



Kansans **CAN**

Kansas School Mental Health Advisory Council

January 17, 2018

WiFi: Kansas Open

Approval Agenda and Minutes

- Agenda for January 17, 2018
- Minutes from December 14, 2017

Overview of the Interconnected Systems Framework

Cherie Blanchat

Handouts





Autism and Tertiary Behavior Supports
School Mental Health Initiative

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

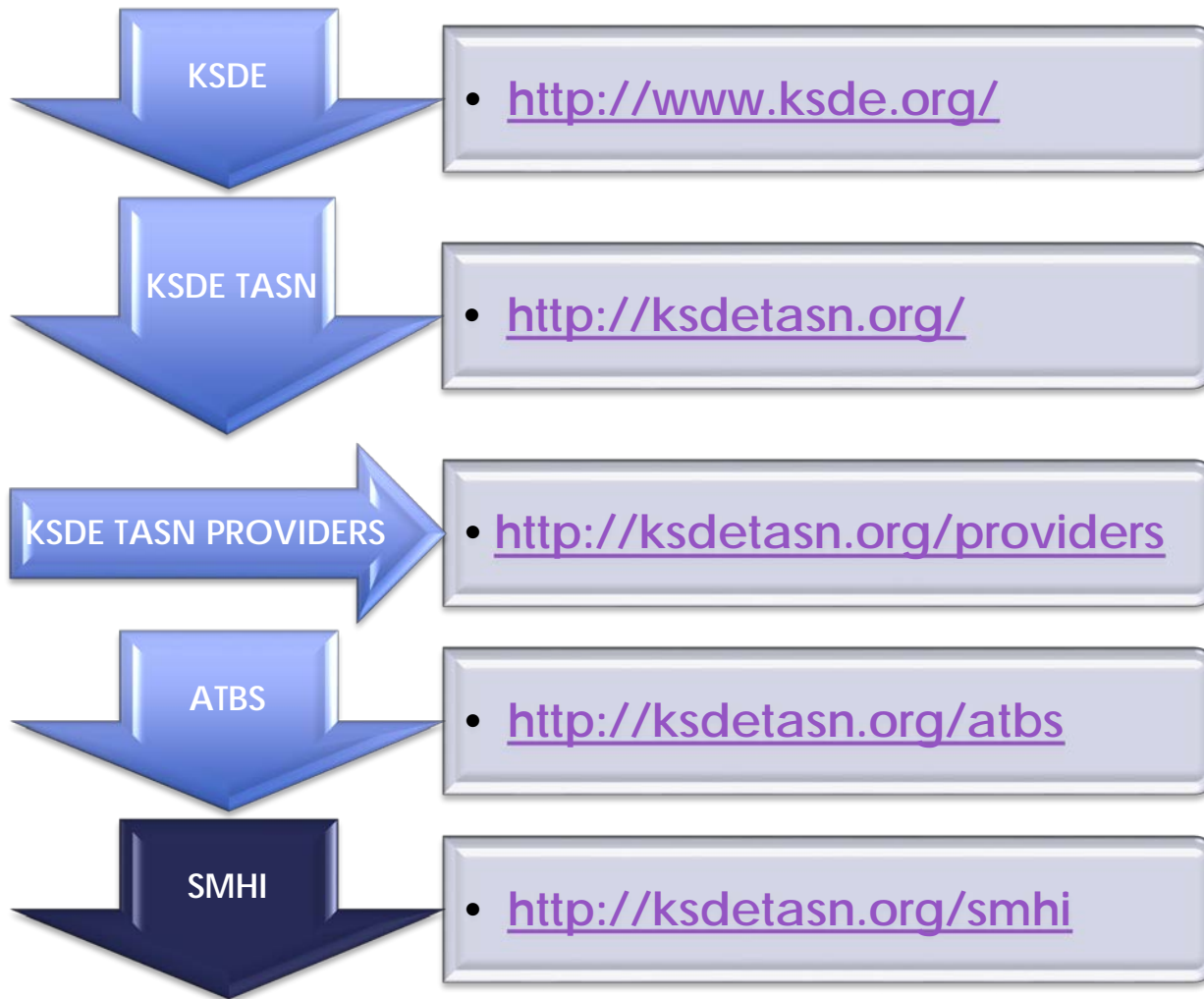
Cherie Blanchat, LSCSW
Systems Coordinator

A circular icon of a globe in shades of teal and light blue, showing the continents of North and South America.

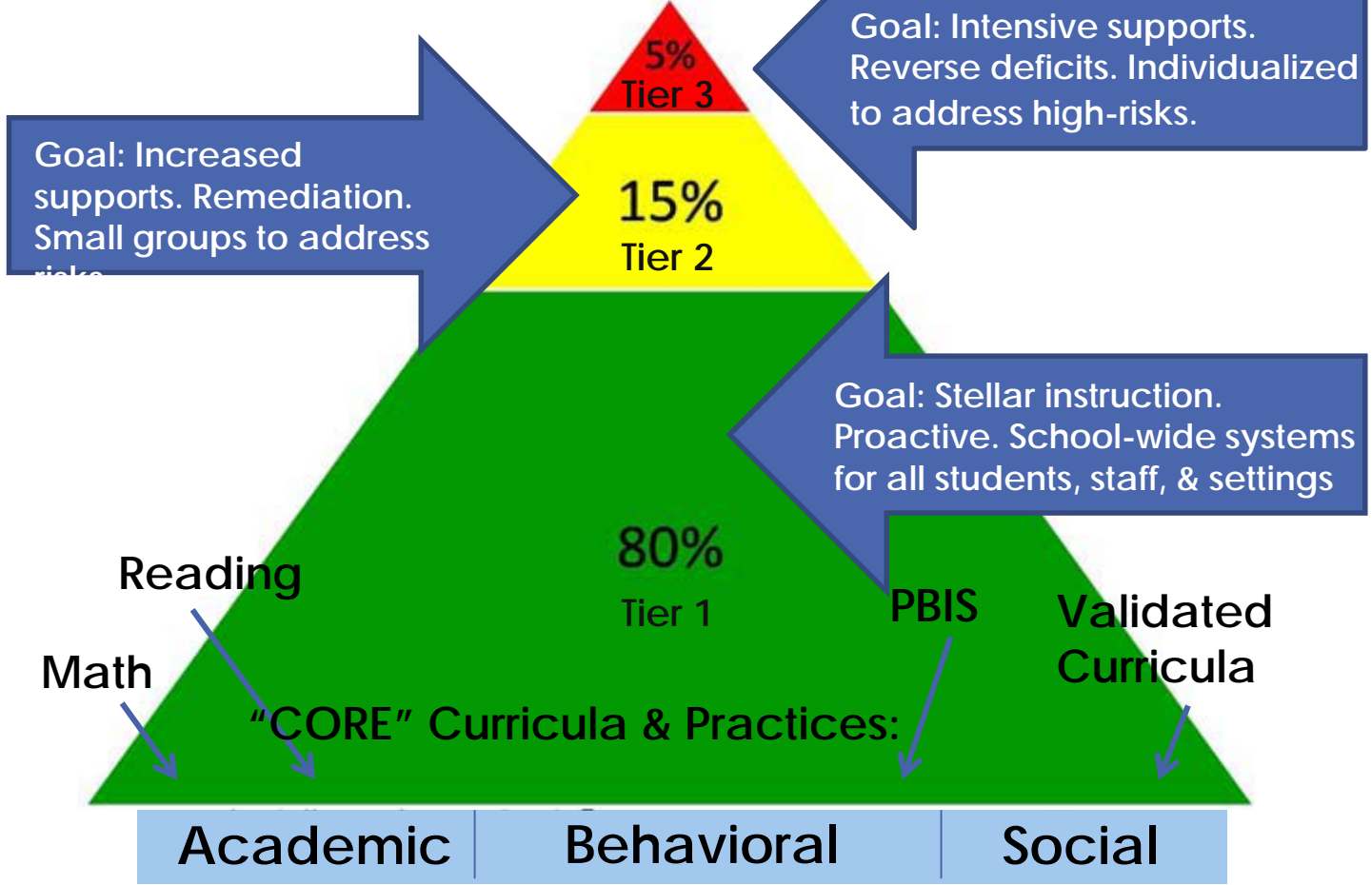
<https://ksdetasn.org/smhi>

A circular icon with a light blue background and a white Facebook 'f' logo in the center.

