

Resources to Support the Well-Being of School Aged Youth

Please take a few minutes to complete our survey before we begin. You can access the survey by scanning the QR code or by going to <https://forms.office.com/r/vr23C4gvFW>

Thank you!

South Dakota School Needs Assessment - WBSAY



AGENCIES AND CONTACTS

Department of Social Services

Division of Behavioral Health

Jordan.Mounga@state.sd.us

Department of Education

Andrea.Effling@state.sd.us
(Student Wellness)

Rebecca.cain@state.sd.us
(MTSS)

Department of Public Safety

Angela.Waldner@state.sd.us

Department of Health

lacey.wieczorek@state.sd.us

University of South Dakota

Amber.Kilburn@usd.edu

Center for the Prevention of Child Maltreatment

Beth.Bruggeman@usd.edu



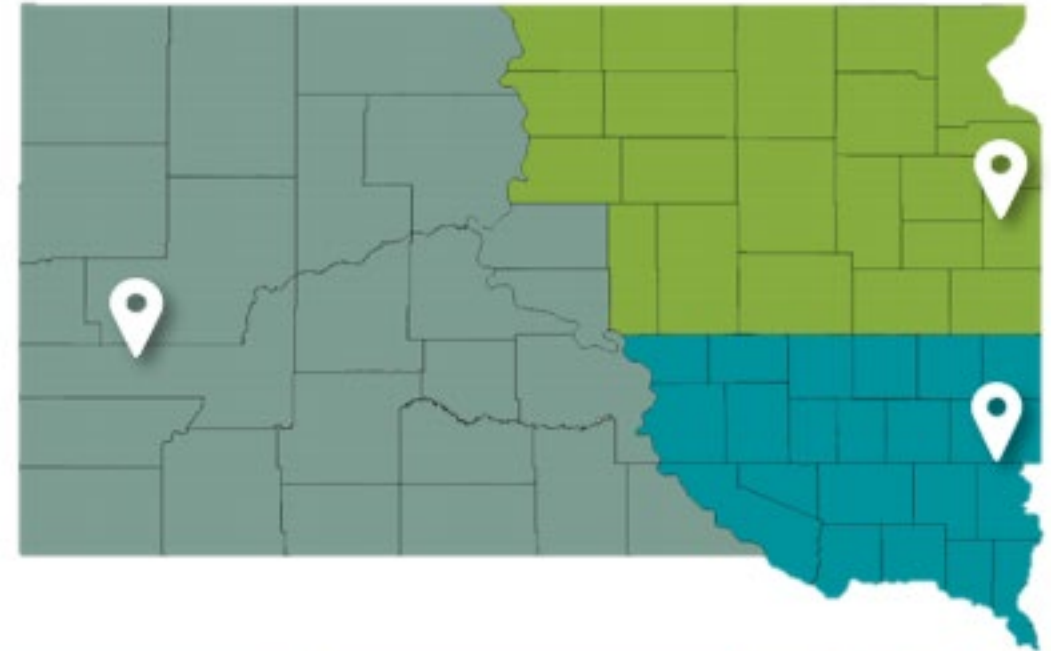
Services Available Through The Publicly Funded Behavioral Health System

Jordan Mounqa- Program Manager, Suicide Prevention & Crisis Services

**SD BEHAVIORAL
HEALTH**
Department of Social Services

Prevention Resource Centers (PRC)

- Provide regional support to:
 - Students, Educators & Schools
 - Parents
 - Community groups & agencies
 - Law enforcement
 - Others looking for prevention resource materials or support
- PRC staff are able to provide training and education in the areas of prevention
- Each PRC has a free resource library available to the public for use



Western PRC
Youth & Family Services
Rapid City, SD

Northeastern PRC
Human Service Agency
Watertown, SD

Southeastern PRC
Volunteers of America,
Dakotas
Sioux Falls, SD



Suicide Prevention

- Adult, Teen & Youth Mental Health First Aid
- Applied Suicide Intervention Skills Training (ASIST)
- Question, Persuade, Refer (QPR)- Meets One Hour Requirement for Teacher Certification
- Natural Helpers
- NAMI Ending the Silence (Available for Assemblies)



Images are hyperlinked!

A screenshot of a web form titled 'Order Suicide Prevention Materials'. The form includes a header with a mountain landscape image and the title. Below the title, there is a thank-you message and a request to complete the form. A note states 'Please allow up to 2 weeks for processing time.' The form contains several input fields: 'Name *', 'Coalition', 'Email *', 'Phone Number *', and 'Address *'. To the right of the form, there is a blue button labeled 'View State Data' and a blue sidebar with a 'Get Help' section containing links for 'Means Restriction', 'Order Suicide Prevention Materials', 'Request Training', 'Resources', 'Safety Planning Intervention', 'Thinking About Suicide', and 'Warning Signs'.A screenshot of a web page titled 'Request Training'. The page features a header image of a field with flowers. Below the header, the title 'Request Training' is displayed in a blue font. The main content area contains a paragraph explaining that the Department of Social Services, Division of Behavioral Health (DSS-DBH) offers mental health awareness and suicide prevention training. It includes a link to learn more and a note about submitting requests at least 2 weeks in advance. Below this, there is a section titled 'Training Request Form' with a dropdown menu labeled 'Training Requested *'.

