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
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!

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Improvement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>improvement in prosocial behavior</td>
<td></td>
</tr>
<tr>
<td>9%</td>
<td>improvement in attitudes about self, others, and school</td>
<td></td>
</tr>
<tr>
<td>9%</td>
<td>reduction in problem behaviors</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>reduction in emotional distress</td>
<td></td>
</tr>
<tr>
<td>11%</td>
<td>increase in standardized achievement test scores</td>
<td></td>
</tr>
<tr>
<td>23%</td>
<td>increase in social and emotional skills</td>
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</table>

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

Character Development
- Core Principles
- Responsible Decision Making and Problem Solving

Social Development
- Social Awareness
- Interpersonal Skills

Personal Development
- Self-Awareness
- Self-Management

Self-Management
- Self-Management

Social Awareness
- Social Awareness
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.

Responsible decision making and problem solving.

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

**Personal Development**

**Definition:** Developing skills that help students identify, understand and effectively manage their thoughts, feelings and behaviors.

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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.

Knowing

Doing

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

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**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.

Knowing

Doing

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

**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.

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

**Knowing**

**Doing**
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

KESA page on KSDE website: [http://goo.gl/3iVeuU](http://goo.gl/3iVeuU)
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

College and Career Competency Wheel

Intrapersonal
- adaptability
- initiative
- perseverance
- self-regulation
- self-efficacy
- self-awareness
- self-care
- curiosity
- integrity
- ethics
- sustained attention
- goal setting
- time management
- problem solving
- learning schema
- content and technical skills

Cognitive
- critical thinking
- organization
- communication (verbal, written, nonverbal)
- conflict management
- networking
- social awareness
- empathy
- teamwork
- assertiveness

Interpersonal
- Kansans CAN
- Kansas leads the world in the success of each student.

For more information, visit: https://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, LSC SW
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

**Biological**
- Genetic predisposition
- Neurochemistry
- Effect of medications
- Immune response
- Flight-fight response
- Physiological responses

**Social**
- Social support
- Family background
- Interpersonal relationships
- Cultural traditions
- Socio-economic status
- Medical care
- Physical exercise

**Psychological**
- Education
- Emotions
- Thinking
- Attitudes
- Memory
- Perceptions
- Beliefs
- Stress management strategies
Adverse Childhood Experiences

Effects of ACEs

• neurological
• biological
• psychological
• social
Adverse Childhood Experiences and School Performance

ACEs

- More often suspended or expelled
- Language difficulties
- Designated to special education more frequently
- 2.5 x more likely to fail a grade
- Lower standardized achievement test scores

Compassionate Schools: Heart of Teaching and Learning
http://www.k12.wa.us/compassionateschools/pubdocs/TheHeartofLearningandTeaching.pdf
Neurodevelopmental Interventions

RELATIONAL
RELEVANT (developmentally-matched to the individual)
RESPECTFUL (of the child, family, and culture)
RHYTHMIC (resonant with neural patterns)
REPETITIVE (patterned)
REWARDING (pleasurable)
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
Impact on Teachers

- Secondary/Vicarious Trauma
- Compassion Fatigue
- Toxic Stress
- Burnout

Compassionate Schools: Heart of Teaching and Learning
http://www.k12.wa.us/compassionateschools/pubdocs/TheHeartofLearningandTeaching.pdf
<table>
<thead>
<tr>
<th>Psychological</th>
<th>Physical</th>
<th>Behavioral</th>
<th>At Work</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Easily frustrated</td>
<td>• Headaches</td>
<td>• Restless</td>
<td>• Feeling overwhelmed</td>
<td>• Suspicion of others</td>
</tr>
<tr>
<td>• Irritability</td>
<td>• Stomach complaints</td>
<td>• Jumpy</td>
<td>• Decreased commitment</td>
<td>• Feeling more vulnerable to danger</td>
</tr>
<tr>
<td>• Isolation</td>
<td>• Muscle tension</td>
<td>• Nervous</td>
<td>• Increased tardiness or absences</td>
<td>• Feeling helpless</td>
</tr>
<tr>
<td>• Sadness</td>
<td>• Increased blood pressure</td>
<td>• Easily startled</td>
<td>• Poor boundaries</td>
<td>• Loss of control or freedom</td>
</tr>
<tr>
<td>• Negativity</td>
<td>• Elevated blood sugar</td>
<td>• Hypervigilance</td>
<td>• Poor work life balance</td>
<td>• Being bitter or cynical</td>
</tr>
<tr>
<td>• Detachment</td>
<td>• Fatigue</td>
<td>• Trouble making decisions</td>
<td>• Less compassion towards others</td>
<td>• Alienation</td>
</tr>
<tr>
<td>• Guilt</td>
<td>• Sleep problems</td>
<td>• Exaggerated sense of responsibility</td>
<td>• Over-functioning</td>
<td>• Blaming the victim</td>
</tr>
<tr>
<td>• Reduced empathy</td>
<td>• Increased susceptibility to illness</td>
<td>• Change in response to trauma: numb or increased sensitivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Anger</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Causes and Consequences of Teacher Stress

**TEACHER CONSEQUENCES**
- Ill Health and Lack of Well-being
- Low Performance
- Increased Absenteeism
- High Turnover

**OTHER CONSEQUENCES**
- Lower Student Achievement
- Lower Continuity for Students & Parents
- Higher Educational Costs

**STRESS**

**SOURCES OF TEACHER STRESS**
- Social-Emotional Competence
- Work Resources
- Job Demands
- School Organization

**FEDERAL, STATE, DISTRICT, SCHOOL POLICIES**
Reducing Teacher Stress and Its Consequences

Topical Outline

- Adverse Childhood Experiences (ACES):
  - Impact on child/adolescent development and learning
  - Impact on Teaching
- Trauma-Informed Schools and Interventions
- School Mental Health Initiative Resources and Training
Integrated Kansas MTSS Model

Tier 1
- 80%
- Goal: Stellar instruction/prevention
  School/classroom-wide systems for all students, staff, & settings

Tier 2
- 15%
- Goal: Increased supports/remediation
  Specialized group systems for students at-risk

Tier 3
- 5%
- Goal: Intensive supports/reverse deficits
  Specialized individual systems for students with high-risk

PBIS Framework
- Validated Curricula

Academic
Behavioral
Social

Reading
Math
Adverse Childhood Experiences Of Kansans (18+)

21% = 3+
33.5% = 1+
45.5% = 0

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

PBIS & SEL
- Teach skills
- Behavior, social, & emotional

TRAUMA
- Healing
- Mental & physical health
Core Domains of a Trauma-Informed School

1. **Support staff development**
   - Adapt policies and procedures

2. **Create a safe and supportive environment**
   - Build skills

3. **Assess needs and provide services**
   - Collaborate with students, families & community partners

4. **Safe Supportive Learning**
   - https://safesupportivelearning.ed.gov/sites/default/files/Trauma%20OLE%202016%20Web.pdf

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Safe Supportive Learning:
[https://safesupportivelearning.ed.gov/sites/default/files/Trauma%20OLE%202016%20Web.pdf](https://safesupportivelearning.ed.gov/sites/default/files/Trauma%20OLE%202016%20Web.pdf)
Topical Outline

- Adverse Childhood Experiences (ACES):
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- School Mental Health Initiative Resources and Training
School Mental Health: A Resource For Kansas School Communities

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
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

TASN ATBS SMHI Page:  
http://www.ksdetasn.org/smhi

School Mental Health Initiative:  
@TASNSMHI
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.

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION  www.ksde.org