



ALIGNING CROSS-SYSTEM EFFORTS TO IMPROVE OUTCOMES FOR CHILDREN/YOUTH AND CAREGIVERS

School Mental Health Professional Development & Coaching System
Kansas SPDG 2017-2022

OBJECTIVES

- ❑ Articulate the needs that prompted the initial development of the TASN School Mental Health Initiative.
- ❑ Describe how relationships and existing state-level efforts were leveraged to engage community organizations in the development of the School Mental Health Professional Development and Coaching System.
- ❑ Identify how teaming across disciplines aids in navigating complexities in the alignment of cross-system efforts.



KSDE

- Kansas State Department of Education
<http://www.ksde.org/>

Kerry Haag, Assistant Director, KSDE Special Education, and Title Services Team

TASN

- Technical Assistance System Network
<http://ksdetasn.org/>

- ❑ Kansas MTSS and Alignment
- ❑ Families Together
- ❑ Kansas Parent Information Resource Center
- ❑ Evaluation Project

TASN PROVIDERS

- TASN Providers
<http://ksdetasn.org/providers>



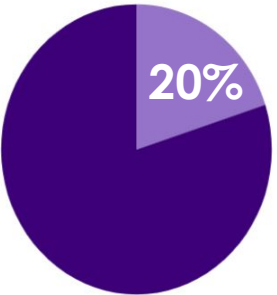
School Mental Health Initiative

SMHI

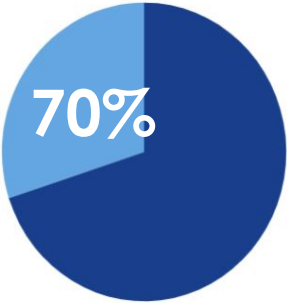
- School Mental Health Initiative
<http://ksdetasn.org/smhi>



Schools: De Facto Mental Health System for Children

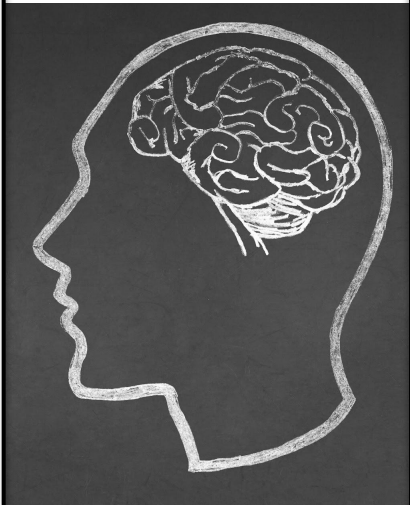


20% of children and youth have a clearly identified need for mental health services but **only about one-third** of these children receive any help at all.



For children who do receive any type of mental health service, over **70%** receive the service from their school.

- ❑ Increased risk of **failing** grades and **poor** test scores
- ❑ Greater number of **suspensions** or **expulsions**
- ❑ Experience **language difficulties** and higher referral rates to **special education**



- ❑ Toxic Stress
- ❑ Secondary Traumatic Stress
- ❑ Vicarious Trauma
- ❑ Compassion Fatigue
- ❑ Burnout

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

Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R., Splett, J., & Weist, M.D. (2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*. Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.

Williford, A., Mendenhall, A., Moon, J., DePaolis, K., & Lassman, H. (n.d.). *Health Children, Healthy Schools, Healthy Communities: Final Report on School-Based Mental Health* (Rep.).

Wolpov, R., Johnson, M.M., Hertel, R., & Kincaid, S.O. (2016, May). The heart of learning and teaching: Compassion, resiliency, and academic success. Washington State Office of Superintendent of Public Instruction (OSPI) Compassionate Schools. <https://www.k12.wa.us/child/youth-success/health-safety/mental-social-behavioral-health/compassionate-schools-learning-and/heart-learning-compassion-resiliency-and-academic-success>