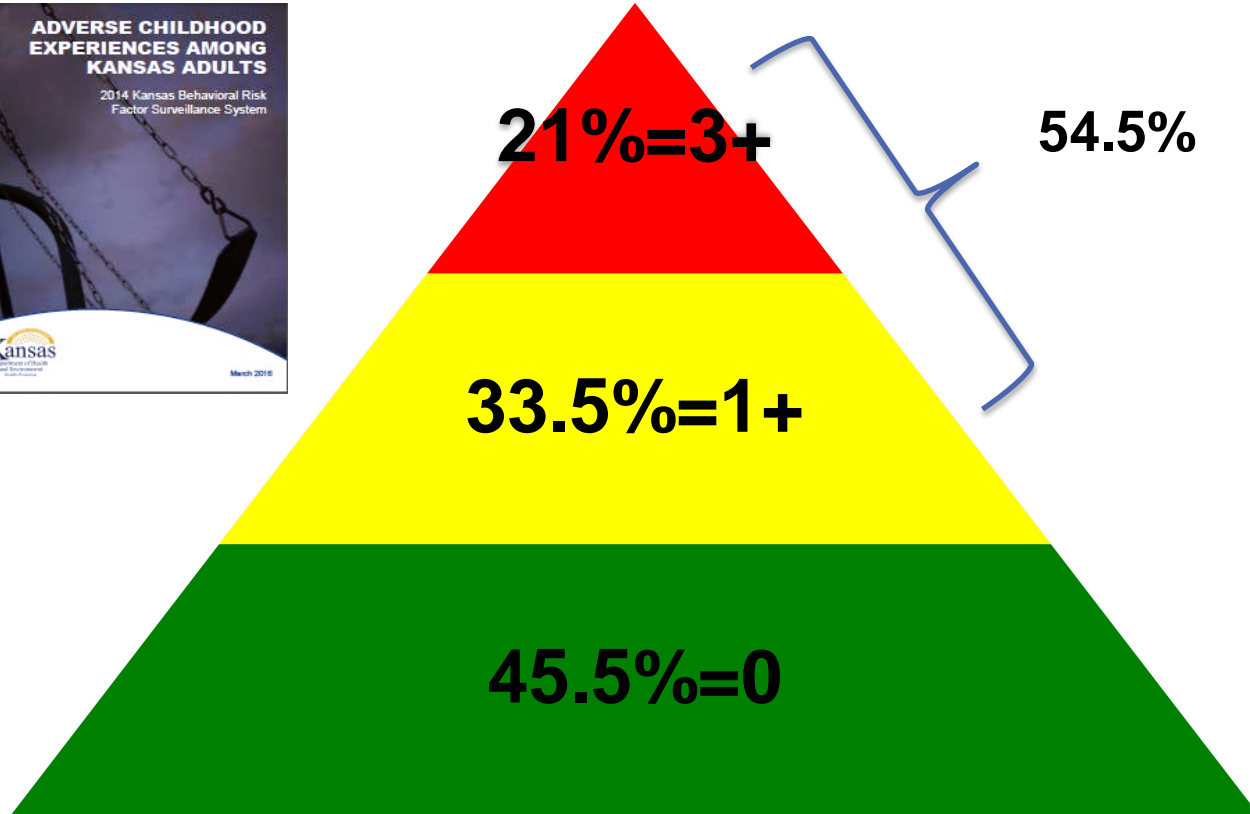
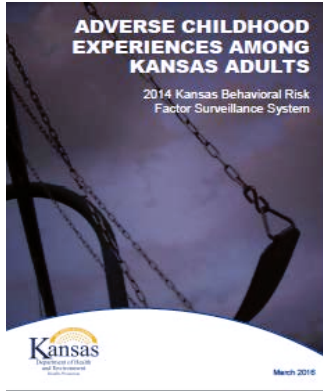
<https://www.facebook.com/TASNSMHI/>
@TASNSMHI



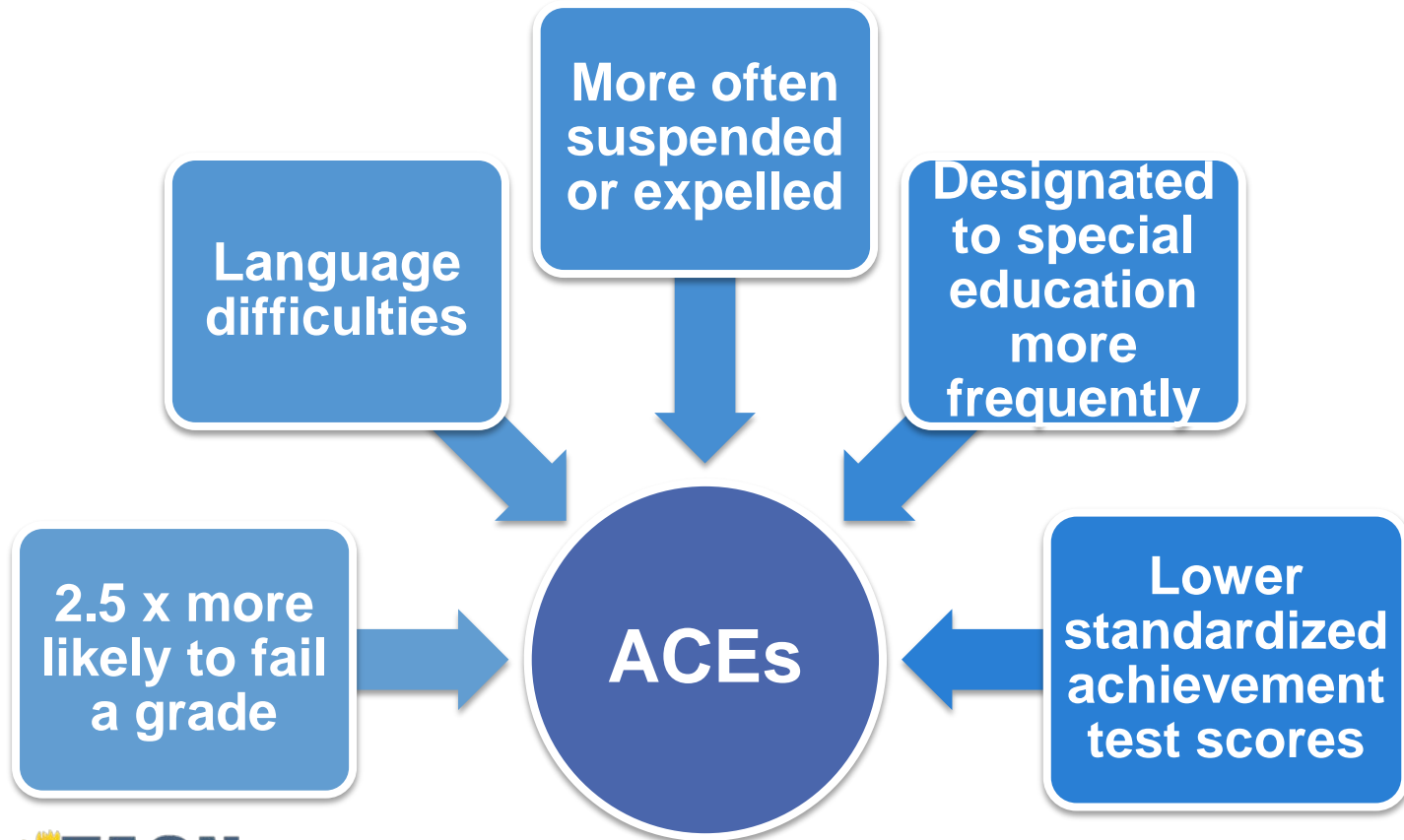
Kansas Integrated Multi-Tier Systems of Support Framework



Kansas Adults (18+) with ACEs

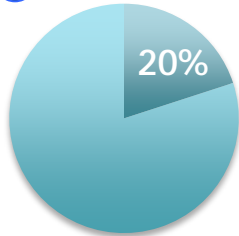


ACEs and School Performance

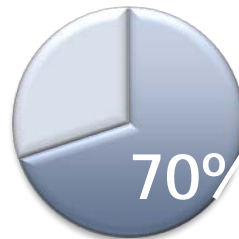


School Mental Health

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:

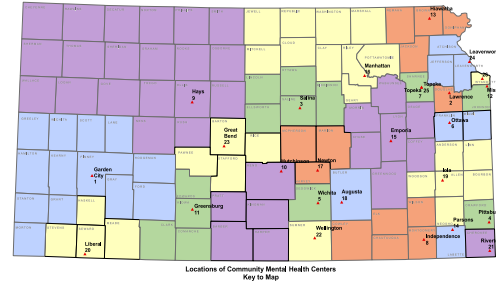
- Mental health disorders
- Behavioral management techniques
- Specialized skill training
- PBIS
- Trauma

“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.

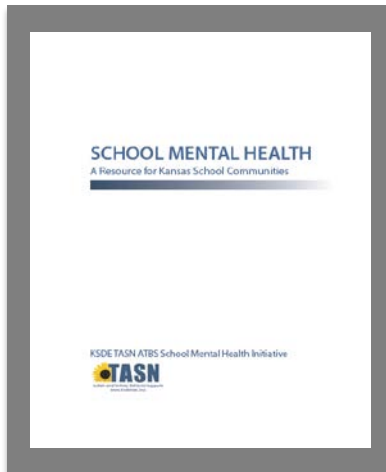
See
Handout
!

