

The **Kansas State Department of Education** was awarded a State Personnel Development Grant to create a Mental Health Professional Development and Coaching System. Over the next five years, the **TASN School Mental Health Initiative (TASN SMHI)** will work in five regions with up to 15 districts, utilizing the Interconnected Systems Framework (ISF) structure and process to integrate School Mental Health and trauma-informed practices within the Kansas Multi-Tier System of Supports Integrated Framework. By leveraging school-community resources and partnerships, the Mental Health Professional Development and Coaching System will improve outcomes for students. This work is in alignment with the Kansas State Board Outcome of Social-Emotional Growth.



IMPACT OF TRAUMA ON SCHOOL SYSTEMS

- Students may experience difficulties forming relationships, regulating emotions, and learning cognitive skills; may be unable to process verbal/nonverbal and written academic information; and may struggle to use language to relate to others (Trauma and Learning Policy Initiative, *Helping Traumatized Children Learn*)
- Students dealing with trauma:
 - Are 2 ½ times more likely to fail a grade
 - Score lower on standardized achievement test scores
 - Have more receptive or expressive language difficulties
 - Are suspended or expelled more often
 - Are designated to special education more frequently (*The Heart of Learning and Teaching*, p.5)
- Staff may experience secondary trauma, compassion fatigue, or burnout

"Less than 30% of students who need mental health services receive them."

— Kataoka, Zhang and Wells,
2002 Journal of Psychiatry 159(9): 1548-1555.

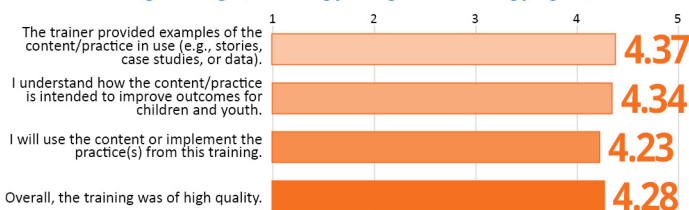
During the 2017-2018 school year, the School Mental Health Initiative provided professional development, involving training and coaching on school mental health topics, including:

- Three Sessions of Impact of Trauma and Toxic Stress
- The first annual School Mental Health Conference
- An Interconnected Systems Framework Presentation at the annual Kansas MTSS Symposium
- Two Youth Mental Health First Aid Trainings

These professional learning events reached a total of **661** attendees across **88** school districts, with participants showing a readiness to implement newly learned skills.

EVALUATION RESULTS FROM 450 SCHOOL MENTAL HEALTH PROFESSIONAL DEVELOPMENT ATTENDEES

Average Ratings (1 = Strongly Disagree, 5 = Strongly Agree)

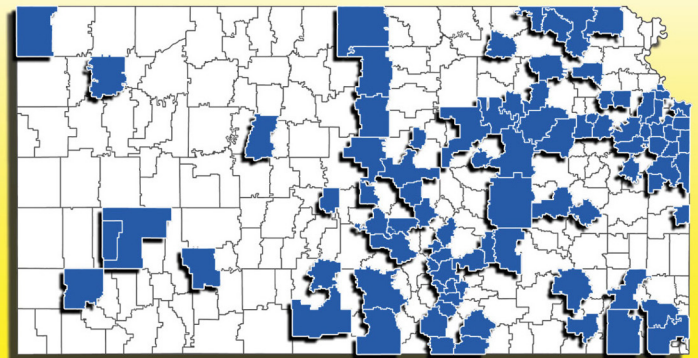


"School is the de facto mental health system for children... for children who do receive any type of mental health service, over 70% receive the service from their school."

— Albert J. Dunchnowski via ISF Monograph

KANSAS SCHOOL MENTAL HEALTH INITIATIVE

DISTRICTS SUPPORTED



TASN SMHI added **68** resources to www.KSDETASN.ORG/SMHI that were accessed **1,749** times

FOUR KEY STRATEGIES

The Interconnected Systems Framework (www.pbis.org) blends resources, training, systems, data, and practices to improve outcomes for all children and youth.

- 1. Utilize a single system of delivery.** One committed and functional team with authority guides the work, using data at three tiers of intervention. Includes symmetry of process, integrated evidence-based practices, and a plan to build social and emotional capacity across staff.
- 2. Promote mental health for all.** Positive school climate and culture serve as protective factors. Social/emotional/behavioral health addressed with the same level of attention and concern as our children's academic and cognitive achievement.
- 3. Install within Kansas Multi-Tier System of Supports.** MTSS structures are essential to build effective teams that involve community mental health providers working collaboratively with school personnel, formal processes for selection and implementation of evidence-based practices, rigorous progress monitoring for both fidelity and effectiveness, ongoing coaching, and more.
- 4. Move beyond access to mental health interventions with specific outcomes.** Access is not enough. All work is focused on ensuring positive outcomes for all children and youth and their families. Action plans include specific, measurable goals related to outcomes for students and youth and address fidelity to interventions.