



Kansas leads the world
in the success of each student.

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KANSAS STATE DEPARTMENT OF EDUCATION www.ksde.org

A NEW Vision for Kansas....

Kansas leads the
world in the
success of each
student.



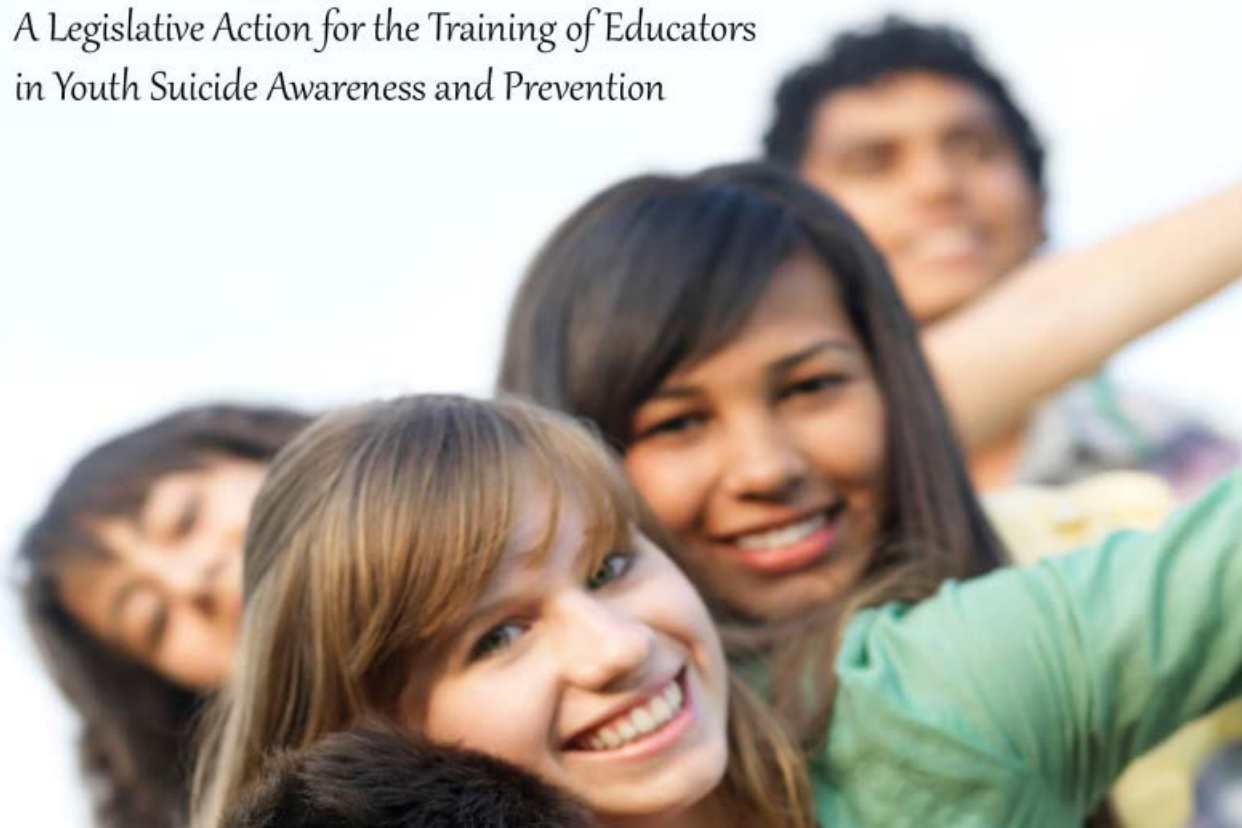


YOUTH SUICIDE PREVENTION



THE HISTORY OF THE JASON FLATT ACT

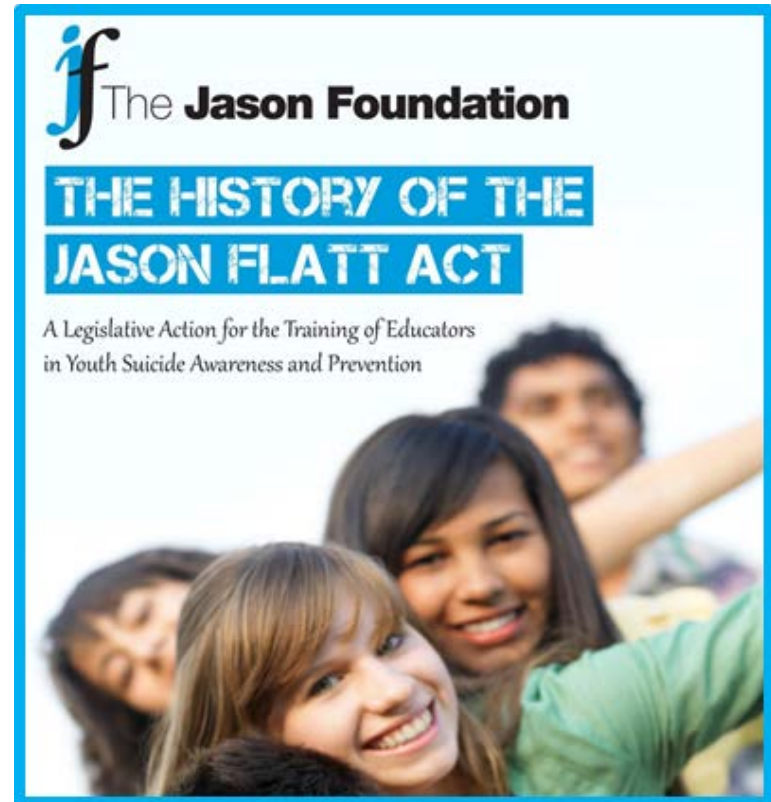
*A Legislative Action for the Training of Educators
in Youth Suicide Awareness and Prevention*



The Jason Flatt Act

(KSA 72-8260)

- Passed by the Kansas Legislature and signed by the governor - Spring 2016
- Each school district/school will provide suicide awareness and prevention training for **ALL** school personnel
- Requires at least 1 hour of suicide awareness and prevention training annually (approved by the State BOE)
- Parents and guardians will be notified and training materials made available for review
- Each building will develop a crisis plan that includes: recognition of suicide ideation; appropriate interventions; and a crisis recovery plan



Suicide Prevention Who is Responsible?



District Administrators

Building Administrators

School Psychologists

Counselors

Social Workers

Nurses

School Resource Officers

Crisis Team Members

General Education Teachers

Special Education Teachers

Librarians

Coaches

Club/Activity Sponsors

Office Staff

Transportation Staff (bus drivers)

Cafeteria Staff

Custodial Staff

Building and Grounds Staff

EVERYONE!

Template for Training

Topic	Time	Content Detail
Introduce Jason Flatt Act (KSA 72-8260)	10 minutes	
Kansas Suicide Data	10 minutes	
Warning Signs	10 minutes	
Indicators	10 minutes	The factors that could lead up to suicide risk. Could be personalized to your school's mental health or social-emotional needs.
School Specific Protocols	10 minutes	The steps your school takes to move from concern to mental health evaluation.
Questions	10 minutes	

Why is it Important?

