

North Dakota Department of Public Instruction



Youth Behavioral Health and Suicide Prevention Professional Development

2017

Senate Bill (SB) 2038, introduced and passed during the 2017 North Dakota 65th Legislative session, combined into one bill SB 2048, Youth Mental Health Training, and SB 2209, Professional Development for Youth Suicide Prevention. Section 1 of SB 2038 requires districts to provide behavioral health professional development to teachers and administrators. (www.legis.nd.gov/assembly/65-2017/documents/17-0182-08000.pdf)

SB 2038 Section 1 Amendment - North Dakota Century Code (NDCC) 15.1-07-34:

Every two years, each school district shall provide a minimum of eight hours of professional development on youth behavioral health to elementary, middle, and high school teachers, and administrators. Each school district shall encourage ancillary and support staff to participate in the professional development. Based on the annual needs assessment of the school district, these hours must be designated from the following categories:

- a. Trauma;
- b. Social and emotional learning, including resiliency;
- c. Suicide prevention;
- d. Bullying;
- e. Understanding of the prevalence and impact of youth behavioral health wellness on family structure, education, juvenile services, law enforcement, and health care and treatment providers;
- f. Knowledge of behavioral health symptoms and risks;
- g. Awareness of referral sources and evidence-based strategies for appropriate interventions; or
- h. Other evidence-based strategies to reduce risk factors for students.

Each school district shall report the professional development hours to the Department of Public Instruction, [using the NDDPI STARS Calendar System].

The Superintendent of Public Instruction shall collaborate with regional education associations to disseminate information, training materials, and notice of training opportunities to school districts and nonpublic schools.

Every year, districts are given the right and responsibility to implement and deliver professional development that is authentic to their needs. Due to the comprehensiveness of youth behavioral health, staff professional development should be strategically planned, and interconnected across academic years.

When designing professional development for school staff that meets the definition of evidence based, district administrators should focus on all aspects of the continuum within behavioral health: promotion, prevention, intervention, treatment, and recovery. School-based programming should maximize protective factors for youth in order to limit the effects of such common behavioral health conditions such as anxiety, depression, attention-deficit/hyperactivity, and substance abuse.

Recommended Youth Behavioral Health and Suicide Prevention Professional Development Opportunities

Youth Mental Health First Aid (YMHFA)

Youth Mental Health First Aid (YMHFA) is an evidence-based program geared for adults who interact with youth ages 12-18. It is an international program with research-based evidence demonstrating the effectiveness of this program in improving knowledge of mental disorders and substance abuse, removing fear and misunderstanding, and enabling those trained to offer concrete assistance. Participants do not learn to diagnose, nor how to provide any therapy or counseling – rather, participants learn to support youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan. For more information, go to www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/.

Cost: Includes instructor fees, travel expenses, and training manuals. For more information and/or to set up a training, contact DPI Safe and Healthy Schools at 701.328.2753.

Trauma Sensitive Schools: A New Perspective of Student Behavior and Learning

Child traumatic stress (CTS) may develop after a child feels intensely threatened by an event he or she is involved in or witnesses (e.g., car accident, witnessing violence, child abuse). CTS may have devastating consequences in mental and physical health, school performance, and relationships.

One in four children has been exposed to a traumatic event that may have a lasting impact on the well-being and functioning of students and their families. By understanding how trauma impacts students and adopting a trauma informed approach, educators can play a crucial role in mitigating both the short and long term effects of trauma.

In January of 2015, the North Dakota Department of Public Instruction, in collaboration with the Mid-Dakota Education Cooperative (MDEC), funded the development of the Trauma Sensitive School professional development curriculum for educators. Grounded in research, this curriculum provides an overview of childhood trauma, and how it manifests in the classroom. Additionally, the curriculum provides practical strategies to support students exposed to trauma, and has been adopted in several North Dakota districts.

Cost: Includes instructor fees, travel expenses, and training materials. For more information, contact DPI Safe and Healthy Schools at 701.328.2753, or your local Regional Education Association.

