

Reflect, Regroup, Return - September 15, 2015 Committee Responses

1) Why are you interested in serving on the Mental Health Committee?

I am concerned that our students are not getting the help they need; nor being identified quickly enough; and not always being responded to in the most helpful way.

Making a connection between education, business and community members because it affects everyone.

To stay informed and be proactive in supporting through PD opportunities.

Believe my background & training lend themselves to making a positive contribution. I am very concerned about the overall mental health emotional functioning of students and staff in our district & believe we are poised to make significant strides in a positive direction.

We see many children/parents that need help & we do not feel we are prepared to handle.

Bottom line, improving student's lives and student achievement .

Believe it is so relevant to the work of preventing adverse childhood experiences and helping children develop resiliency.

I think the work being done on trauma with the district is very meaningful and will make a big difference for students.

To help coordinate services from special education and the district.

Collaborate with other community agencies

Research class size impact

To attempt to improve mental health services to students to and support staff

2) How valuable do you think this committee's work might be?

I think we have the potential to create a paradigm for responding to student behavior and building a staff with the capacity to manage better students' mental health needs.

Build a district-wide community of people who can de-escalate students, avoid conflicts with them and connect them with resources.

Very valuable! Great for 501 to lead in the community. It's an education process for all
Could be critical.

Can't be overestimated in my opinion. Believe we have the opportunity and motivation to make significant changes.

Very valuable

Invaluable if it can help find workable solutions for addressing challenging behavior

Don't think we could put a price tag on it. It has far reaching possibilities for children academically, socially, emotionally, and developmentally.

Extremely valuable

It depends on goals and time to work

Easy to become fragmented

This committee has the potential to improve the climate, the mental health services, and the morale district wide.

3) What might be some of the things that you or your (team/staff/group) know that nobody else knows about working with students with mental health needs?

The depth of student suffering, the details of their traumas. What mental illness looks like.

I know I need to learn more to help advocate our community and business leaders.

Ecological framework - understanding of the interaction between person & environment

Knowledge of mental health conditions and appropriate interventions.

How young children are when they start showing signs of mental health needs. The great family needs.

Legal implications

ACE study and the impact on brain development and stress response and how that may come out in a classroom setting.

The perspective of a clinician who has actually treated children with trauma.

Tons - social workers are trained in trauma informed care

Mandt - 20 trainers

Psychologists - evaluations and consultations

Professional Development

The effect that trauma has on students

Identify interventions that can be utilized with traumatized students

Evaluating students that have been traumatized

4) What are you hoping this committee can accomplish?

How to support students and staff to help all to be connected in the community. It also leads to success and happiness in the workplace and as a citizen.

Support for staff & ultimately families

Tool Box - respond appropriately to situations

Procedures and aid transitions

Include PBIS

Action Roadmap/Plan of Implementation

Capitalize on the momentum

Reduce the number and time of disruptions to learning while improving the quality of life for our students and families and reduce the stress of our teachers.

Establish collective agreed upon vision for providing trauma sensitive interventions/programming

Set a ground work for the district to follow.

Build partnerships with community agencies.

Help identify supports for teachers that can keep student learning in the classroom.

Moving towards a trauma informed sensitive culture that recognizes it will take an entire community to help the children that may need it the most.

Practical model that can be implemented in the schools.

Help buildings be proactive rather than reactive.

Practical model to be implemented; tie to the PBIS work

Action Plan Development

Provide training for staff

Build capacity in all staff in regards to trauma informed care

Provide a resource for the Topeka community on this topic.