- You interact on a daily basis with students
- You could be key in recognizing suicide risk
- You could be critical in providing support and appropriate referrals



Youth Suicide Warning Signs

- Talking about or making plans for suicide
- Expressing hopelessness about the future
- Displaying severe/overwhelming emotional pain or distress
- Worrisome behavioral cues or noticeable changes in behavior. Including significant:

Withdrawal from or changing social connections/situations

Changes in sleep (increased or decreased)

Anger or hostility that is out of character or out of context

Recent increased agitation or irritability

Indicators Related to Suicide

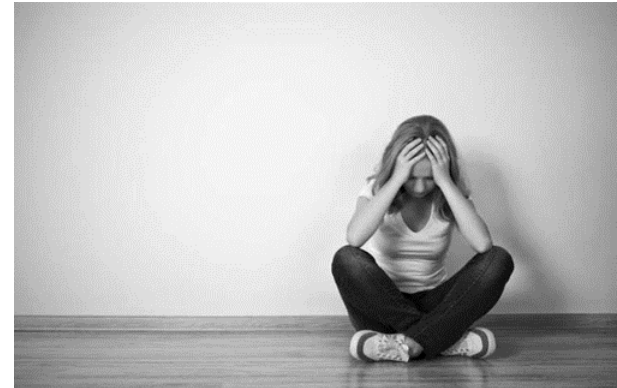
Indicators may be observed in an individual who is suicidal or experiencing suicidal ideation. Verbal or behavioral clues can be good predictors. However, approximately 5% of individuals who complete an act of suicide never exhibit any symptoms or indicators.

- Putting personal affairs in order
- Giving away prized possessions
- Sudden interest or disinterest in religion
- Increased interest in death and dying
- Unexplained anger, aggression or irritability
- Direct expressions of suicidal ideation or intent such as “I wish I were dead” or “I’m going to kill myself.”



More Indicators Related to Suicide

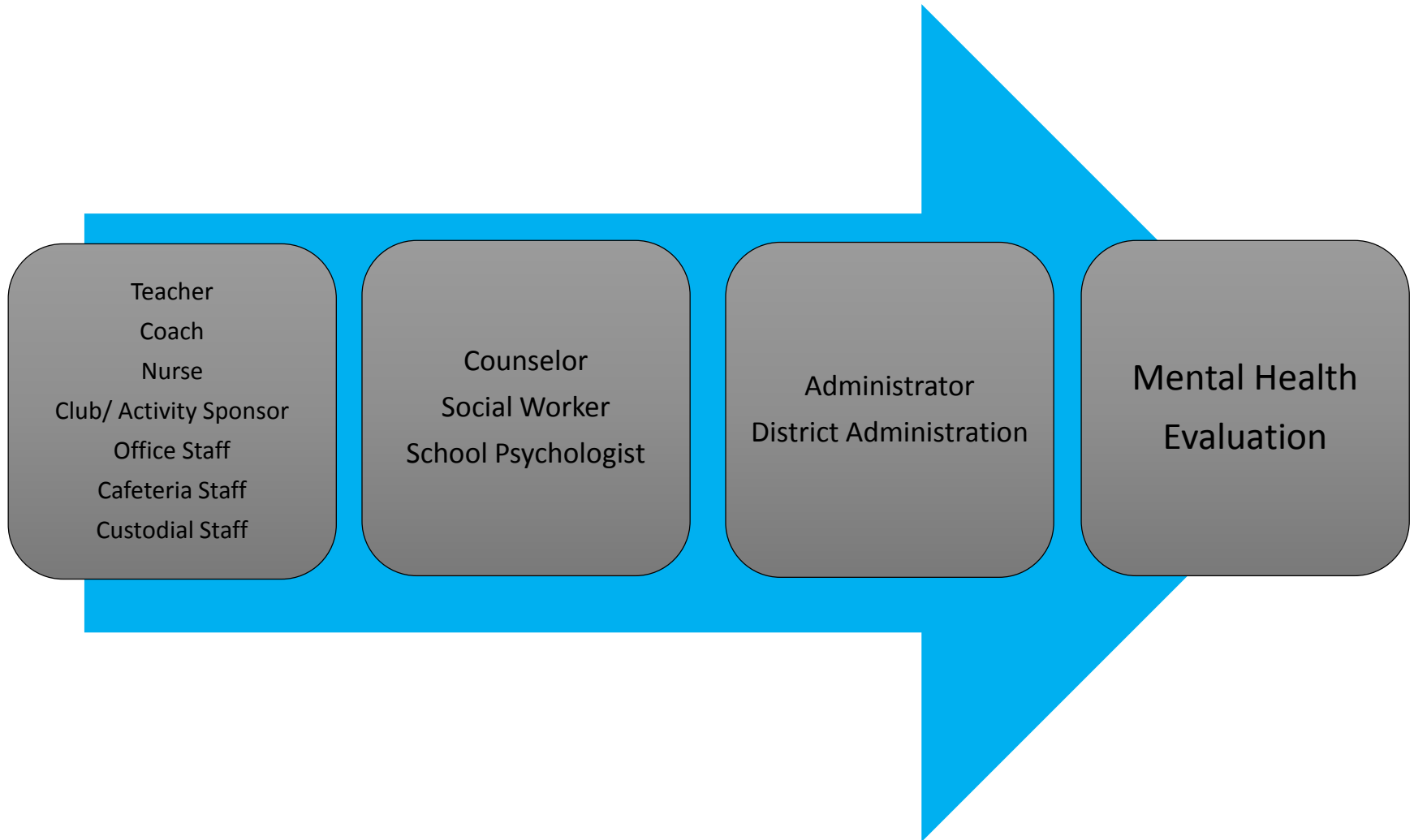
- Indirect expressions of suicidal ideation or intent such as “I wish I could go to sleep and never wake up” or “Everyone would be better off without me.”
- Stockpiling of pills or weapons
- Change in interaction with family and friends
- Recent disappointment or rejection
- Sudden decline or improvement in academic performance
- Increased apathy



