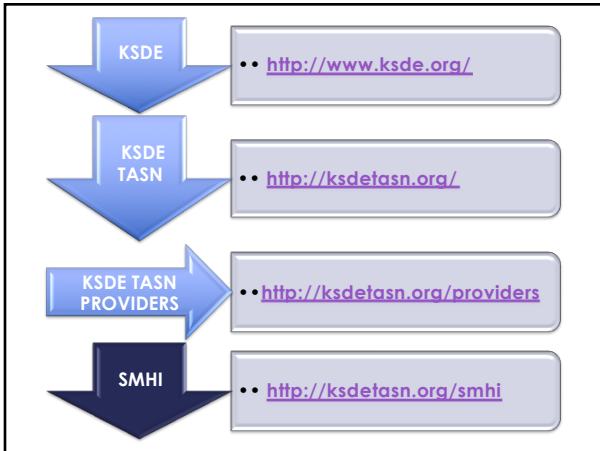


Interconnecting School and Community Mental Health Systems to Foster Trauma-Sensitive School Communities:
Expanding the Conversation to Include School Nurses

Cherie Blanchat, LSCSW
 School Mental Health Initiative
 Project Coordinator/State Trainer

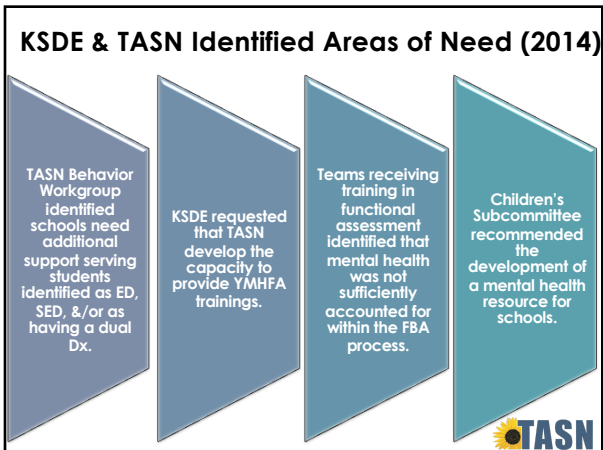
<https://ksdetasn.org/smhi> <https://www.facebook.com/TASNSMHI/@TASNSMHI>

Social media and web graphics: Selected and designed by [loveit.com](http://www.loveit.com)

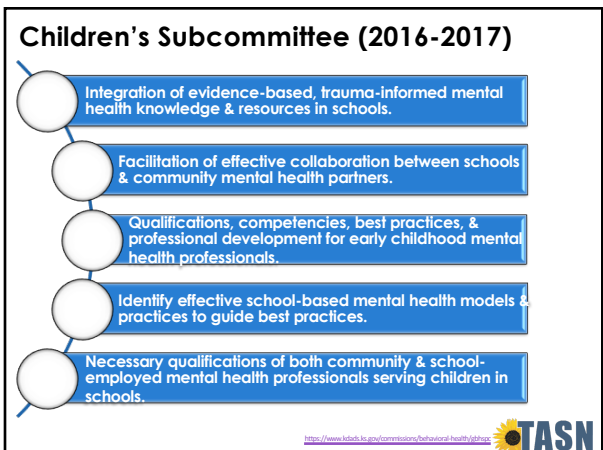


Topic Outline

- **TASN School Mental Health Initiative**
- **Trauma-Responsive Schools**
- **Interconnected Systems Framework**
- **Expanding the Conversation to Include School Nurses**







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

TASN ATBS School Mental Health Initiative: Additional Resources

- Suicide Prevention
- Child Sexual Abuse Prevention
- Mental Health Resources for Teens
- Access to School-Based Mental Health Supports and Roles of School-Employed Mental Health Professionals
- Mindfulness and Self-Care
- ...And more



TASN ATBS School Mental Health Initiative: Webinars (2016-2017)

Webinars:

- 7 Essential Ingredients of Trauma Informed Schools
- Guidance for Trauma Screening in Schools
- An Integrated Approach to Restorative Practices
- The Interconnected Systems Framework: Integrating Mental Health through Multi-Tiered Systems of Support
- Minding Your P's and Q's: Mindfulness in Education



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



Learning Objectives

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

Learn more at <http://ksdetasn.org/smhi>

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.