Crisis Services

988 | SUICIDE & CRISIS LIFELINE

- Answered by trained professionals at the Helpline Center
- Available 24/7
 - Call
 - Chat
 - Text

Help is 3 Numbers Away



211 maintains a comprehensive database of community resources and provides information and referrals for essential needs like:

- Food
- Housing and Shelter
- Utility Assistance
- Healthcare Services
- Government Services

211 also can connect people with information and referrals for:

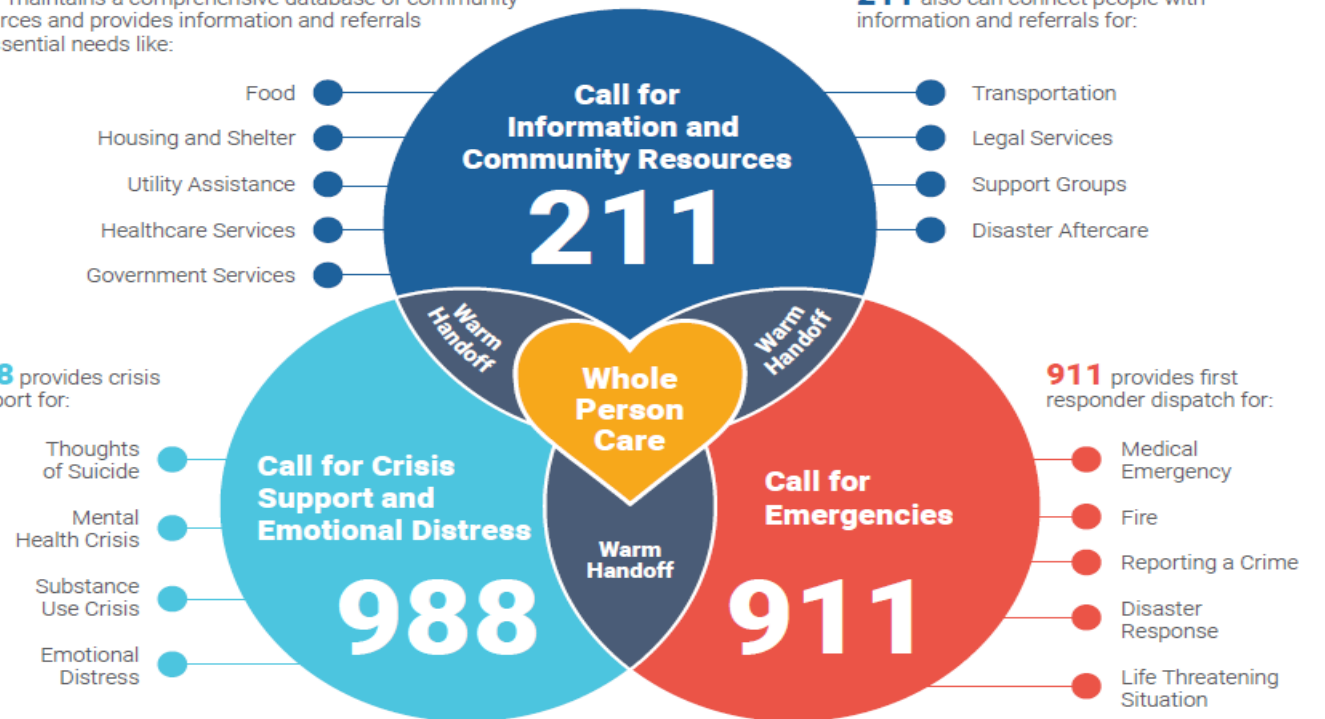
- Transportation
- Legal Services
- Support Groups
- Disaster Aftercare

988 provides crisis support for:

- Thoughts of Suicide
- Mental Health Crisis
- Substance Use Crisis
- Emotional Distress

911 provides first responder dispatch for:

