increase in standardized achievement test scores	increase in social and emotional skills

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.

All 50 States

now have preschool SEL competencies

8 states have K–12 SEL competencies
(up from 1 in 2011)

8 additional states developing guidelines

16 states have SEL-related web pages

Source: 2017, *Collaborating States Initiative,* CASEL

WHY FOCUS ON SOCIAL-EMOTIONAL GROWTH

Every $1 invested in Social Skills instruction = $___

in economic returns for the community.

$11

Source: Teachers College, Columbia University (2015)

SOCIAL EMOTIONAL AND CHARACTER DEVELOPMENT MODEL STANDARDS

Revision Committee

April 2018

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SECD STANDARDS

Kansas was the first state to adopt Social, Emotional and Character Development standards.

The standards were adopted in 2012.

2018 Revisions

- Prevention statutes
- Employability
- School mental health
- Civic engagement
- First read for BOE will be in June

SECD Standards

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 our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.*

I. Core Principles

Students will:

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

II. Responsible Decision Making and Problem Solving

Students will:

A. Develop, implement, and model responsible decision making skills.
B. Develop, implement, and model effective problem solving skills.

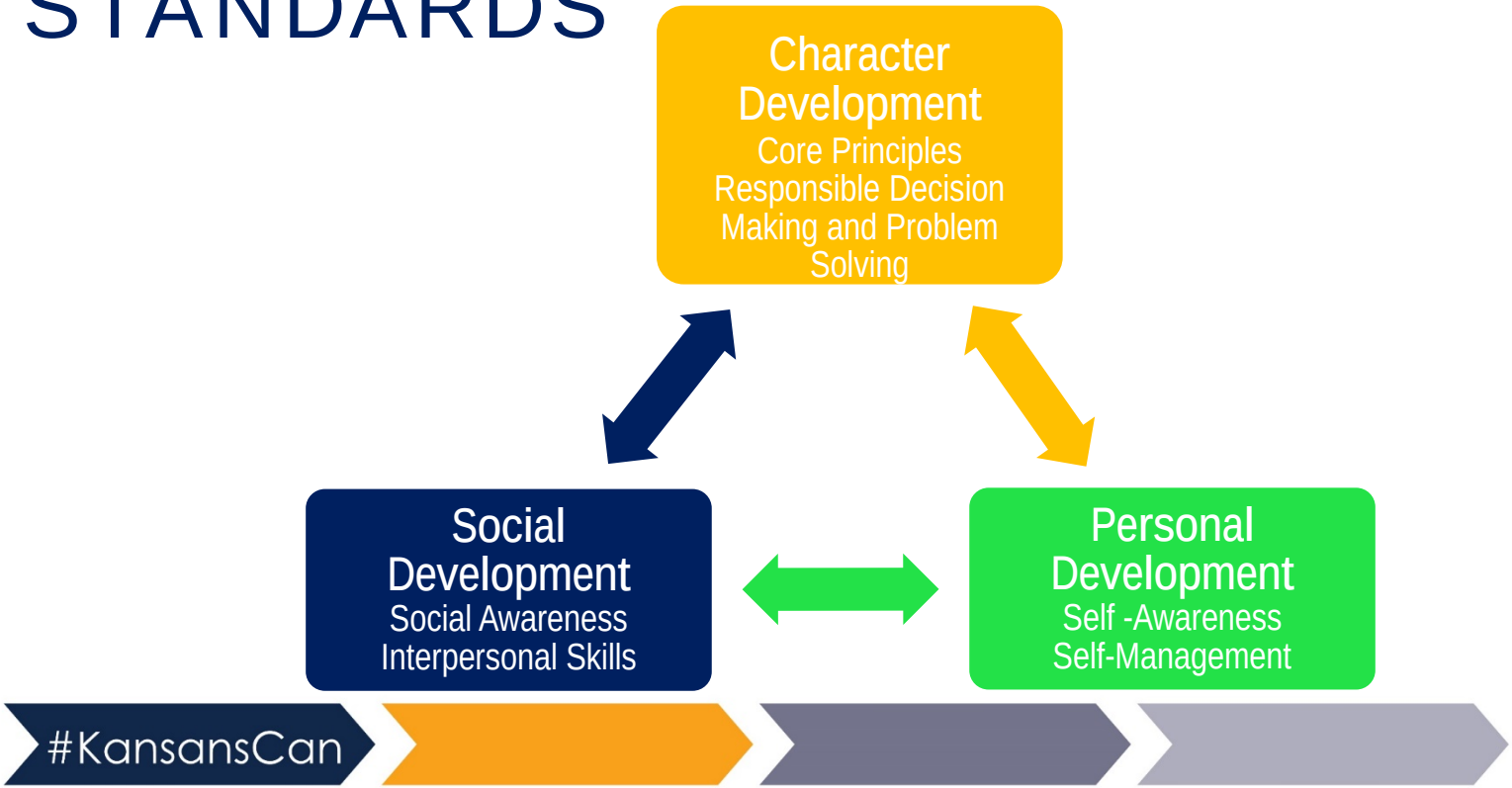
Core Principles

A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

K-2	1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes). 2. Identify and apply core principles in everyday behavior.
3-5	1. Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort) 2. Identify and apply personal core ethical and performance principles.
6-8	1. Compare and contrast personal core principles with personal behavior. 2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.
9-12	1. Evaluate personal core principles with personal behavior (including ethical and performance principles). 2. Reflect upon personal core principles, appreciate them, and become committed to them.

Character Development 4 04/17/12

KANSAS SOCIAL, EMOTIONAL AND CHARACTER EDUCATION STANDARDS



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STATE BOARD SOCIAL-EMOTIONAL GROWTH GOAL

Each student develops the social, emotional, and character competencies that promote learning and success in life.

PURPOSE

Social, Emotional, and Character Development (SECD) Standards provide schools a framework for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, career, and personal success.

DEFINITION

SECD standards encompass practicing good citizenship as respectful, responsible, empathetic and ethical individuals, through making healthy decisions, practicing personal safety, understanding risk prevention, promoting a positive school culture, problem solving effectively, and valuing excellence.

CORE BELIEFS

- SECD skills are teachable and measurable.
- SECD skills are essential for academic achievement.
- SECD skills are developed within a continuous growth process throughout life.
- SECD skills are acquired by students through intentional, integrated efforts of the entire school, family and community.
- SECD skills are best learned in a respectful, safe and civil school environment where adults are caring role models.

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 AND CHARACTER DEVELOPMENT STANDARDS

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 our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

Core Principles

1. Recognize, select, and ascribe to a set of core ethical and performance principles 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 principles.
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

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SUGGESTED EDITS/INCLUSION

- Jason's Law (youth suicide)
- Erin's Law (child sexual abuse)
- KSA 72-8256 (bullying)
- School Mental Health
- Trauma-Informed/ACES
- Self-Harm
- Recovery and Resiliency
- Growth Mindset
- Civic Engagement
- Ethical Use of Technology

