

BVPAGE Meeting 2/1/19

Board members: Jeannie, Heidi, Amy, Delora, Erin, Lynn

District attendees: Kristin Asquith, Presenters: Emily Demo, Allyson DiNitto, Jacqueline Johnson, Tara Walrod

Attendance including board members: 43

- I. Announcements
 - a. Next meeting March 1st– navigating and fostering friendships
 - b. Evening meeting in April – Parent panel Q&A
 - c. Special Needs Resource Fair, Feb. 26th at Hilltop 5-8p.m.
 - i. If you have 2E kid, there are so may resources!
 - d. Summer Opportunities Fair is Thursday, Feb. 28th from 7-8:30pm at Hilltop
 - e. Brain Blizzard, Sunday March 3rd from 1-3pm at Scheels
 - i. Registration information on BVPAGE.org
 - f. SENG parent support groups
 - i. We still need locations- please help us find a place to host! If you have a location you think will be willing to host please email Delora Crawford at alddc90@gmail.
 - g. We need volunteers! No matter how much time you have to give, please contact us on our website or check out the [Get Involved](#) section of the website.
- II. Suicide Prevention in Blue Valley Schools – See presentation in [Meeting Archives](#).
 - a. Jason Flatt Act – 2016
 - i. Mandates schools to provide suicide education for all employees in the school district for one hour a year on warnings signs and risk factors and how to support students
 - ii. National and State Statistics
 1. Certain populations are at more risk: boys, LGBTQ and Hispanic students
 2. Youth suicide has increased dramatically
 3. Suicide is 2nd leading cause of death for 12-22 year olds
 4. Suicide rate Is highest in Johnson County of the whole state
 - iii. Gifted Characteristics looking for:
 1. Perfectionism
 2. Super sensitivity
 3. Social Isolation
 4. Sensory Overexcitability
 5. Excessive concern over errors
 6. High parental and societal expectations
 - iv. Roles of schools in prevention
 1. Address suicide from K-12 in developmentally appropriate terms
 2. Not doing therapy but can help students and families access available support for no or low cost
 3. Teach coping skills that are developmentally appropriate – resiliency, asking for help
 4. Securly program- middle school and high school

- a. loaded on all school devices that track searches that are related to suicide and dying. Goes immediately to administrator.
- 5. Multi-tiered system in place for suicide prevention
 - a. Tier 1- Social emotional learning, signs of suicide
 - b. Tier 2- For those more at risk, smaller group or individual work
 - c. Tier 3- Suicide risk assessment and plan of action
- 6. Video- Kevin Hines, National Speaker and suicide survivor – has spoken at all the high schools and some 8th graders
- 7. Warning Signs
 - a. Self-injurious/destructive behavior – taking big risks, drugs/alcohol
 - i. Cutting/self harm is not always a sign but still needs to be addressed
 - b. Family history, mental health, and prior attempts/hospitalization
 - c. Grief and loss – significant events that can lead to behavior.
 - d. Significant change in hygiene, eating, sleeping
 - e. School performance- increased absenteeism, drop in grades, increased contact with administration
 - f. Direct or indirect threats—even in very young
- 8. Elementary school resources used to identify kids at risk:
 - a. Connection Sheet
 - i. Finding out who the kids are most connected to. If they only write one or none—there’s a concern
 - ii. Letting the adults know which kids chose them so they can reinforce and step in if needed- letting them know they’re there for them
 - b. Resiliency Survey
 - i. Where are they in terms of grit – how do you get past mistakes, overcoming obstacles
 - c. Project Happiness- VIDEO
 - i. Teaching kids how their brains work and how they handle it when brains say something negative
 - ii. Managing stress and choosing happiness – Inner Mean vs. Inner Friend, Growth vs. Fixed Mindset
- 9. Middle school Resources – “Signs of Suicide”
 - a. ACT – Acknowledge the signs, Care- empathy, Tell-know who to go to for reporting
 - b. Have a trusted adult at school, have a friend both inside and outside of school to go talk to
 - c. Empathy- reaching out to others and becoming active listeners to friends and peers so they are aware as well

