



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

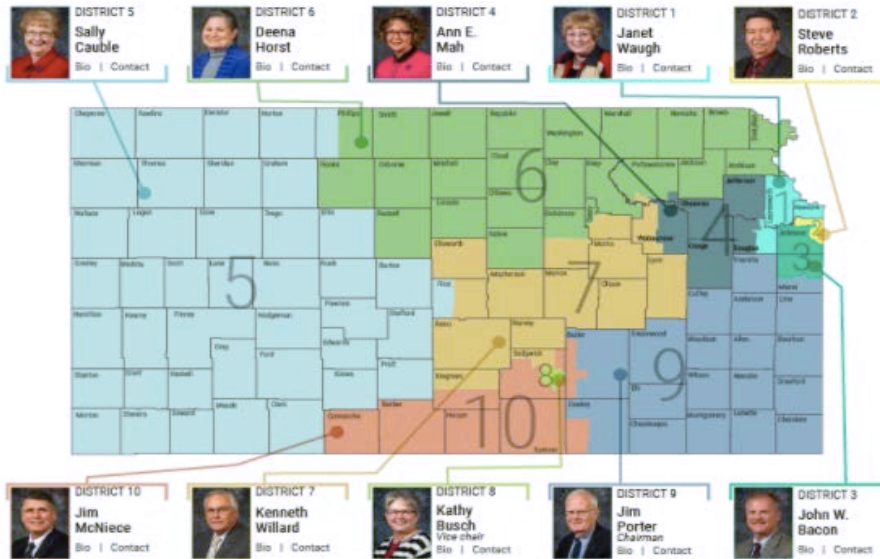
Kelly Robbins, Vice Chair

[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

# KANSAS STATE BOARD OF EDUCATION



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.  
1<sup>st</sup> 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:

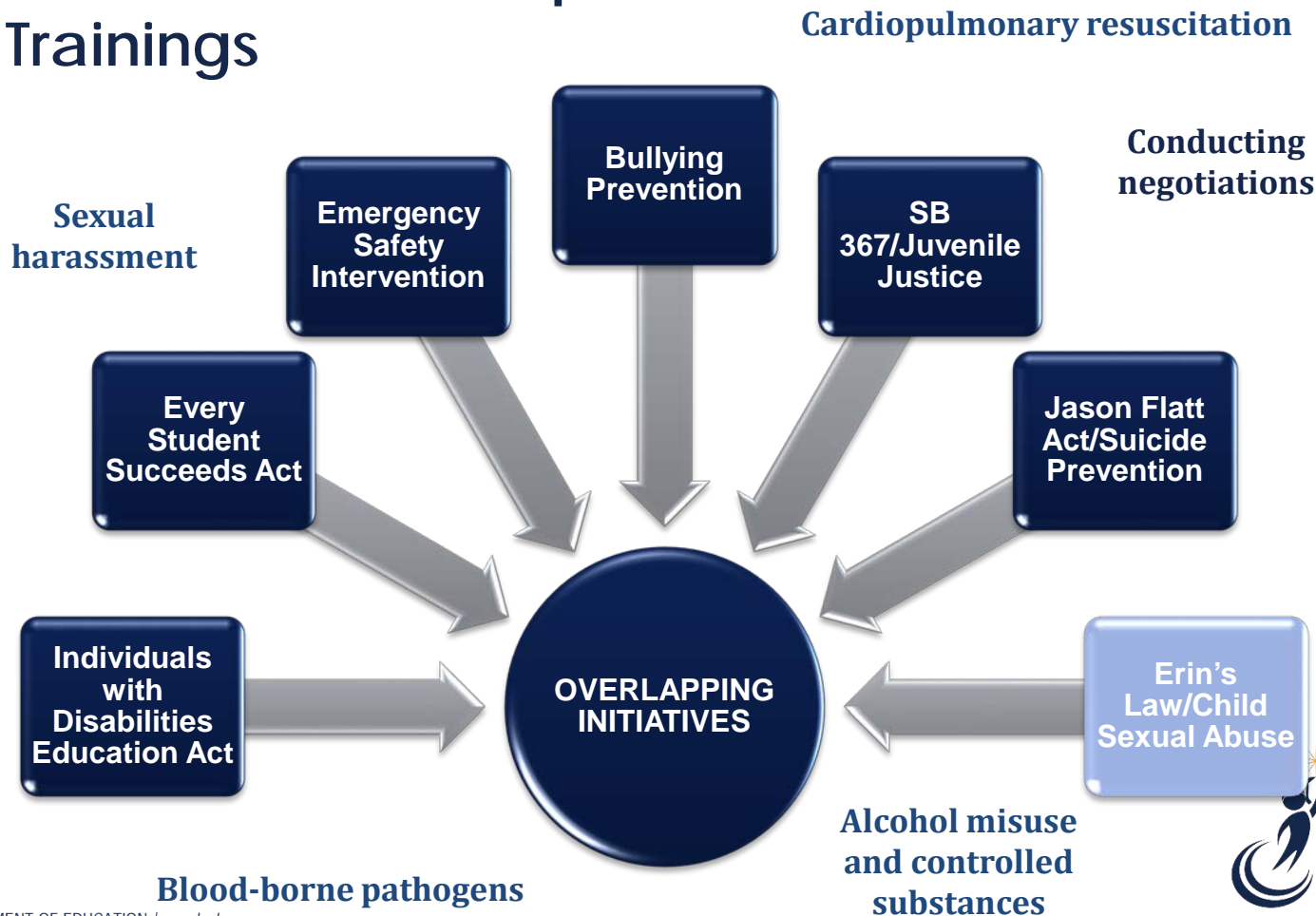


- ❑ Review efforts to address *all* forms of adverse childhood experiences which impede child/adolescent well-being and development;
- ❑ Identify the number of trainings already required for school staff, to determine the manageability of adding additionally required trainings and determine a more strategic 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



# TOPICS

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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

