

Blue Ribbon Task Force on Bullying

08/05/2019

Smokey Hills Learning Center
Salina, KS

Welcome Call to order:

- Meeting called to order at 10:06 am
- Rick welcomed the task force and started the meeting with a moment of silence for the victims of the shootings that occurred in Texas and Dayton over the weekend.
- James welcomed the task force back
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Roll Call –

Members Present:

KSDE Staff Present:

Amy Martin
Kent Reed

Pat Bone

Myron Melton

Approval of the Minutes

Motioned to approve: Paula Fite

Seconded: Jose Cornejo

Minutes Approved.

Public Comment

- Vicky Price Caps of Salina
 - Does presentations for grades 3-6
 - Policy, Parents and power are three things that need to be considered
 - Policy needs to remove repeated or more than once this is not always the case some are so direct that they only need to occur once to be bullying
 - Parents need help on this issue, parents do not know how to help their see the handout that is in the packet for today.
 - All adults must teach children empathy
 - Listen carefully
 - Teach your child to be assertive not aggressive
 - Model what you what your child to become
 - Question/Comments –
 - Families get the least information so Jane Groff loves the information that Vicky presented on the including the parents and the flyer that goes to parents. Getting information to the parents makes it a stronger program
 - Joe Coles – Would like to hear more about strategies about getting parents to attend. Joe has found it difficult to get parents to attend
 - I don't have great luck getting parents and don't have good strategies. We send home the fliers but we do everything we can do to get the information in the parent's hands. The

only thing we really do is send information home. But we do need to do more.

- Jane Groff – we have to identify when parents come to school back to school night parent teacher's conference. We need to get this information out when parents do show up.
- Helen will provide written comment

Research Regarding Peer Aggression and Victimization

DR. Paula Fite – KU

PowerPoint

- 1 in 5 kids are victimized
- Take advantage to sporting events and band and choir events to get the message out
- Research perspective of bullying and victimization
- Peer Victimization – Relationship based pattern of behavior that involves the use of bullying and other aggressive acts to intently oppress humiliate and dominate
- We have to take into consideration
 - Bully
 - Victim
 - Bystander
- Importance of Environment
 - Start with good Policy
 - “” GET CONSIDERATIONS FROM POWER POINT”
 - Keep repeating message throughout the school year – post on social media, sending information out to families, etc.
 - Question – Do we have schools that are moving away from the OSS and seeking other interventions?
 - Yes there are schools that are trying a graded system where for example the first offense is a visit to the counslers office, the second offense has a different “punishment” like a lunch detention where they don’t get to eat with their friends, then a call to the parents for another offense. But they have to look at the severity as to what step they need to take.
 - There is the policy avenue and the intervention avenue that needs to be added on top of that.
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- Understanding where Peer Victimization Occurs
 - Need to know where victimization occurs to inform prevention and intervention
 - Occurs at both home and school
 - Locations is where the child: adult ratio is greater and less adult monitoring is at risk
- Intervention
 - Monitoring
 - Removing aggressors from the scenarios if possible
 - Changing routine, avoiding situation in which victimization occurs
 - Putting more people in the building, parent volunteers, etc.
- Perceived School Safety
 - If students don’t feel safe
 - They don’t feel like they belong, no connection with teacher
 - Less likely to report
 - Feelings of hopelessness, depression

- Providing a safe environment reduces depression and anxiety
- Parental School Involvement
 - Kids who are victimized have lower test scores
 - What are the mitigating factors
 - High levels of parental involvement have been associated with high levels of academic performance
- Take home messages
 - Acknowledge every kid involved
 - Pay attention to patterns and problem solve locations
 - Safe environment is crucial
 - Encourage parental school involvement
 - Targeted intervention is needed for victims and aggressors
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- Questions
 - What would it take to run a program like this study
 - There were students with bachelor's degrees in graduate school who were running this study there is no required combination of magic letters behind your name to run this study
 - How much time did you spend in the schools watching classrooms, watching recess, not just relying on surveys?
 - I did not do any observation on this, some of our researchers spend a lot of time in our schools. I do visit the schools where I collect surveys.
 - I try to avoid the word bullying all together.
 - One thing we as a task force need to talk about lots of lots of companies will sell us their stuff with no science behind their stuff. We need to think about what criteria we want to have behind our recommendations.
 - How many schools have you served
 - We have served several schools
 - One school we have served all ages
 - We have been in a prominently Latino district for 2 years
 - Recommendations need to be specialized per grade level but the research could be applied across all grade levels.
 - ZOOM Question
 - I don't actual use aces that, we have incorporated trauma informed care models
 - We have tried to broaden that to find what daily stressors impact the students.
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- Zoom Comments