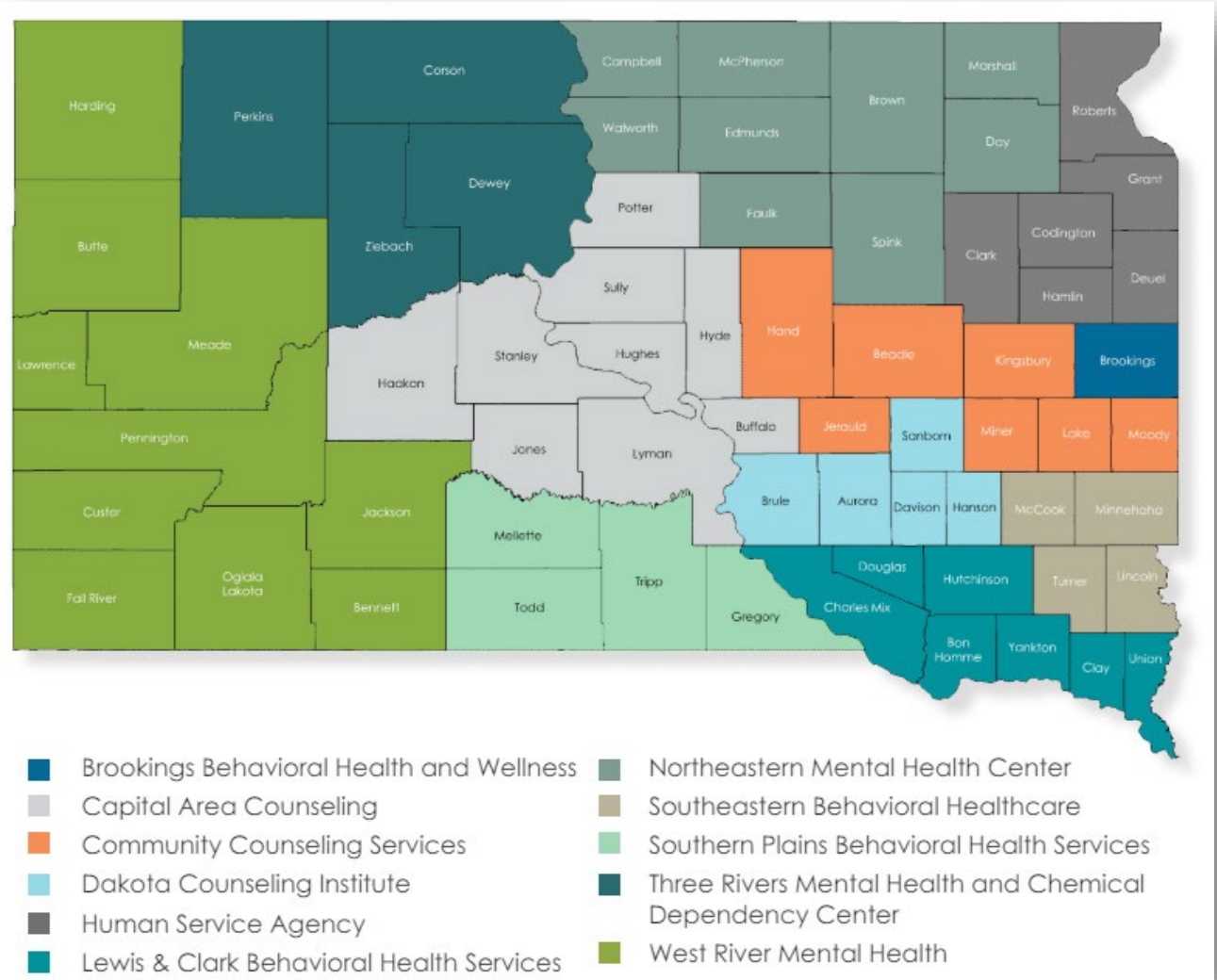
- Medical Emergency
- Fire
- Reporting a Crime
- Disaster Response
- Life Threatening Situation



Community Mental Health Services

DBH contracts with Community Mental Health Centers (CMHCs) to provide the following:

- Specialized Outpatient Treatment Services:
 - For Youth with Serious Emotional Disturbance
 - For Adults with Serious Mental Illness
- Additional Services:
 - Outpatient Mental Health Treatment
 - Systems of Care
 - Crisis Intervention
 - Indigent Medication Program
 - Treatment Services for Justice Involved and At-Risk Youth and their Families
 - **Call the Treatment Resource Hotline at 1-800-920-4343 24/7**
 - Available via telehealth