SECD STANDARDS REVIEW RUBRIC

Component	Character Development	Social Development	Personal Development	Notes
Suicide (Jason Flatt Act)	*Core Principles* • Create a set of core ethical and performance principles • Create a caring community • Address statutory social-emotional/school mental health requirements • Understand cultural differences *Responsible Decision making* • Develop, implement and model responsible decision making skills • Develop, implement and model effective problem solving skills • Ethical use of technology across the grade levels	*Social Awareness* • Be aware and understand the thoughts, feelings and perspective of others • Demonstrate awareness of cultural issues and a respect for human dignity and differences • Be aware and understand the indicators of self harm in others *Interpersonal Skills* • Demonstrate communication and social skills • Develop and maintain positive relationships • Demonstrate the ability to prevent, manage and resolve interpersonal conflicts • Promote a caring community	*Self-Awareness* • Understand and analyze thoughts, mindsets and emotions • Understand how to help others *Self-Management* • Understand and practice strategies for managing thoughts and behaviors, such as self-regulation, self-harm, recovery and resiliency • Reflect on perspectives and emotional responses • Set, monitor, adapt and evaluate goals to achieve success in school and life	**Core Principles** • Address statutory social-emotional requirements (1.1) • Identify adult care-givers **Character Development** • Self-harm awareness • Community of caring • Self-respect • Self-harm interventions • Identify adult care givers • Recovery/Resiliency **Social Development** • Be aware and understand the indicators of self-harm in others (I.A, B; II. A, B, C) • Understand how to help others (I. A, B; II. A, B, C) • Effective communications skills (I. A, B; II. A,B,C) • Community of caring (1.B) • Conflict resolution (I.A, B) • Bullying awareness (1.A, B; II. A,B,C) ---------- **Personal Development** • Self-regulation • Growth mindset • Recovery and resiliency • Refusal skills

CHARACTER DEVELOPMENT

II. Responsible Decision Making and Problem Solving

1. Develop, implement, and model responsible decision making skills.
2. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

9-12	**a. Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency.**
	b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement.
	c. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made.
	d. Evaluate situations that are safe or unsafe and how to avoid unsafe practices.
	e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.
	f. Students recognize consequences of sexual behavior, including sexual consent, pregnancy and the inability of minors to give consent.

PERSONAL DEVELOPMENT

II. Self Management

B. Reflect on perspectives and emotional responses.

K-2	1.	Describe personal responsibilities to self and others.
	2.	Describe responsibilities in school, home, and communities.
	3.	Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference and resentment).
	4.	**Describe common responses to success, challenge, failure, and disappointment.**

PERSONAL DEVELOPMENT, CONT.

3-5

1. Acknowledge personal responsibilities to self and others.
2. Recognize and demonstrate environmental responsibilities.
3. Examine the personal impact of helping others.
4. **Reflect on your personal responses to success, challenge, failure, and disappointment.**
5. Understand causes and effects of impulsive behavior.

6-8

1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).
2. Practice environmental responsibilities.
3. Practice and reflect on democratic responsibilities.
4. **Describe positive and negative experiences that shape personal perspectives.**
5. Demonstrate empathy in a variety of settings and situations.
6. Evaluate causes and effects of impulsive behavior.

SOCIAL DEVELOPMENT

II. Interpersonal Skills

B. Develop and maintain positive relationships.

6-8	1. **Evaluate how self-regulation and relationships impact your life.** 2. **Understand how safe and risky behaviors affect relationships and one's health and well-being.** 3. Respond in a healthy manner to peer-pressure against self and others. 4. Identify the impact of social media in relationships. 5. **Identify the difference between safe and risky behaviors and understand effective responses.**
9-12	1. **Practice strategies for maintaining self-regulation and positive relationships.** 2. Identify consequences of safe and risky behaviors. 3. **Practice refusal strategies and reporting of unhealthy behaviors and relationships.** 4. **Define the impact of social media on reputation and relationships.** 5. **Develop understanding of relationships within the context of networking and careers.**

STANDARDS USE

- Framework for:
  - Needs assessment
  - Vetting for “best practices” curriculum and instruction
  - Evaluation

- Verbiage for:
  - SIT Teams
  - IPS
  - IEP
  - Behavior plans

- KESA

PUBLIC COMMENTS

Feedback

- KSDE conducted more than a dozen public comment sessions
  - Conferences (Kansans CAN, KCA etc.)
  - In-Services (i.e. USD 500, USD 233)
  - Superintendents Association
  - Webcasts
  - Service Center Workshops
  - Standards posted on-line and sent out over list serve

- 98% of more than 300 attendees Agreed or Strongly Agreed with the statements:
  - *“The SECD Standards will be useful to me in my position”*
  - *“The SECD Standards will support positive change in the climate and culture (Conditions for Learning) of Kansas Schools.”*

PUBLIC COMMENTS

Most frequently stated concerns

- “… help with implementing these standards.”
- “… staff support.”

IMPLEMENTATION FOR SECD STANDARDS, CURRICULUM, INSTRUCTION AND EVALUATION

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INTEGRATION AND ALIGNMENT

- SECD Standards Revisions
  - Incorporated prevention statutes
- Integration with content areas
  - ELA
  - Math and Growth Mindset
  - Employability (CTE)
- Board Outcomes
  - IPS
  - Graduation
  - Post-Secondary
- Career Development Cycle
- Civic Engagement
- Kansas Schools of Character Recognition Program
- Anti-Bullying Awareness Week
- Measuring Social-Emotional Growth Toolkit
- CASEL's Collaborative States Initiative

Measuring Social -Emotional Character Growth

Tool Kit

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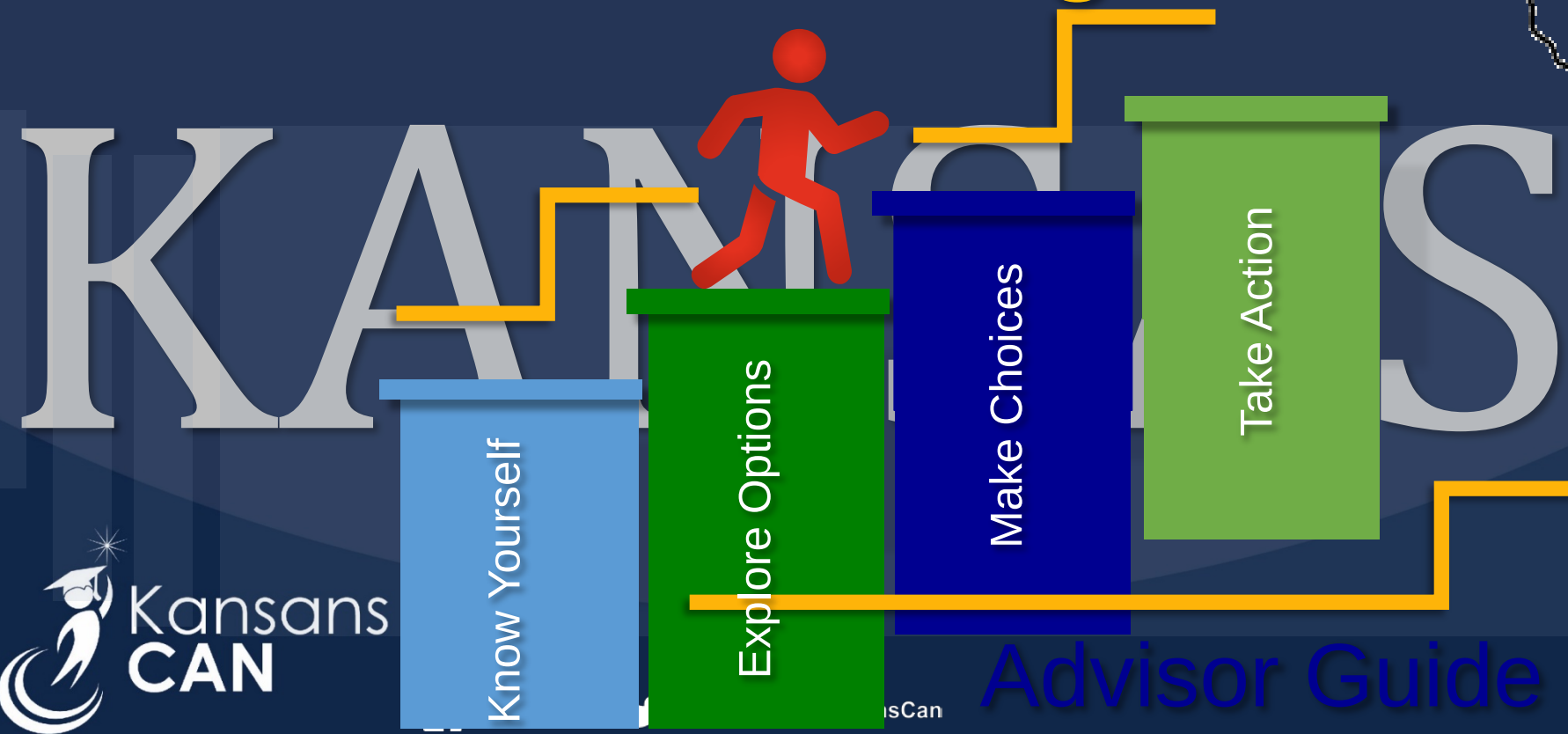
Career Advising Model