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

*TASN ATBS SMHI in
Collaboration with:*
Children's
Subcommittee, KSDE,
KS MTSS, KPIRC, Project
STAY, Former TPS SpEd
Director, TPS Dept. of
School Social Work &
School Psychology



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

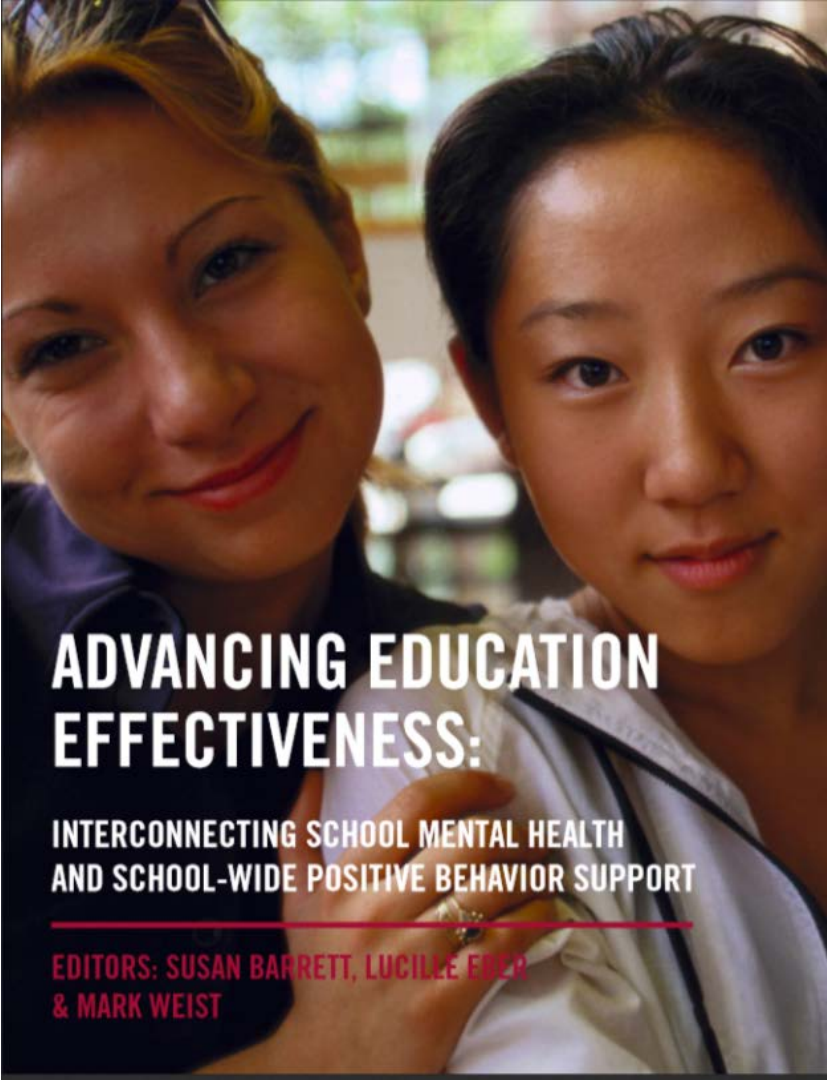
- Information & resources regarding specific student populations.

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
& MARK WEIST

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

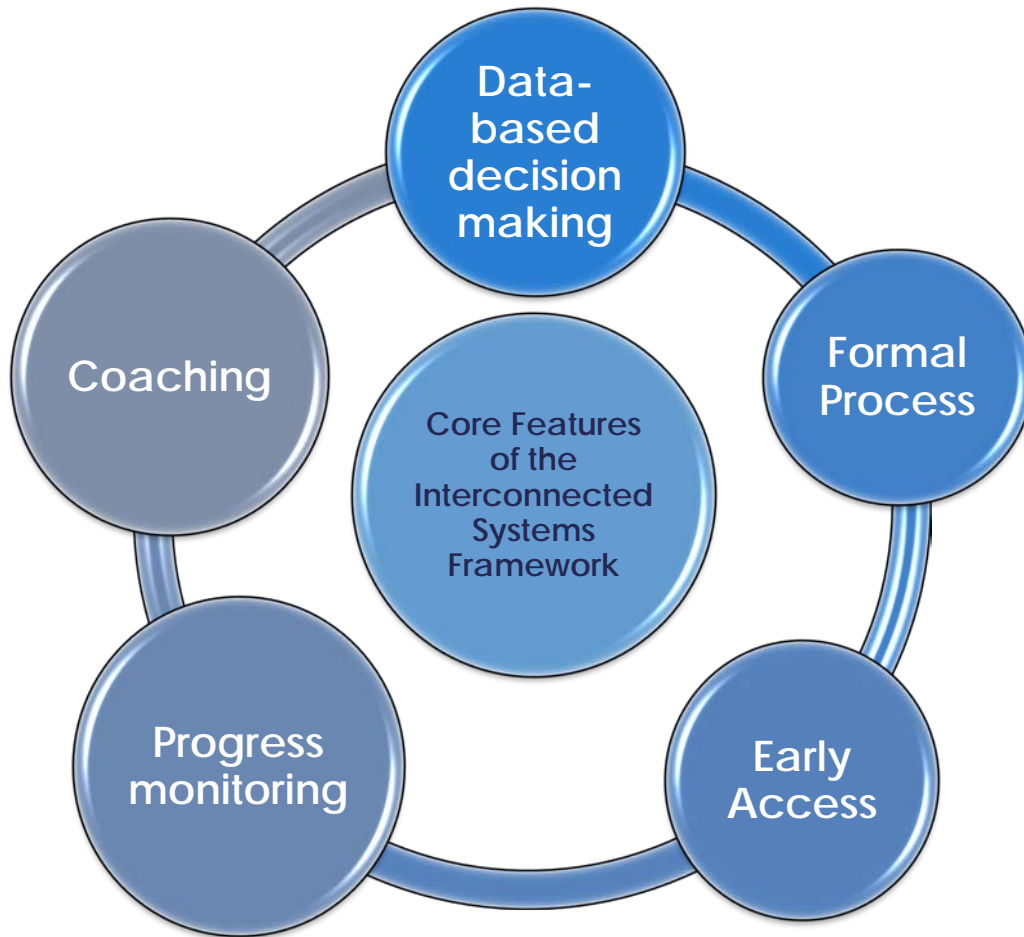
*Editors: Susan Barrett,
Lucille Eber and Mark Weist*

pbis.org

csmh.umaryland

IDEA Partnership NASDSE





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

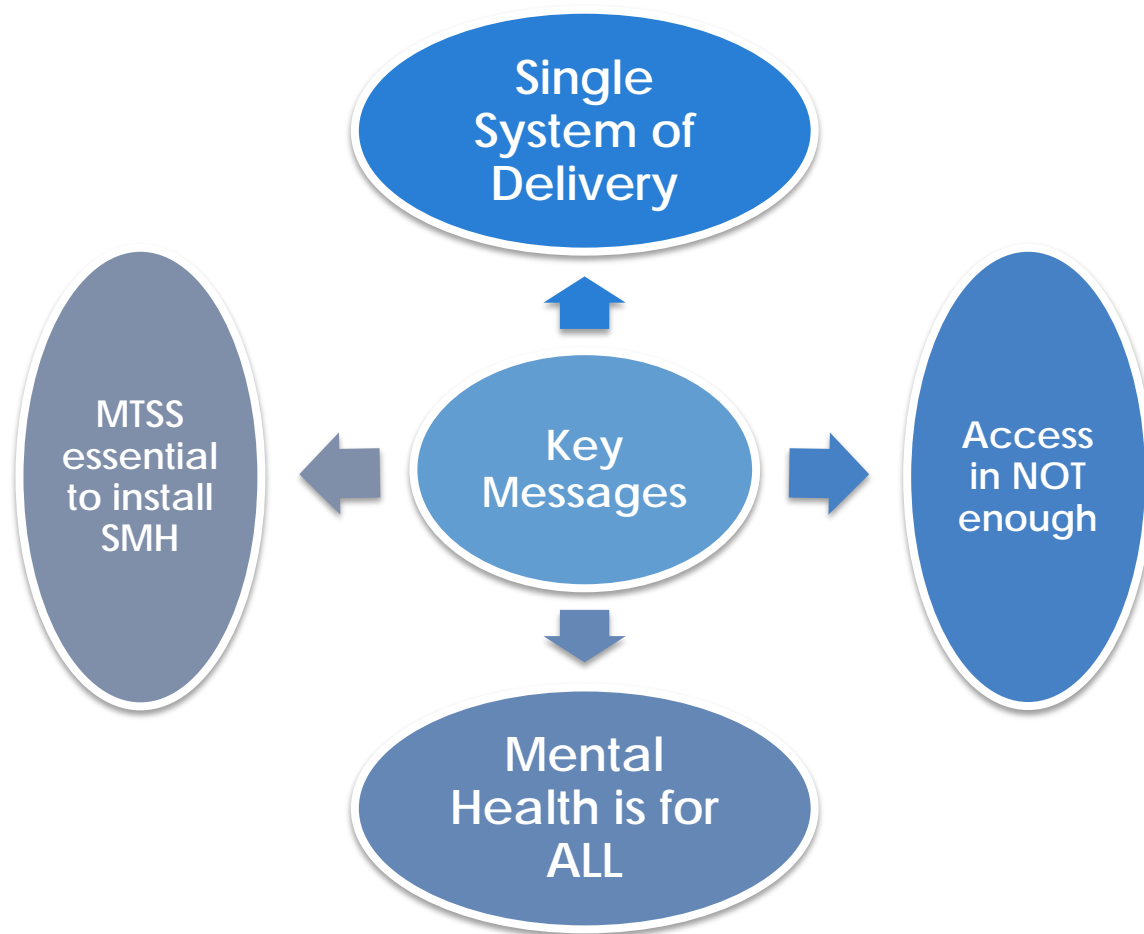
Use of fidelity & outcome data for ALL interventions reviewed through integrated teams

Traditional

- Each school works out their own plan with Mental Health (MH) agency.
- A MH professional is housed in a school building 1 day a week to “see” students.
- No data to decide on or monitor interventions.