VARIABLES ASSOCIATED WITH YOUTH SUICIDE

- Depression
- Cyberbullying
- Bullycide
- Choking Game
- Self-Injury
- Addiction Issues
- Human Trafficking
- Teen Dating Violence
- Hopelessness
- Social Withdrawal
- Grief/Bereavement
- Other Mental Health

Referral Protocol



Resources

Jason Flatt Foundation: <http://jasonfoundation.com/>

National Suicide Prevention Life Line: <http://www.suicidepreventionlifeline.org/>

SAMHSA Suicide Prevention Page: <http://www.samhsa.gov/suicide-prevention>

Suicide Prevention Resource Center: <http://www.sprc.org/>

American Foundation for Suicide Prevention- Kansas Chapter: <https://www.afsp.org/local-chapters/find-your-local-chapter/afsp-greater-kansas>

Center for Disease Control (Suicide): <http://www.cdc.gov/violenceprevention/suicide/>

Yellow Ribbon Suicide Prevention: <http://yellowribbon.org/about/>

American Association of Suicidology: <http://www.suicidology.org/>

Society for the Prevention of Teen Suicide: www.sptsusa.org

The Trevor Project (for LGBTQ students) <http://www.thetrevorproject.org/?gclid=CK2-2aeGIs0CFZODaQod-zoOzg>