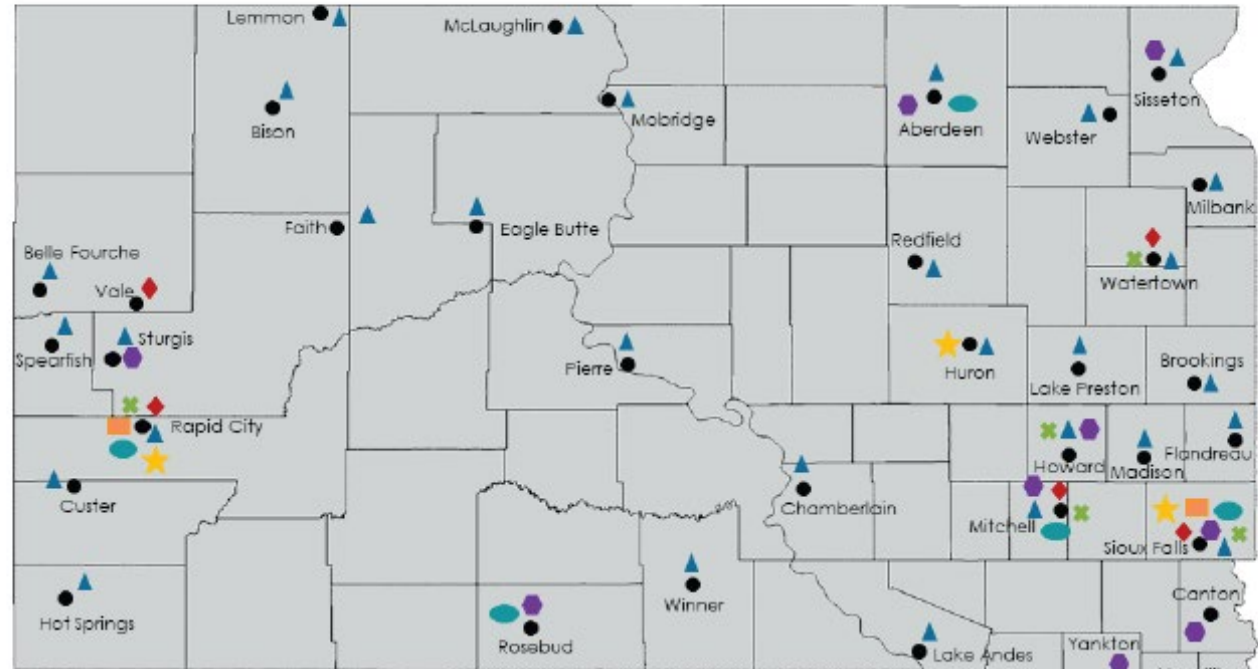


Substance Use Disorder Treatment Services

DBH contracts with treatment agencies to provide SUD services across a continuum for all ages who are diagnosed with a SUD

What is your role?

If you identify someone who may be in need, refer them to a local treatment agency who can schedule an assessment



South Dakota Substance Use Services

Pregnant Women and Women with Dependent Children Treatment Services	Youth Inpatient Treatment Services
Outpatient Treatment Services	Detoxification Treatment Services
Low Intensity Residential Treatment Services	Intensive Methamphetamine Treatment Services
Adult Inpatient Treatment Services	

Note: Communities are represented by black dots



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

Student Wellness

Andrea Effling

605.220.3813

Andrea.Effling@state.sd.us

<https://doe.sd.gov/studentwellness/>

Multi-Tiered Systems of Support (MTSS)

Becky Cain

605.280.3568

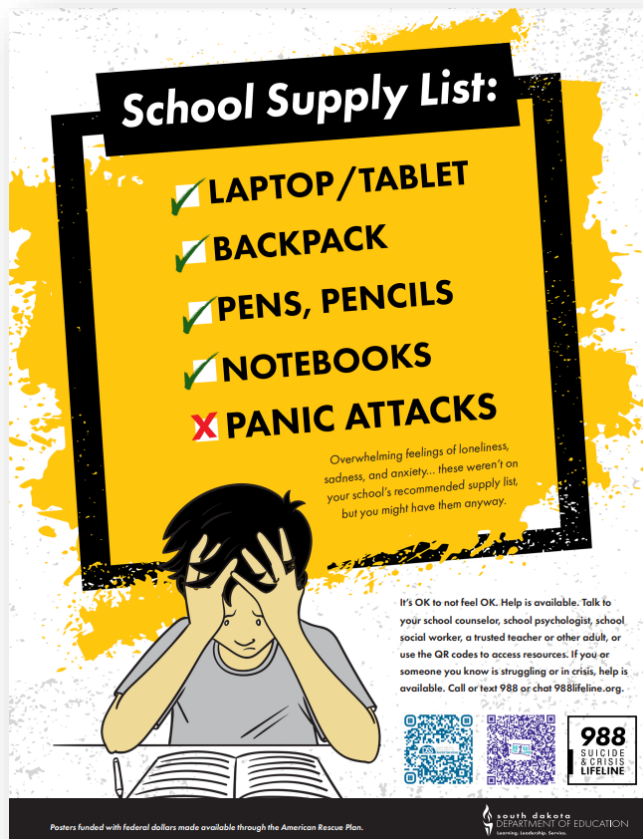
Rebecca.Cain@state.sd.us

<https://doe.sd.gov/sped/mtss.aspx>



MENTAL HEALTH POSTER CAMPAIGN

View all of the posters at <https://doe.sd.gov/studentwellness/promos.aspx>



School Supply List:

- ✓ LAPTOP/TABLET
- ✓ BACKPACK
- ✓ PENS, PENCILS
- ✓ NOTEBOOKS
- ✗ PANIC ATTACKS

Overwhelming feelings of loneliness, sadness, and anxiety... these weren't on your school's recommended supply list, but you might have them anyway.

It's OK to not feel OK. Help is available. Talk to your school counselor, school psychologist, school social worker, a trusted teacher or other adult, or use the QR codes to access resources. If you or someone you know is struggling or in crisis, help is available. Call or text 988 or chat 988lifeline.org.

988 SUICIDE & CRISIS LIFELINE

Posters funded with federal dollars made available through the American Rescue Plan.

south dakota DEPARTMENT OF EDUCATION Learning. Leadership. Service.



COUNT TO CALM
RIGHT NOW, CAN YOU NAME...

