



School Mental Health Advisory Council



March 2, 2022

Kansas leads the world in the success of each student.

Call to order

- Roll Call



Approval of Agenda and Minutes



Agenda: March 2, 2022

Minutes: January 5, 2022

Poll questions will allow the votes to be public information but will not reveal how individuals vote.

Public Comment

- Guidelines for Testimony
 - Prior to start of the School Mental Health Advisory Council meeting, be sure to email Kayla Love, expressing desire to speak during public comment.
 - All comments will be taken under advisement by the council.
 - Any response from the Council to public comments will come at a later date.
- Verbal Public Comment
 - Verbal comments are limited to three minutes.
 - Cue will be given one minute before time expires.
- Written Testimony
 - Written input must include the name, address and county of residence of the person submitting comment.
 - Written comments can be submitted via email to Kayla Love,



SEL Legislative Testimony

Kent Reed





K-12 Budget Committee

Social-Emotional Learning



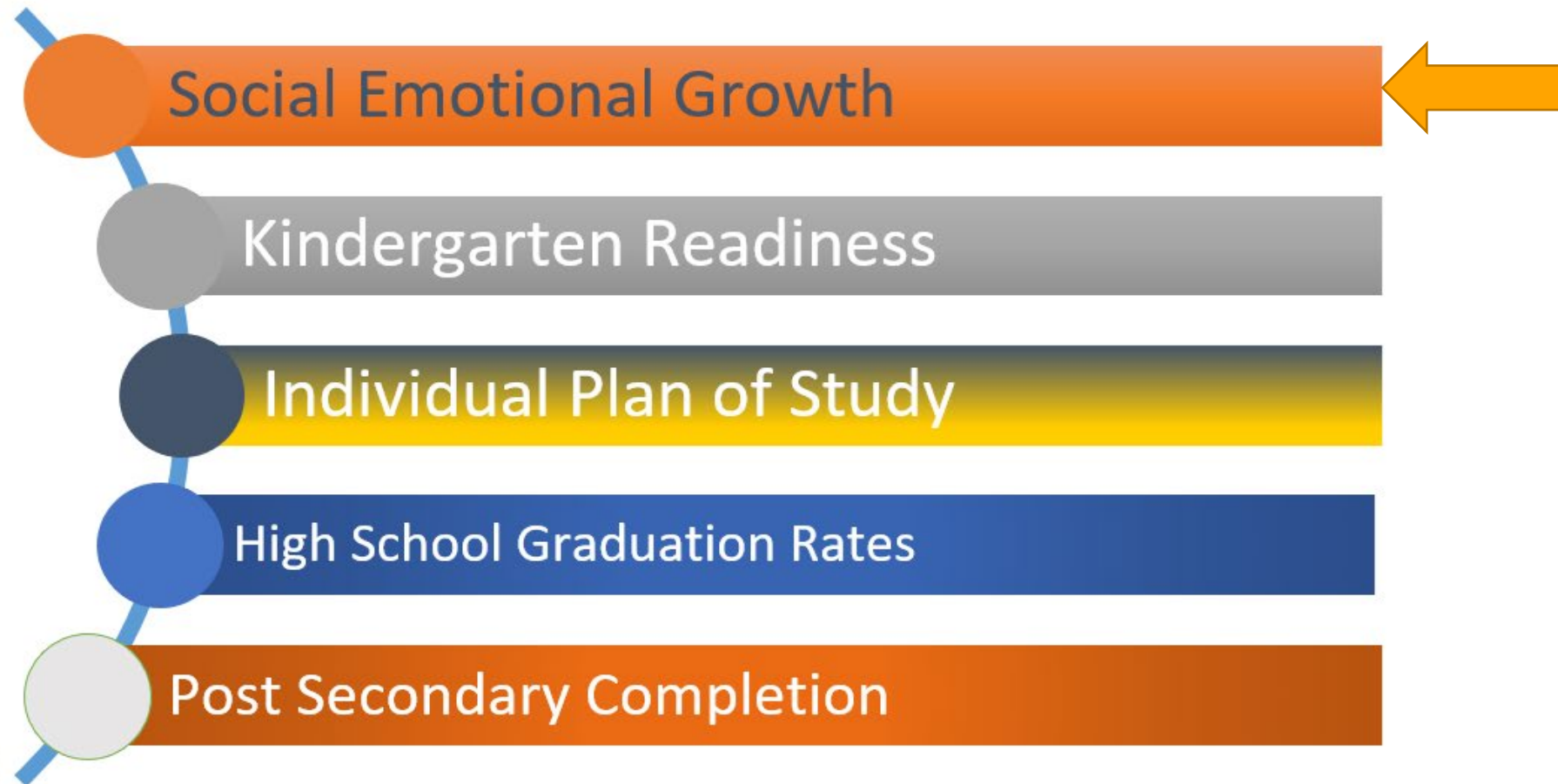
A NEW Vision for Kansas

Kansas leads the world in the
success of **each** student.