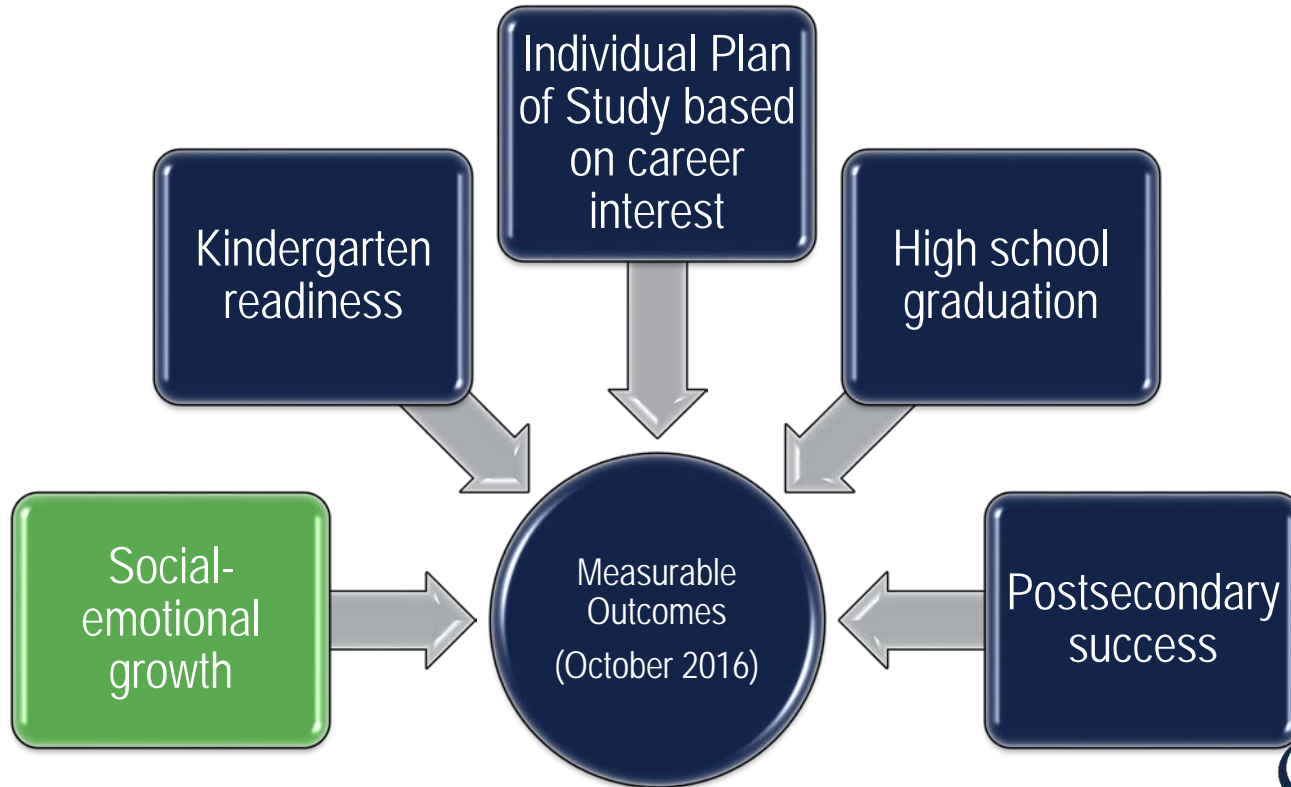
- Social, Emotional, and Character Development Workgroup Board of Education Retreat

- Kansas State Department of Education Social, Emotional, and Character Development Workgroups

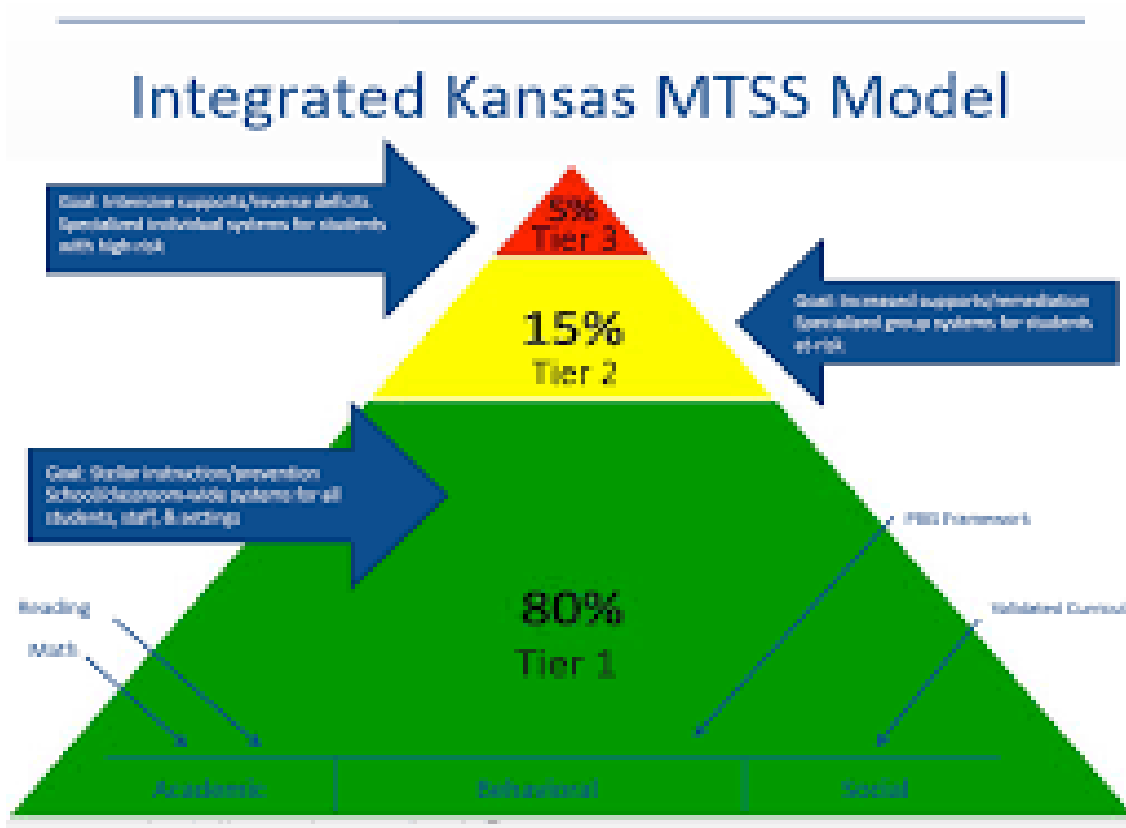
- College and Career Competencies



# KANSAS STATE BOARD OF EDUCATION VISION: KANSAS LEADS THE WORLD IN THE SUCCESS OF EACH STUDENT



# Kansas Multi-Tier System of Supports Framework



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

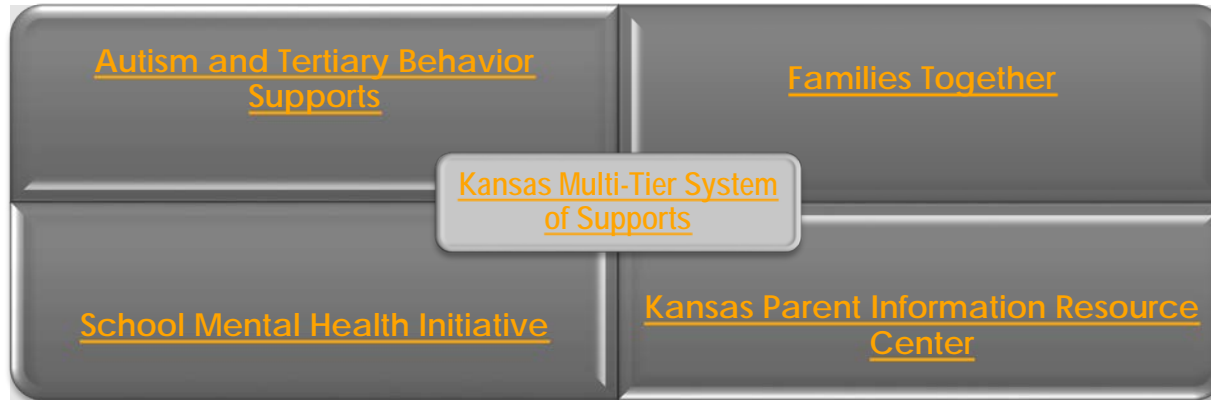


The [Learning Forward Standards for Professional Learning](#), adopted by the Kansas State Board of Education in April 2012, outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.