Mental Health Training Curriculum for Juvenile Justice (MHTC-JJ)

This curriculum was first designed for juvenile justice professionals. A modified version can be provided to school staff. This eight-hour training was developed by the McArthur Foundation's Models for Change/Juvenile Justice Action Network and provides critical information and practical strategies for interacting and communicating with youth in their care who have mental health needs. The training includes:

- The Interface Between the Juvenile Justice and Mental Health Systems
- Understanding Adolescent Development
- Mental Health and Substance Use Disorders
- Child Trauma
- Treatment of Youth with Mental Health Disorders
- Working with Youth – What You Can Do
- Family Engagement

Cost: Includes travel per diem at state rates for instructors, and the cost of manuals. For more information, contact Lisa Bjergaard, Director, North Dakota Division of Juvenile Services; 701.328.6674; lbjergaa@nd.gov.

FirstLink

FirstLink is a non-profit, community service organization. It provides the following behavioral health services to individuals in need of assistance:

- 211 HELPLINE: Provides information, referrals, emotional support. Dial 2-1-1 or 701.235.7335 (SEEK).
- VOLUNTEER SERVICES: Connecting volunteers, volunteer management training, promoting volunteer activities.
- SUICIDE SUPPORT SERVICES: Answers calls on the National Suicide Prevention Lifeline – Dial 1.800.273.8255 (TALK), follow-up call program, suicide education/trainings - Mental Health First Aid: Adult and Youth, Applied Suicide Intervention Skills Training – ASIST, and SafeTALK.

Cost: Helplines are free and available 24/7/365. Training costs vary. For more information, contact FirstLink; 701.293.6462; info@myfirstlink.org.

The Jason Flatt Foundation, Inc. (JFI)

JFI is an educational organization dedicated to the awareness and prevention of youth suicide. JFI provides tools and resource for students, parents and teachers/youth workers to help identify and assist at-risk youth. One tool is a series of online Staff Development Training Modules that provides information on the awareness and prevention of youth suicide. This series of modules introduces the scope and magnitude of the problem of youth suicide, the signs of concern, risk factors, how to recognize young people who may be struggling, how to approach the student and help an at-risk youth find resources for assistance.

Cost: Free of charge to North Dakota schools/districts with participant registration. For more information, visit <http://jasonfoundation.com/get-involved/educator-youth-worker-coach/professional-development-series/>.

QPR Institute

QPR stands for Question, Persuade and Refer, an emergency mental health intervention for suicidal persons. The QPR Institute offers comprehensive suicide prevention training programs, educational and clinical materials for professionals, institutions and the general public. This is a one- to two-hour training; districts can work with instructors to assure the training meets the requirements of the law. For more information, go to www.qprinstitute.com.

Cost: Varies. For more information, contact Alison Traynor, North Dakota Department of Health; 701.328.4580; atraynor@nd.gov.

safeTALK

safeTALK is a half-day alertness workshop that prepares individuals to become a suicide-alert helper. Most people with thoughts of suicide don't truly want to die, but are struggling with pain in their lives. The safeTALK workshop will demonstrate the importance of suicide alertness and identify ways people invite help when they're at risk. safeTALK provides practical knowledge of how to identify someone at risk and link them to life-saving resources.

Cost: Varies. For more information, visit www.livingworks.net/programs/safetalk/.

More Than Sad

Developed by the American Foundation for Suicide Prevention, More Than Sad is an educational program that assists teachers and school personnel in learning more about teen suicide and how they play a role in its prevention. It features two films, each approximately 25 minutes in length and a manual that integrates both films into a comprehensive suicide prevention program. For more information, visit www.morethansad.org.

Cost: Contact Mary Weiler, Chair of the North Dakota Chapter of American Foundation of Suicide Prevention; 701.219.4110; afspnd@gmail.com.

Kognito: At-Risk for High School Educators or Kognito : At-Risk for Middle School Educators

Kognito is a one-hour evidence-based, online program to educate middle and high school teachers and personnel to identify, approach and refer students exhibiting signs of psychological distress, including depression, and suicidal ideation.

Cost: \$28.95 per person. For more information, visit <http://store.kognito.com/>.