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



Topic Outline

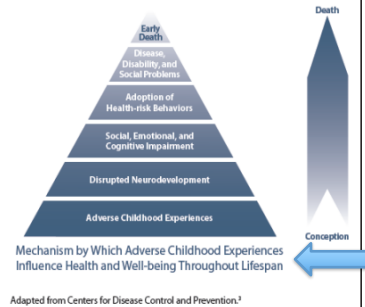
- TASN School Mental Health Initiative
- **Trauma-Responsive Schools**
- Interconnected Systems Framework
- Expanding the Conversation to Include School Nurses

Adverse Childhood Experiences

ACEs Defined (Birth to 18 Years):²

- Emotional abuse
- Physical abuse
- Sexual abuse
- Mother treated violently
- Household substance abuse
- Mental illness in household
- Parental separation or divorce
- Criminal household member
- Emotional neglect
- Physical neglect

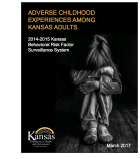
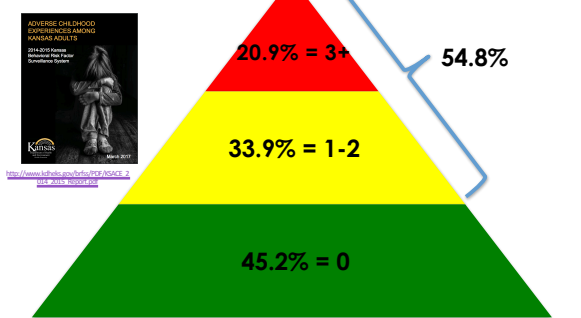
ACE Pyramid: The conceptual framework for the ACE study.



Centers for Disease Control and Prevention. (2010, March 8). The ACE pyramid. Adapted from <http://www.cdc.gov/cedcsurvey/about/about.html>



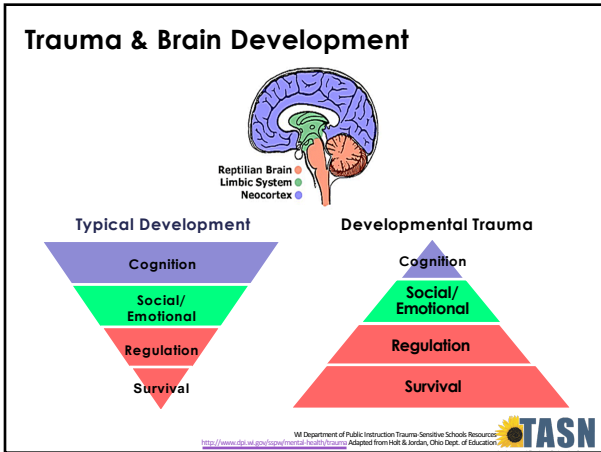
Adverse Childhood Experiences of Kansans (18+)

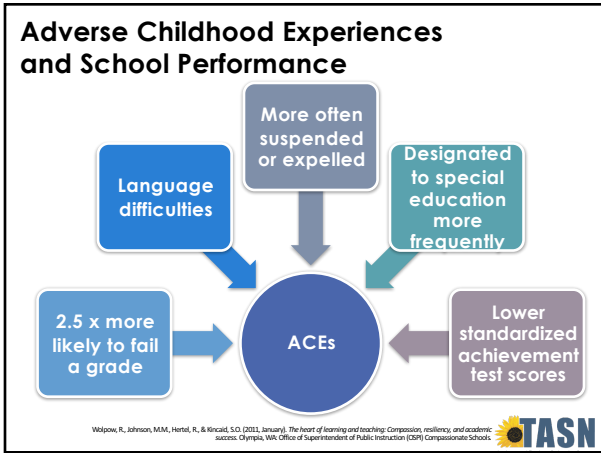


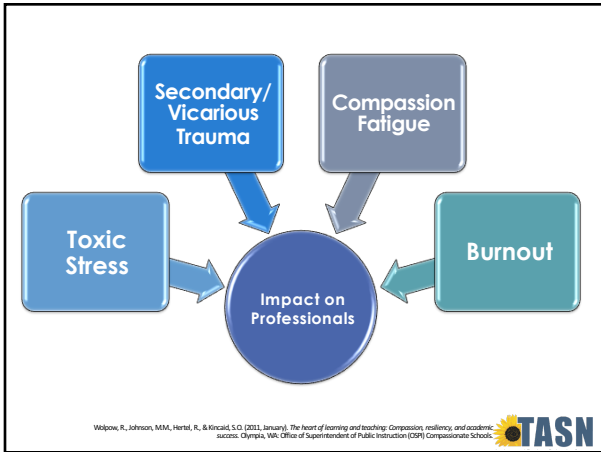
<http://www.kdhe.ks.gov/files/2016/03/ACEs-18-2014-2015.pdf>