Preferred

- District has a plan for integrating MH at all buildings - based on community data as well as school data.
- MH professional participates in teams at all 3 tiers.
- MH professional leads group or individual interventions based on data.



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.**

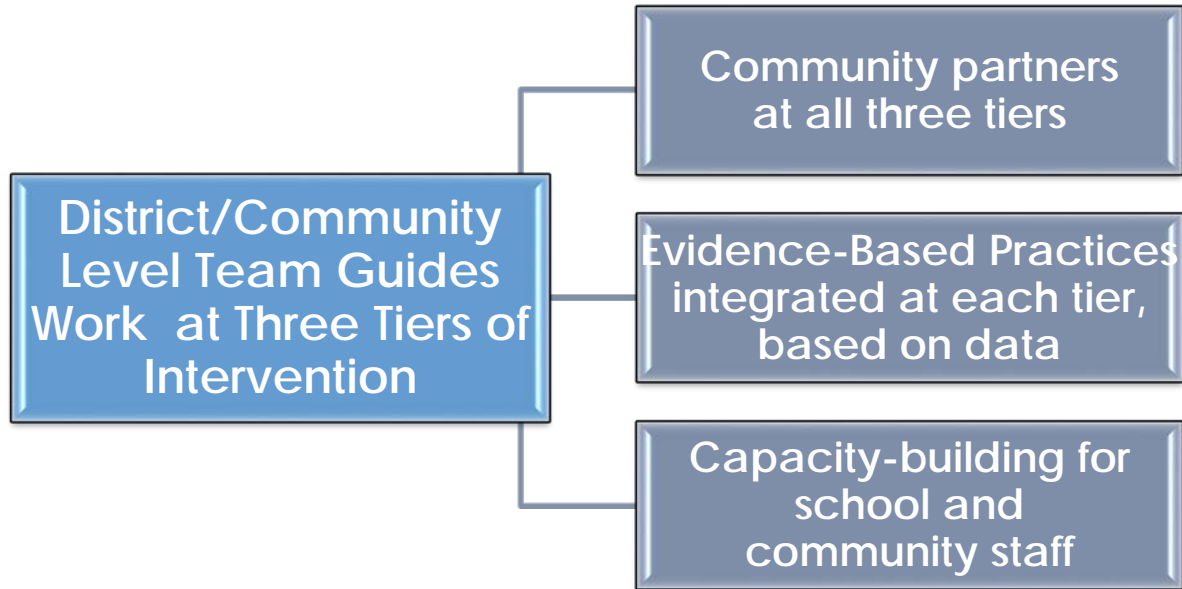
Facilitates the collection, aggregation, and utilization of data for decision making.

Select local district/community(s) to work through the ISF.

Assesses training needs, arranges training experiences and develops capacity.

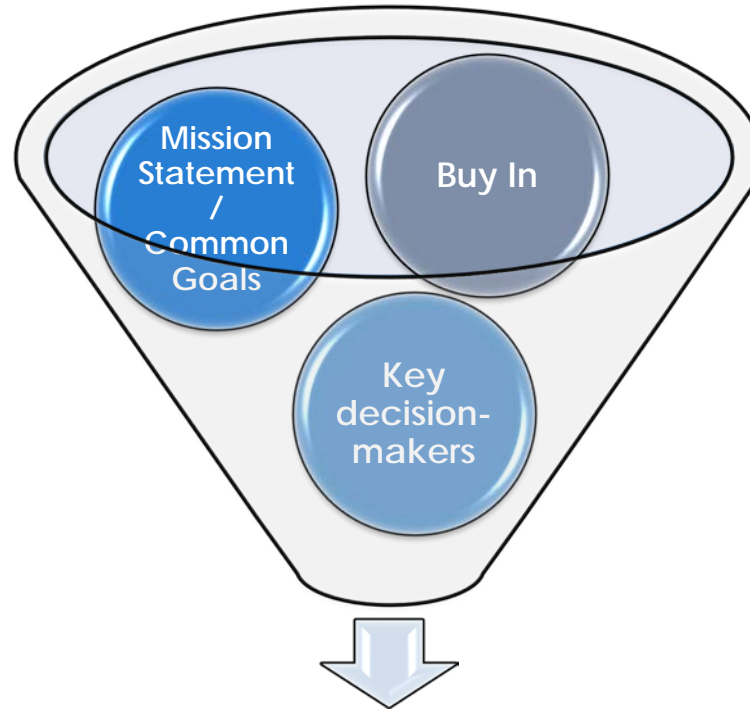
- **Provides training and technical assistance to district community teams.**

Single System of Delivery



Single System of Delivery:

Engaging Stakeholders to Work Differently



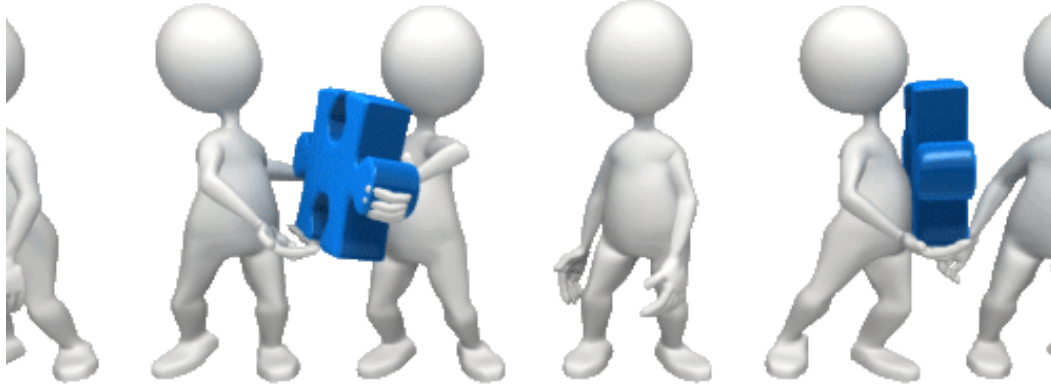
Engaging Stakeholders

Access is Not Enough

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

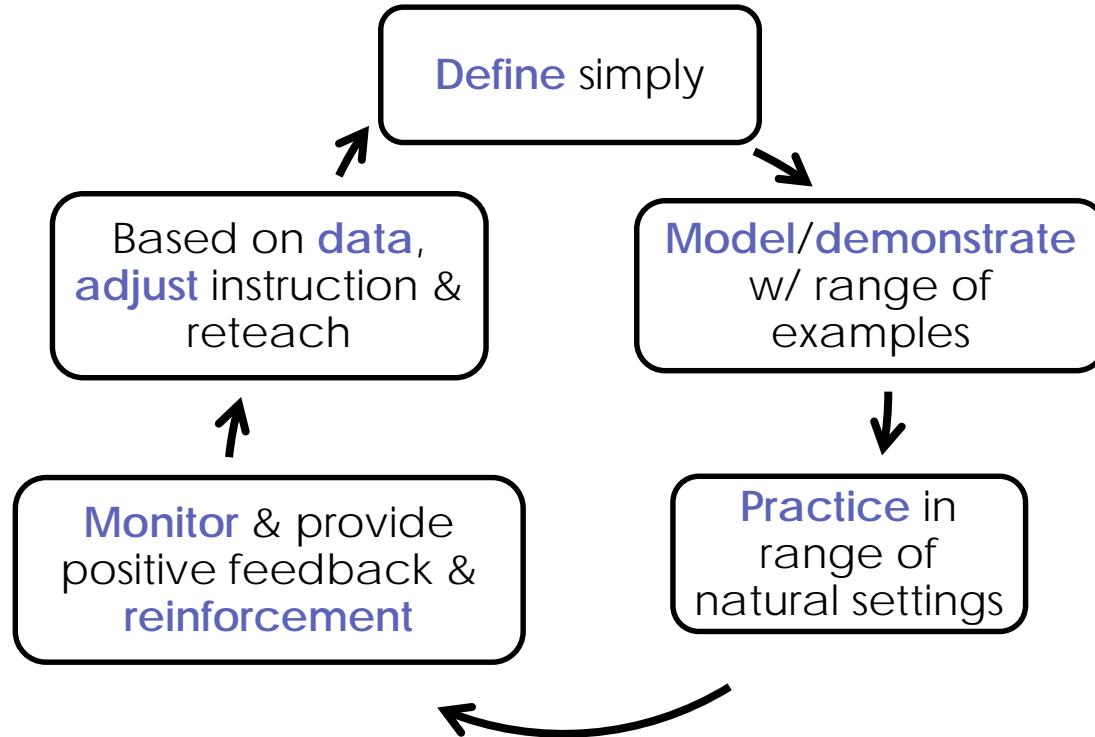


Mental Health is for ALL



Mental Health is for All:

Teaching and Building Skills to Support Mental Health Needs



Mental Health is for All

Utilizing School and Community Data to Determine Mental Health Interventions

Data Types:

Child welfare contacts
Violence rates
Incarceration rates
Deployed families
Homeless families
Unemployment spikes

CMHCs:

Number of students served by zip code/catchment area
Number of students with different diagnoses
Number of students who received different services

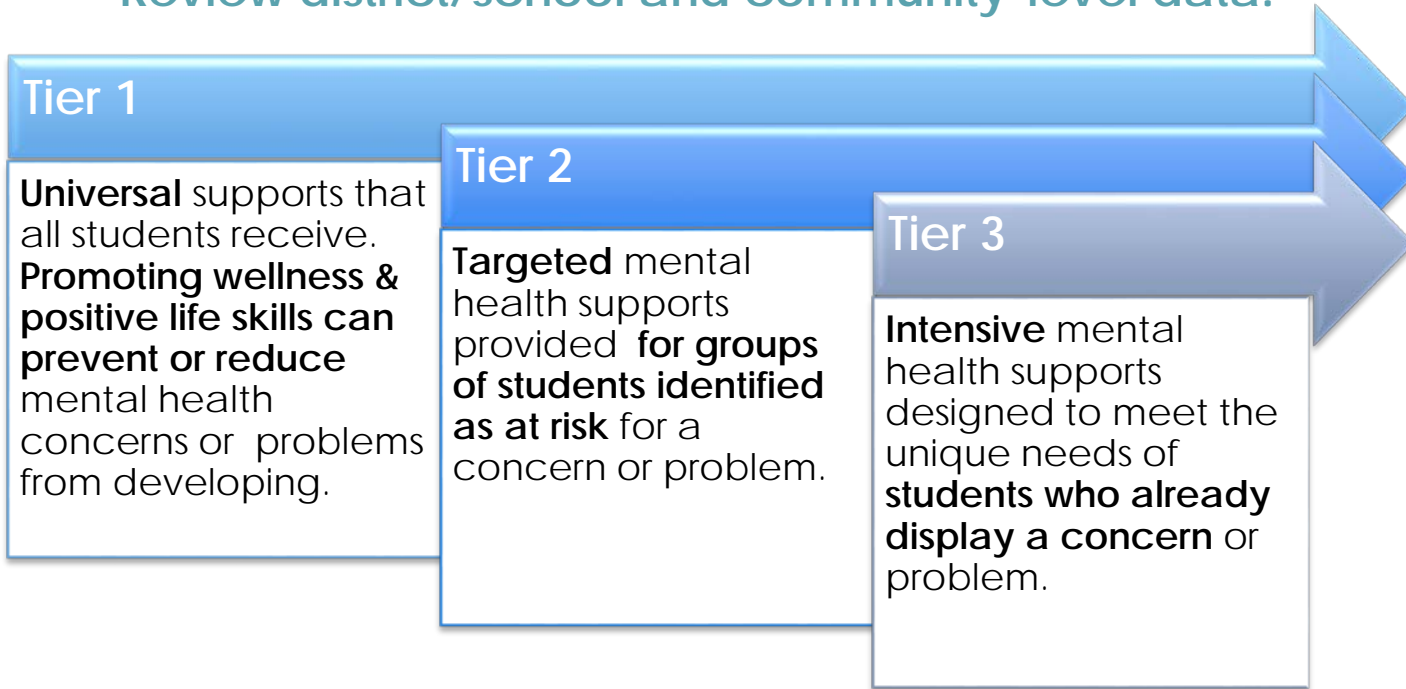
District and School-Level Data:

Disciplinary data
Truancy data
Dropout rates
School counselors' data on number of students served in a school year

Mental Health is for All:

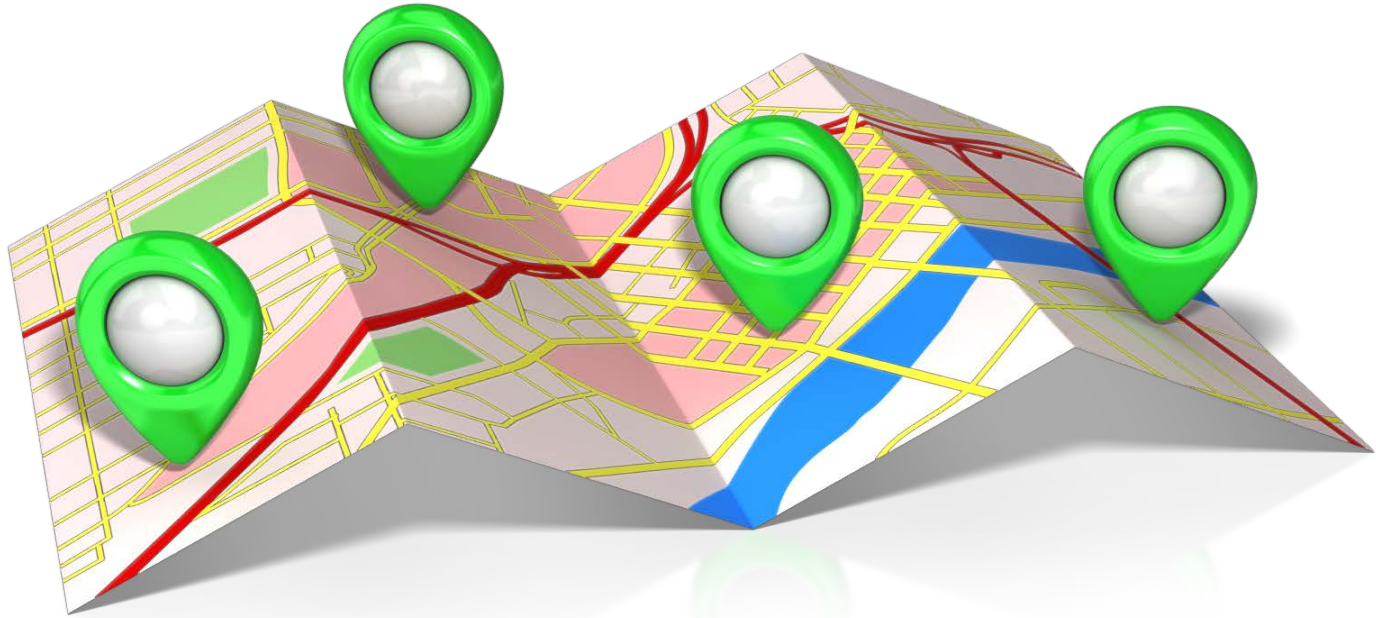
Determining Which Tier(s) to Target

Review district/school and community-level data!