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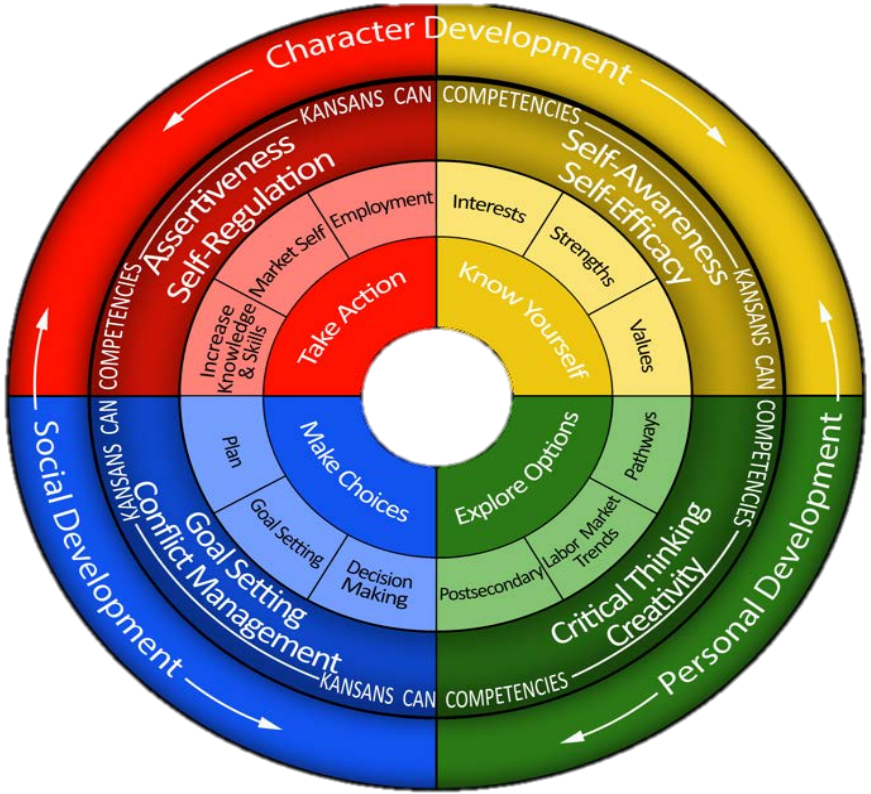
Advisor Guide

KANSAS CAREER DEVELOPMENT PROCESS



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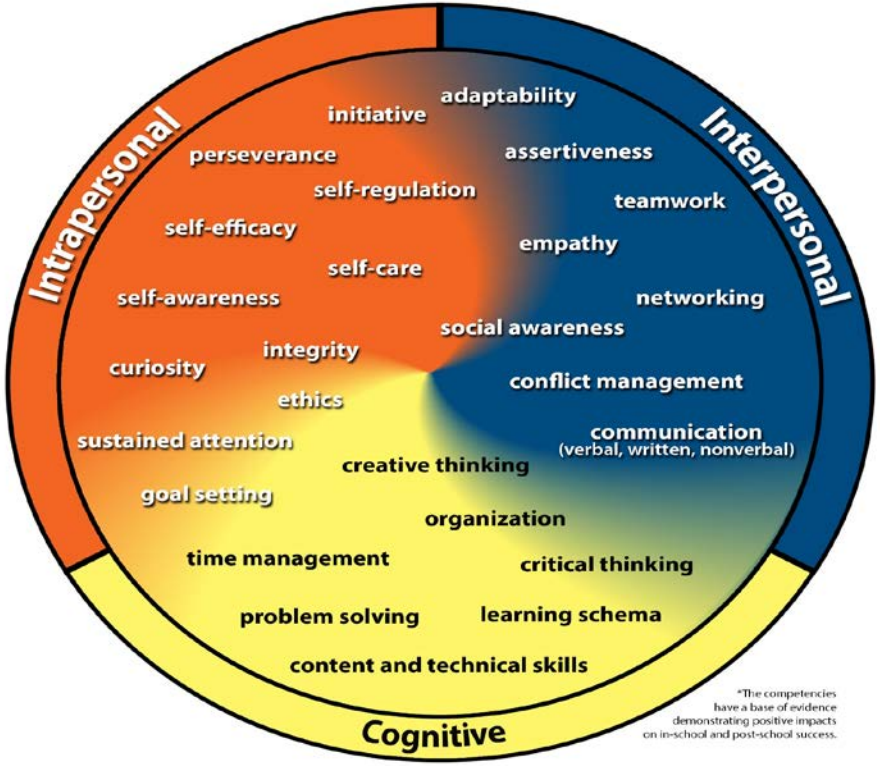
COLLEGE AND CAREER COMPETENCY WHEEL



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

Research Collaboration

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HOLD FOR 2018 SECD STANDARDS ROADSHOW

Location	Date
Greenbush	August 30, 2018
Greenbush, Lawrence	August 31, 2018
Smoky Hill, Hays	August 28, 2018
Southwest Plains, Sublette	August 23, 2018
Orion, Clearwater	September 17, 2018
ESSDACK, Hutchinson	August 20, 2018

THANK YOU FOR YOUR LEADERSHIP AND SUPPORT

Kent Reed
KSDE

Noalee McDonald Augustine
Standards Committee Co-Chair
Smoky Hill ESC

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SUICIDE PREVENTION

Monica Kurz

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Youth Suicide Prevention

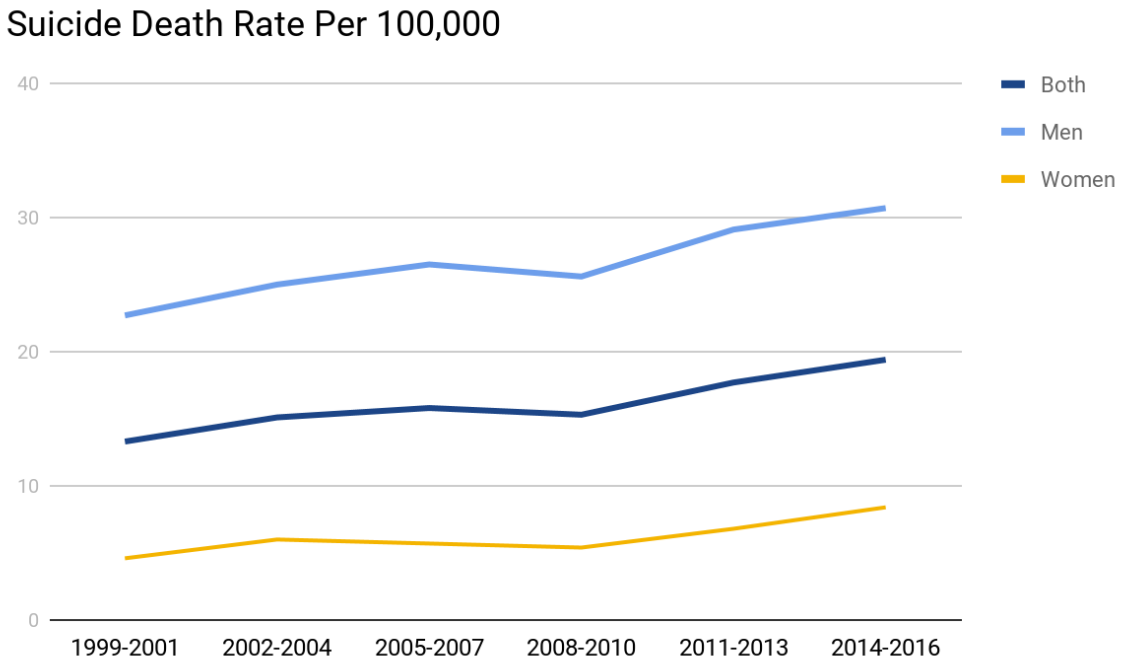
Kansas Suicide Prevention Resource Center