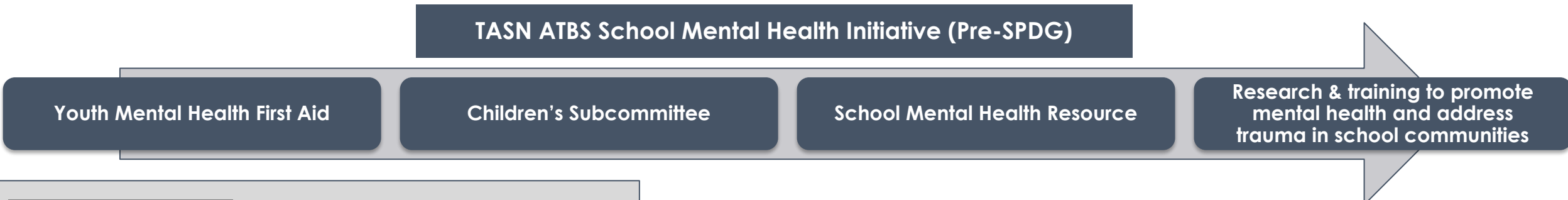


KSDE and TASN Response to Identified Needs

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."



TASN ATBS SMHI in collaboration with:

- ❑ Children's Subcommittee
- ❑ KSDE
- ❑ KS MTSS
- ❑ KPIRC
- ❑ Project STAY
- ❑ Former TPS SpEd Director
- ❑ Topeka Public School Depts:
 - ❑ School Social Work
 - ❑ School Psychology

The Impact of Trauma and Toxic Stress on Learning and Teaching: Strategies for Building Resilient School Communities

- ❑ Describe how ACEs impact child/adolescent development and student performance.
- ❑ Define toxic stress and explain the implications for teachers and school communities.
- ❑ List the key components of trauma-informed schools and classrooms that facilitate resilience.
- ❑ Identify strategies to remain emotionally grounded, build emotional intelligence, and create change through self-care.



Children/Youth Deserve Better and We're Stronger Together

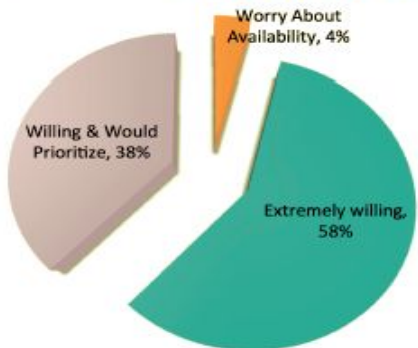
An Excerpt from the Field: Topeka Public Schools

In Topeka Public Schools, we consider ourselves very fortunate to benefit from the scope and depth of knowledge and skills represented by a multidisciplinary approach to providing mental health services. School Counselors, School Social Workers and School Psychologists work together on building teams to assess and support the needs of individual students while addressing systemic challenges to that process. In recognition of the vital role of inter-agency collaboration, Topeka Public Schools has an active district-level Mental Health team that includes community partners as well as teachers, Counselors, Social Workers, School Psychologists, a BOE member, administrators and support staff representing buildings throughout our district. Our collective belief is that, together, we truly are more than the sum of each of our parts.

“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...”

Kansas Community Behavioral Services Director Survey

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



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

WWW.KANSASMTSS.ORG



CMHC Aggregated Priorities



Kansas School Mental Health Framework



Kansas School Mental Health Advisory Council

- 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.
- Coordinate statewide collaborative social emotional character development partnerships with stakeholders that will benefit students.

Kansas SPDG 2017-2022

Objective 1

Objective 2

Objective 3

Objective 4

Strengthen capacity of cross-system teams.

Implement tiered, trauma-informed, mental health interventions.

Data-based decision making for continuous improvement.

Replicable resources, protocols, and processes.

Core SMHI Staff & Partnerships




- **Laura Hatrup, LSCSW**
- **Christin Sheldon, LMSW**
- **Cherie Blanchat, LSCSW**
- **Amy Wells, MSL**



