Kansans CAN

KANSAS SCHOOL MENTAL HEALTH ADVISORY COUNCIL

December 14, 2017
Kansas Association Of School Boards

Kansas leads the world in the success of each student.
APPROVAL AGENDA AND MINUTES

- Agenda for December 14, 2017
- Minutes from November 28, 2017
REQUIRED TRAININGS – RECOMMENDATIONS FRAMEWORK

- Clarify the “Why”
- Wellness focused Responsive Culture “How”
- Content (Commonalities) “What”
KANSAS STATE BOARD OF EDUCATION
SCHOOL MENTAL HEALTH ADVISORY COUNCIL

“Changing the Way We Have Conversations”
Kathy Busch, Chair
Kelly Robbins, Vice Chair
2017-2018 Members
TOPICS

- Introduction and background of the School Mental Health Advisory Council
- Education Initiatives Related to Social, Emotional, and Character Development
- Trauma and Adverse Childhood Experiences: The Need to Think Broadly and Act Strategically
- School Mental Health Practices: Efforts to Streamline Systems and Enhance Supports
- Work of the School Mental Health Advisory Council
The Mission of the State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.
SCHOOL MENTAL HEALTH ADVISORY COUNCIL

Purpose (Why)
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.

Process (How)
Council meets as needed to review areas of need related to school mental health:
- Legislation, statutes, regulations, etc.
- Efforts within the Kansas State Department of Education, the Technical Assistance System Network, districts, related state-level committees, and community partners
- State-level data

Product (What)
Council considers needs, considers options for meeting the needs, and coordinates education and partner resources to address them:
- Resources
- Training
- Strategic and streamlined processes

Formed in July 2017.
1st meeting in August 2017.
Numerous pieces of legislation, regulations, statutes, and initiatives - including Erin’s Law – which require education professionals to receive ongoing training, prompted the Kansas State Board of Education to:

- Review efforts to address all forms of adverse childhood experiences which impede child/adolescent well-being and development;
- Identify the number of trainings already required for school staff, to determine the manageability of adding additionally required trainings and determine a more strategic approach;
- Explore a more comprehensive, streamlined approach for enhancing “school mental health practices” and building on social, emotional, and character development;
- See how we can partner with community agencies to help meet the vast number of needs.
Mandates and Required Trainings

OVERLAPPING INITIATIVES

- Emergency Safety Intervention
- Bullying Prevention
- SB 367/Juvenile Justice
- Jason Flatt Act/Suicide Prevention
- Erin’s Law/Child Sexual Abuse
- Individuals with Disabilities Education Act
- Every Student Succeeds Act
- Blood-borne pathogens
- Alcohol misuse and controlled substances
- Conducting negotiations
- Cardiopulmonary resuscitation

Sexual harassment
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SOCIAL, EMOTIONAL, CHARACTER DEVELOPMENT STANDARDS

- Framework for teaching students social-emotional learning.

- Kansas was the first state to adopt social-emotional standards, combined with character development principles.

- Social-Emotional Character Development Standards
  - School Counseling Standards
  - Social, Emotional, and Character Development Workgroup Board of Education Retreat
  - Kansas State Department of Education Social, Emotional, and Character Development Workgroups
  - College and Career Competencies
KANSAS STATE BOARD OF EDUCATION VISION: KANSAS LEADS THE WORLD IN THE SUCCESS OF EACH STUDENT

Measurable Outcomes (October 2016)

- Kindergarten readiness
- Individual Plan of Study based on career interest
- High school graduation
- Social-emotional growth
- Postsecondary success
Kansas Multi-Tier System of Supports Framework

Integrated Kansas MTSS Model

Tier 1: 80% - Estimated at-risk student population. Based on risk assessments, students receive evidence-based support strategies.

Tier 2: 15% - Students showing signs of high risk who are not responding to Tier 1 interventions.

Tier 3: 5% - Students with severe disabilities or significant emotional/behavioral issues who require specialized services.

Increased Support/Intervention: Specialized group or individual services for students at risk.

Specialized Individual Systems: For students with high-risk needs.

The Kansas multi-tier system of supports framework establishes a system that intentionally focuses on leadership, professional development, and an empowering culture.

The Learning Forward Standards for Professional Learning, adopted by the Kansas State Board of Education in April 2012, outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.
Five of the 19 projects which provide technical assistance to support school districts’ systematic implementation of evidence-based practices within the Kansas Integrated Multi-Tier System of Support Framework.
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TRIUMA SENSITIVE CHILDREN CROSS SECTOR WORKGROUP

CO-CHAIRPERSONS:
Kent Reed and Laura Jurgensen

Generate discussion, input, and research on the topics of trauma-informed care and Adverse Childhood Experiences;

Make recommendations to the Social Emotional Character Development Workgroup;

The Social Emotional Character Development Workgroup will then consider these recommendations and decide which ones to include in its report to the Commissioner of Education on social/emotional growth measured locally.
Adverse Childhood Experiences Pyramid