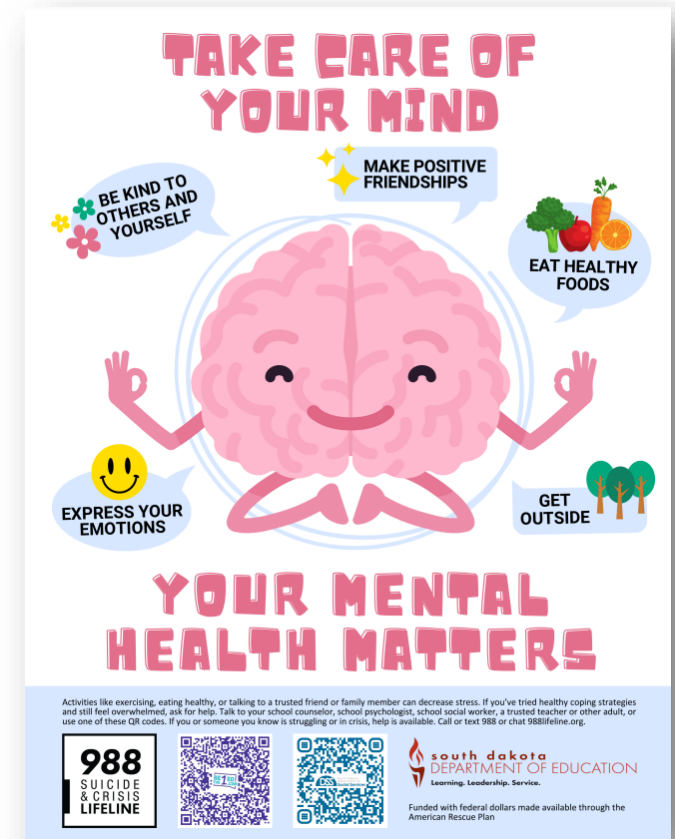
- 5 things you can **SEE**
- 4 things you can **TOUCH**
- 3 things you can **HEAR**
- 2 things you can **SMELL**
- 1 thing you can **TASTE**

Activities like exercising, eating healthy, or talking to a trusted friend or family member can decrease stress. If you've tried healthy coping strategies and still feel overwhelmed, ask for help. Talk to your school counselor, school psychologist, school social worker, a trusted teacher or other adult, or use one of these QR codes. If you or someone you know is struggling or in crisis, help is available. Call or text 988 or chat 988lifeline.org.

988 SUICIDE & CRISIS LIFELINE

south dakota DEPARTMENT OF EDUCATION Learning. Leadership. Service.

Funded with federal dollars made available through the American Rescue Plan.



TAKE CARE OF YOUR MIND

- BE KIND TO OTHERS AND YOURSELF
- MAKE POSITIVE FRIENDSHIPS
- EAT HEALTHY FOODS
- EXPRESS YOUR EMOTIONS
- GET OUTSIDE

YOUR MENTAL HEALTH MATTERS

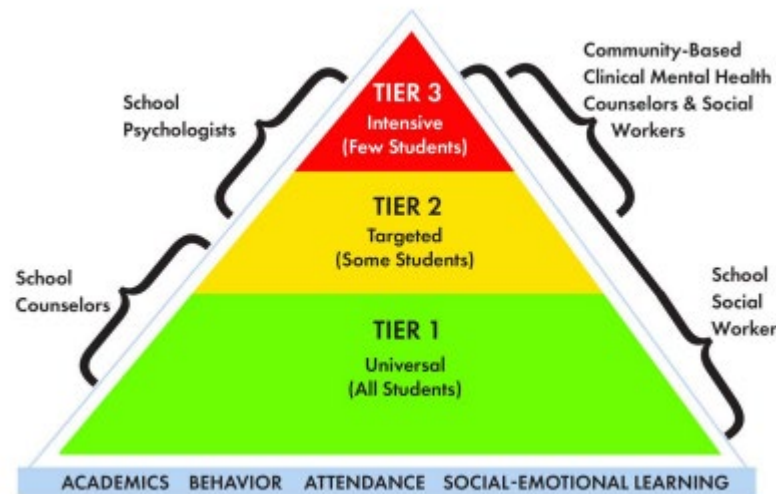
Activities like exercising, eating healthy, or talking to a trusted friend or family member can decrease stress. If you've tried healthy coping strategies and still feel overwhelmed, ask for help. Talk to your school counselor, school psychologist, school social worker, a trusted teacher or other adult, or use one of these QR codes. If you or someone you know is struggling or in crisis, help is available. Call or text 988 or chat 988lifeline.org.

988 SUICIDE & CRISIS LIFELINE

south dakota DEPARTMENT OF EDUCATION Learning. Leadership. Service.

Funded with federal dollars made available through the American Rescue Plan.

SCHOOL-BASED MENTAL HEALTH PROVIDERS



November 2021

School-Based Mental Health Providers in South Dakota

Students who receive social-emotional, behavioral, and mental health support are more successful in school when it comes to academic achievement, classroom behavior, and engagement in learning. School-based mental health providers help students develop an ability to cope with life's challenges so they may learn, thrive, and grow.