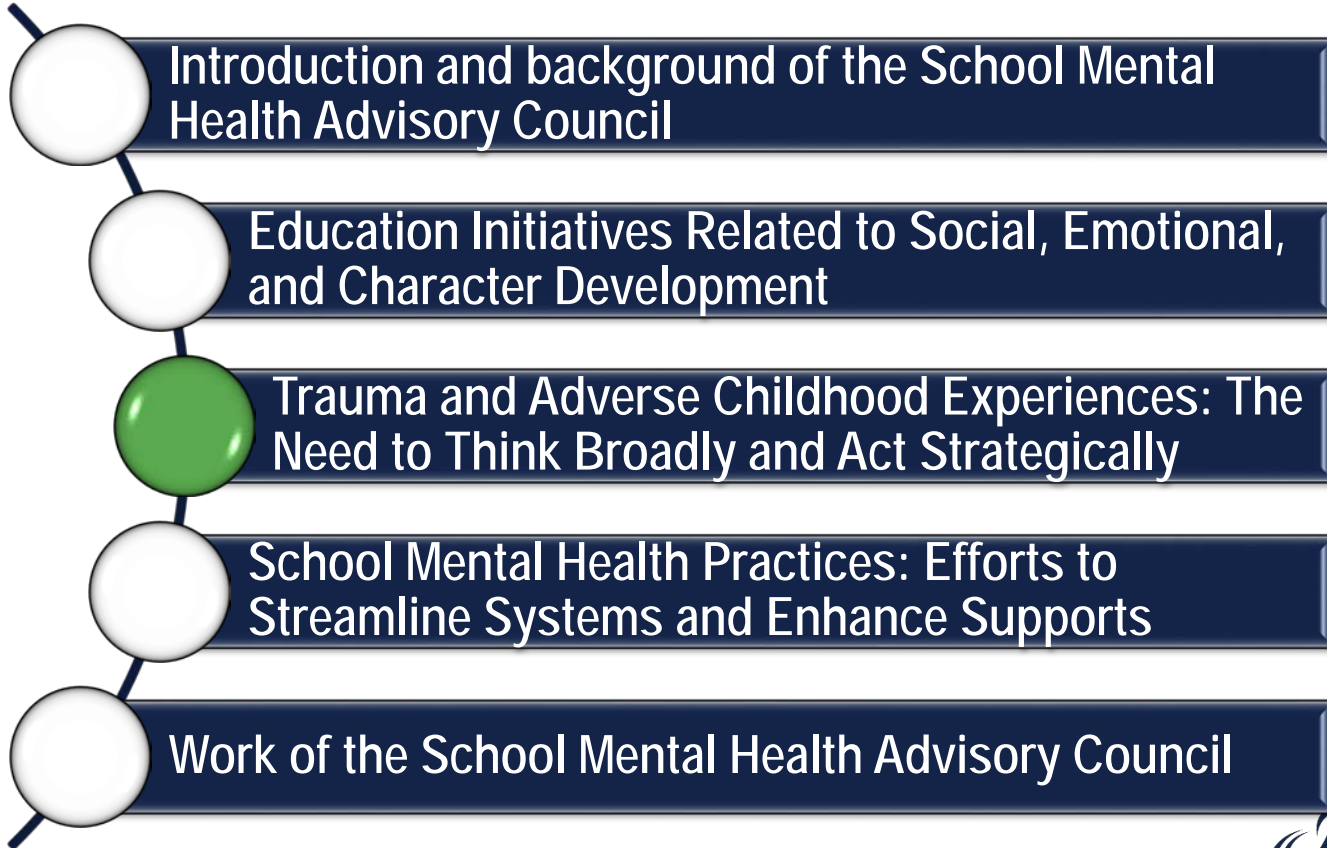
# Kansas State Department of Education

## Technical Assistance System Network



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.

# TOPICS





# TRAUMA SENSITIVE CHILDREN CROSS SECTOR WORKGROUP

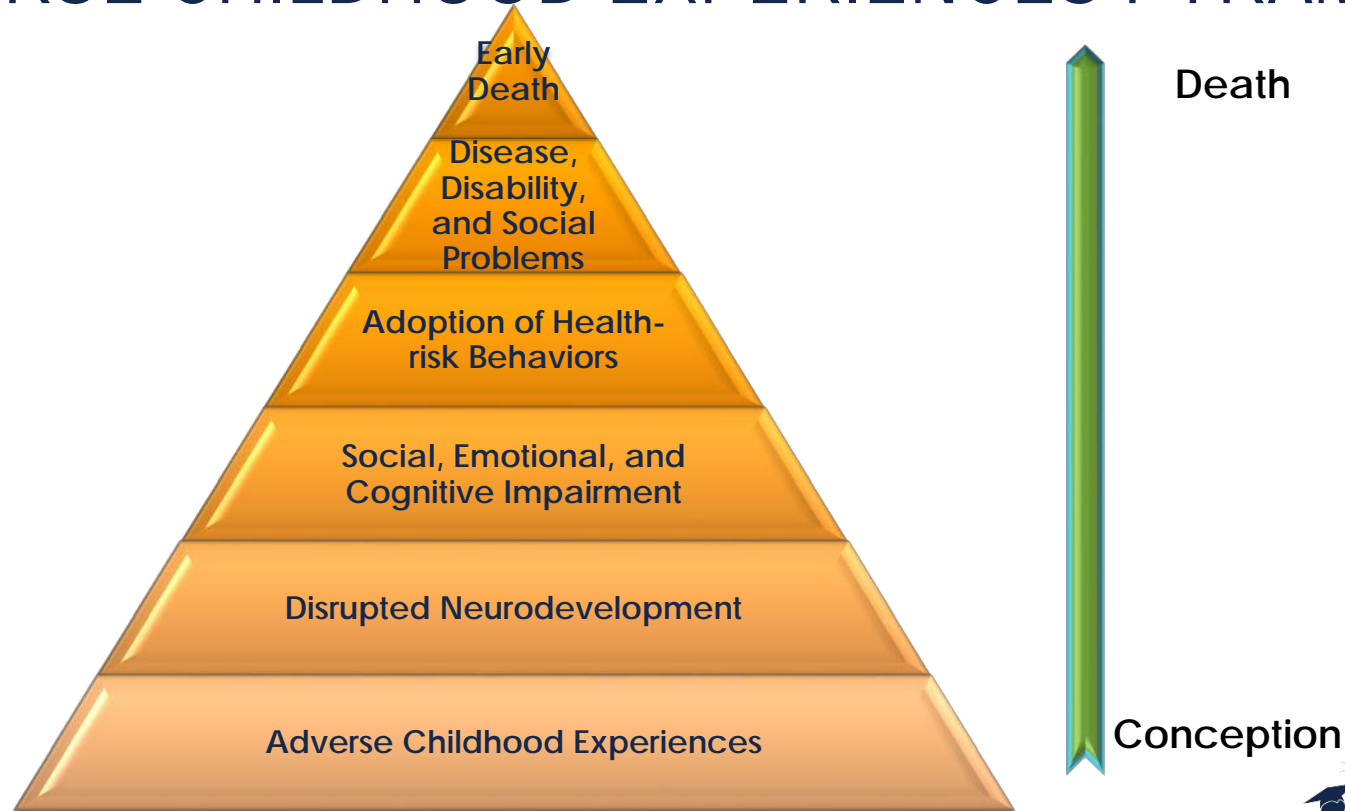
CO-CHAIRPERSONS:  
Kent Reed and Laura Jurgensen