CDC report - Suicide Deaths across States

- KS had the 5th largest increase in suicide deaths between 1999-2016 **(45%)**

- 54% of the suicide deaths investigated did **not** have a known mental health condition at the time of death

- Other life stressors were contributing factors such as relationship problems, criminal/legal, housing loss or impending crisis



Suicide is Complex

More investigation will be needed to understand the increasing suicide death rate trend

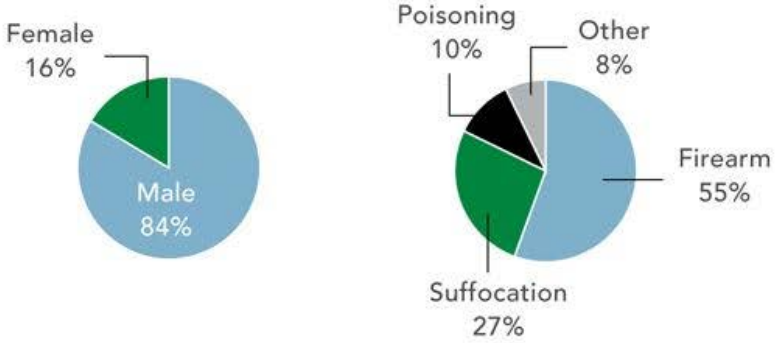
Suicide prevention has often prioritized identifying suicidal individuals and treatment of mental health conditions. The information from the CDC report shows that more upstream work is needed due to the large percentage of suicide deaths which occurred when no mental health condition was identified.

Differences exist among those with and without mental health conditions.

People without known mental health conditions were more likely to be male and to die by firearm.