Logos: DSS, SDSCA, SDASP, N.A.S.W., South Dakota Department of Education

Overview of School-Based Mental Health Providers in South Dakota

Providing for the Well-Being of the Whole Child

Who are school-based mental health providers?

School-based mental health providers support each other while bringing unique training and expertise to address the academic, career, and social-emotional and behavioral needs of K-12 students. Although each provider plays a specialized role to meet the needs of students, some supports may overlap to cultivate the overall well-being of the whole child. These professionals ensure equitable access to their supports so that all students can learn, thrive, and grow.

Resources

General Information

- What is a Counselor?
- What Are School Counselors?
- What Are School Psychologists?
- School Social Workers: Role in Addressing Students' Mental Health Needs and Increasing Academic Achievement
- SDSEA Definition of School-Based Mental Health Services Providers (See: 45SD-0206(03))

Certification & Licensure

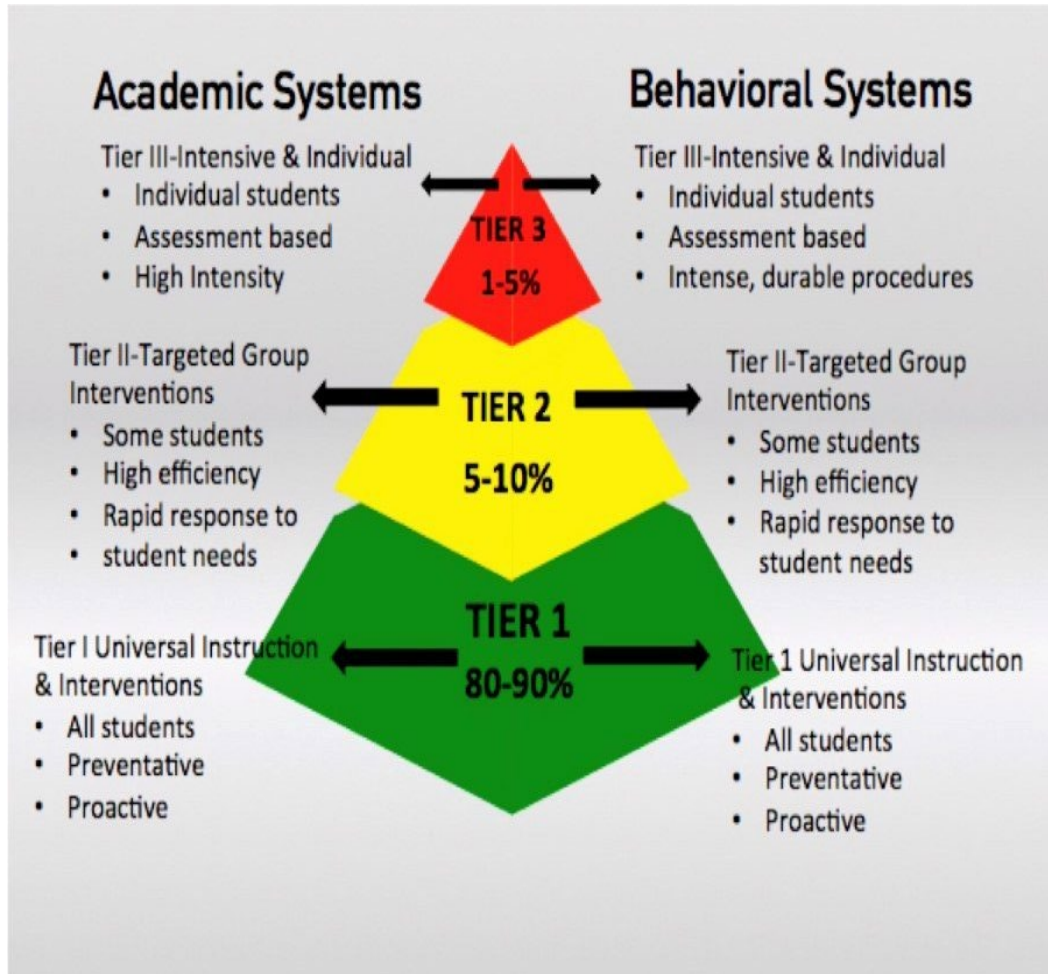
- Community Mental Health Counselor, Staff Certificate (45SD-02-02-03)
- Standard of Practice for School Counselor Certification
- Board of Examiners in Counseling & Assessment and Family Services
- Board of Examiners in Education
- School Psychologist Endorsement Requirements (45SD-02-28-02(01))

Made in partnership with:

Logos: DSS, SDSCA, SDASP, N.A.S.W., South Dakota Department of Education

(Documents are hyperlinked and found at <https://doe.sd.gov/mentalhealth/>)

MTSS Overview



Multi-Tiered

- Multiple levels of support available, increasing in intensity, depending on student needs