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.

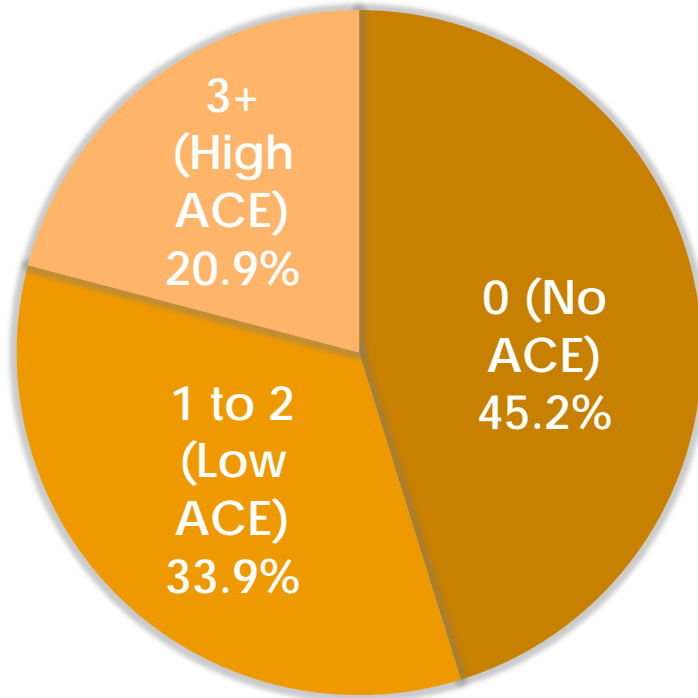
# ADVERSE CHILDHOOD EXPERIENCES PYRAMID



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

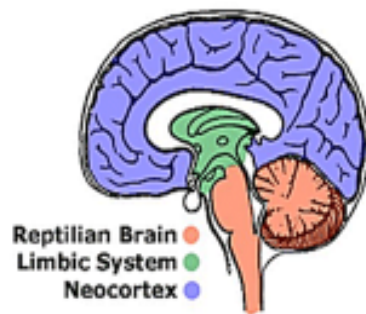
# ACEs Among Kansas Adults

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



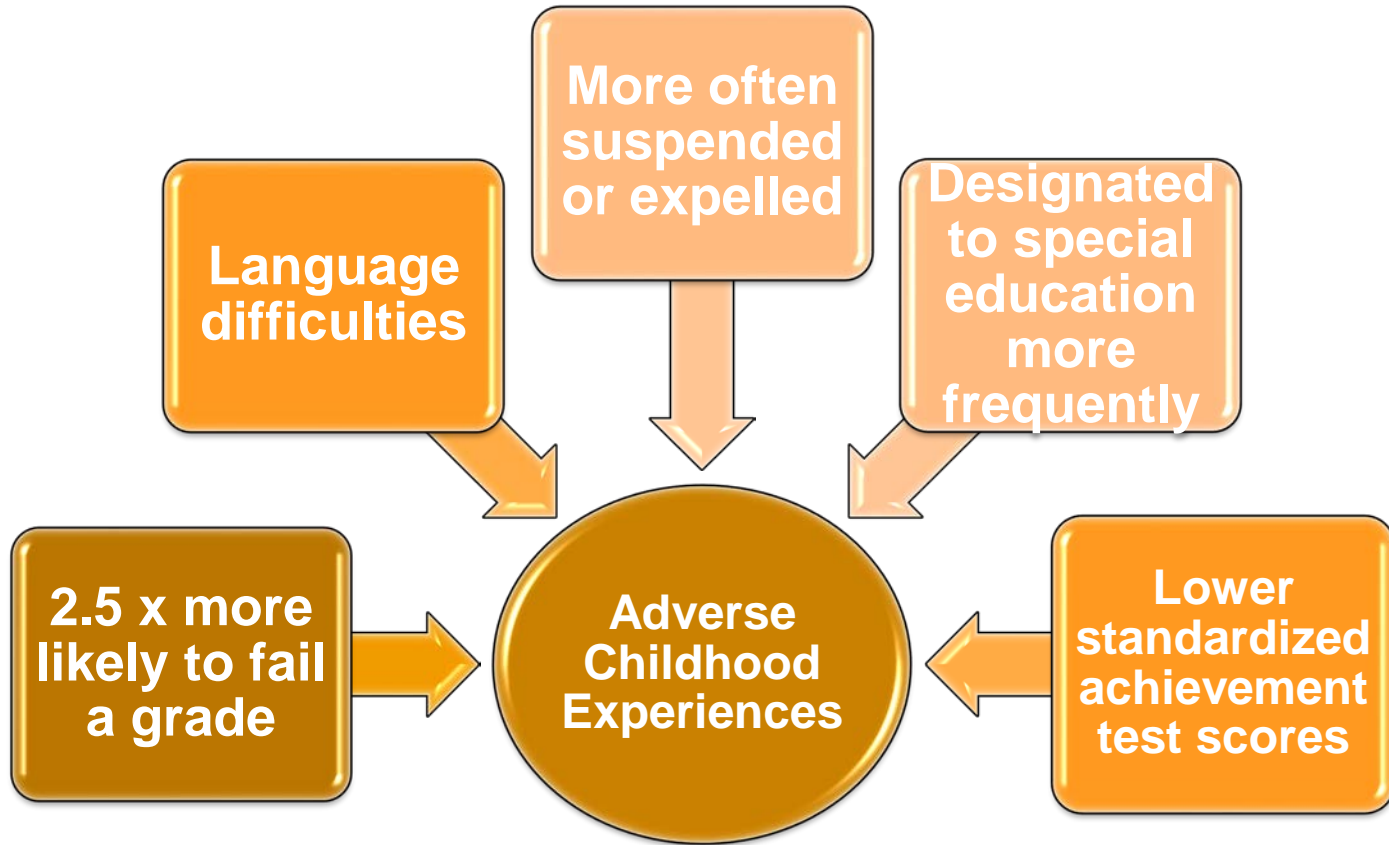
## Developmental Trauma



WI Department of Public Instruction Trauma-Sensitive Schools Resources  
<https://www.dpi.wi.gov/news/mental-health/trauma> Adapted from Holt S. Jordan, Ohio  
Dept. of Education



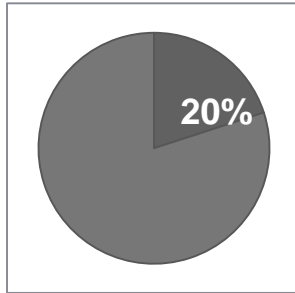
# Adverse Childhood Experiences and School Performance



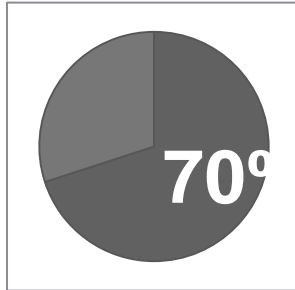