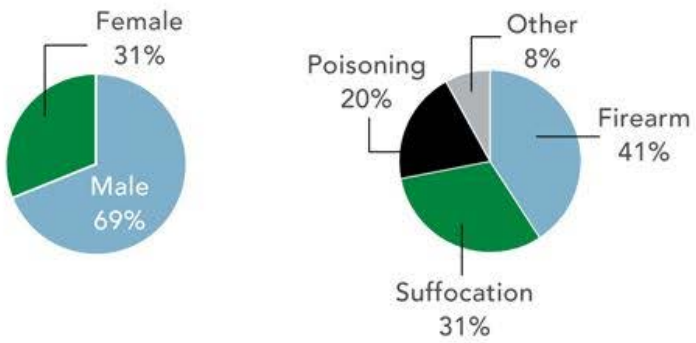
No known mental health conditions

Sex **Method**

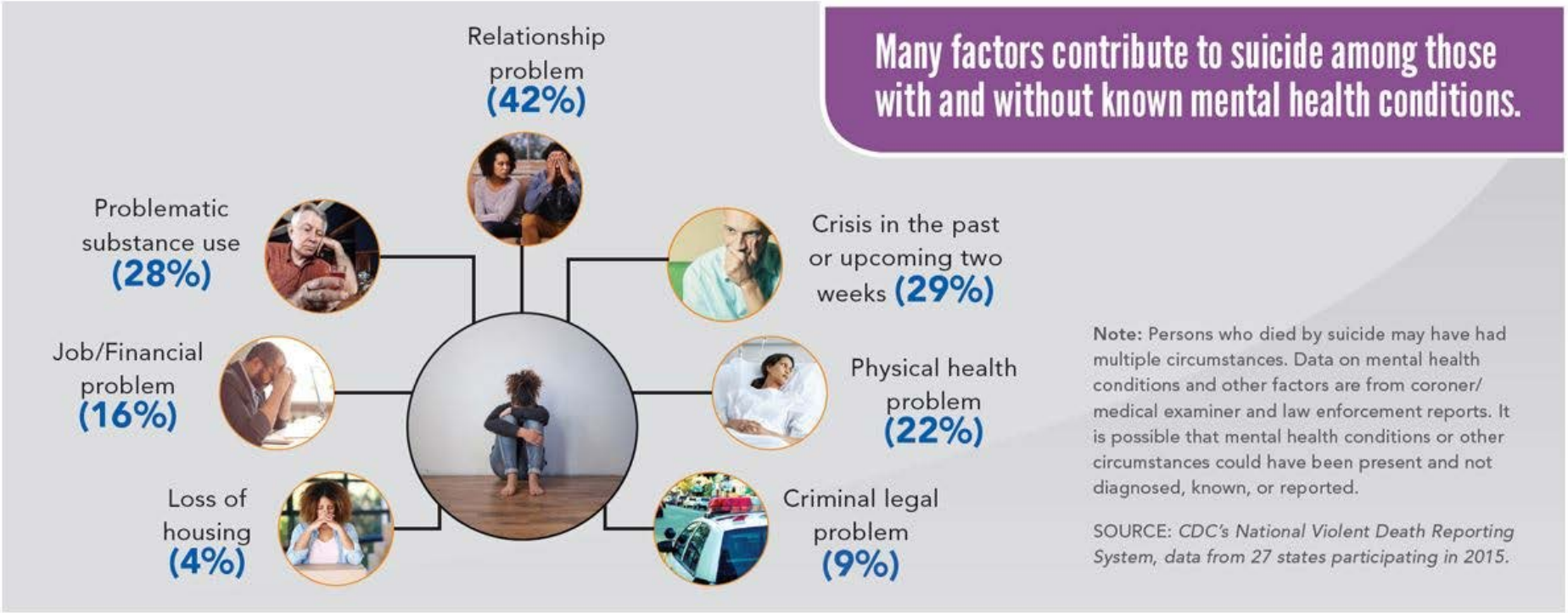


Known mental health conditions

Sex **Method**

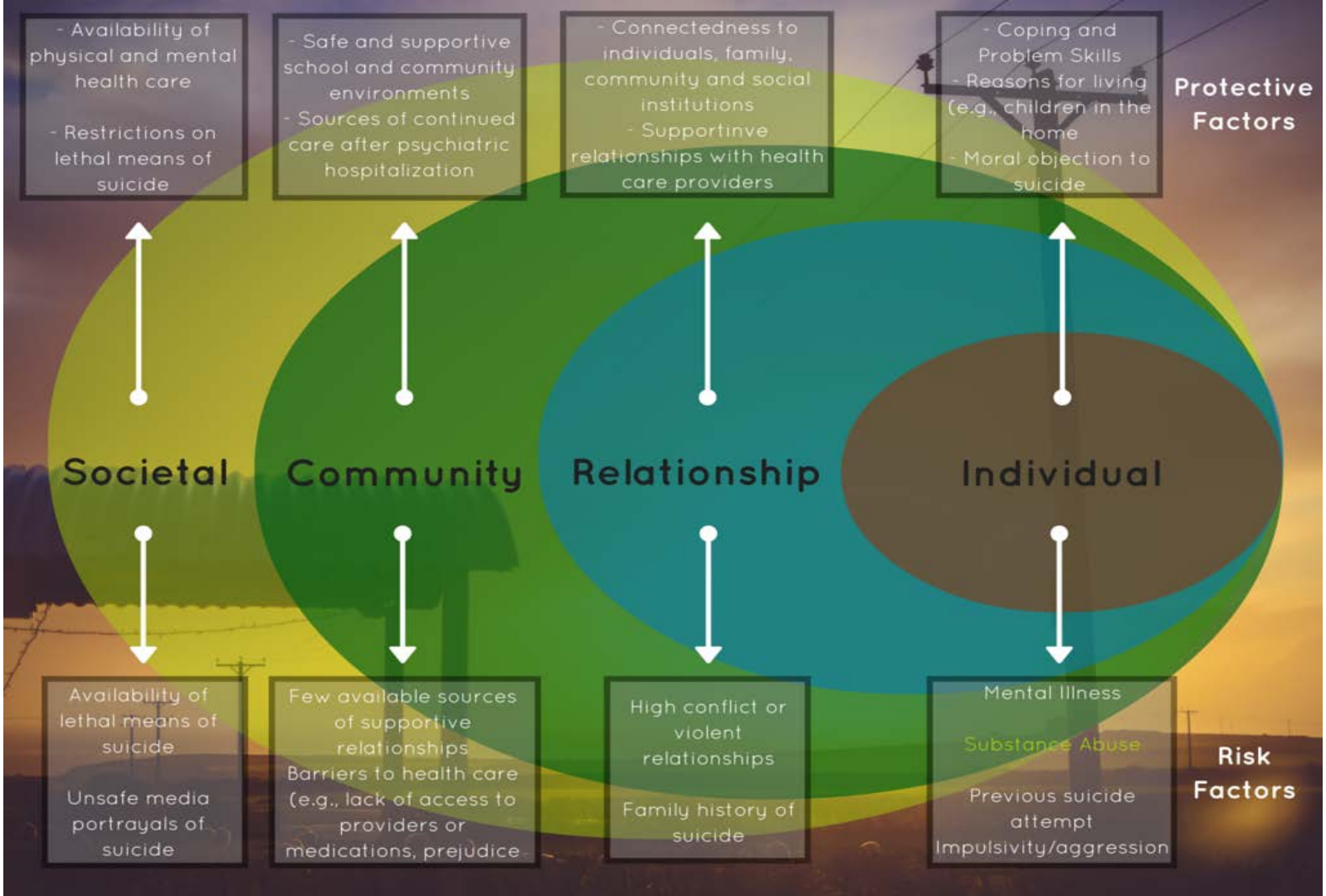


Differences exist among those with and without mental health conditions. People without known mental health conditions were more likely to be male and to die by firearm.



Many factors contribute to suicide among those with and without mental health conditions

Public Health Approach



CDC Report - Youth specific data

- For the age group 10-24 years: more suicides occurred in individuals without an identified mental health condition
  - Around 57% did not have an identified mental health condition

- 19.9% of suicide deaths (10-18 years) identified having “school problems” as a contributing factor
  - The majority of these deaths (92 or 162) did not have a known mental health condition

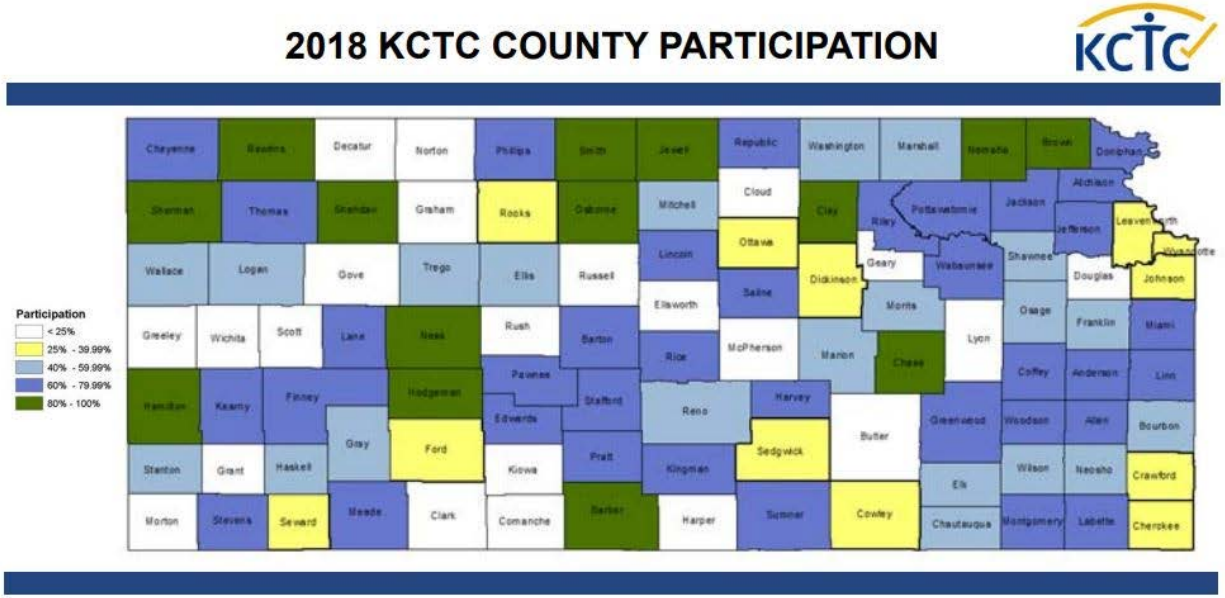
Kansas Communities that Care Survey

Assess current perceptions, opinions, attitudes and behaviors of youth in Kansas

Expanded module available to assess depression and suicide experiences in 8th, 10th and 12th graders

No statewide data available for 2015 due to low participation of school districts

80% utilizing the KCTC use depression/ suicide module



KANSAS Communities That Care Student Survey

Home | About | Survey Registration | Resources | Help | Contact Us | View / Create Reports | District Login

- Purpose and Design
- Survey Validity and Reliability
- Frequently Asked Questions (FAQs)
- View the KCTC survey
- Risk Factors
- Protective Factors
- Risk Focused Prevention
- Process for updating the KCTC survey
- Sample District Summary

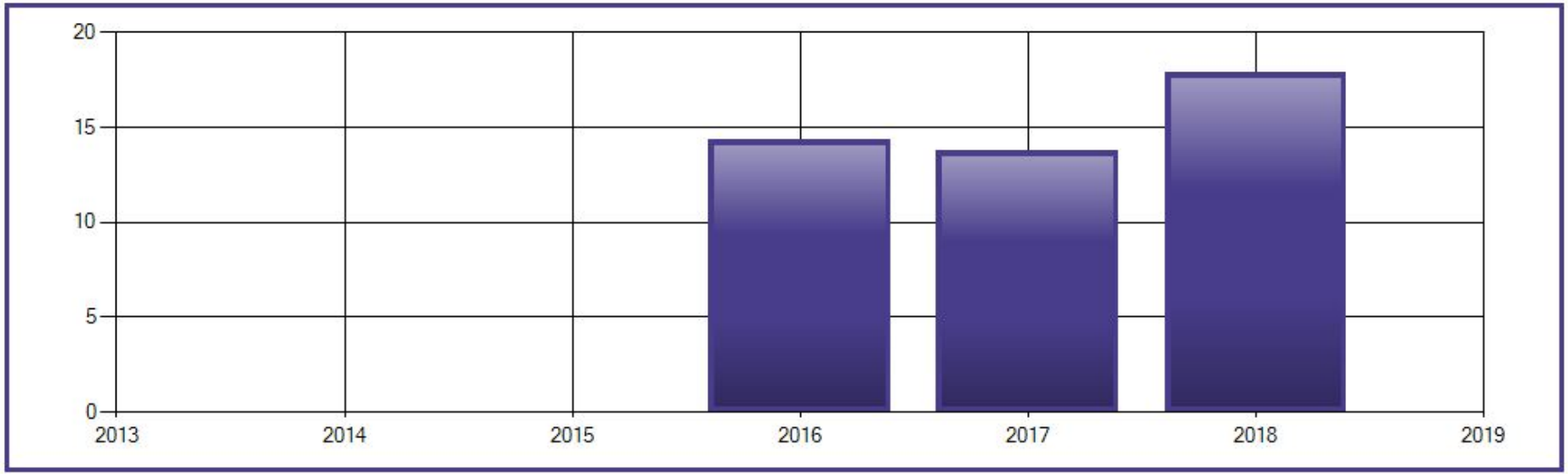
Learn ... Benefits Our Communities And Our Schools.