Mental Health is for All:

Resource Mapping



Resource Mapping Tool:

[http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Resource-Mapping-in-Schools-and-School-Districts10.14.14_2-\(1\).pdf](http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Resource-Mapping-in-Schools-and-School-Districts10.14.14_2-(1).pdf)

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

Coordinator

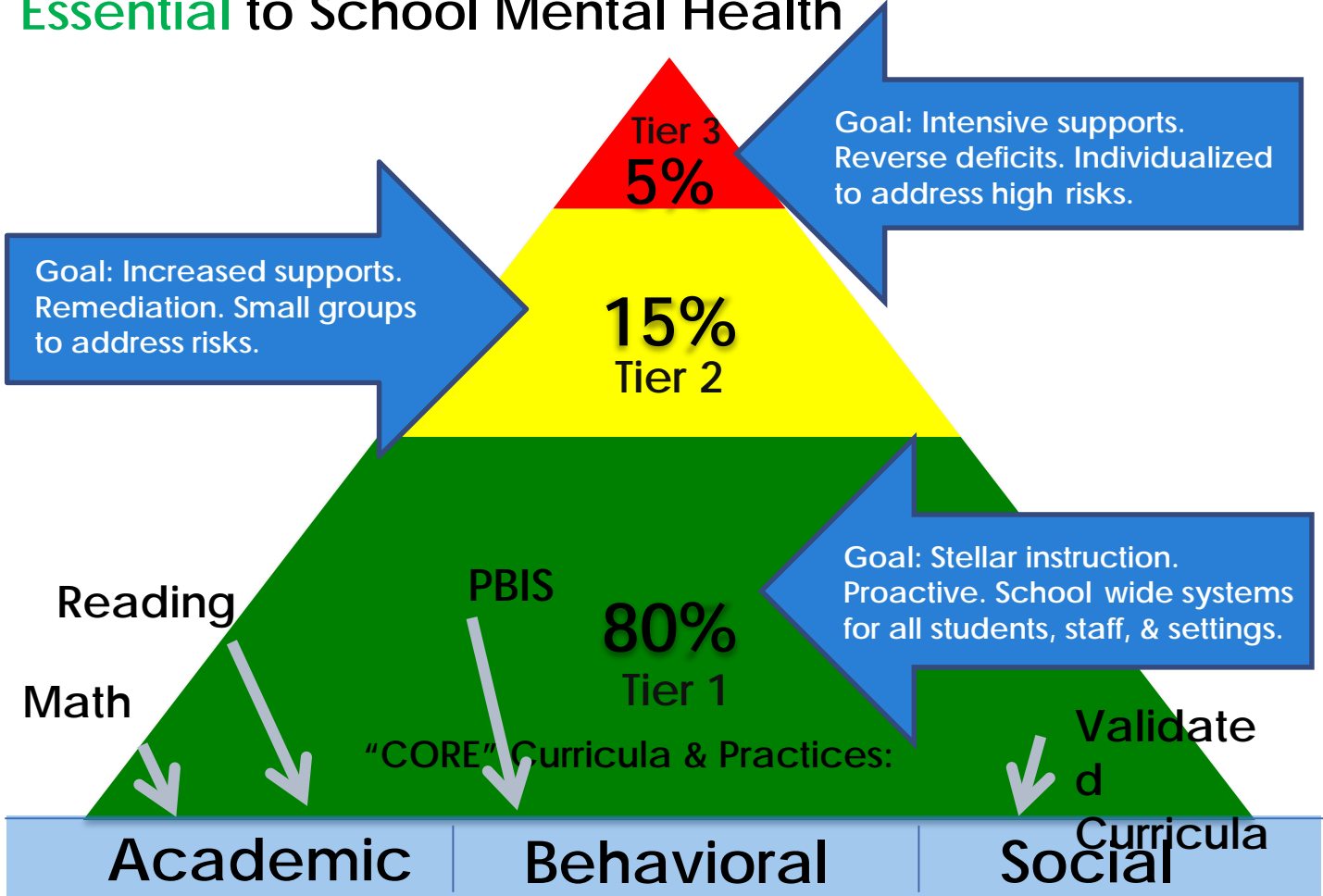
- Organizes and/or oversees the specific interventions such as CICO, Skill groups
- Roles may include: scheduling meetings, reviewing & collecting data to share during team meetings, curriculum development, training, mentoring, etc...

Facilitator

- 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



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- measureable 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

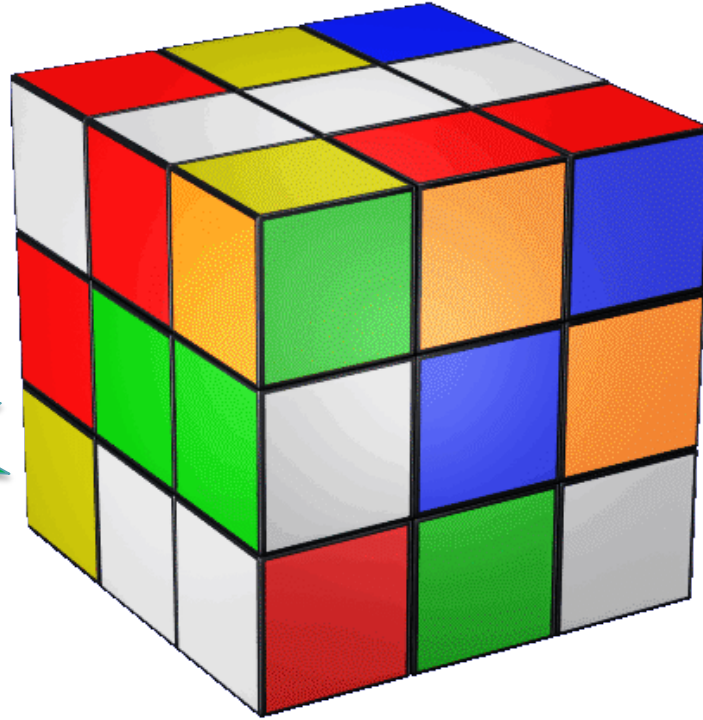
https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1265/Transitioning_Students_from_Psychiatric_Hospitalization_Back_to_School_2016.07.pdf

KSDE School Personnel Professional Development Grant (SPDG): *School Mental Health Professional Development and Coaching System*

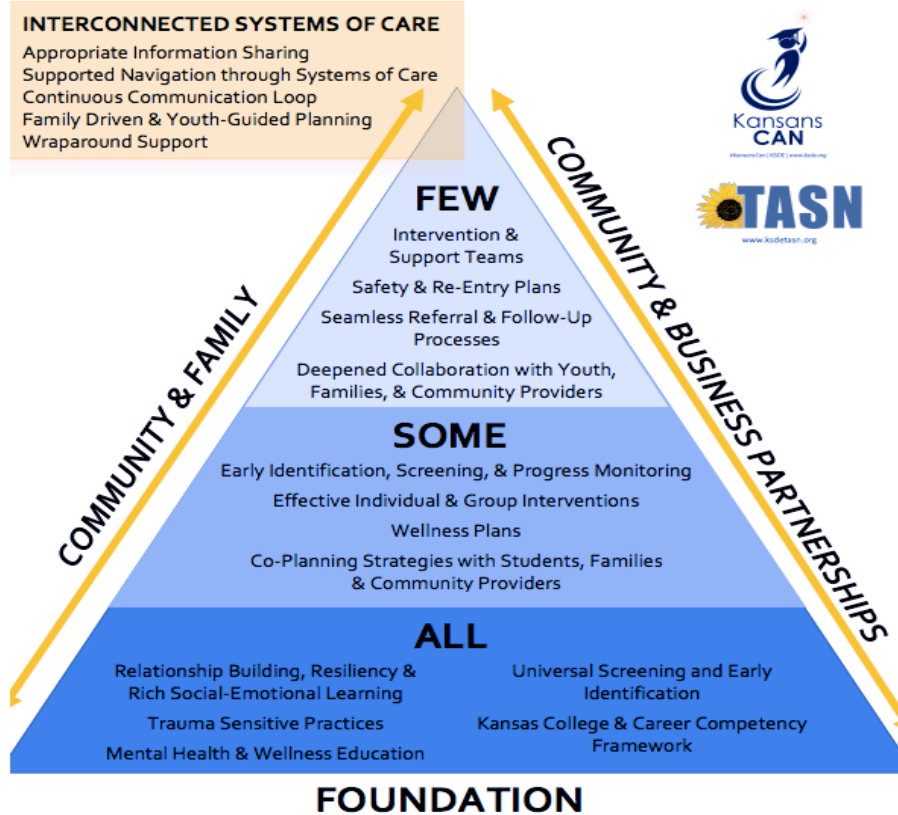


- Objective 1: Build capacity for cross-system school/community teams to implement a structured process for recognizing, assessing, identifying, and responding to students at risk or experiencing mental health difficulties and mental health emergencies.
- Objective 2: Cross-system teams implement evidence-based, 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*