Compassionate Schools: Heart of Teaching and Learning

<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.**

Barrett, S., Eber, L., & Weist, M. (n.d.). *Advancing education effectiveness: Interconnecting school mental health and school-wide positive behavior support*. Baltimore, MD: University of Maryland, Center for School Mental Health.

# TOPICS



Introduction and background of the School Mental Health Advisory Council

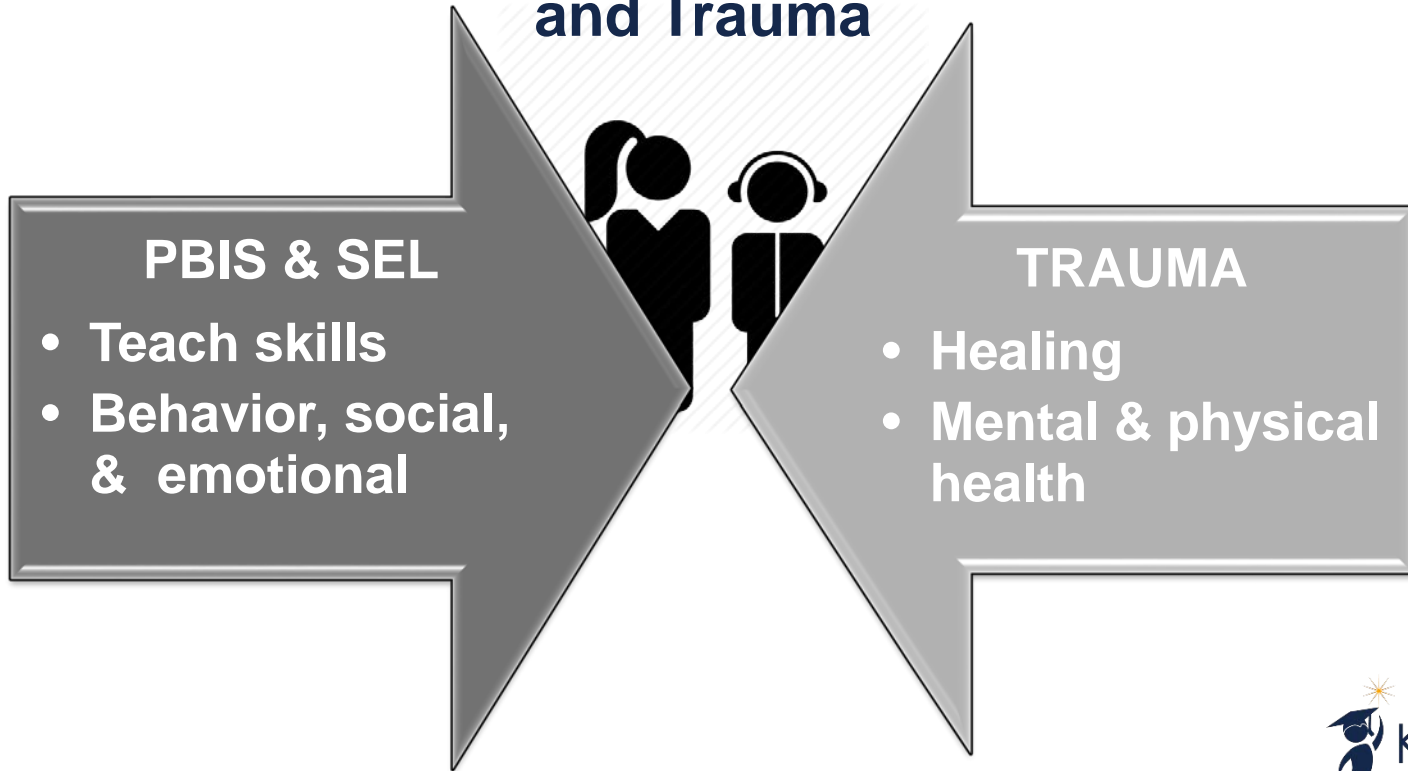
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Work of the School Mental Health Advisory Council

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





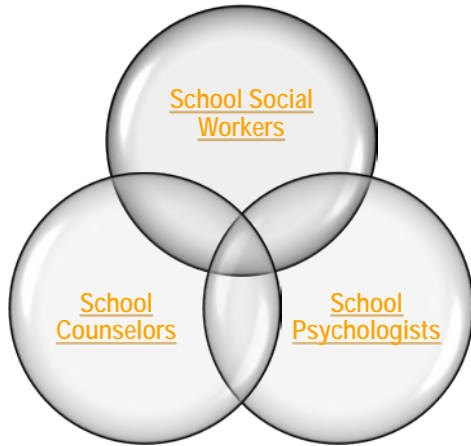
# School Mental Health

- 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.