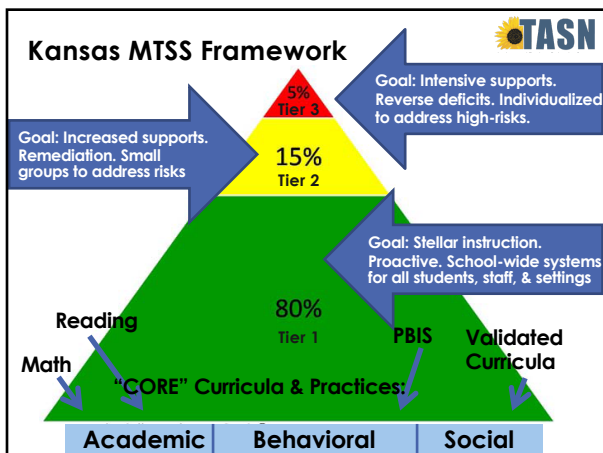
Kansas Department of Health and Environment. (2017, March). Adverse childhood experiences among Kansas adults: 2014-2015 Kansas behavioral risk factor surveillance system. Retrieved from http://www.kdhe.ks.gov/files/2016/03/ACEs-18-2014-2015_Report.pdf

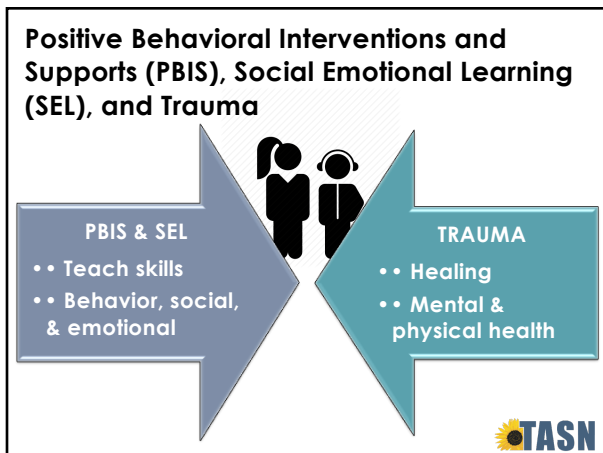













Implications for School Mental Health

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.


Barrett, S., Iyer, L., & Walker, 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/sites/default/files/2016-03/AdvancingEducationEffectiveness.pdf>



School Mental Health

<p>Includes practices to address a continuum from high-level emotional wellbeing to significant student mental health challenges.</p>	<p>Addresses all aspects of social-emotional development of school-age children including wellness, mental illness, substance abuse, and effects of adverse childhood experiences.</p>	<p>May include but is much broader than a school-based or -linked mental health clinic.</p>	<p>Various family, school, and community resources are coordinated to address barriers to learning as an essential aspect of school functioning.</p>
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Wisconsin Department of Public Instruction. (2015). The Wisconsin school mental health framework: Integrating school mental health with positive behavioral interventions and supports. Retrieved from <http://doe.wisconsin.gov/ops/education/behavioral/mentalhealthframework.pdf>



“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.

Cowan, K.C., Vallancourt, K., Rosen, E., & Pollitt, (2013). A Framework for safe and successful schools (Brief). Bethesda, MD: National Association of School Psychologists. Retrieved from <http://www.nasponline.org/DocumentRequestandPurchase.aspx?ResourceID=Framework%20for%20Safe%20and%20Successful%20School%20Environments.pdf>



Partnerships Are Needed!