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



Where to Find Resources



Public Comment



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

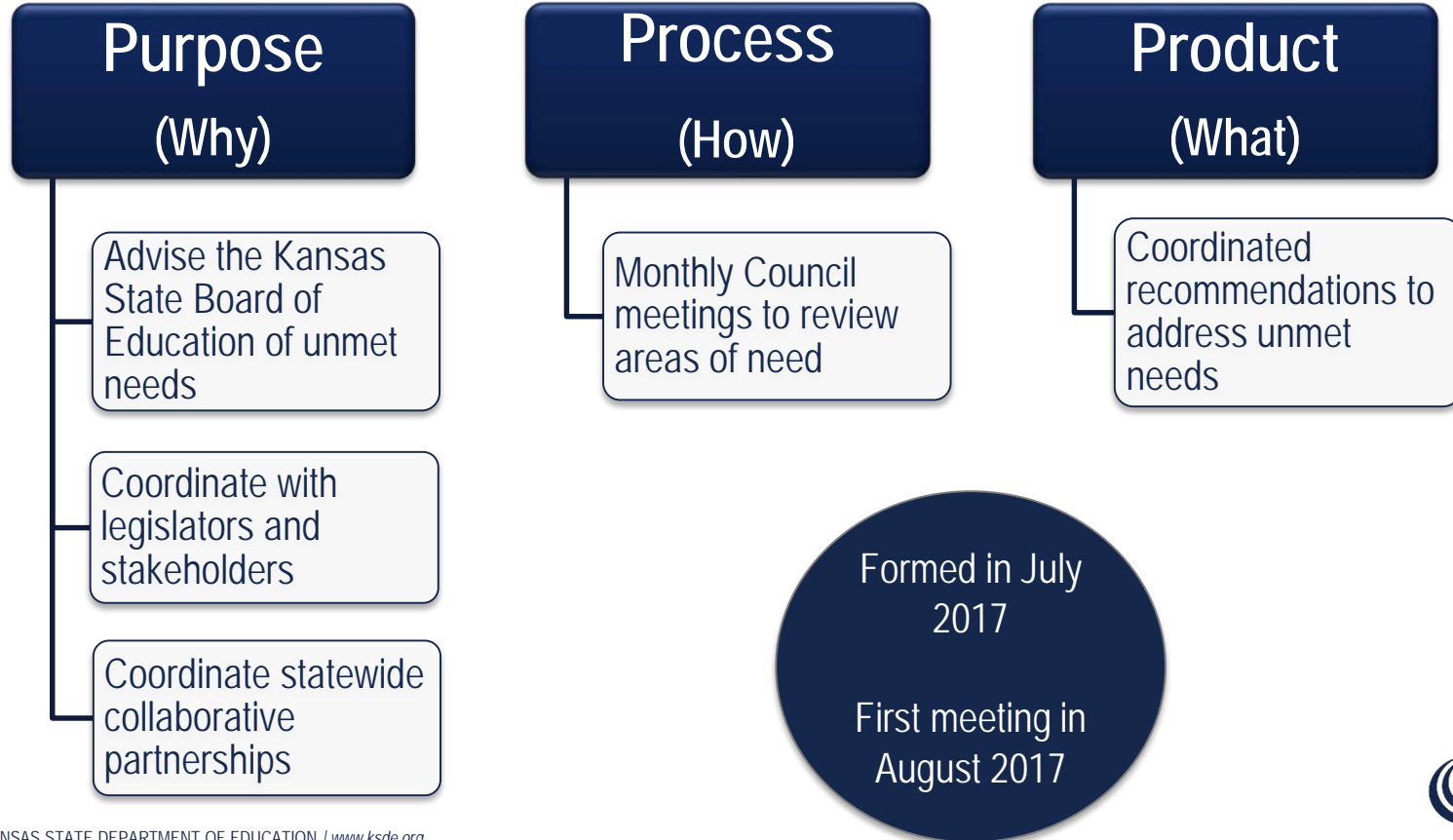
[2017-2018 Members](#)

Kansas leads the world in the success of each student.