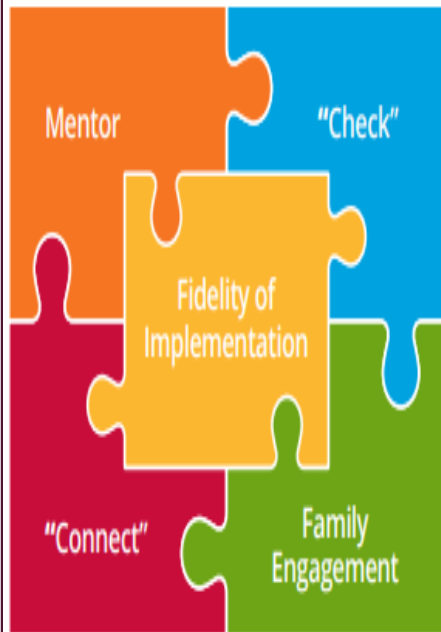
System

- *Leadership* and buy-in begins at the highest levels of leadership.
- *Empowering School Culture* focused on **prevention**. Ongoing *Professional Learning* for ALL staff (gen ed, Title/intervention, sped, paraprofessionals, etc...)

Of Supports

- Building leadership team implementation of:
 - Evidence-based (across all tiers)
 - Ongoing *assessment*
 - *Data-driven decision-making* (student-level data, fidelity of implementation data)

CHECK AND CONNECT



Check & Connect (C&C) is an evidence-based intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. There are four core components to implementing C&C with fidelity –

1. Mentor
2. "Check"
3. "Connect"
4. Family Engagement

Elements of Check and Connect

- Relationships
- Problem Solving
- Capacity Building
- Persistence
- Contact Rebecca.cain@state.sd.us for more information



SOUTH DAKOTA

DEPARTMENT OF PUBLIC SAFETY

prevention ~ protection ~ enforcement

YOUTH MENTAL HEALTH FIRST AID

YMHFA covers:

- Common signs and symptoms of mental health challenges
- Common signs and symptoms of substance use challenges
- How to interact with a child or adolescent in crisis
- How to connect the youth with help
- Expanded content on trauma, substance use, self care and the impact of social media
- Suicide training

What you get:

- 6.5 CEUs and your Suicide Prevention Training recognized by the DOE



Mental Health
FIRST AID

from NATIONAL COUNCIL FOR
MENTAL WELLBEING



YOUTH MENTAL HEALTH FIRST AID

Contact for more information:

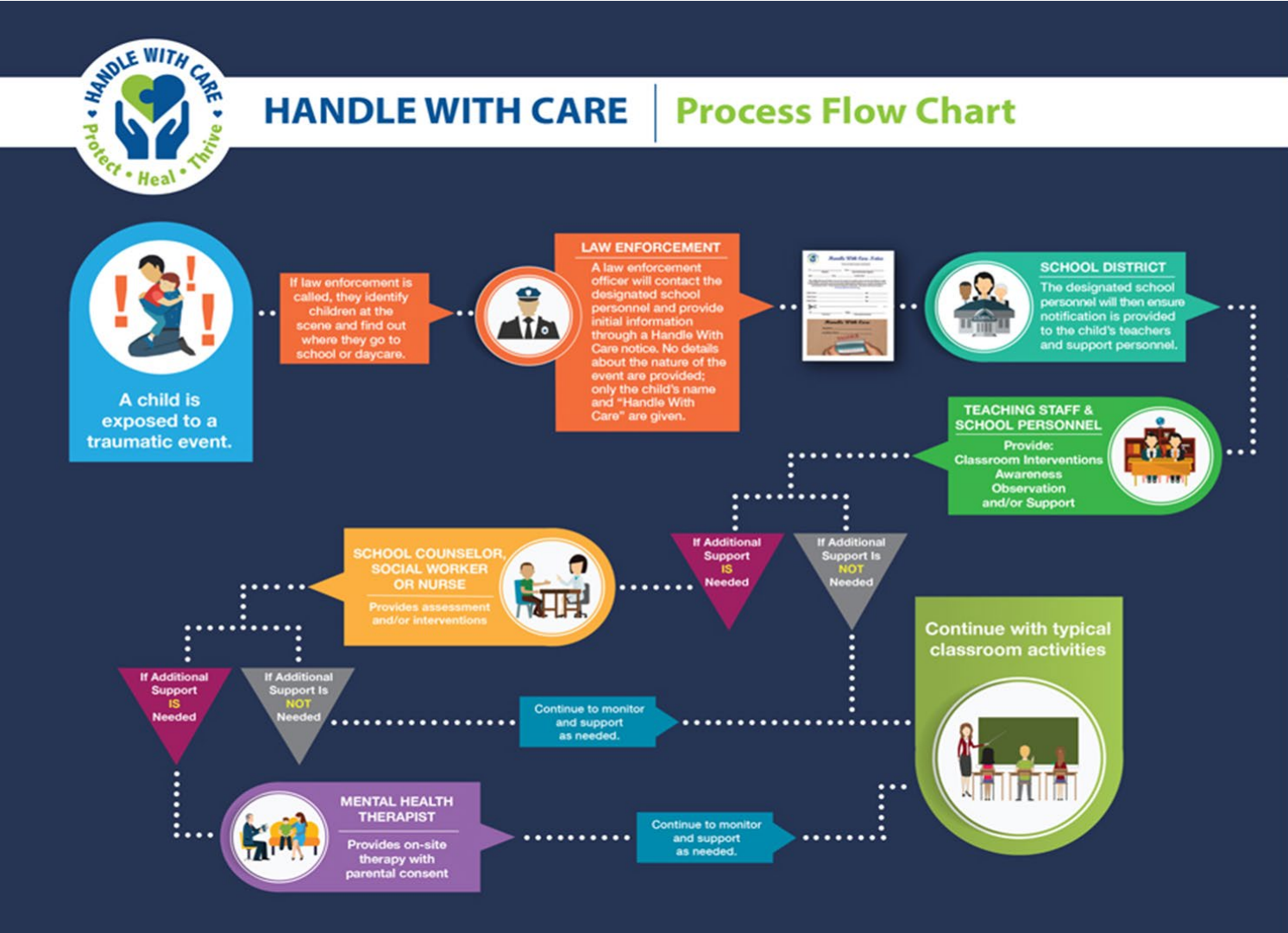
Angela Waldner – School Safety Specialist
Certified YMHFA trainer

