Approval Agenda and Minutes

• Agenda for January 17, 2018
• Minutes from December 14, 2017
Overview of the Interconnected Systems Framework

Cherie Blanchat

Handouts
Interconnecting School and Community Partnerships within the Kansas Multi-Tier System of Supports Framework

Cherie Blanchat, LSCSW
Systems Coordinator

https://ksdetasn.org/smhi

https://www.facebook.com/TASNSMHI/
@TASNSMHI
Kansas Integrated Multi-Tier Systems of Support Framework

**Tier 1**
- Goal: Increased supports. Remediation. Small groups to address risks.

**Tier 2**
- Goal: Stellar instruction. Proactive. School-wide systems for all students, staff, & settings.

**Tier 3**
- Goal: Intensive supports. Reverse deficits. Individualized to address high-risks.

**“CORE” Curricula & Practices:**
- Academic
- Behavioral
- Social

PBIS Validated Curricula
Kansas Adults (18+) with ACEs

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

ACEs 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
School Mental Health

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.

Addressing Mental Health In Kansas School Communities

Report compiled by Center for Children & Families at KU, on behalf of KDADS

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

Healthy Children, Healthy Schools, Healthy Communities: Final Report On School-Based Mental Health (Kansas Statewide Survey Data)
“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.

Partnerships Are Needed!

Schools can’t go it alone!

- Community Mental Health Centers
- Psychiatric Residential Treatment Facilities
- Juvenile Justice
- Department of Children and Families
- YOU!

Develop 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.

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.”

https://www.kdads.ks.gov/commissions/behavioral-health/gbhspc
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
Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

Editors: Susan Barrett, Lucille Eber and Mark Weist

pbis.org

csmh.umaryland

IDEA Partnership NASDSE
Coaching

Data-based decision making

Formal Process

Progress monitoring

Early Access

Core Features of the Interconnected Systems Framework

Traditional

- MH counselor “sees” student at appt.
- Clinicians only do “mental health”
- Case management notes determine effectiveness

An Interconnected MTSS

- MH person on teams all tiers and connected to core social curriculum
- Contribute to integrated plan and to develop social emotional capacity across staff
- Use of fidelity & outcome data for ALL interventions reviewed through integrated teams

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Preferred</th>
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<tbody>
<tr>
<td>▪ Each school works out their own plan with Mental Health (MH) agency.</td>
<td>▪ District has a plan for integrating MH at all buildings - based on community data as well as school data.</td>
</tr>
<tr>
<td>▪ A MH professional is housed in a school building 1 day a week to “see” students.</td>
<td>▪ MH professional participates in teams at all 3 tiers.</td>
</tr>
<tr>
<td>▪ No data to decide on or monitor interventions.</td>
<td>▪ MH professional leads group or individual interventions based on data.</td>
</tr>
</tbody>
</table>

Single System of Delivery:
Role of the ISF District-Level Community Team “Facilitators”

- Coordinates and leads state teams through the process of establishing and maintaining the implementation of ISF.
- Coordinates and communicates across levels of implementation with direct connection to state/region and building.
- Provides coordination and leadership for team and action plan implementation.
- Facilitates the collection, aggregation, and utilization of data for decision making.
- Select local district/community(s) to work through the ISF.
- Assesses training needs, arranges training experiences and develops capacity.
- Provides training and technical assistance to district community teams.

Single System of Delivery

District/Community Level Team Guides Work at Three Tiers of Intervention

- Community partners at all three tiers
- Evidence-Based Practices integrated at each tier, based on data
- Capacity-building for school and community staff

Single System of Delivery:
Engaging Stakeholders to Work Differently

Mission Statement / Common Goals
Buy In
Key decision-makers

Engaging Stakeholders

Access is Not Enough

All work is focused on ensuring positive outcomes for ALL children and youth and their families.

Mental Health is for ALL

Mental Health is for All: Teaching and Building Skills to Support Mental Health Needs

Define simply

Based on data, adjust instruction & reteach

Monitor & provide positive feedback & reinforcement

Model/demonstrate w/ range of examples

Practice in range of natural settings

# Mental Health is for All

## Utilizing School and Community Data to Determine Mental Health Interventions

<table>
<thead>
<tr>
<th><strong>Data Types:</strong></th>
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<tbody>
<tr>
<td>Child welfare contacts</td>
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<tr>
<td>Violence rates</td>
</tr>
<tr>
<td>Incarceration rates</td>
</tr>
<tr>
<td>Deployed families</td>
</tr>
<tr>
<td>Homeless families</td>
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<tr>
<td>Unemployment spikes</td>
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<table>
<thead>
<tr>
<th><strong>CMHCs:</strong></th>
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</thead>
<tbody>
<tr>
<td>Number of students served by zip code/catchment area</td>
</tr>
<tr>
<td>Number of students with different diagnoses</td>
</tr>
<tr>
<td>Number of students who received different services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>District and School-Level Data:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary data</td>
</tr>
<tr>
<td>Truancy data</td>
</tr>
<tr>
<td>Dropout rates</td>
</tr>
<tr>
<td>School counselors’ data on number of students served in a school year</td>
</tr>
</tbody>
</table>

Mental Health is for All: Determining Which Tier(s) to Target

Review district/school and community-level data!

**Tier 1**
Universal supports that all students receive.
Promoting wellness & positive life skills can prevent or reduce mental health concerns or problems from developing.

**Tier 2**
Targeted mental health supports provided for groups of students identified as at risk for a concern or problem.

**Tier 3**
Intensive mental health supports designed to meet the unique needs of students who already display a concern or problem.