**AMERICAN FOUNDATION FOR
Suicide Prevention**



**CENTERS FOR DISEASE
CONTROL AND PREVENTION**



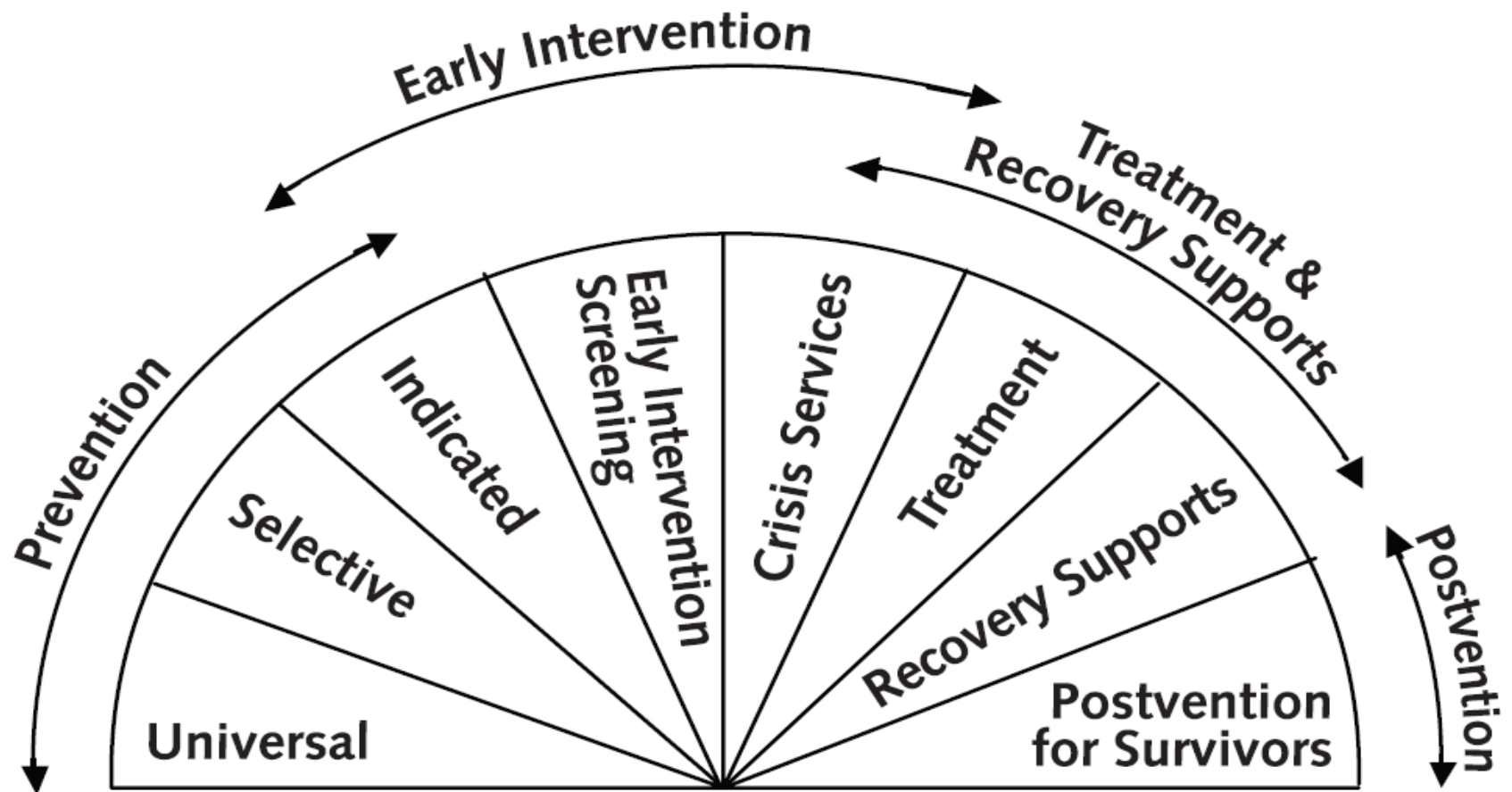
SPRC • Suicide Prevention Resource Center

Promoting a public health approach to suicide prevention



Figure 3.1

Suicide Prevention and Intervention Framework



Adapted from California Strategic Plan on Suicide Prevention. California Department of Mental Health. California Strategic Plan on Suicide Prevention: Every Californian Is Part of the Solution. http://www.dmh.ca.gov/prop_63/MHSA/Prevention_and_Early_Intervention/docs/SuicidePreventionCommittee/FINAL_CalSPSP_V9.pdf. Published June 30, 2008. Accessed April 30, 2012.