# School Mental Health 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.

# SCHOOL-EMPLOYED MENTAL HEALTH PROFESSIONALS



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.”**

A Framework for Safe and Successful Schools. (n.d.). Retrieved September 4, 2016, from [https://www.nasponline.org/Documents/Research\\_and\\_Policy/Advocacy\\_Resources/Framework\\_for\\_Safe\\_and\\_Successful\\_School\\_Environments.pdf](https://www.nasponline.org/Documents/Research_and_Policy/Advocacy_Resources/Framework_for_Safe_and_Successful_School_Environments.pdf)

# State and Regional Partnerships Needed!



# Governor's Behavioral Health Services Planning Council, Children's Subcommittee

Kansas State Department of Education and Technical Assistance System  
Network liaisons assigned in 2014.

Recommendations  
regarding the behavioral  
& mental health of KS  
children & families.

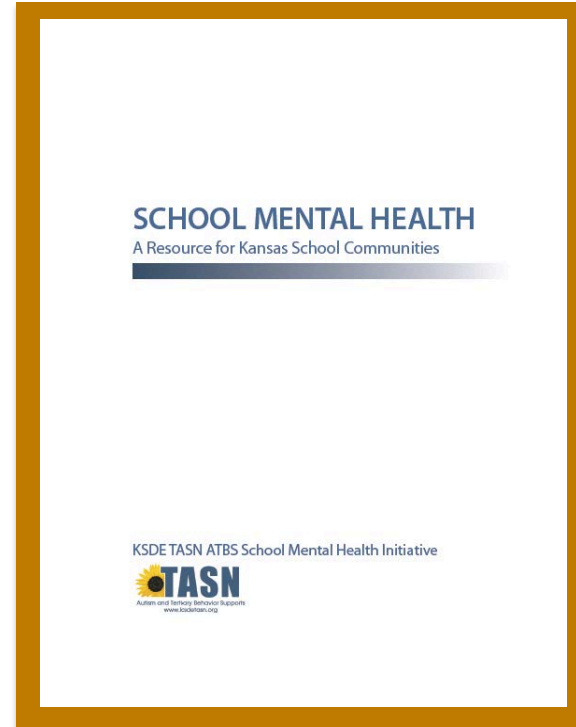
Need for effective  
"Systems of Care"  
which requires  
collaboration between  
all systems that children  
come in contact with.

"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."

# 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



# 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

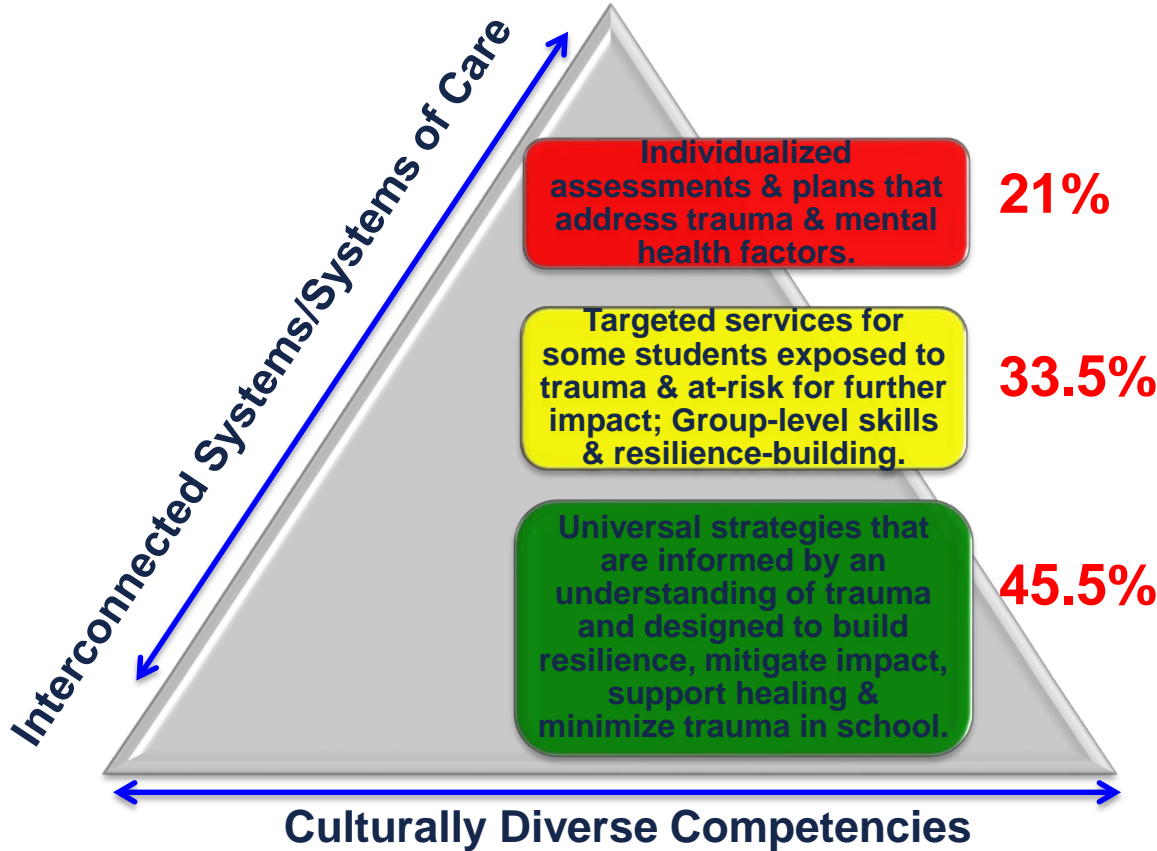
## Mental Health Disorders

- Individual fact sheets on mental health disorders
- Includes classroom specific symptoms & interventions