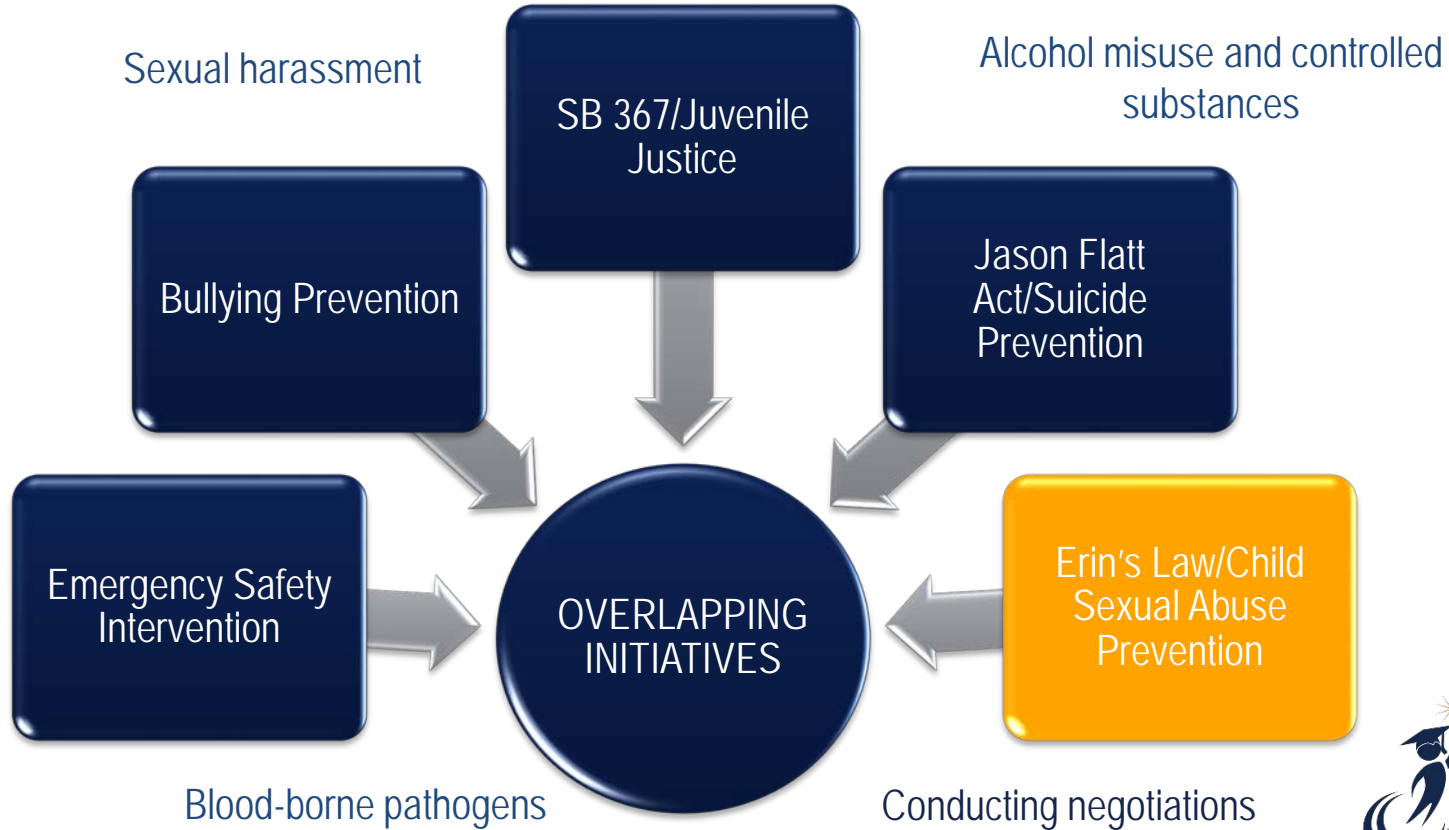
KSBE SCHOOL MENTAL HEALTH ADVISORY COUNCIL



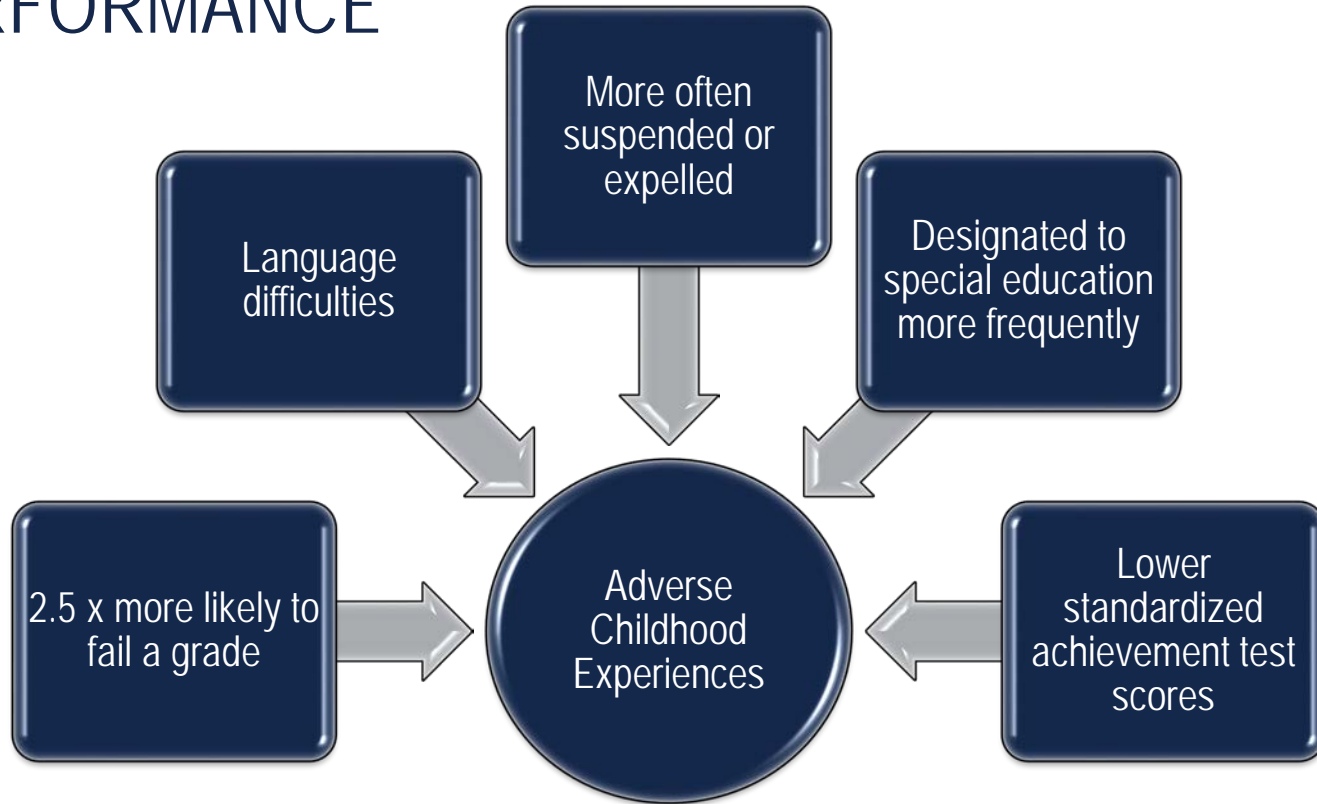
SCHOOL MENTAL HEALTH ADVISORY COUNCIL



MANDATES AND REQUIRED TRAININGS

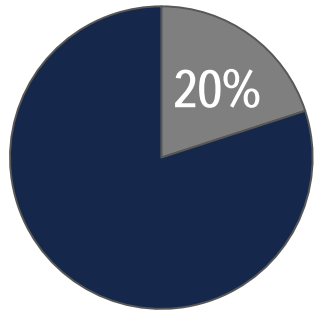


ADVERSE CHILDHOOD EXPERIENCES AND SCHOOL PERFORMANCE

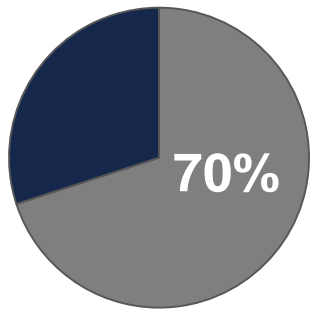


Compassionate Schools: Heart of Teaching and Learning

SCHOOLS AS DE FACTO MENTAL HEALTH SYSTEM FOR CHILDREN.



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.**

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.

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:

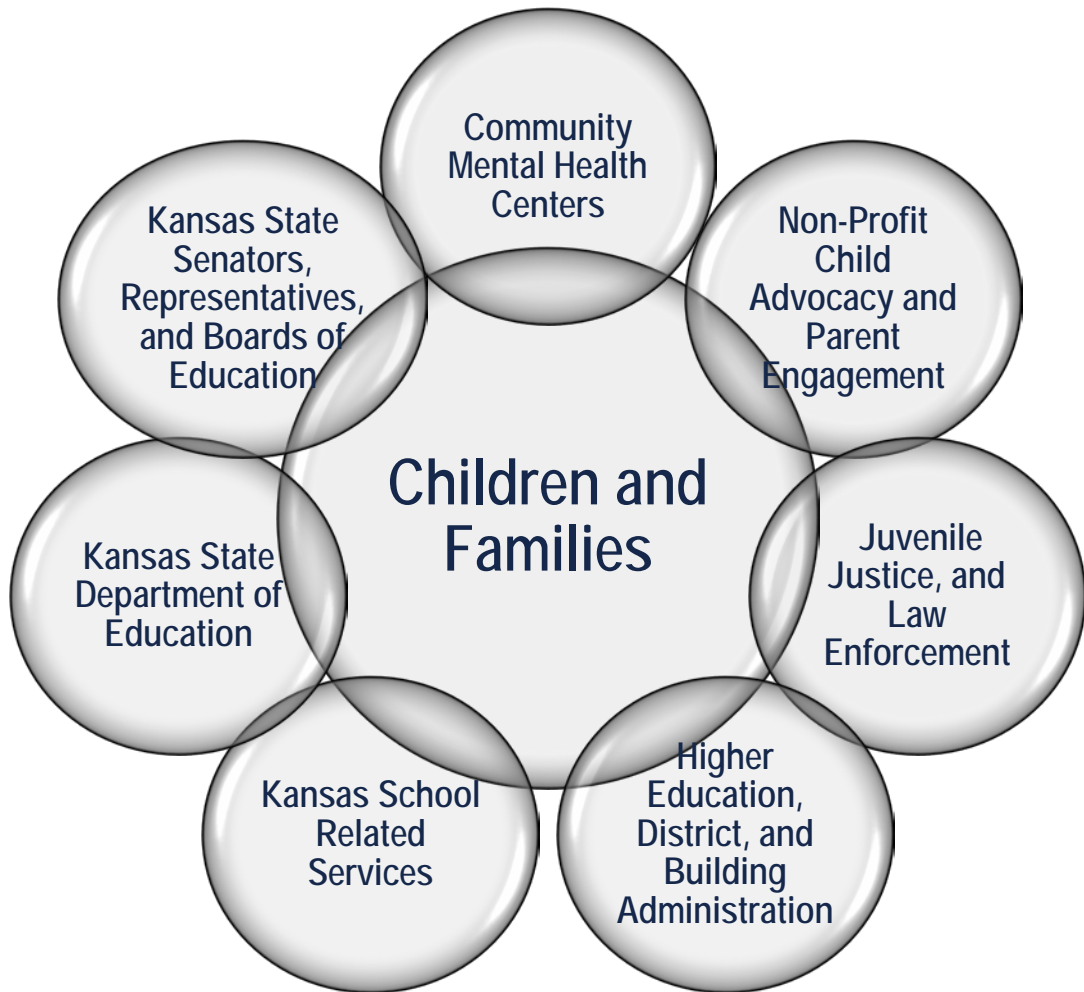
- Comprehensive Integrated Policy Framework
- Collaborative coordinated continuum of Resources
- Increased Access to Licensed Staff for Student Support
- Stakeholder Partnerships and Network Development
- Coordinated Funding Approaches

School Mental
Health

Systems

School Mental
Health

Practices



STRENGTHENED STATE, REGIONAL, AND LOCAL PARTNERSHIPS

SCHOOL MENTAL HEALTH PERSONNEL DEVELOPMENT PLAN

Objective 1

Scaling up school capacity

Objective 2

Implementing tiered mental health interventions

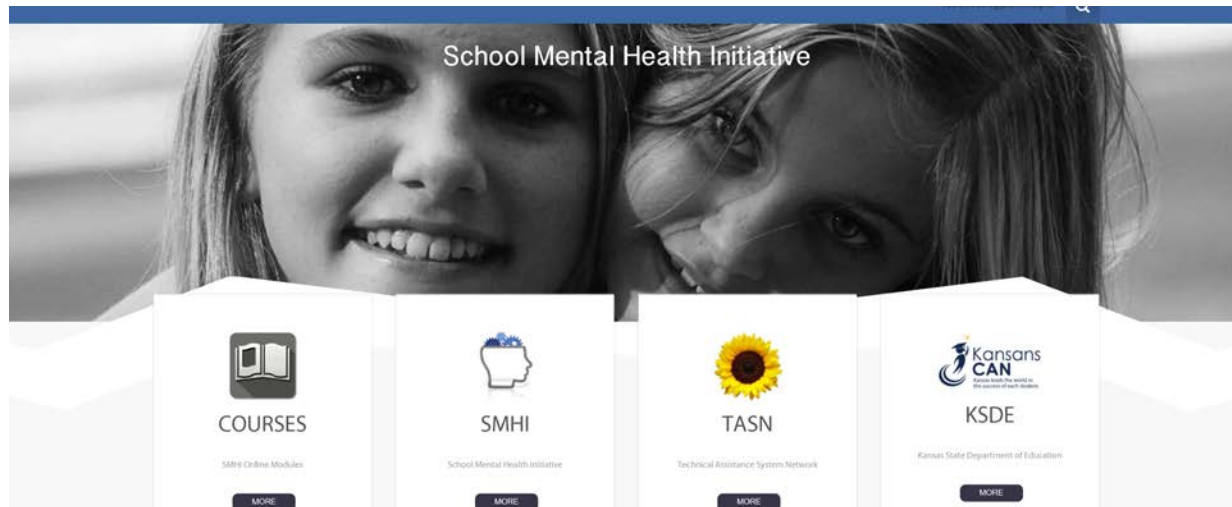
Objective 3

Structured processes for community partnerships

Objective 4

Systemic resources replicated statewide

CHILD SEXUAL ABUSE ONLINE LEARNING MODULES



Objectives:

- Define child sexual abuse
- Identify signs of child sexual abuse
- How to make a mandated report
- Resources for child sexual abuse prevention.

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

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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.

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