Select ... to view data :

Select JJA District | OR | Kansas Young Adult Survey

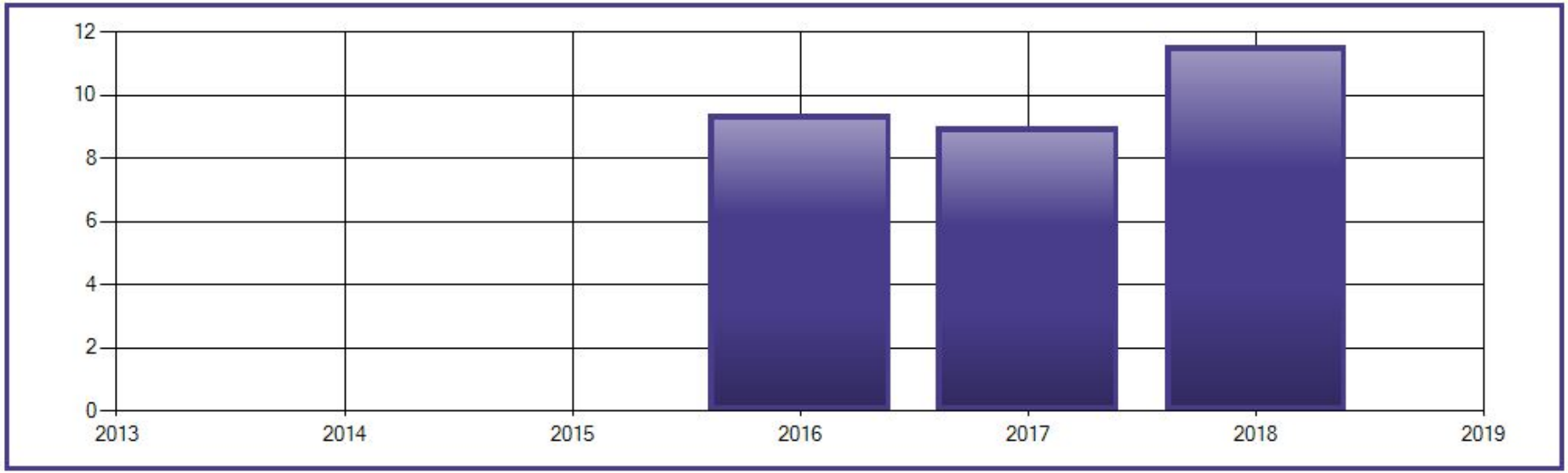
Phillips, Smith, Jewell, Republic, Washington, Marshall, Nemaha, Brown, Doniphan, Atchison, Rooks, Osborne, Mitchell, Cloud, Clay, Riley, Pottawatomie, Jackson, Jefferson, Leavenworth, Wyandotte, Ottawa, Lincoln, Shawnee, Geary, Wabaunsee, Wallace, Logan, Gove, Trego, Ellis, Russell, Dickinson, Douglas, Johnson, Saline, Ellsworth, Morris, Osage, Franklin, Miami, Greeley, Wichita, Scott, Lane, Ness, Rush, Barton

Have you seriously thought about killing yourself, in the past year?



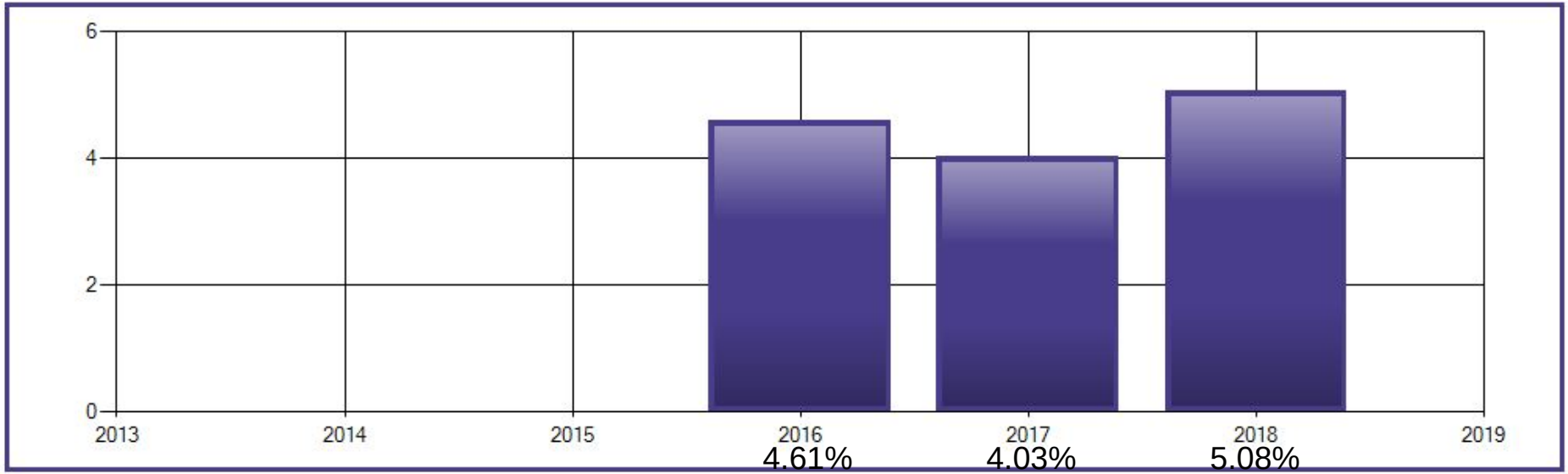
14.31 13.76 17.92

Have you made a plan to kill yourself, in the last year?