State Board Goals



#KansansCan | KSDE | www.ksde.org



STATE BOARD SOCIAL-EMOTIONAL GROWTH GOAL

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





From the first set of focus group responses, what characteristics of success were most frequently cited?





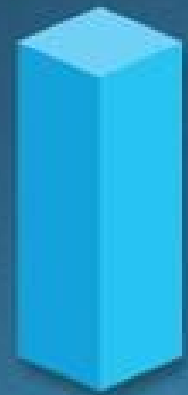
The business and industry focal groups cited **non-academic skills** with greater frequency than the community groups:



THE VERDICT IS IN:
SEL
MATTERS

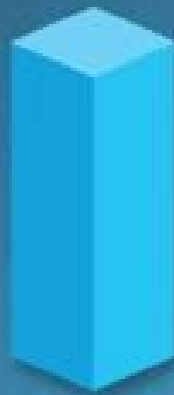
A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning.

Check out these incredible findings!



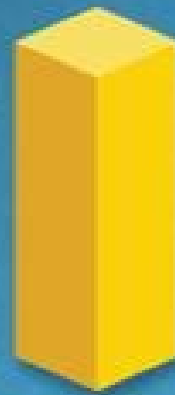
9%

improvement
in prosocial
behavior



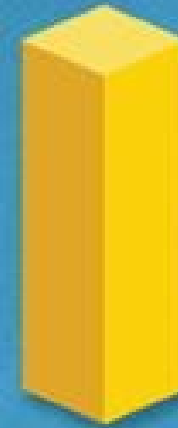
9%

improvement in
attitudes about
self, others,
and school



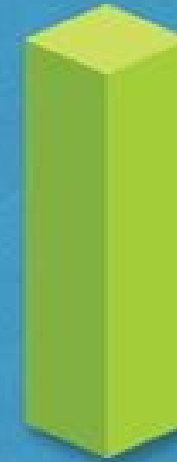
9%

reduction
in problem
behaviors



10%

reduction
in emotional
distress



11%

increase in
standardized
achievement
test scores



23%

increase in
social and
emotional
skills

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82 (1), 405-432.

WHY FOCUS ON SOCIAL-EMOTIONAL GROWTH

Every \$1 invested in Social Skills instruction = \$____
in economic returns for the community.

\$11

Source: Teachers College, Columbia University (2015)



PURPOSE OF KANSAS STANDARDS

Social, Emotional, and Character Development (SECD) Standards provide schools a framework for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, career, and personal success.

KANSAS SOCIAL, EMOTIONAL AND CHARACTER EDUCATION STANDARDS



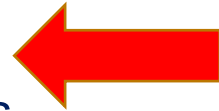
SECD STANDARDS

Kansas was the first state to adopt Social, Emotional and Character Development standards.

The standards were adopted in 2012.

2018 Revisions

- Prevention statutes
- Employability
- School mental health
- Civic engagement
- Mandated reporting



SECD Standards

Character Development

Definition: Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Rationale: Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

I. Core Principles

Students will:

- Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.
- Develop, implement, promote, and model core ethical and performance principles.
- Create a caring community.

II. Responsible Decision Making and Problem Solving

Students will:

- Develop, implement, and model responsible decision making skills.
- Develop, implement, and model effective problem solving skills.

