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?
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
- http://www.ksde.org/

KSDE TASN
- http://ksdetasn.org/

TASN PROVIDERS
- http://ksdetasn.org/providers

ATBS
- http://ksdetasn.org/atbs

SMHI
- http://ksdetasn.org/smhi
SCHOOL MENTAL HEALTH INITIATIVE:
BACKGROUND & RESOURCES
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.

Identified Areas of Need (2014-2015)
Development of the KSDE TASN ATBS School Mental Health Initiative (May 2015)

Youth Mental Health First Aid
Children’s Subcommittee
School Mental Health Resource
Research & training to promote mental health and address trauma in schools
About the SMHI

School Mental Health Initiative

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.”
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.
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.

Children’s Subcommittee 2016-2017 Activities
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
### 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
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.

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 are specially trained in the interconnectivity among:

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

“No other professionals have this unique training background.”

“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

- Charged by statute with providing the community-based public mental health services safety net.
  - Outpatient clinical services, including case management & attendant care.

Schools can’t go it alone!

Kansas Community Behavioral Services Director Survey

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

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

Willing & Would Prioritize, 38%
Extremely willing, 58%
Worry About Availability, 4%

www.kansasmtss.org
Kansas Community Behavioral Services Director Survey

CMHC Aggregated Priorities

- Good referral mechanisms & practices
- Co-located services in school to reduce barriers to services
- Leaders monitor aggregate data to determine needs & align practices
- Trauma-informed systems & care
- Suicide prevention training & protocols
- Better re-integration & support plans for children returning from hospital
- Threat assessment protocols between mental health, law enforcement & schools

Mann, C. Kansas MTSS CBS Director Survey. 2016.
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

- Interconnected Systems/Systems of Care
- Culturally Diverse Competencies

- Individualized assessments & plans that address trauma & mental health factors.
  - 21%

- Targeted services for some students exposed to trauma & at-risk for further impact; Group-level skills & resilience-building.
  - 33.5%

- Universal strategies that are informed by an understanding of trauma and designed to build resilience, mitigate impact, support healing & minimize trauma in school.
  - 45.5%

Percentages of Kansas Adverse Childhood Experiences

TASN
RELEVANT TOPICS:
DEVELOPMENT OF ONLINE CHILD SEXUAL ABUSE PREVENTION MODULES
Topics Related To The Mental And Behavioral Health Needs Of Children And Adolescents

- ESI
- SECD
- Bullying
- Juvenile Justice
- Jason Flatt Act
- Erin’s Law
- ESSA
- IDEA
- RELEVANT LEGISLATION
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>February 2017</td>
<td>Request to share information with the Committee on Corrections and Juvenile Justice regarding current efforts in the area of School Mental Health (SMH).</td>
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<tr>
<td>March 2017</td>
<td>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.</td>
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<tr>
<td>April 2017</td>
<td>Request for presentation to KS BOE re: Erin’s Law and SMH Framework with Kent Reed and Laura Jurgensen.</td>
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<tr>
<td>May 2017</td>
<td>Development Child Sexual Abuse Prevention Resources List.</td>
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<td>June 2017</td>
<td>Request to develop online Child Sexual Abuse Prevention module.</td>
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<td>June 2017</td>
<td>KS BOE SECD Retreat.</td>
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<td>August 2017</td>
<td>Child Sexual Abuse Prevention module completed.</td>
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<td></td>
<td>School Mental Health Advisory Council (first meeting).</td>
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Kansas School Mental Health Framework

INTERCONNECTED SYSTEMS OF CARE
- Appropriate Information Sharing
- Supported Navigation through Systems of Care
- Continuous Communication Loop
- Family Driven & Youth-Guided Planning
- Wraparound Support

FEW
- Intervention & Support Teams
- Safety & Re-Entry Plans
- Seamless Referral & Follow-Up Processes
- Deepened Collaboration with Youth, Families, & Community Providers

SOME
- Early Identification, Screening, & Progress Monitoring
- Effective Individual & Group Interventions
- Wellness Plans
- Co-Planning Strategies with Students, Families, & Community Providers

ALL
- Relationship Building, Resiliency & Rich Social-Emotional Learning
- Trauma Sensitive Practices
- Mental Health & Wellness Education
- Universal Screening and Early Identification
- Kansas College & Career Competency Framework

FOUNDATION
- 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

https://ksdetasn.org/resources/1354
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.


• 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

http://moodle.kansastasn.org/
Review of Child Sexual Abuse Prevention Online Learning Module for Education Professionals

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.
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.

Kansans CAN

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KANSAS STATE DEPARTMENT OF EDUCATION  www.ksde.org