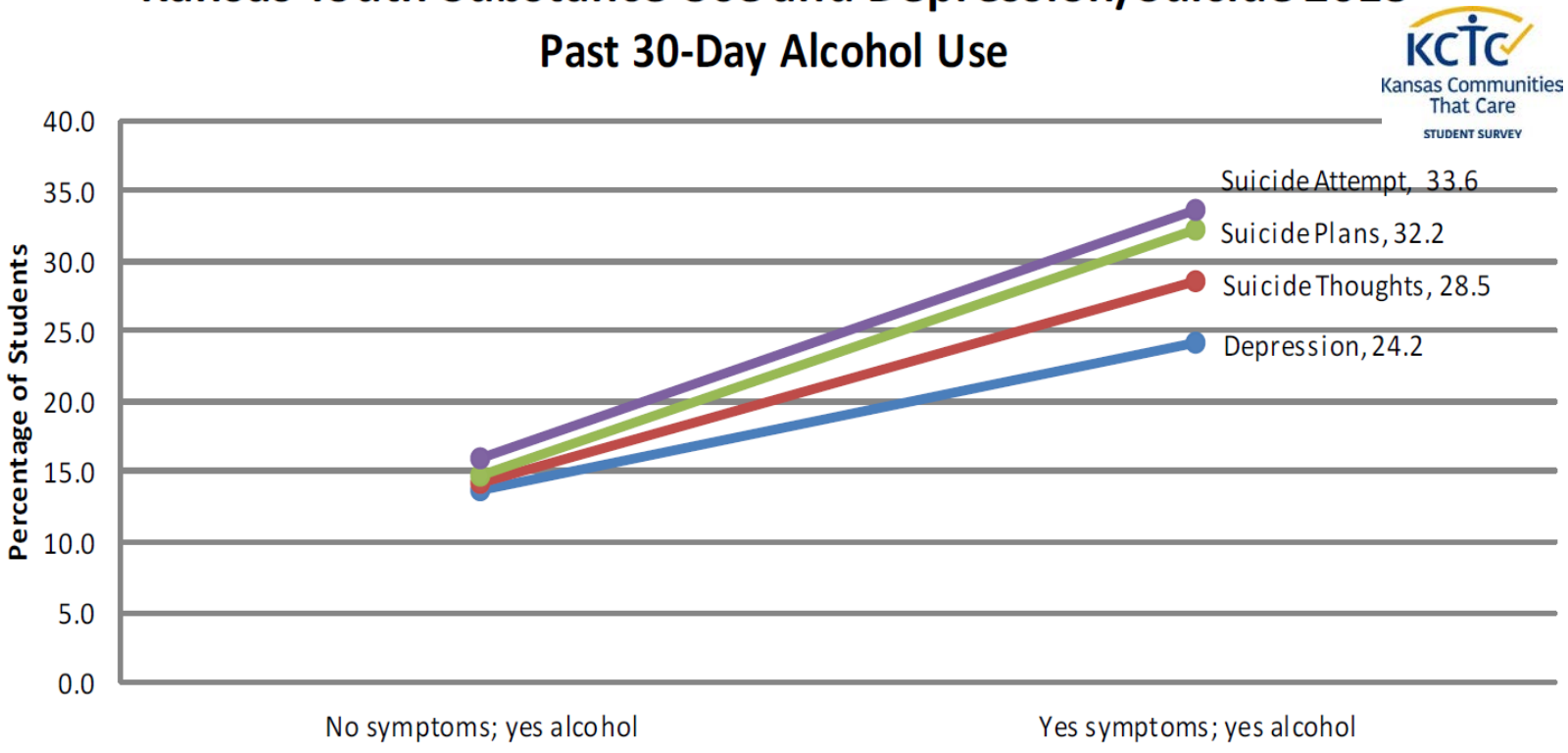
9.41% 9.01% 11.59%

Have you tried to kill yourself, in the last year?



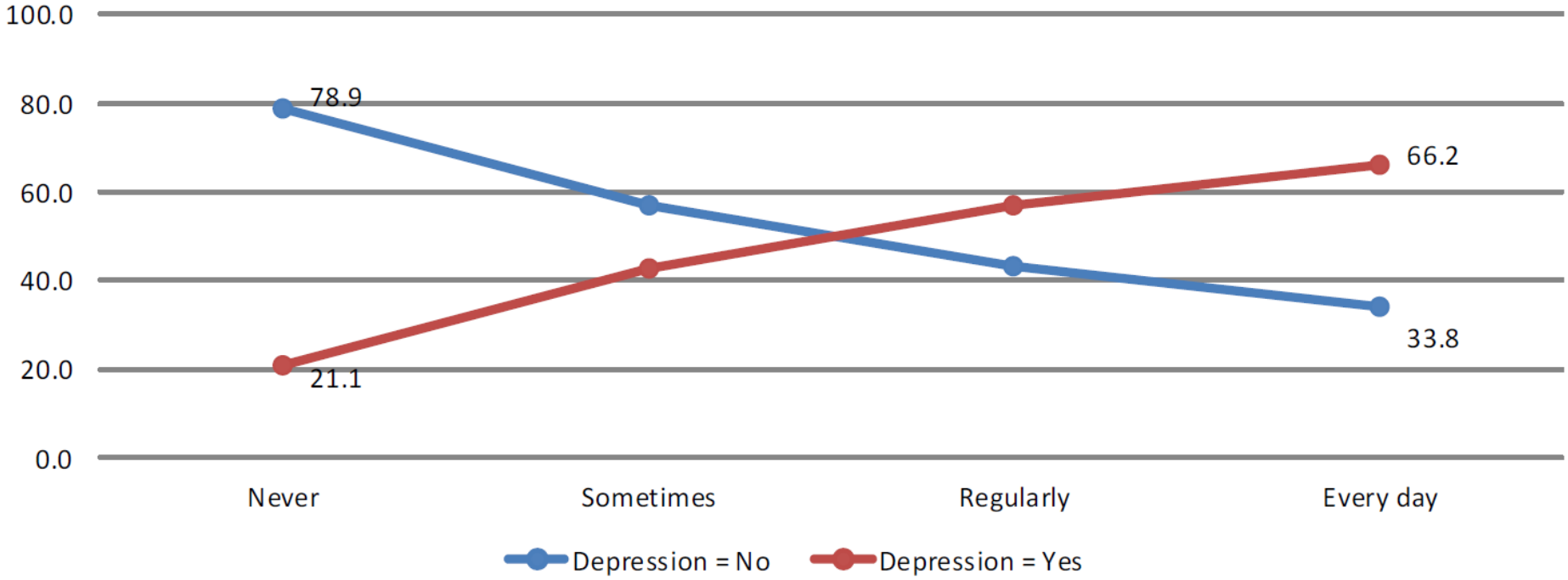
Kansas Youth Substance Use and Depression/Suicide 2018