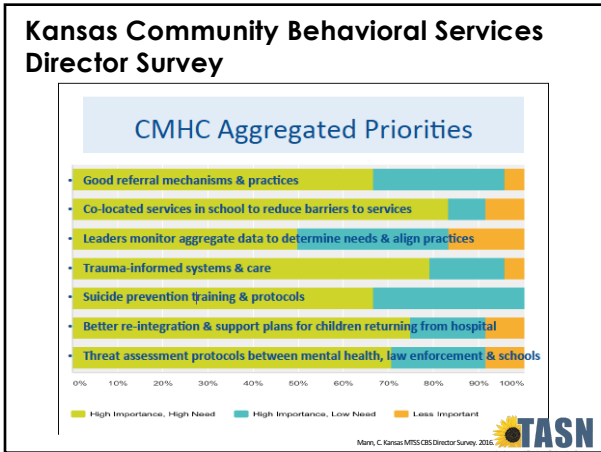
Schools can't go it alone!

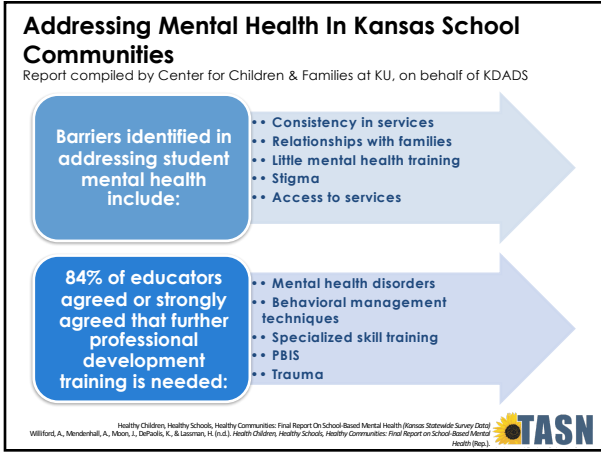


- Community Mental Health Centers
- Psychiatric Residential Treatment Facilities
- Juvenile Justice
- Department of Children and Families
- Etc.

<http://www.hhsbhs.gov/commission/behavioral-health/communities-and-families/services-and-programs/community-mental-health-centers>



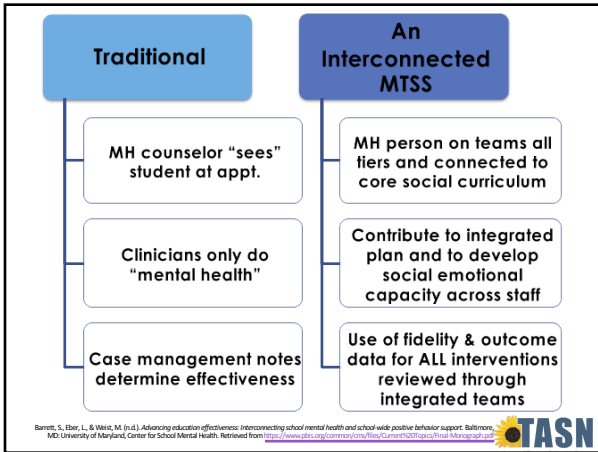


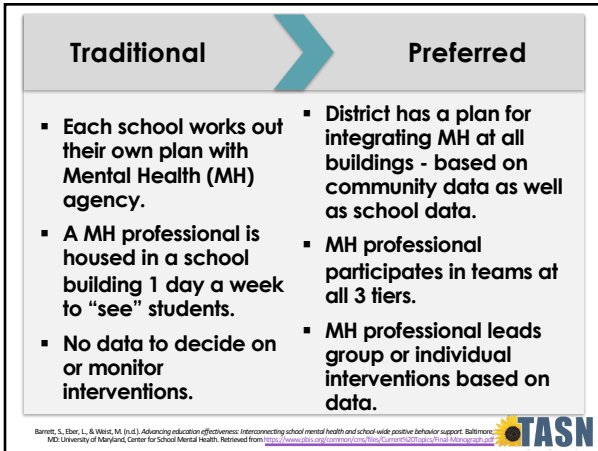


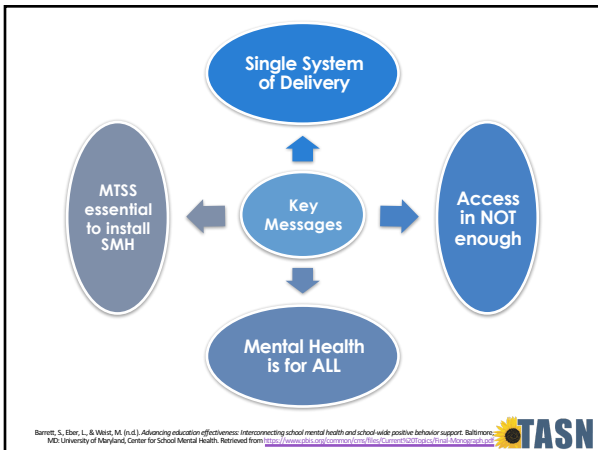
Develop Cross-System Problem Solving Teams:

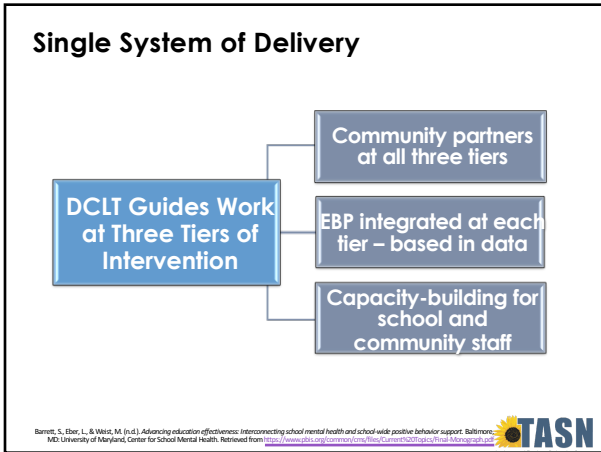
- Use tiered prevention logic as overall organizer to develop an action plan.
- Utilize school AND community data to decide which evidence based practices to implement.
- Ongoing progress monitoring for fidelity & impact.
- Ongoing coaching at both the systems & practices level.

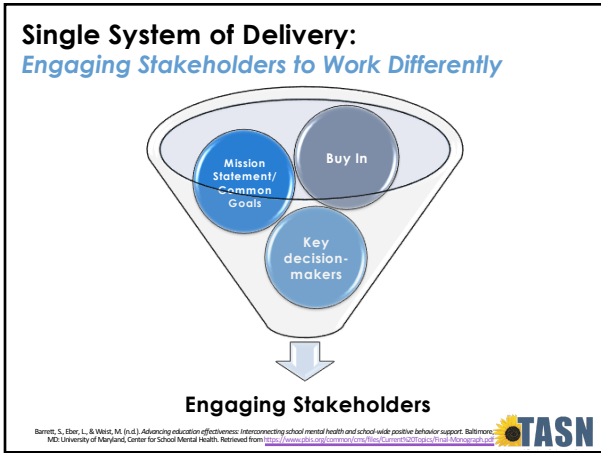
Source: Barrett, S., Ibar, L., & Wais, M. (n.d.). Advancing education effectiveness: Interconnecting school mental health and school-wide positive behavior support. Baltimore, MD: University of Maryland, Center for School Mental Health. Retrieved from <http://www.fair.org/content/view/full/14044> **TASN**

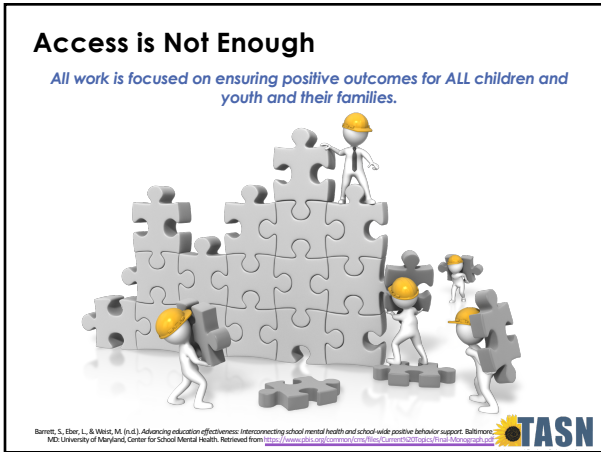












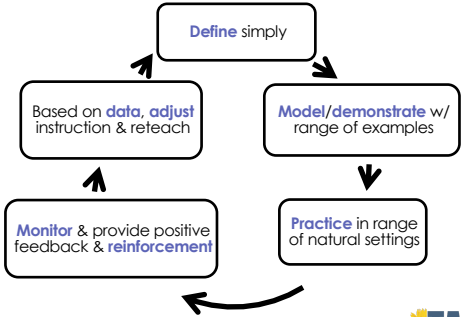
Mental Health is for ALL




Barrett, S., Eber, L., & Weiss, 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.gdsu.org/governance/Policy/Curriculum/02/0201/Final_Manage.pdf