## Appendices

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

# ENHANCING SCHOOL MENTAL HEALTH: A CONTINUUM OF SUPPORTS INTEGRATED THROUGHOUT THE SCHOOL COMMUNITY



Percentages of Kansas  
Adverse Childhood  
Experiences



# Cross-System Problem Solving Teams

**Tiered prevention logic as overall organizer to develop an action plan.**

**School AND community data to decide which evidence based practices to implement.**

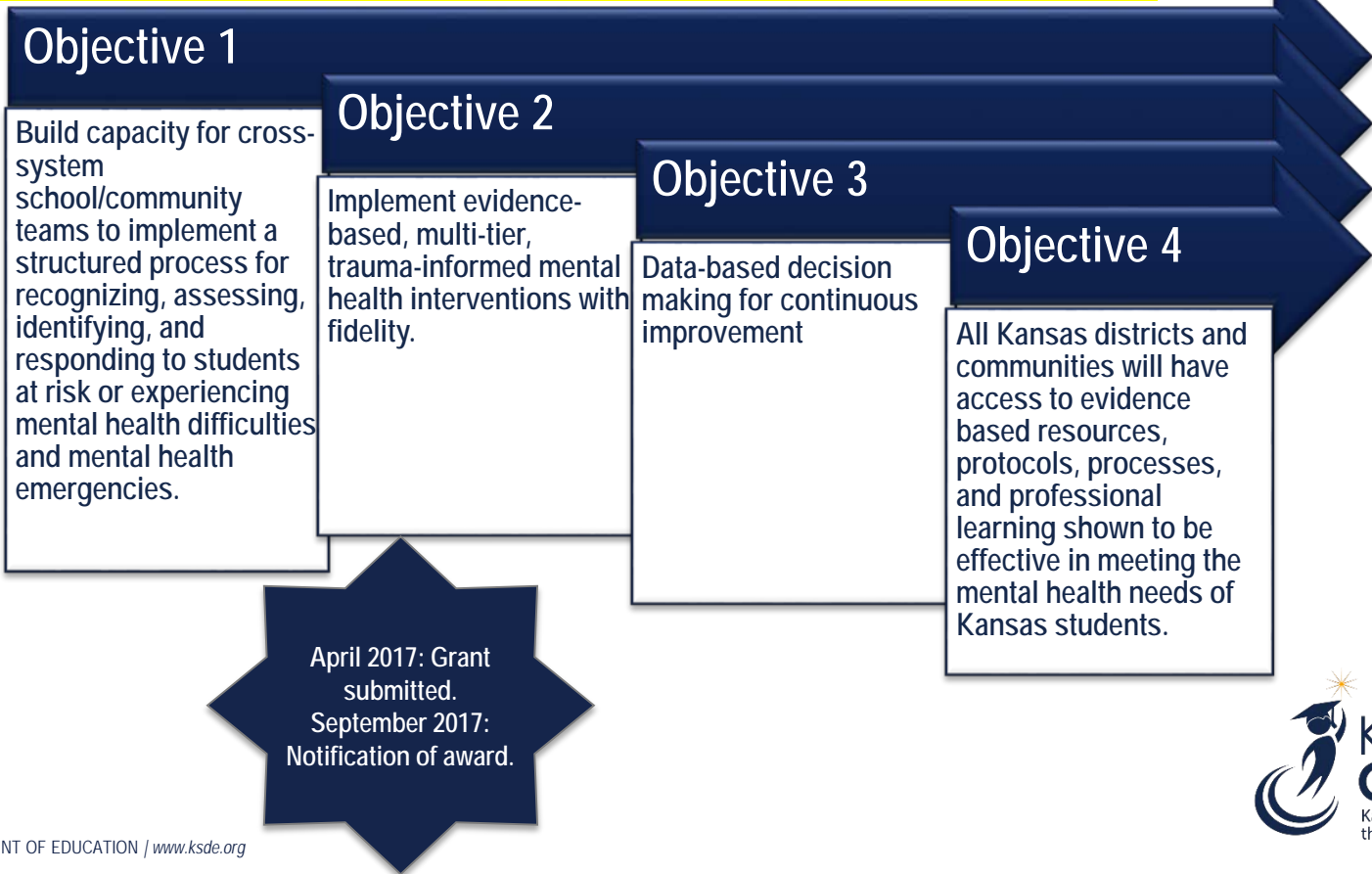
**Ongoing progress monitoring for fidelity & impact.**

**Ongoing coaching at both the systems & practices level.**

**Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support**



# KANSAS SCHOOL MENTAL HEALTH STATE PERSONNEL DEVELOPMENT GRANT: SCHOOL MENTAL HEALTH



# KANSAS SCHOOL MENTAL HEALTH STATE PERSONNEL DEVELOPMENT GRANT

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

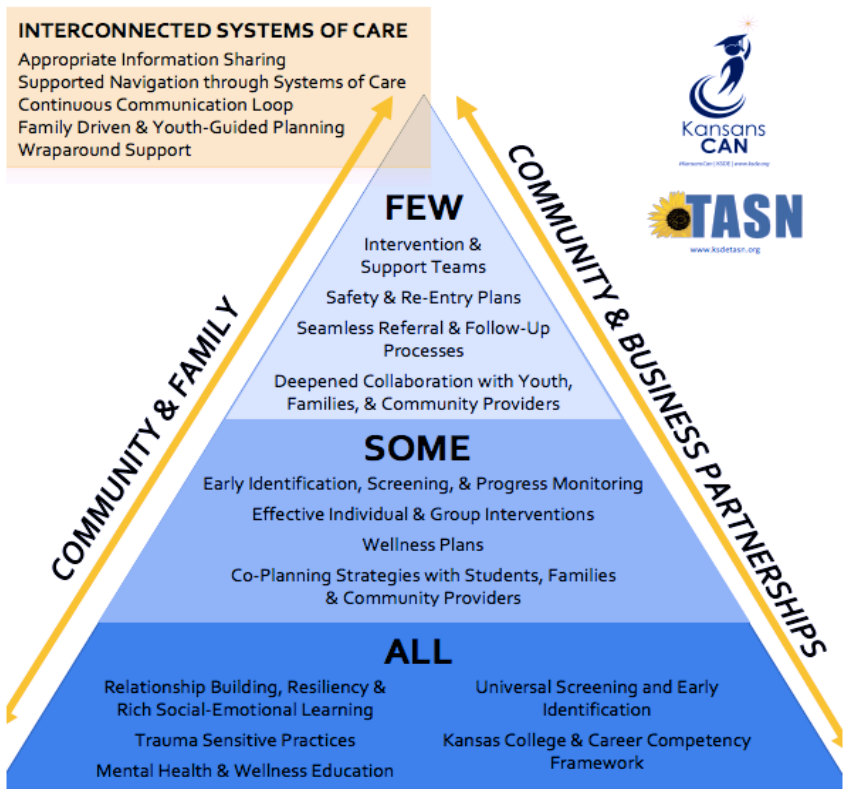
- Each student develop the social, emotional, and character competencies that promote learning and success in life.