**EMBODIED MINDFULNESS
HELPING KIDS THRIVE**



Jennifer
Cohen Harper



Mayuri
Gonzalez



Argos
Gonzalez

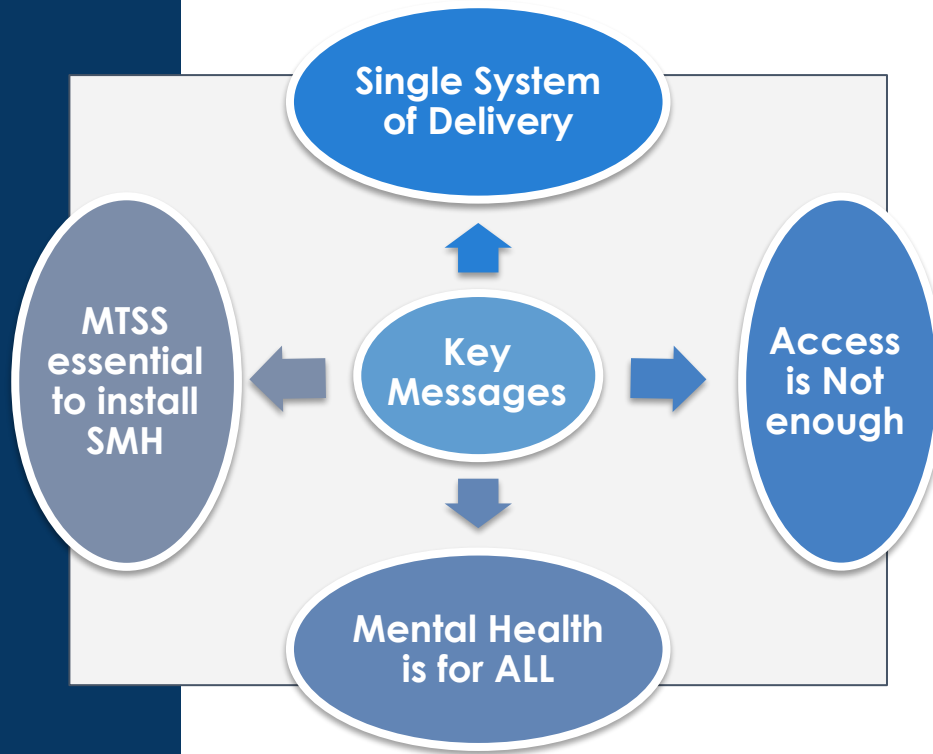


- **Erin P. Hambrick, Ph.D.** Assistant Professor, University of Missouri Kansas City, Director of Research, Child Trauma Academy
- **Rick Gaskill, Ed.D.** Former Executive Director at Sumner Mental Health Center, Fellow with the Child Trauma Academy
- **Linda Aldridge, Ed.D.** IaLearn
- **Rich Harrison, Ph.D.** Behavioral Consultant for USD 345 Seaman and USD 450 Shawnee Heights

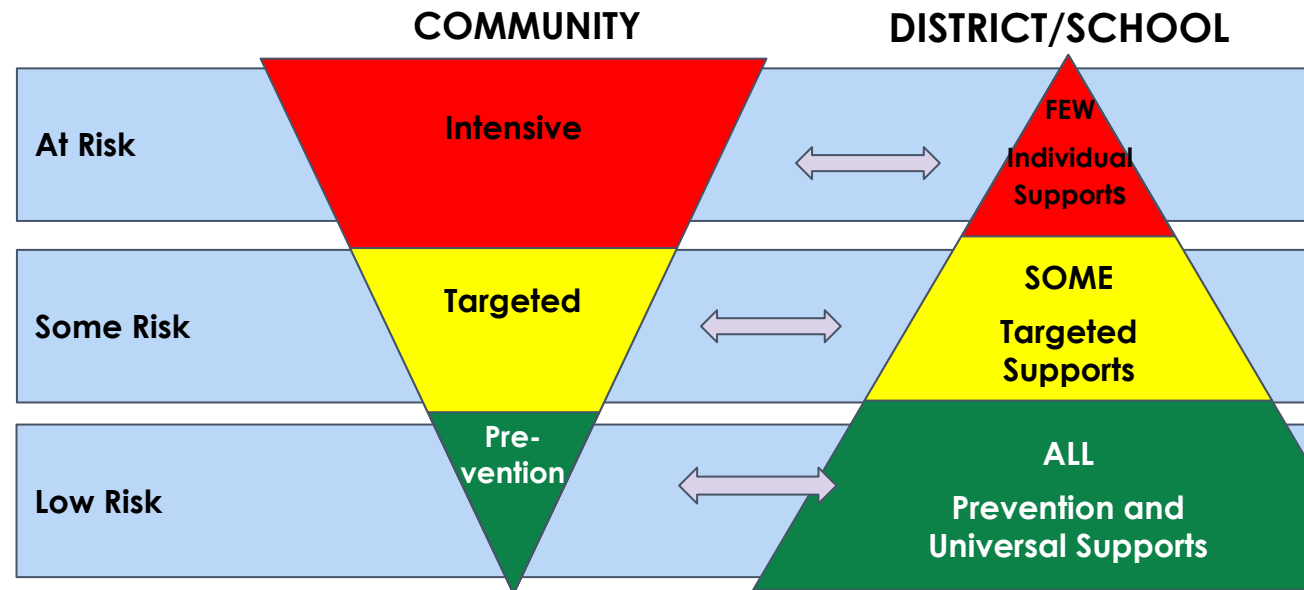
Lori Desautels, Ph.D.
Butler University
Neuroscience in Education