Sources of Strength

Sources of Strength, a universal suicide prevention program, is designed to build protective influences and reduce the likelihood that vulnerable youth will become suicidal. The program trains students as peer leaders and connects them with adult advisors at school and in the community. Advisors support the peer leaders in conducting well-defined messaging activities that aim to change peer group norms influencing coping practices and problem behaviors (e.g., self-harm, drug use, unhealthy sexual practices). The program is strength-based and promotes eight critical protective factors that are linked to overall psychological wellness and reduced suicide risk. The program is also designed to positively modify the knowledge, attitudes, and behaviors of the peer leaders themselves.

Cost: Start-up costs can be waived through a grant provided by the North Dakota Department of Health managed by the Suicide Prevention Program. Contact Sources of Strength Director Mark LoMurray; 701.471.7186; mark@sourcesofstrength.org.

I Am RESILIENT

A classroom-ready curriculum designed for use in both middle school and high school. The package includes teacher manual, customizable lessons with PowerPoints, student activity workbook, and class-set of activity materials. This nine-lesson curriculum covers the following resiliency concepts: Self-Awareness, Self-Regulation, Optimism, Mental Agility, Strength of Character, and Connection. Authored by a North Dakota educator, "I Am Resilient" is based on the research found in Dr. Karen Reivich's book, "The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles" (2003).

Cost: Includes instructor fees, travel expenses, and training materials. For more information, contact Tom Nitschke; 605.490.2022; tnitschke@gmail.com.

North Dakota Special Education State Systemic Improvement Plan (SSIP)

The SSIP is in place to support districts and schools in developing school improvement plans related to students with behavioral, social/ emotional, social communication, and mental health needs. Key professional development opportunities are:

- **Prevent-Teach-Reinforce (PTR)**

A research-based collaborative strategy for conducting a functional behavior analysis that leads to the development of effective behavior intervention plans. This approach defines the problem behavior, develops a comprehensive behavioral definition to include actions or verbalizations, analyzes the context in which the behavior occurs and when it is absent, identifies and addresses the social/emotional and mental health reasons for the behavior, and identifies replacement behaviors to teach the students.

- **Zones of Regulation**

The Zones is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

- Nurtured Heart

The Nurtured Heart Approach® is a set of relationship-focused methodologies originally developed for working with the most difficult children. It has a proven impact on every child, including those who are challenged behaviorally, socially and academically due to ADHD, Oppositional Defiant Disorder, Reactive Attachment Disorder and other behavioral, emotional and anxiety related symptoms.

For more information contact your local Special Education Unit, using the directory found at www.nd.gov/dpi/uploads/6/SpedDir201617Final.pdf.

Professional Community

Local community members can be a valuable resource for professional development if they are knowledgeable and comfortable with the subject matter. The training must include topics outlined in NDCC 15.1-07-34 and be focused on youth behavioral health and suicide prevention. Possible community members may include, but are not limited to, social workers, counselors, psychologists, physicians, treatment providers, juvenile justice or law enforcement personnel, special education teachers, and/or other lead teachers with expertise in youth behavioral health.

SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP)

Evidence-based curricula are preferred as they have the science, research support, and validity to advance specific topics into practice. The National Registry of Evidence-based Programs and Practices (NREPP) is a repository and review system designed to provide the public with reliable information on mental health and substance use interventions. All interventions in the registry have met NREPP's minimum requirements for review. The programs' effects on individual outcomes have been independently assessed and rated by certified NREPP reviewers.

The purpose of NREPP is to help people learn more about available evidence-based programs and practices and determine which of these may best meet their needs. NREPP is one way SAMHSA is working to improve access to information on evaluated interventions and reduce the lag time between creation of scientific knowledge and its practical application in the field.

New program profiles are continually added, and can be accessed through www.samhsa.gov/nrepp.