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:

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



# KANSAS SCHOOL MENTAL HEALTH FRAMEWORK



- 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



# TOPICS



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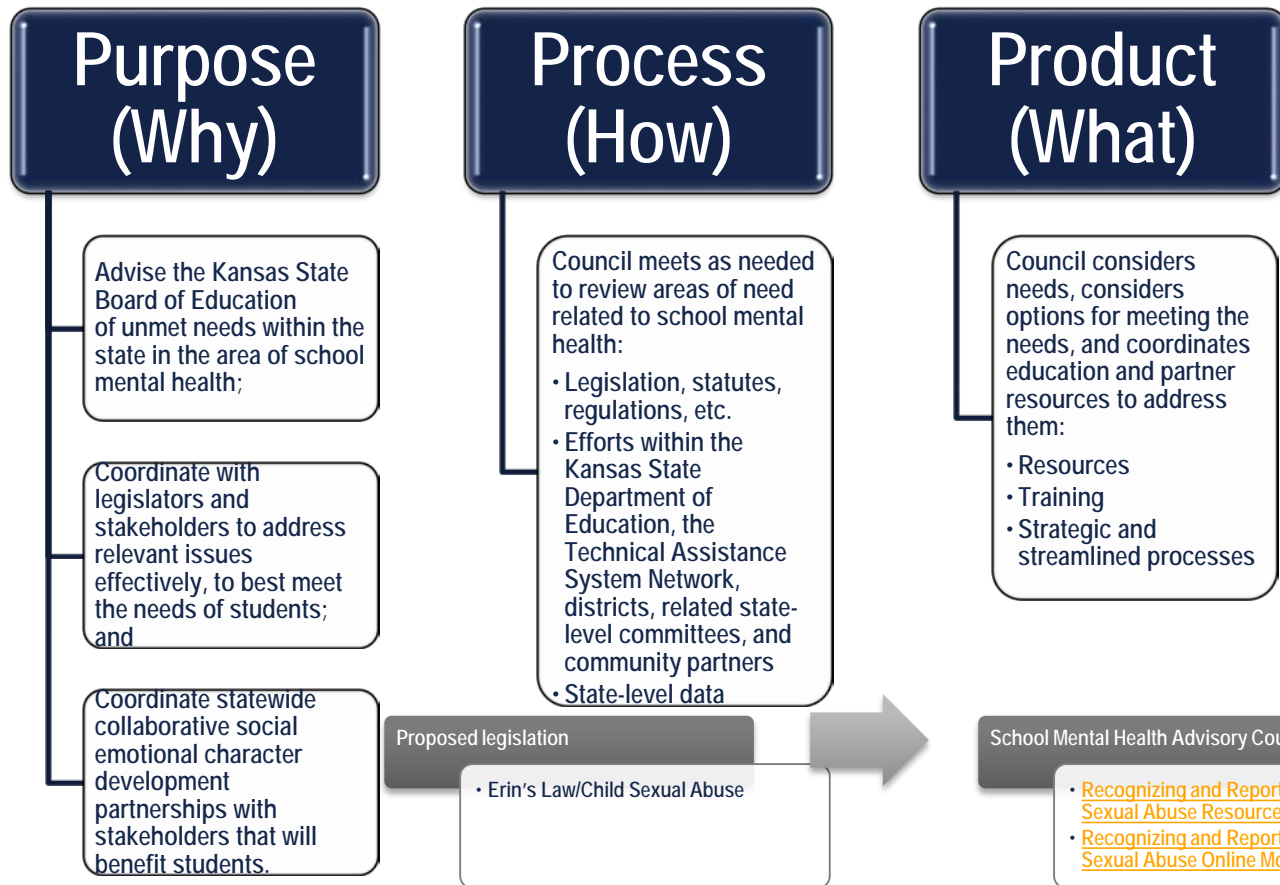
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# ADVISORY COUNCIL



# RECOGNIZING AND REPORTING CHILD SEXUAL ABUSE ONLINE MODULE



COURSES

SMHI Online Modules



SMHI

School Mental Health Initiative



TASN

Technical Assistance System



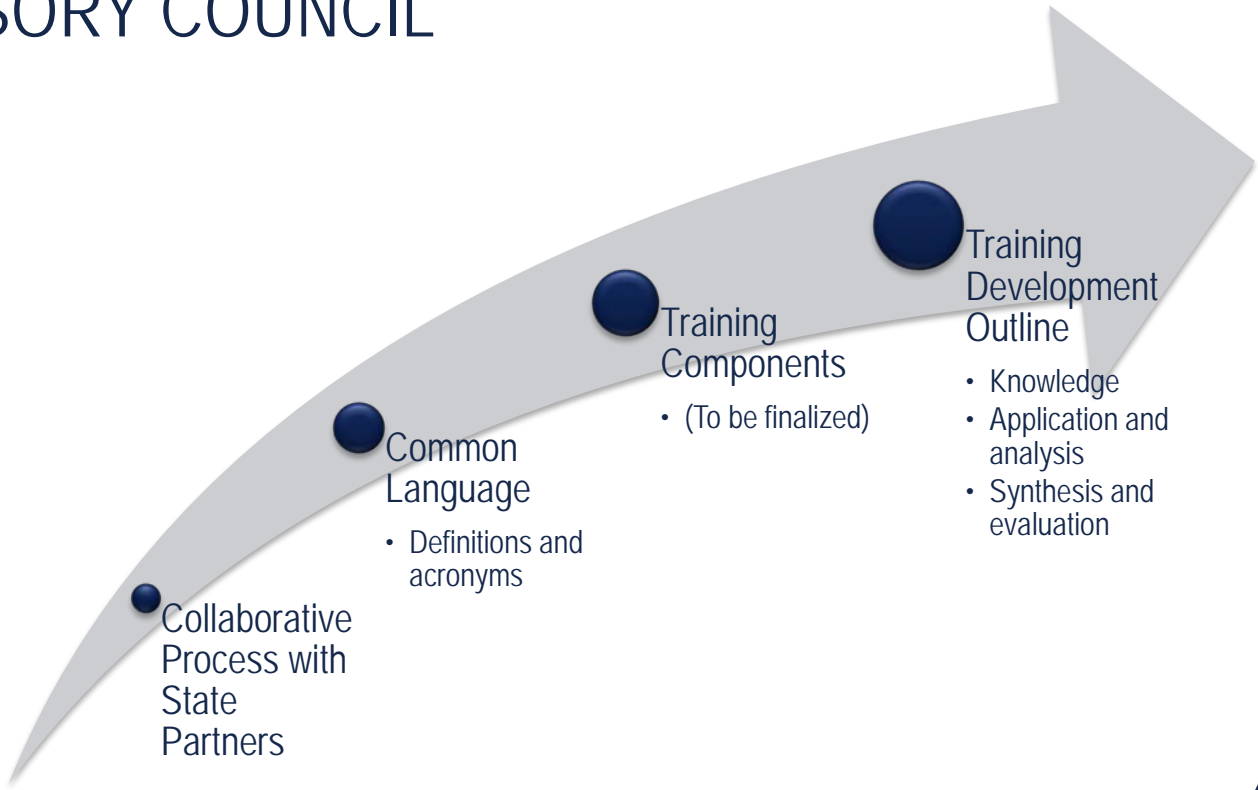
KSDE

Kansas State Department of

## 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.

# WORK OF THE SCHOOL MENTAL HEALTH ADVISORY COUNCIL



# 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



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in the success of each student.

# Kansans CAN

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KANSAS STATE DEPARTMENT OF EDUCATION [www.ksde.org](http://www.ksde.org)