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



Barrett, S., Eber, L., & Weiss, 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.gdsu.org/governance/Policy/Curriculum/02/0201/Final_Manage.pdf




Mental Health is for All

Utilizing School and Community Data to Determine Mental Health Interventions

<p><u>Data Types:</u></p> <ul style="list-style-type: none"> Child welfare contacts Violence rates Incarceration rates Deployed families Homeless families Unemployment spikes 	<p><u>CMHCs:</u></p> <ul style="list-style-type: none"> Number of students served by zip code/catchment area Number of students with different diagnoses Number of students who received different services 	<p><u>District and School-Level Data:</u></p> <ul style="list-style-type: none"> Disciplinary data Truancy data Dropout rates School counselors' data on number of students served in a school year
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Barrett, S., Eber, L., & Weiss, 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.gdsu.org/governance/Policy/Curriculum/02/0201/Final_Manage.pdf



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.

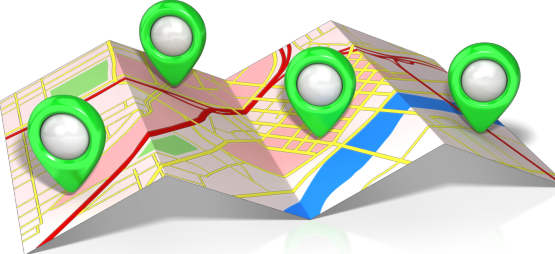
Tier 3

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


Barrett, S., Eber, L., & Weiss, 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.gds.org/governor/ony/files/Curriculum2016/Final_Mapping.pdf



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)

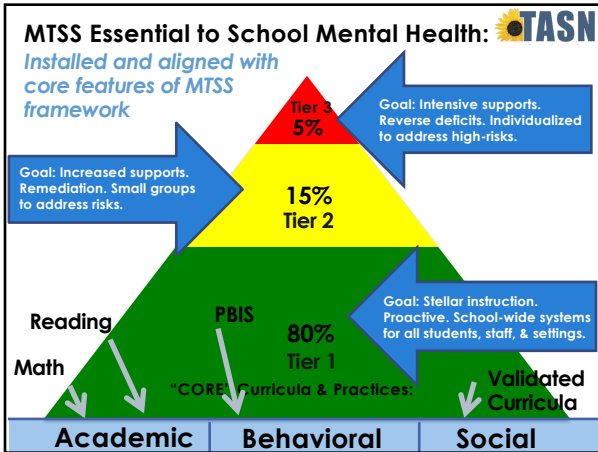



Mental Health is for All:
Multiple Evidence-Based Interventions of Varying Intensity

- 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

Barrett, S., Eber, L., & Weiss, 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.gds.org/governor/ony/files/Curriculum2016/Final_Mapping.pdf





- 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 EBP's
 - System for Screening
 - Communication and Dissemination Plan
 - Write MOU- Determine who will implement the plan
- Barrett, S., Eber, L., & Weiss, 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/communities/files/CURRENT001000/Final_Managepph.pdf 


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.

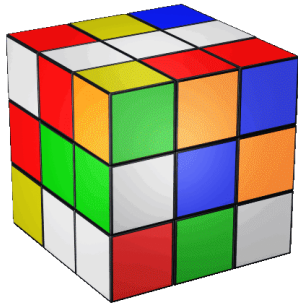
Resource
[https://ksdofasn.s3.amazonaws.com/uploads/resource/upload/1265/Transitioning Students from Psychiatric Hospitalization Back to School 2016.07.pdf](https://ksdofasn.s3.amazonaws.com/uploads/resource/upload/1265/Transitioning%20Students%20from%20Psychiatric%20Hospitalization%20Back%20to%20School%202016.07.pdf)

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Topic Outline

- TASN School Mental Health Initiative
- Trauma-Responsive Schools
- Interconnected Systems Framework
- Expanding the Conversation to Include School Nurses

Interconnected Systems Framework:
 Expanding the Conversation to Include School Nurses



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Where to Find Resources



Social media and web graphics: Selected and designed by [ksdetasn.org](http://www.ksdetasn.org)