Informational Resources by NDCC Topic

- ◆ **School-Based Needs Assessment for Youth Behavioral Health**

School Health Assessment and Performance Evaluation System (SHAPE)

<http://theshapesystem.com/>

Mental Health Planning and Evaluation Template (NASBHC)

<http://ww2.nasbhc.org/RoadMap/MHPET/MHPETPaper.pdf>

School-Based Behavioral Health Assessment (CA)

www.achealthyschools.org/schoolhealthworks/assets/117_sbbh_assessment.pdf

School Mental Health Needs Assessment (WI)

<http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mhneedsassessmentfill.pdf>

◆ Children's Mental Health

Children's Mental Health (CDC)

www.cdc.gov/childrensmentalhealth/index.html

National Institute of Mental Health

www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml

Substance Abuse and Mental Health Services Administration: Caring for Every Child's Mental Health <https://www.samhsa.gov/children>

Center for School Mental Health (MD)

<http://csmh.umaryland.edu/>

Center for Mental Health in Schools (CA)

<http://smhp.psych.ucla.edu/>

◆ Childhood Trauma

The National Child Traumatic Stress Network: Resources for School Personnel

www.nctsn.org/resources/audiences/school-personnel

The National Child Traumatic Stress Network: Learning Center

<http://learn.nctsn.org/>

Child Trauma Academy

www.childtrauma.org/

Trauma and Learning Policy Initiative (TLPI): Helping Traumatized Children Learn

www.traumasensitiveschools.org/

Compassionate Schools: The Heart of Teaching and Learning

www.k12.wa.us/CompassionateSchools/

◆ Social and Emotional Learning

Collaborative for Academic, Social, and Emotional Learning (CASEL)

www.casel.org/

CASEL Program Guides: Effective Social Emotional Learning Programs

www.casel.org/guide/

NoVo Foundation

www.novofoundation.org/advancing-social-and-emotional-learning/

Preparing Youth to Thrive: Promising Practices for Social & Emotional Learning

www.selpractices.org/

◆ Resiliency

Josten's Renaissance Education: Harbor TV
www.jostensrenaissance.com/theharbortv/what-is-the-harbor/

Resiliency Trumps ACEs
www.resiliencetrumpsaces.org/

UPenn Resiliency Program (PRP)
<http://ppc.sas.upenn.edu/services/penn-resilience-training>

American Academy of Pediatrics: Building Resilience
www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/default.aspx

Roadmap to Resiliency Toolkit
www.acesconnection.com/collection/roadmap-to-resilience-toolkit

◆ Suicide Prevention

American Association of Suicidology
www.suicidology.org/home

American Foundation for Suicide Prevention
www.afsp.org/

North Dakota Suicide Prevention Program
www.ndhealth.gov/suicideprevention

Suicide Awareness Voices of Education (SAVE)
www.save.org/

Suicide Prevention Resource Center (Education Development Center, Inc)
www.sprc.org/

Youth Suicide Prevention School-Based Guide (University of South Florida)
<http://theguide.fmhi.usf.edu/>

◆ Bullying

Stop Bullying
www.stopbullying.gov/

Stop Bullying Now
www.stopbullyingnow.com/

Stomp Out Bullying
www.stompoutbullying.org/

PACER's National Bullying Prevention Center (MN)
www.pacer.org/bullying/

Statewide Behavioral Health Resources

◆ **North Dakota Behavioral Health Professionals**

Child or Adolescent Therapists in North Dakota

http://therapists.psychologytoday.com/rms/prof_results.php?state=ND&spec=5

Treatment Collaborative for Traumatized Youth: North Dakota Clinicians List.

www.tcty-nd.org/index.php/users/

◆ **North Dakota Department of Human Services – www.nd.gov/dhs/**

Children’s Mental Health Services – provides information specific to North Dakota, the wrap-around process, child and family teams, accessing partnerships services, and other services (psychiatric residential treatment facilities and voluntary treatment program). This website includes a link to the regional human services centers. www.nd.gov/dhs/services/mentalhealth/children.html

◆ **North Dakota Behavioral Health Services** – provides statewide information on behavioral health, both mental health and substance abuse. Includes a link called “Mental Health Services Locator” and “Substance Abuse Treatment Services Locator.”

www.nd.gov/dhs/services/mentalhealth/

◆ **North Dakota Federation of Families**

A parent organization focused on the needs of children and youth with emotional, behavioral or mental disorders and their families, providing support, advocacy, and education.

www.ndffcmh.org/

◆ **North Dakota County Social Services**

www.nd.gov/dhs/locations/countysocialserv/

◆ **North Dakota Local Public Health Units**

www.ndhealth.gov/localhd/

www.ndhealth.gov/localhd/lphu-directory.pdf



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