Mental Health is for All:
Resource Mapping

Resource Mapping Tool:
Mental Health is for All:
Multiple Evidence-Based Interventions of Varying Intensity

- Install foundational interventions School-wide
- Ensure identification, monitoring, and selection process are in place
- Identify additional interventions that might be needed such as:
  - Trauma Informed Interventions
  - Coping Cat
  - Check and Connect
  - Restorative Practices
  - Positive Family Support

## Mental Health is for All: Functions/Roles to Consider

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Facilitator</th>
</tr>
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</table>
| • Organizes and/or oversees the specific interventions such as CICO, Skill groups  
• Roles may include: scheduling meetings, reviewing & collecting data to share during team meetings, curriculum development, training, mentoring, etc… | • Directly provides intervention support services to youth/families  
• Roles include: meeting with students for CICO, running groups, delivering mentoring support, etc. |

Kansas Multi-Tier System of Supports

**Essential to School Mental Health**

**Tier 1**
- Academic
- Math
- Reading
- Goal: Stellar instruction. Proactive. School wide systems for all students, staff, & settings.

**Tier 2**
- Academic
- Math
- Reading
- Goal: Increased supports. Remediation. Small groups to address risks.

**Tier 3**
- Academic
- Math
- Reading
- Goal: Intensive supports. Reverse deficits. Individualized to address high risks.

*PBIS*

“CORE” Curricula & Practices:

Validate Curricula
MTSS Essential to School Mental Health: Example of Process to Building the Structure

- Select District and Schools
- Form or Expand District Team (Workgroup of existing team?)
  - Membership
- Establish Operating Procedures
- Conduct Resource Mapping of current programs/initiatives/teams
  - Identify gaps/needs
  - Assess staff utilization
  - Examine organizational barriers
  - Establish priority- measurable outcomes
- Develop Evaluation Plan
  - District and School Level
  - Tools Identified
  - Economic Benefits
- Develop Integrated Action plan
  - Identification of Formal Process for Selecting Evidence-Based Practices
  - System for Screening
  - Communication and Dissemination Plan
- Write MOU- Determine who will implement the plan

MTSS Essential to School Mental Health:
Example of a Memorandum of Understanding

Transitioning Students From Psychiatric Hospitalization Back to School

- Describes complications that often arise when students transition from a psychiatric residential treatment facility back into the school setting and provides examples of protocols and/or guidelines that can be developed to support more effective transitions.

Resource

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: Cross-system teams implement evidence-based, multi-tier, trauma-informed mental health interventions with fidelity.

Objective 3: Cross-system teams utilize 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.
Challenges and Solutions: State, Regional, District, and Building Levels


See Handout!
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
- Deeper 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. Systems Professional Development & Implementation
  9. Confidentiality & Mental Health Promotion Policies
  10. Continuum of Supports

Where to Find Resources

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

School Mental Health Initiative: @TASNSMHI

Social media and web graphics: Selected and designed by Freepik.com
Integrated Plan for Mandatory Trainings

Kathy Busch, Chair
Presentation to the State Board

January 10, 2018

Handouts
Kansans CAN
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

Kansas leads the world in the success of each student.
SCHOOL MENTAL HEALTH ADVISORY COUNCIL

Purpose (Why)
- Advise the Kansas State Board of Education of unmet needs
- Coordinate with legislators and stakeholders
- Coordinate statewide collaborative partnerships

Process (How)
- Monthly Council meetings to review areas of need

Product (What)
- Coordinated recommendations to address unmet needs

Formed in July 2017
First meeting in August 2017
MANDATES AND REQUIRED TRAININGS

- Emergency Safety Intervention
- Bullying Prevention
- SB 367/Juvenile Justice
- Jason Flatt Act/Suicide Prevention
- Erin’s Law/Child Sexual Abuse Prevention
- Sexual harassment
- Alcohol misuse and controlled substances
- Blood-borne pathogens
- Conducting negotiations

KANSAS STATE DEPARTMENT OF EDUCATION | www.ksde.org
ADVERSE CHILDHOOD EXPERIENCES AND SCHOOL PERFORMANCE

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

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http://www.k12.wa.us/compassionateschools/pubdocs/TheHeartofLearningandTeaching.pdf
Twenty percent of children and youth have an identified need for mental health services but only one-third of these children receive services.

For children who do receive mental health services, more than 70 percent receive the service from their school.

KANSANS CAN BOARD GOAL ONE UPDATE: SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT

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

STRATEGIES:
• Comprehensive Integrated Policy Framework
• Collaborative coordinated continuum of Resources
• Increased Access to Licensed Staff for Student Support
• Stakeholder Partnerships and Network Development
• Coordinated Funding Approaches
SCHOOL MENTAL HEALTH PERSONNEL DEVELOPMENT PLAN

Objective 1
Scaling up school capacity

Objective 2
Implementing tiered mental health interventions

Objective 3
Structured processes for community partnerships

Objective 4
Systemic resources replicated statewide

KANSAS STATE DEPARTMENT OF EDUCATION | www.ksde.org
Objectives:

• Define child sexual abuse
• Identify signs of child sexual abuse
• How to make a mandated report
• Resources for 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
  (In Process)

Training Development Outline
  • Knowledge
  • Application and analysis
  • Synthesis and evaluation
KSDE CONTACTS

Early Childhood, Special Education, and Title Services

Kerry Haag  khaag@ksde.org
Laura Jurgensen  ljurgensen@ksde.org
Myron Melton  mmelton@ksde.org
Colleen Riley  criley@ksde.org
Legislative Committee Presentation

Juvenile Justice Committee Presentation
January 17, 2018
1:30 PM
Statehouse Room 152 S

Handouts
Wrap Up and Review of March 1, 2018 meeting

Kathy Busch

March 1, 2018
Washburn Technical School
Lower Level Conference Center
5724 SW Huntoon
Topeka, KS
Kansas leads the world in the success of each student.

Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION  www.ksde.org