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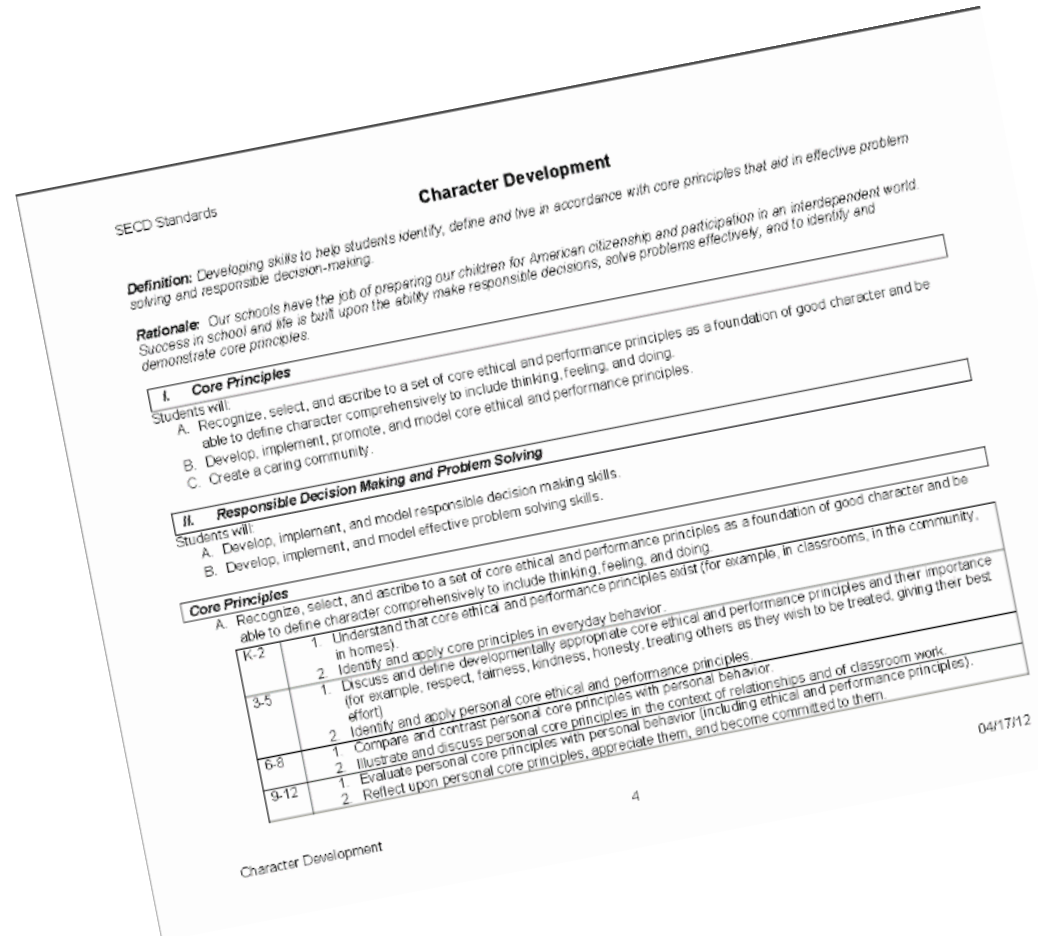
SOCIAL EMOTIONAL CHARACTER DEVELOPMENT

Revision Committee
April, 2018

Kansas leads the world in the success of each student.

SECD Standards

- Kansas was the first state to adopt Social, Emotional and Character Development standards.
- The standards were adopted in 2012
- 2018 Revisions
 - prevention statutes
 - employability
 - civic engagement
 - first read for BOE will be in June



State Board SEG Goal

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

Character Development

- Core Principles
- Responsible Decision Making and Problem Solving



- Social Awareness
- Interpersonal Skills

Social Development



- Self -Awareness
- Self-Management

Personal Development

Kansas Social, Emotional, and Character Education Standards

THE VERDICT IS IN: **SEL** MATTERS

A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning.

Check out these incredible findings!