Core Principles

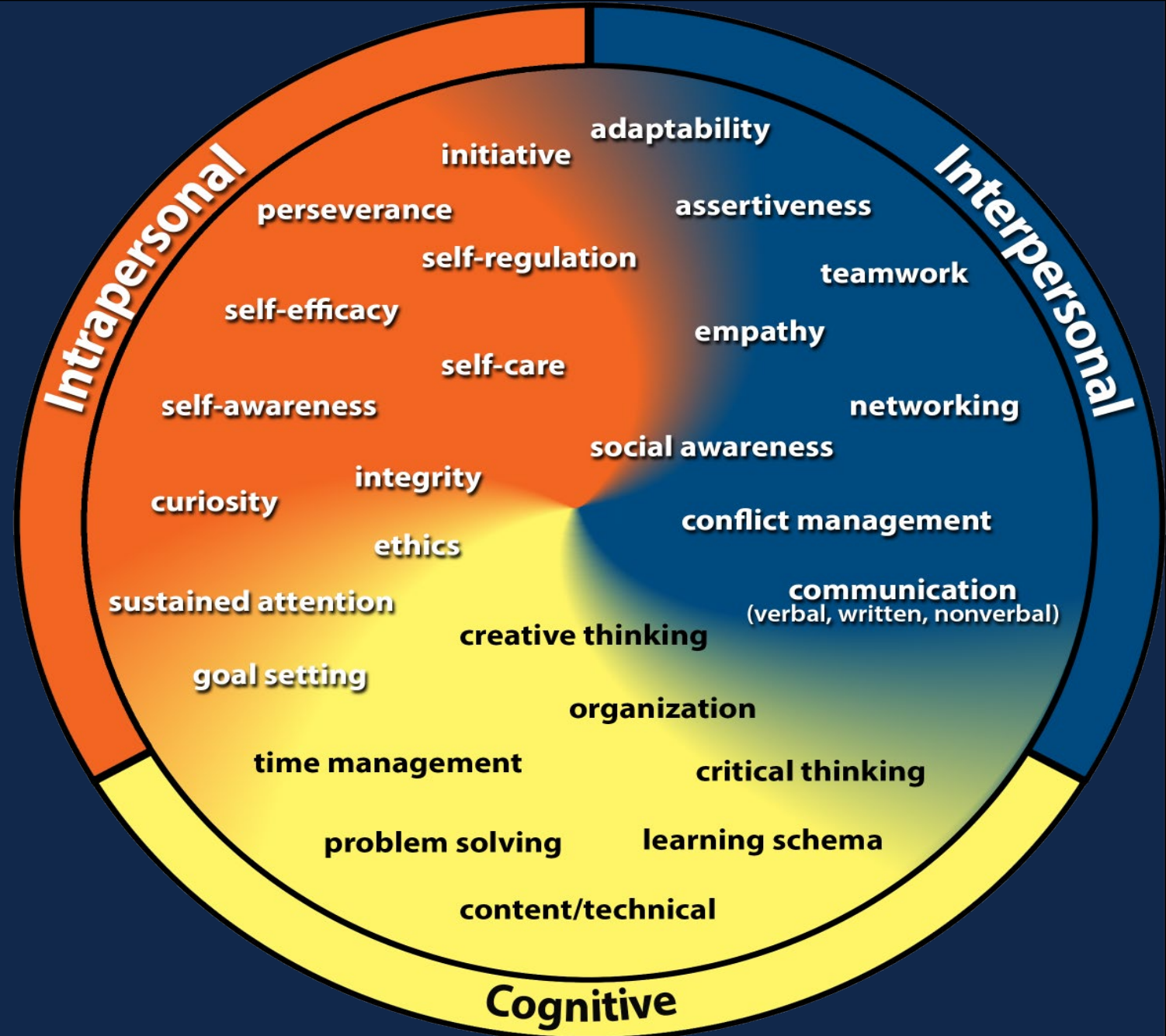
- Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

K-2	1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes). 2. Identify and apply core principles in everyday behavior.
3-5	1. Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort) 2. Identify and apply personal core ethical and performance principles.
6-8	1. Compare and contrast personal core principles with personal behavior. 2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.
9-12	1. Evaluate personal core principles with personal behavior (including ethical and performance principles). 2. Reflect upon personal core principles, appreciate them, and become committed to them.





Kansans Can Competencies



Kansans Can Competency Sequence Pre-K through 12

These targets describe how students demonstrate progressive intra and interpersonal skills at each grade cluster. It should not be assumed that students at higher grades have the prerequisite competence from lower grades.



By the end of each grade cluster, each student:

	Self-Regulation	Self-Efficacy	Self-Awareness	Assertiveness	Conflict Management	Empathy
Pre-K	<ul style="list-style-type: none"> • Demonstrates the ability to create a simple plan and immediately reflect on the implemented plan. • Describes and chooses simple strategies for self-calming. • Plans and practices ignoring some distractions during a task, resulting in increased focus. 	<ul style="list-style-type: none"> • Demonstrates an understanding that making mistakes is normal. • Continues work on a challenging task by trying different ways to solve a problem. 	<ul style="list-style-type: none"> • Recognizes and identifies feeling words linked to various situations. • Communicates personal likes and dislikes. • Makes choices based on personal preferences. 	<ul style="list-style-type: none"> • Demonstrates how to ask for help. • Expresses basic feelings and preferences. • Demonstrates refusal skills and the ability to say, "No." 	<ul style="list-style-type: none"> • Understands conflict is normal and natural and that we are each unique. • Describes and demonstrates simple conflict management techniques (asks for help, takes turns, finds a different toy play with). • Identifies and labels his/her own basic feelings and emotions. 	<ul style="list-style-type: none"> • Interprets emotions in the facial expressions or behaviors of other people. • Identifies what kind of emotion(s) specific actions or responses might cause a person to feel. • Demonstrates helping behaviors when someone is hurt or sad.