Past 30-Day Alcohol Use

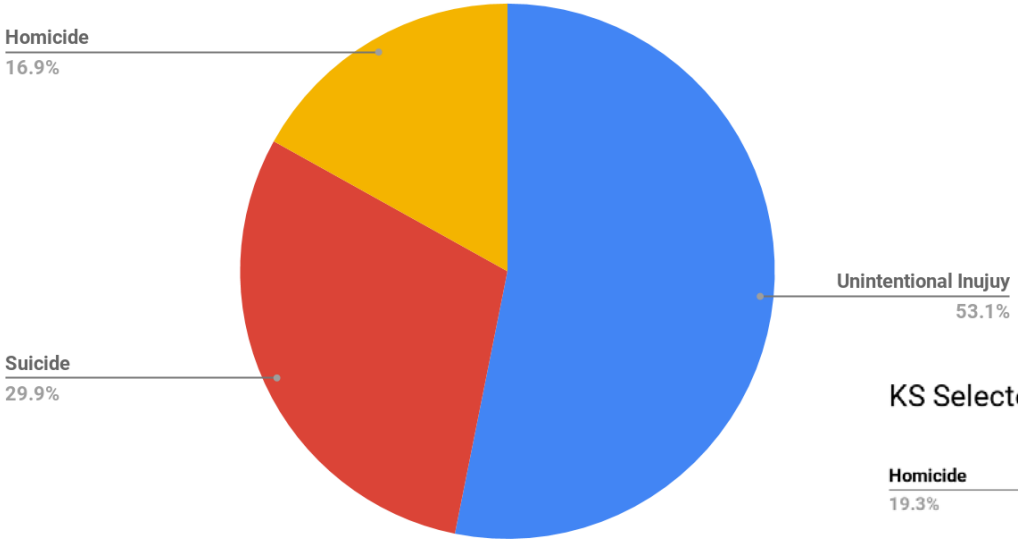


Kansas Youth Bullying & Depression 2018

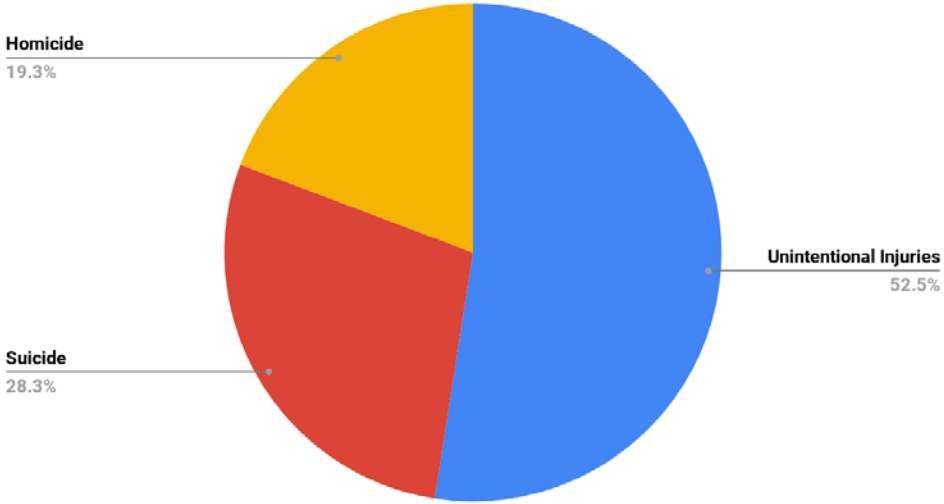
During this school year, how often have you been bullied at school?



KS Selected Causes of Death Ages 5-24, 2016



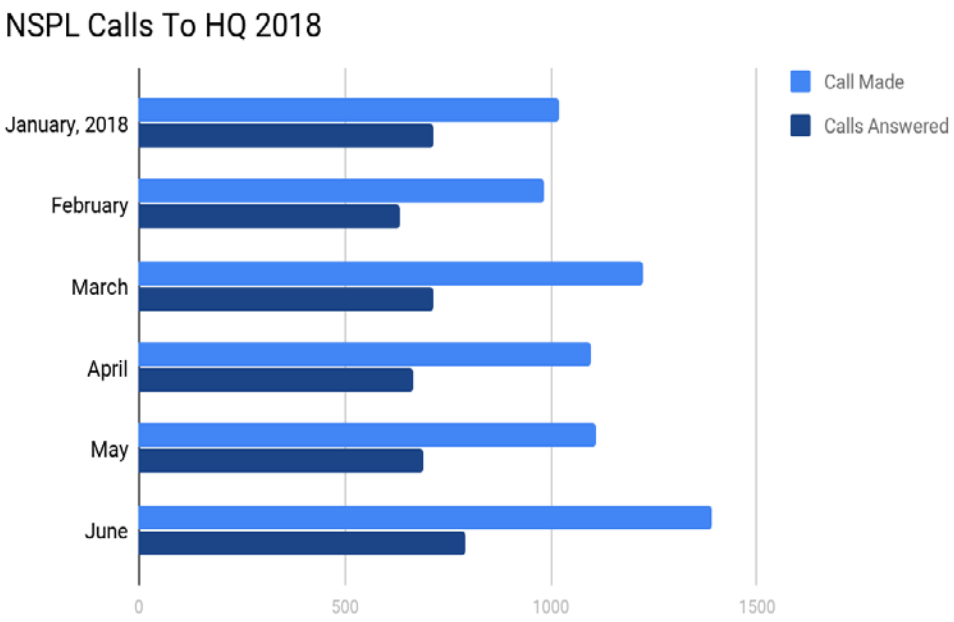
KS Selected Cause of Death Ages 5-24, 2015



Headquarters - Call Data

National Suicide Prevention Lifeline

- Higher suicide rates in rural and frontier counties
- Lower call volumes from the Western parts of the state
- Increase in call volume from all ages to the Lifeline
  - 65% increase from 2015 to 2018



“I just get sad. I don’t know how to pull myself out of it and all I can think is whether it’s always going to be like this. Then I think about suicide. I tried talking to my mom about it, but she just freaked out. My friends are great to talk to, but they just tell me to smile and get over it. When I call Headquarters, they don’t tell me what to do. They listen and understand. It makes me feel validated and really helps. They’ve helped me figure out who and how to talk about my feelings with my friends and family. Without Headquarters, I probably would have killed myself. They totally saved my life.”

-High School Caller to the NSPL, 2018

Teen Help Seeking

Teens are more likely to talk to their peers than adults when they have serious concerns like suicide.

Two approaches

- Programs that are youth peer led which attempt to change this social norm. One example is Sources of Strength.
- Peer resource like the Teen Line in California which trains teens to talk with other teens while providing support to teen listeners to ensure they know what to do and how to get help.

Jason Flatt Act

- Passed by the legislature and requires schools to provide one-hour of suicide awareness training to all school staff.
- Some schools are using free online training
- Some schools are creating their own programs
- No requirement to do suicide prevention programming to students
  - In fact, there is some perception among school officials that this is not safe. The evidence tells us it is SAFE and IMPORTANT to communicate with students about suicide and mental health

Jason Flatt

KSPRC staff has learned that school mental health professionals value the Jason Flatt training requirement

- Referrals for students from a variety of school personnel
- Continued challenges across the state in getting information about the outcome of mental health referrals
- Questions about how to best support students who return to school after a mental health intervention

Local Work

Kansas Prevention Collaborative

- Statewide coalition made up of local prevention coalitions
- Emphasis on integrated prevention including suicide

Kansas Suicide Prevention Resource Center

- Existing Suicide Prevention Coalitions supported in the past through federal funding (GLS) distributed by Headquarters to localities
- Currently consultation and training available on fee for service basis

Current Efforts - ASIST

ASIST is a two day workshop which teaches professionals and lay people to complete a suicide intervention with a person at risk. In 2017-2018

- Manhattan
- Lawrence
- Scott City
- Hutchinson
- Abilene
- Emporia
- Sterling
- Kansas City, KS

School Based

Yellow Ribbon- a gatekeeper program that teaches students about warning signs for suicide and provides an avenue for asking for help

- Dodge City has most robust program in state
- Liberal

More Than Sad- a classroom presentation and discussion on depression and suicide

- Wichita
- Herrington

School Based

Signs of Suicide- student and parent education around suicide

- Abilene Schools are implementing

Sources of Strength-youth led suicide and mental health program. Some evidence showing positive effects on substance use and dating violence reduction

- No current schools that KSPRC is aware
- Newton, KS and Johnson County are pursuing funding

School Based

There is not a robust system for tracking which schools are addressing suicide risk and in which ways they are doing so.

School districts must find room in their budgets or work with community partners to find funding to implement evidence-based programming.

References

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- Images from Vital Signs: https://www.cdc.gov/vitalsigns/suicide/infographic.html#graphic3
- Supplementary Table. Trends in Suicide Rates among Persons ≥ 10 Years of Age, by State and Sex, National Vital Statistics System, 1999 – 2016. https://stacks.cdc.gov/view/cdc/53785
- 2018 KCTC County Participation Map retrieved: http://kctcdata.org/Documents/2019/2018%20Participation%20Flyer.pdf
- Annual Summary of Vital Statistics, 2016. Kansas Department of Health and Environment. Retrieved from: http://www.kdheks.gov/phi/as/2016/Annual_Summary_2016.pdf
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YOUTH SUICIDE PREVENTION TASK FORCE

Kathy Mosher

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CHILD SEXUAL ABUSE AWARENESS

Discussion

- Do we need regulations?
- What are the training needs?
  - For students?
  - For staff?
  - How will we accomplish?

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PUBLIC COMMENT

WRAP-UP AND NEXT MEETING

Next Meeting:

September 25, 2018

Washburn Institute of Technology

Conference Center

5724 SW Huntoon

Topeka, KS

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