9%

improvement
in prosocial
behavior



9%

improvement in
attitudes about
self, others,
and school



9%

reduction
in problem
behaviors



10%

reduction
in emotional
distress



11%

increase in
standardized
achievement
test scores



23%

increase in
social and
emotional
skills

Why focus on Social Emotional Learning

Every \$1 invested in Social Skills instruction =
\$___ in economic returns for the community –
Teachers College, Columbia University (2015)

\$11



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SCHOOL MENTAL HEALTH INITIATIVES

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INTERCONNECTED SYSTEMS OF CARE

Appropriate Information Sharing
Supported Navigation through Systems of Care
Continuous Communication Loop
Family Driven & Youth-Guided Planning
Wraparound Support



FOUNDATION

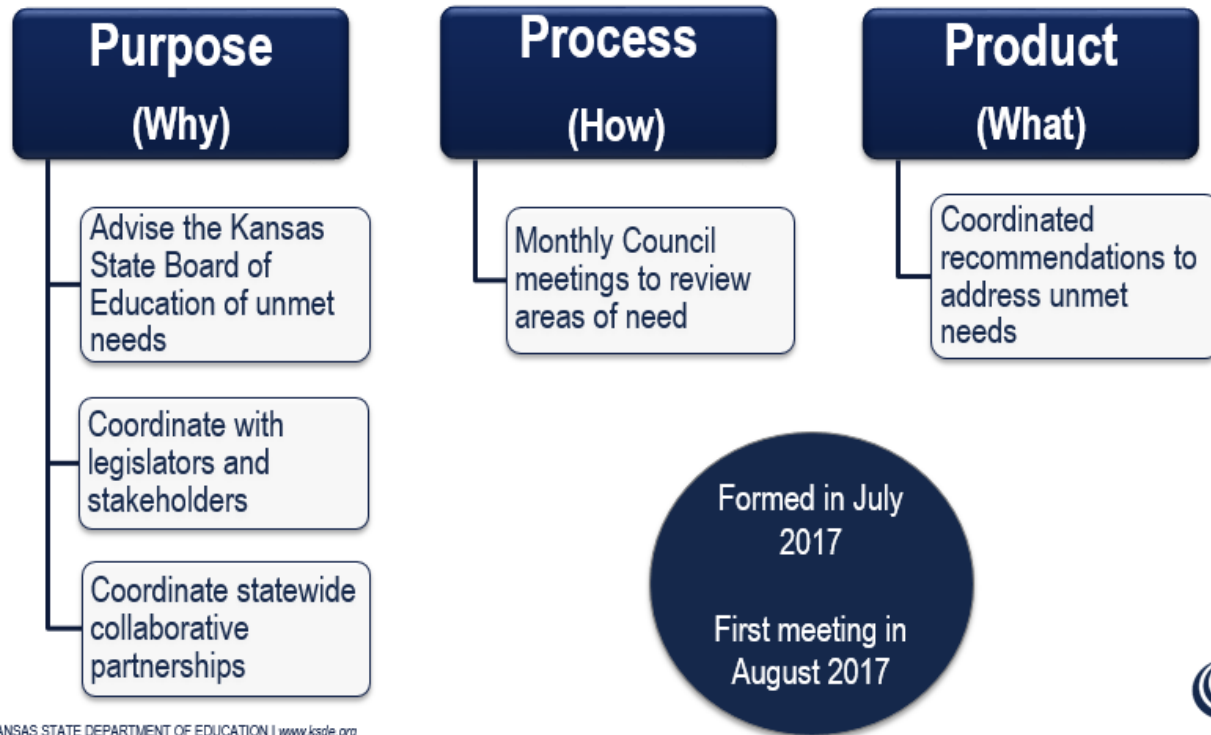
Integrating School Mental Health within Multi-Tier Systems of Support:

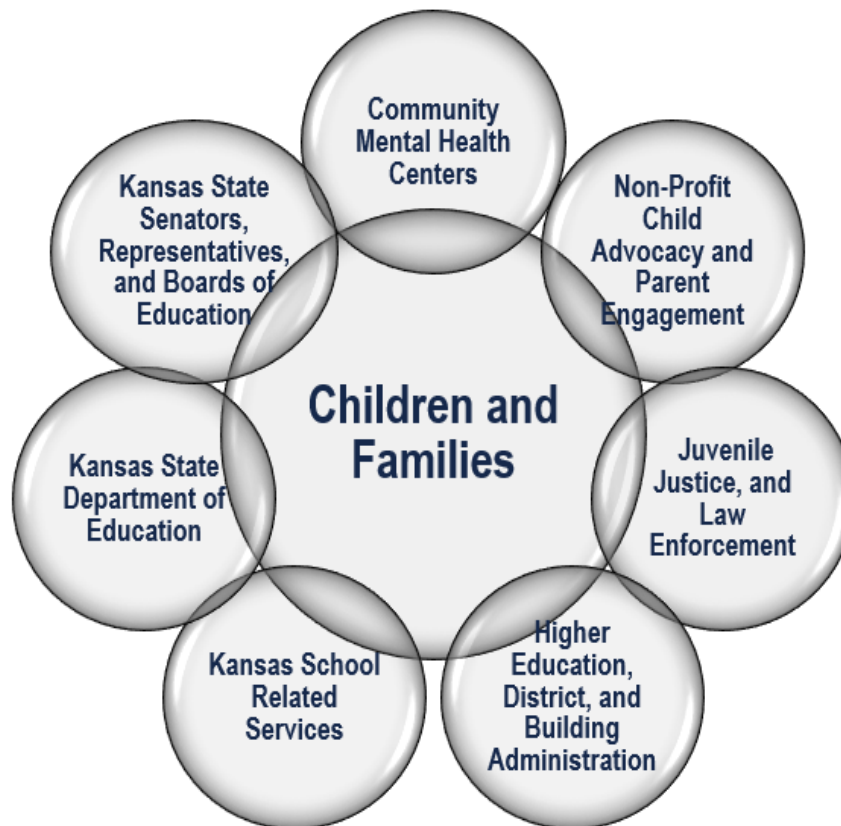
1. Strong Universal Implementation
2. Integrated Leadership Teams
3. Youth-Family-School-Community Collaboration at all Levels
4. Culturally Responsive Evidence Based Practices
5. Data-Based Continuous Improvement
6. Positive School Culture & Climate
7. Staff Mental Health Attitudes, Competencies & Wellness
8. Systemic Professional Development & Implementation
9. Confidentiality & Mental Health Promotion Policies
10. Continuum of Supports

In Partnership with the Kansas State Department of Education and TASN ATBS School Mental Health Initiative

Adapted from Wisconsin Department of Public Instruction. *The Wisconsin School Mental Health Framework: Integrating School Mental Health with Positive Behavioral Interventions & Support*. December 2015.

SCHOOL MENTAL HEALTH ADVISORY COUNCIL





STRENGTHENED STATE, REGIONAL, AND LOCAL PARTNERSHIPS

SCHOOL MENTAL HEALTH PROFESSIONAL DEVELOPMENT AND COACHING SYSTEM

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

Mental Health Intervention Treatment Program (MHIT)

- ▶ Pilot program funded by the Kansas Legislature
- ▶ Creates partnerships between targeted districts and Community Mental Health Centers (CMHC)
- ▶ Participating Districts: Wichita #259, Topeka #501, Kansas City #500, Parsons #503, Abilene #435, and Garden City #457
- ▶ GOAL: Provide treatment and track the behavioral health needs of two groups of youth
 - ▶ Children in Need of Care (CINC) and in state custody
 - ▶ Children who are not in state custody, but display a need for behavioral health treatment outside the normal school day

For More Information

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