	Self-Regulation	Self-Efficacy	Self-Awareness	Assertiveness	Conflict Management	Empathy
K-2	<ul style="list-style-type: none"> • Demonstrates the ability to create a plan to accomplish a task or set of tasks. • Follows multi-step, teacher-created plans. • Identifies ways to get back on track when distracted. • Develops a plan (with teacher guidance) to self-regulate for common challenging situations and emotional reactions. • Predicts how various actions/decisions would affect outcomes. 	<ul style="list-style-type: none"> • Demonstrates approaching a challenging task with recognition that ability grows with effort. • Describes mistakes as normal and opportunities to learn. • Provides examples of growth mindset self-talk statements. • Describes some basic structures of the brain and understands that a brain can "grow" and change with practice. 	<ul style="list-style-type: none"> • Describes personal strengths and preferences. • Identifies words that describe basic personal emotions. • Demonstrates mindfulness for short periods. • Uses self-knowledge of preferences to inform decisions when opportunities arise. 	<ul style="list-style-type: none"> • Communicates a need or want to peers and adults in a respectful manner. • Asks for help from an adult for a challenging situation. • Demonstrates respectful refusal skills. • Makes assertive statements paired with body language and tone of voice that match the statement. 	<ul style="list-style-type: none"> • Identifies natural reasons for conflict and understands that conflict is normal. • Demonstrates the ability to listen to others' ideas and realizes other people may view situations differently. • Identifies the problem in a conflict situation and states feelings and behaviors related to the problem. • Uses words and other positive strategies to resolve social conflicts and nurture relationships. 	<ul style="list-style-type: none"> • Describes similarities and differences between themselves and others. • Demonstrates increased awareness of others' feelings and perspectives. • Defines feeling words that describe basic personal emotions in themselves and others. • Recognizes when someone needs help and offers help. • Interprets facial expressions and non-verbal cues of others. • Demonstrates basic listening strategies.

Examples of Workforce Development Efforts

Preschool and Elementary School

Exposure and Awareness



Middle School

Exploration and Engagement



High School

Immersion, Participation,
and Preparation

Career days

Project-based learning

CTE and career development courses (e.g., identifying general SEL skills that are transferable across specific careers and jobs), leading to dual degrees postsecondary credits and certifications

Guest classroom speakers

Community service and service-learning

Work-based
learning

Career Pathway
programs

Field trips

Exposure through
literature

Job shadowing

Mock interviews

Internships

Externships

Career mentoring

Simulated work-
based experiences

Apprenticeships



Results: Social-Emotional Factors

KSDE Contact:
Kent Reed, Education Program Consultant
Career Standards and Assessment Services
kreed@ksde.org
785-296-8109

Measuring Social-Emotional Factors Locally

- Perception Data (i.e. surveys)
- Process Data (i.e. numbers served)
- Outcome Data (i.e. what did you prove?)
- Multiple Measures
- School Climate Data
- Tiered Approach
- Utilize Evidenced Based Curriculum





Social-Emotional Data Collected by KSDE

- Attendance
- Program completers
- Bullying incident data
- Suspensions
- Expulsions
- Emergency safety interventions



THANK YOU FOR YOUR LEADERSHIP AND SUPPORT

Kent Reed

School Counseling/School Climate and Culture Consultant

KSDE

kreed@ksde.org

785-296-8109



Legislative Updates



Craig Neuenswander
Dale Brungardt



BREAK

Legislative Process



Mark Tallman (KASB)



Lunch Break

Previous Bills Passed by Legislature



Kent Reed

U.S. Department of Ed New Work



Shanna Bigler

Anticipatory Grief



Samantha Brown (USD 383)

Mental Health Website

Holly Yager (USD 259)



Member/ Agency Updates



Wrap Up Comments Adjourn



Kathy Busch



Kathy Busch
Chair
kbusch51@gmail.com

Kayla Love
Administrative Specialist
Special Education and Title Services
(785) 291-3097
klove@ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