Engage Around Shared Priorities



- Ensure emotional and physical safety
- Believe that healing happens in relationships
- View children/youth holistically
- Strive for cultural competence
- Support choice, control, and empowerment
- Understand trauma and its impact
- Use a collaborative approach



- 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. Retrieved from <https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf>
- Guarino, K., & Chagnon, E. (2018). *Trauma-sensitive schools training package*. National Center on Safe Supportive Learning Environments. <https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>
- Weist, M.D., Short, K., McDaniel, H., & Bode, A. (2016). *The school mental health international leadership exchange (SMHILE): Working to advance the field through opportunities for global networking*. As cited in *Advancing Comprehensive School Mental Health Systems: Guidance From the Field*. 2019.



EXECUTIVE LEADERSHIP							
PAWNEE MENTAL HEALTH CENTER				MANHATTAN-OGDEN SCHOOL DISTRICT			
	Therapeutic Services Director Jurdene Ingram		Community Based Service Director Shelli Schottler		Superintendent Marvin Wade		Special Education Director Andrea Tiede
DISTRICT COMMUNITY COACHES							
	Youth Services Supervisor Terra Upham		School-Based Services Manager Colleen O'Connell		School Counselor Carrie Hewins		School Mental Health Liaison Samantha Brown
BUILDING AGENCY COACHES							
	School Social Worker Sarah Kinder		School Psychologist Becky Becker		School Counselor Jana Biery		School Counselor Rachelle Bahr



TRAUMA-RESPONSIVE SUPPORT PLANNING

- ❑ Collaborative development and implementation across environments (school, community, and home).
- ❑ Accounts for the cultural context and biopsychosocial factors of the child/youth's life; Not the confines of systems.
- ❑ Emphasis on self-determination (i.e., plans are aligned with the goals, interests, and preferences of the child/youth).
- ❑ Intentional development of resilience, problem solving/decision making skills, and self advocacy.

1. Assess current level of implementation
2. Work through *Process* questions.
3. Develop a *SMART* goal
4. Develop an *Action Plan*
5. Monitor Progress

PHASE	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION	SUSTAINABILITY AND INNOVATION
DESCRIPTION	Willingness , demonstrated by participation in exploration meetings.	Commitment , evidenced by agreement to participate.	Change , evidenced by implementation activities.	Fidelity and outcomes , evidenced by process fidelity and outcomes data.	Regular review and adjustments , evidenced by implementation activities, fidelity, and outcome data.
PROCESS QUESTIONS	TEAMING AND PLANNING: <i>What practices, policies, or resources are in place; Needed?</i>				
	DATA-BASED DECISION MAKING: <i>What data points are being utilized; Could be utilized?</i>				
	TRAINING AND COACHING: <i>What supports are in place, needed, and how they will be provided?</i>				
	STAKEHOLDER COMMUNICATION: <i>What is communicated; Needs to be communicated?</i>				
SMART GOAL					
SPECIFIC: <i>What will be done and who will do it.</i>					
MEASURABLE: <i>How the action will be measured.</i>					
ATTAINABLE: <i>Realities faced within the community.</i>					
RELEVANT: <i>Fit with the purpose, culture and structure of the community, and addresses the vision for outcomes.</i>					
TIME-BOUND: <i>Outlines a specific timeline.</i>					