- i. It's ok to let an adult know if a friend is having a hard time or they are- reporting is getting them the help they need not getting them into trouble
 - d. SOS VIDEO – shown to kids at school on what to look for and how to respond. What to do when adults don't take it seriously
 - i. "It'll be ok, I'll go with you"
 - ii. "It's not ok, I'm going to talk to someone"
- 10. High School Prevention Curriculum
 - a. 9th – 12th all have programming
 - b. Starting in junior year, start talking about getting support once they leave school
 - i. VIDEO example of transition information kids watch – Kati Morton, Therapist has a Youtube channel with lots of good resources
 - c. Sources of Strength – peer led group. They are working to establish it in all 5 high schools
 - i. Training students to help reduce stigma and offer another layer of support
- 11. Helping Students Build Resiliency
 - a. Listen
 - b. Model healthy ways to deal with stress
 - c. Normalize stress- healthy vs. unhealthy amounts of stress
 - d. Learn from failures in a safe environment
- 12. District protocol where need to intervene
 - a. Concern is reported from variety of sources
 - b. Formal interview from mental health team member- done in a developmentally appropriate way
 - c. Assessing level of risk. If having the conversation there is risk – but need to assess severity – suicidal thoughts don't necessarily mean they want to die. (Risk present, moderate risk, high risk)
 - i. Risk present – call parents day of, talk about resources and strategy
 - ii. Moderate to high risk – ask parents to come in right away and take child for a secondary assessment at a medical facility. Marillac is used by BV.
 - iii. If child is hospitalized, school will come up with a reentry plan and follow up by staff everyday for 5 days at least once a week for a month after
 - 1. Helping them figure out what to tell friends
- 13. Response at Home
 - a. Risk present: Communicate with school mental health team and provide mental health support
 - b. Moderate level risk: do assessment at Marillac or other
 - c. High risk: call 911 if they won't leave with you

14. Recommendation for Parents of Gifted Students:

- a. Establish mutual trust
- b. Value effort
- c. Reconcile their demands with aspirations
- d. Fulfill their needs – give them outlets for their active brains
- e. Avoid overcommitting
- f. Understand strengths and weaknesses, you're not going to be great at everything and that's ok
- g. Recognition of limitations
- h. Mistakes = learning experience
- i. Develop communications skills and strategies
- j. Deal with tense situations with humor or lighter attitude
- k. Identify their sources of stress

15. Resources – Local and National

- a. University of Kansas Marillac – no cost and is open 24/7
- b. ER will typically send kids to Marillac
- c. TEXT 741741, P3 App – to report issues to KCMO police who can then dispatch help, or call hotlines

16. Questions:

- a. If young kids ask about suicide, how do we talk to them about it?
 - i. Don't avoid the topic but determine if they actually know what it is or if they just know the word. Involve the school counselor in it. Research is very clear that talking about it, asking about it and having discussions does NOT put the idea into their head. Younger talk in terms of hurting themselves, by middle school use the word die. They may say as an attention grabber but don't know the meaning or finality of it.
- b. Is there really enough awareness among parents and students to pick up on signs?
 - i. The conversation is started early with students. Every middle and high schooler gets direct instruction. The parent piece has room for growth. Schools are starting to have mental health nights for public to come.
- c. What happens when kids are not able to reenter school after hospitalization?
 - i. Help them find residential programs until they can reenter. But there can be a waiting list. Can be multiple hospitalizations. May be a hybrid day of in person and online. Suicide attempt does not go on their permanent record. It's private. medical information.
- d. How do we manage gifted kids' intensity as hormones kick in?

- i. Helping them find the self-care skills to manage it – what will help them clear their head?
- e. How often are the discussions in high school?
 - i. It goes on for an entire month during ELA or History
- f. What happens at the K-2 level before project happiness?
 - i. Focus on resiliency and growth mindset and counselor lessons
- g. Is this the first school year that this has all been happening?
 - i. SOS has been occurring for multiple years
 - ii. Project Happiness is new
 - iii. Sources of Strength is new
 - iv. Some came out of the Suicide task force last year- and they redid the suicide prevention protocol then as well