Mechanism by which ACEs Influence Health and Well-being Throughout Lifespan

Death

Conception

Adverse Childhood Experiences

Disrupted Neurodevelopment

Social, Emotional, and Cognitive Impairment

Adoption of Health-risk Behaviors

Disease, Disability, and Social Problems

Early Death

Graphic adapted from CDC-Kaiser ACE Study: https://www.cdc.gov/violenceprevention/acesstudy/about.html. Graphic designed by Freepik.com
ACEs Among Kansas Adults
2014-2015 KDHE Kansas Behavioral Risk Factor Surveillance System

PREVALENCE OF ACES AMONG KANSAS ADULTS AGED 18 YEARS AND OLDER.
Trauma and Brain Development

Typical Development

- Cognition
- Social/Emotional
- Regulation
- Survival

Developmental Trauma

- Cognition
- Social/Emotional
- Regulation
- Survival

(Diagram credits: Department of Public Instruction Trauma Sensitive Schools Resources. Adapted from Holt, R. & Jordan, O. Dept. of Education.)
Adverse Childhood Experiences and School Performance

2.5 x more likely to fail a grade

Language difficulties

More often suspended or expelled

Designated to special education more frequently

Lower standardized achievement test scores

Adverse Childhood Experiences

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

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

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

TRAUMA
• Healing
• Mental & physical health
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.

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.
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.”

State and Regional Partnerships Needed!

- Community Mental Health Centers
- Department of Children and Families
- Kansas Department of Corrections, Juvenile Justice
- Kansas State Department of Education
- Kansas Department of Aging and Disability
- Kansas Department of Health and Environment
- Community Partners

Children and Families

State and Regional Partnerships Needed!
Governor’s Behavioral Health Services Planning Council, Children's Subcommittee


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.”
School Mental Health: A Resource For Kansas School Communities

Collaborators

- Governor's Behavioral Health Services Planning Council, Children's Subcommittee
- Kansas State Department of Education
- Technical Assistance System Network:
  - Autism and Tertiary Behavior Supports Project
  - School Mental Health Initiative
  - Multi-Tier System of Supports Project
  - Kansas Parent Information Resource Center
- Project STAY
- Former Special Education Director
- TPS Dept. of School Social Work & School Psychology

https://ksdetasn.org/resources/865
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
- Includes classroom specific symptoms & interventions

Appendices

- KU Report on school-based mental health
- Trauma-Informed Approaches Across KS Communities
- Additional Resources

https://ksdetasn.org/resources/865
ENHANCING SCHOOL MENTAL HEALTH: A CONTINUUM OF SUPPORTS INTEGRATED THROUGHOUT THE SCHOOL COMMUNITY

Individualized assessments & plans that address trauma & mental health factors.

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

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

Percentages of Kansas Adverse Childhood Experiences:

- 21%
- 33.5%
- 45.5%
Tiered prevention logic as overall organizer to develop an action plan.

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.
Objective 1
Build capacity for cross-system school/community teams to implement a structured process for recognizing, assessing, identifying, and responding to students at risk or experiencing mental health difficulties and mental health emergencies.

Objective 2
Implement evidence-based, multi-tier, trauma-informed mental health interventions with fidelity.

Objective 3
Data-based decision making for continuous improvement

Objective 4
All Kansas districts and communities will have access to evidence based resources, protocols, processes, and professional learning shown to be effective in meeting the mental health needs of Kansas students.

April 2017: Grant submitted.
September 2017: Notification of award.
Each student develop the social, emotional, and character competencies that promote learning and success in life.

Improve the resilience and achievement of Kansas children and adolescents through the sustained implementation of systematic tiered levels of evidence-based mental health interventions.

Addresses a critical priority area necessary to achievement the Kansas State Board of Education's Kansan's Can vision and five associated outcomes:

State Board of Education School Mental Health Advisory Council and multiple collaborative partnerships derived from the plan’s conceptual framework will be used to achieve the long-term goal:
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

FOUNDATIONS
- 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
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Proposed legislation
- Erin’s Law/Child Sexual Abuse

School Mental Health Advisory Council
- Recognizing and Reporting Child Sexual Abuse Resources
- Recognizing and Reporting Child Sexual Abuse Online Module
RECOGNIZING AND REPORTING CHILD SEXUAL ABUSE
ONLINE MODULE

Learning Objectives:
- 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.

http://moodle.kansastasn.org/
WORK OF THE SCHOOL MENTAL HEALTH ADVISORY COUNCIL

Collaborative Process with State Partners

Common Language
- Definitions and acronyms

Training Components
- (To be finalized)

Training Development Outline
- Knowledge
- Application and analysis
- Synthesis and evaluation
TOGETHER, KANSANS CAN!
PUBLIC COMMENT
PRESENTATION USD 501 TOPEKA

Julie Ward, School Social Work
Meg Braun, School Psychology
Laura Nichols, School Counseling
WRAP-UP AND JANUARY MEETING

January 17, 2017
Landon State Office Building
900 SW Jackson
Room 509
Topeka, KS
Kansas leads the world in the success of each student.

Kansans CAN

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KANSAS STATE DEPARTMENT OF EDUCATION  www.ksde.org