All Things Connected

Kathy Moser – Ex director of CKMHC Salina, KS – Sits on School Mental Health advisory council, sat on the AG

- Bullying is largely viewed a source of inflicted trauma
- Emotional abuse from a peer is as detrimental as abuse from ones parent
- Trauma alters brain structure
- High cortisol levels are toxic to us and trauma raises cortisol levels
- Trauma changes the way a person learns
- Chronic bullying raises the occurrence of depression and anxiety

- We are still learning how to treat trauma after the fact
- The way we combat trauma is to build resiliency
- Recommendations
 - Prevention is more effective and cheaper
- Education and mental health
 - CKMHC has therapist working in 25 location
 - We were chosen as one of the pilot sites for the Mental Health Initiative Pilot
 - We are on a 12 month contract so we do not end when school is not in session
 - We want to make sure we are offering a meaningful service that is getting outcomes
 - We have learned from our education partners how to teach these skills
 - Every building and district has different needs. We work together to develop a plan
 - We have worked on overcoming barriers to access and quality
 - Youth entering mental health increased 27% in the first year
 - Schools have provided us space in the schools year round so that the students can continue care when school is not in session and can be seen when school is in session without missing school to go to appointments
 - Outcomes
 - Right care at the right time shows better outcome
 - We have walk in service and same day service at all CMHC in Kansas
 - Data
 - Academic performance for the students that were served by the onsite services improved by 70%
 - Attendance improved by 77%
 - Behavior improved by 91%
 - School used a standardized tool called Sabers to measure this
 - Intervening earlier
 - Opened KPre organization
 - School provides the teacher
 - CKMHC provides therapist
 - Teaches the family the system
 - By February one of our most severe kids was ready to transition back to pre-school and successfully made it through the year
 - They use the galileo measurement system and they are working to improve quality as they go.
 - We partnered with the saline county jail because there is a high mental population in jails
- How does social media
 - Our therapists are seeing things like youth are preserving social media as a reflection of their normal life.
 - Compare and Dispare effect of social media is coming into affect
 - Chronic bullying is see how wide bullying is because they see it in all aspects of life from hall way to home to social media.
 - It's a chronic stressor because teenagers are seeing they cannot escape social media.
 - IN reality it is as simple as shutting off an app
 - Self-worth is being directly tied to how others react to us over social media
 - Teens know not everything on social media is true but also know everyone sees what is posted on social media

- Statics show 57 % of the time bullying stops in 10 seconds when someone intervenes
- The more we can educate and build resiliency early on and educate youth on bullying.
- Just seeing bad things happen to people can traumatize a person
- A community problem needs a community solution
- It is important that we teach the kids to intervene
 - Teach the kids how to ask the right questions to intervene
- 70% of school staff has witnessed bullying 40 % witness bullying once a week or more
- Do Not duplicate what already exist
- Not one system can take care of everything you must connect with one another and build partnerships
- A side effect of what we are doing in school is that the culture is changing in schools. Mental health is a common topic. The kids are talking about it and suggesting that the kids go talk to the therapist that they could help. The stigma seems to be gone. Its coming up in more IEPs. The coolest part of all that it is changing staff behavior. Staff is changing how they respond to student which is resulting in getting students to help that they need and saving lives.
- We are finding kids who were not on the teachers radar who are making contact with the therapist that are having sever mental health issues.
- This initiative is saving lives
- Questions –
 - How is this pilot funded
 - There are actually 2 pilots one is written into legislation it involves 9 districts, the other is a school professional development grant through KSDE looks at how do we build that capacity for all students that come through the school, building that structure around schools.
 - Are you providing services to staff
 - Yes, now that we have learned what is helpful to the schools. We are actually in schools that are not part of the pilot but they have found funds to make the program work.
 - We provide many different training

Public Comment

- No Public Comment.
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Workgroups Updates

- Angie Salava
 - Survey Sent out Current practices and evidence based practices
 - 794 responses
 - Failure to understand the definition was the #1 answer in regards to what is causing issues for our schools in regards to bullying
 - Knowing what my school does to prevent bullying 125 said no they do not know what their school does to prevent bullying.
 - We need to make sure that every staff member knows what their school policy is and how their school carry outs that policy
- Jane Groff
 - Asked her to send them to me
- Jim Persinger
 - Cultural awareness workgroup
 - Any definable group that shows definite distinction

- CTC data can be broken out by race and other specific data
- there is very good research that shows when they are bullied in the presence of teachers nothing was done
- we have a lot of information to work with going forward
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Next meeting September 25th, Greenbush South - Girard, KS

Meeting Adjourned at 2:00