ACTION PLAN AND PROGRESS MONITORING LOG

WHO	WHAT	WHEN	OUTCOME
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Aligning Cross-System Processes and Practices: Exemplar District-Community Leadership Teams

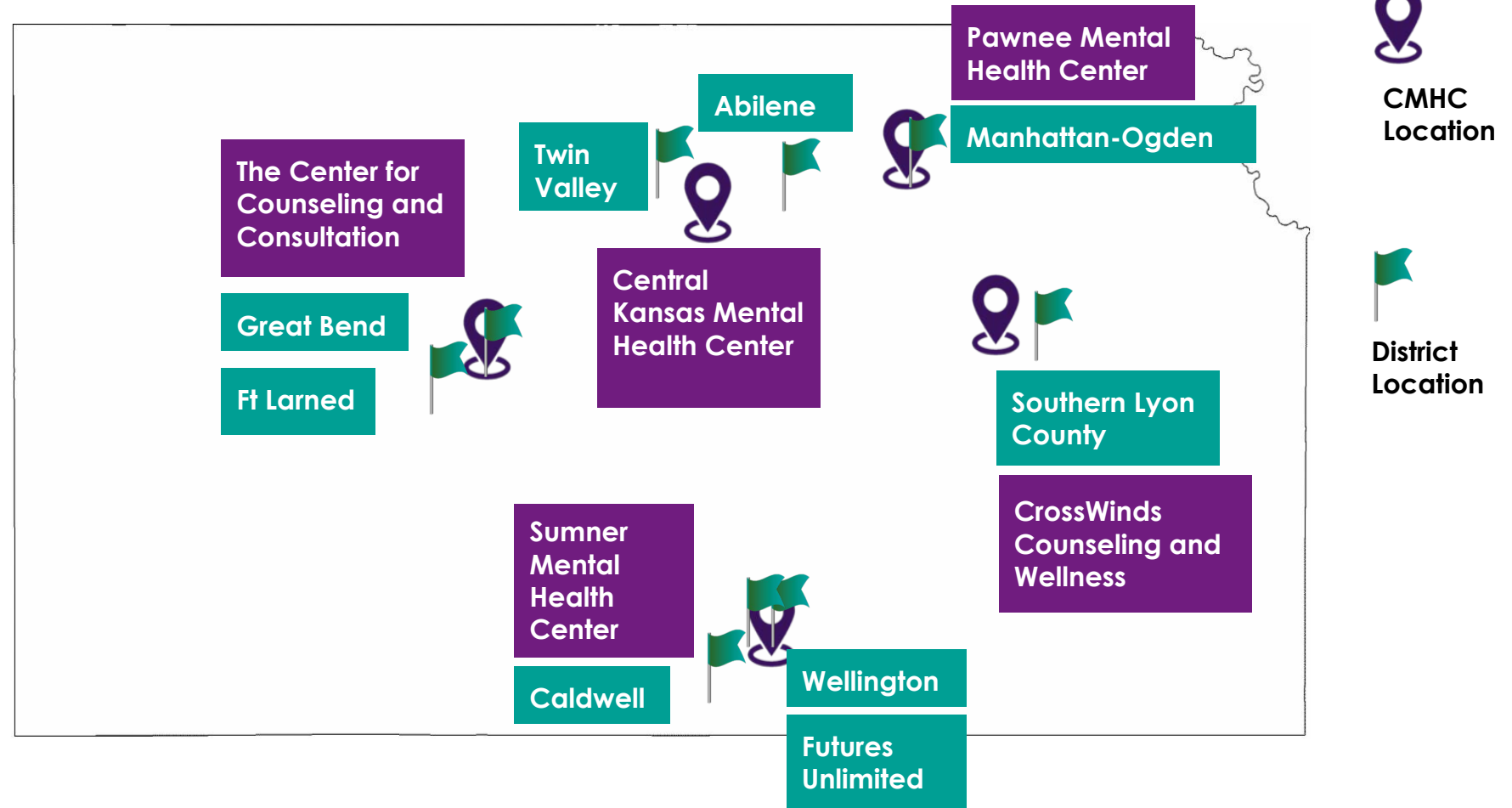
INITIAL SELECTION CONSIDERATIONS:

DISTRICTS

- ❑ MTSS sustainability phase
- ❑ Priorities as evidenced by the selection of Kansas Education Systems Accreditation areas of focus

COMMUNITY MENTAL HEALTH CENTERS

- ❑ A district in the sustainability phase of the Kansas MTSS Integrated Framework
- ❑ Known readiness and existing commitment to partner with districts



KSDE TASN School Mental Health Initiative

IMPLEMENTATION WORKSHOP

June 9-11, 2020 in Wichita, KS



CONNECT WITH US!

Web:
<http://ksdetasn.org/smhi>

Facebook:
<http://facebook.com/TASNSMHI>

Twitter:
<http://twitter.com/TASNSMHI>

Days 1 and 2 - June 9th and 10th
School Mental Health Implementation Planning

Day 3 - June 11th
Bruce D. Perry, MD, PhD

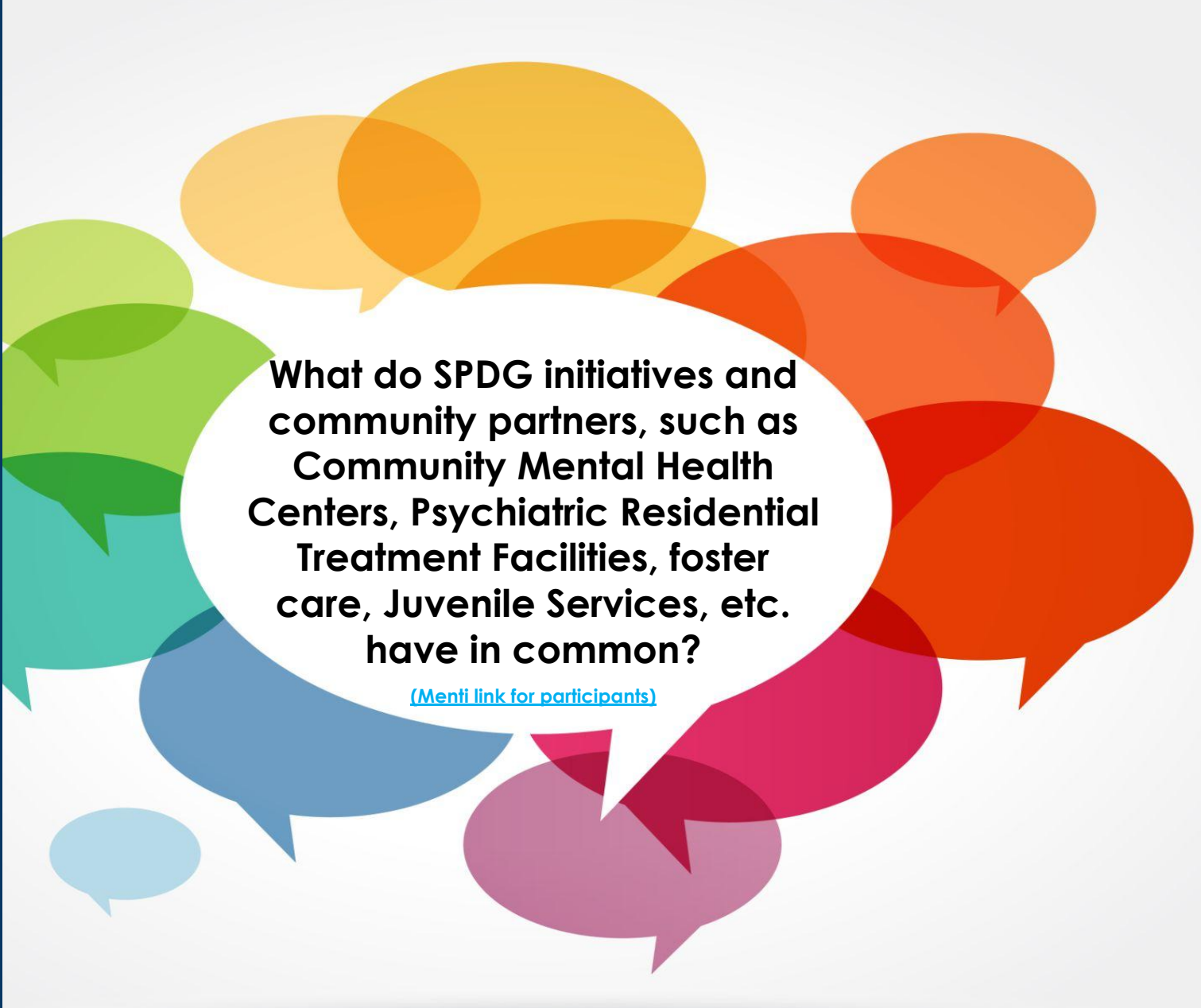
Find more information at <http://ksdetasn.org/smhi>

- 24 Community Mental Health Centers and Partnering School Districts/Special Education Service Centers
- Child Trauma Academy
- Kansas Department of Aging and Disability Services
- Kansas Department of Health and Environment
- Department for Children and Families
- Kansas State University
- Pittsburg State University
- Washburn University
- Instructional Services for Out-of-School and Secondary Youth (iSOSY)
- Kansas University
- University of Kansas Medical Mental Center (Wichita)
- Kansas Head Start
- University of Missouri Kansas City
- Emporia State University
- Governor's Behavioral Health Services Planning Council, Children's Subcommittee
- Association of Community Mental Health Centers of Kansas
- Psychiatric Residential Treatment Facilities
- School Mental Health Advisory Council
- Juvenile Services
- St. Francis Ministries
- Kansas Kids MAP Program
- Midwest Positive Behavior Interventions and Supports (MWPBIS)
- Mental Health Intervention Team (MHIT) Program
- University of Massachusetts

Component Scores	Chase County USD 284	Osage City USD 420	Emporia USD 253	Santa Fe Trail USD 434	Morris County USD 417	Wabaunsee USD 329	Marais Des Cygnes Valley USD 456	Southern Lyon County USD 252	Catchment Average
DCLT Teaming and Planning	85.7%	57.1%	92.9%	100.0%	100.0%	100.0%	57.1%	100.0%	86.6%
District-Community Data-Based Decision Making	57.1%	50.0%	71.4%	57.1%	92.9%	64.3%	71.4%	64.3%	66.1%
District-Community-Wide Training, Coaching, and Implementation	100.0%	75.0%	100.0%	100.0%	100.0%	100.0%	75.0%	100.0%	93.8%
District-Community Policy and Protocol Communication	100.0%	75.0%	100.0%	100.0%	100.0%	100.0%	75.0%	100.0%	93.8%
Trauma Responsive School Community	50.0%	62.5%	75.0%	37.5%	75.0%	37.5%	75.0%	75.0%	60.9%
Student Support Plans and Progress Monitoring	50.0%	62.5%	50.0%	25.0%	62.5%	62.5%	37.5%	50.0%	50.0%
Referral Protocol	50.0%	62.5%	62.5%	50.0%	37.5%	62.5%	50.0%	62.5%	54.7%
Student Transition and Reintegration Plan	25.0%	25.0%	50.0%	50.0%	25.0%	25.0%	25.0%	50.0%	34.4%
Total	66.2%	58.8%	76.5%	66.2%	79.4%	72.1%	60.3%	76.5%	69.5%



- ❑ Menti
- ❑ Q&A (5 min)
- ❑ Breakout Rooms (10 min)



What do SPDG initiatives and community partners, such as Community Mental Health Centers, Psychiatric Residential Treatment Facilities, foster care, Juvenile Services, etc. have in common?

[\(Menti link for participants\)](#)

Connect With Us!

Implementation
Guide eLearning
Modules and
Facilitation
Guide



MOODLE

<http://moodle.kansastasn.org>

FACEBOOK

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TWITTER

<http://twitter.com/TASNSMHI>



Find resources, webinars,
and more on our webpage
<http://ksdetasn.org/smhi>