Angela.Waldner@state.sd.us

605-400-3832

 SOUTH DAKOTA
DEPARTMENT OF PUBLIC SAFETY
prevention — protection — enforcement

HANDLE WITH CARE SUMMARY



- Fishing Net
- Heads Up
- Connects children with accessible mental health services if needed
- Strengthens and improves relationships
- Improves academic, social-emotional and behavior outcomes



Contact for more information: Angela Waldner - School Safety Specialist

Angela.Waldner@state.sd.us 605-400-3832

SAFE2SAY SOUTH DAKOTA

What is Safe2Say South Dakota?

- Confidential tip line utilizing 3 means of communication (web report, mobile app or toll-free phone line) to report safety concerns or threats of violence to a 24/7 answering point in South Dakota.
- Serves as a conduit for information between tipsters and local partners (schools & law enforcement).



1-844-3SD-SAFE

1-844-373-7233



(CSTAG) COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINES



- Developed by Dr. Dewey Cornell, University of Virginia, CSTAG is an evidence-based model for schools to use in conducting threat assessments in K-12 Schools.
- CSTAG is designed for multidisciplinary school-based teams, as an approach to violence prevention, emphasizing early attention to problems such as bullying, teasing, and other forms of student conflict before they escalate into violent behavior.

To learn more or to participate in this free training, provided by the South Dakota School Safety Center, Contact:

Brett Garland, South Dakota School Safety Center - *Program Director*

605.381.1814 Brett.Garland@state.sd.us

Angela Waldner, South Dakota School Safety Center – *School Safety Specialist*

605.400.3832 Angela.Waldner@state.sd.us

Teen Outreach Program (TOP)

RESOURCES FOR YOUTH

Ages 12-19


KEY FEATURES

- Evidence-based positive youth development program designed to build teens' educational success, life and leadership skills, and healthy behaviors and relationships

IMPACT

- Teens build and hone social and emotional skills, like managing emotions, problem-solving, decision-making, and empathy that are proven to help them be successful during the teenage years, and also later in life.
- Teens improve academic performance, and lower risky behaviors like truancy and suspension that leads to dropout.

Teen Outreach Program (TOP)

- Trained facilitators will provide at least 12 lessons from the TOP curriculum with content tailored to teens' needs and interests.
 - Lessons are taught in 45-minute modules
 - Students will also complete at least 10 hours of meaningful community service learning, which includes planning, action, and reflection
- 



Curriculum

- Evidenced-based positive impact
- Focuses on 3 core content areas that work together as protective factors, reducing the impact of risk and promoting positive youth development: skill building, developing a sense of self and making connections
- Building My Skills (BMS)
 - Emotion management, decision-making, problem-solving, goal setting
- Learning About Myself (LAM)
 - Self-understanding, social identity, health and wellness
- Connecting With Others (CWO)
 - Relationships, communication, empathy, community

TOP Curriculum's Developmental Levels

- Foundational
 - Basic concepts and ideas
 - Concrete thinkers, short attention spans
 - 6th-8th grade
- Intermediate
 - Build upon basic concepts and ideas
 - Mid-level attention spans
 - 8th-10th grade
- Advanced
 - Discussion of advanced concepts and content
 - Supports a high level of peer interaction
 - Longer attention spans
 - 10th-12th grade

Public Health Nursing School Services

- School Immunization Clinics
- Vision, hearing, & scoliosis screenings
- Health Assessments
- Variety of education
 - Cancer Prevention (breast & testicular self-exam, sun safety, vaccines)
 - Growth and Development
 - Handwashing
 - Hygiene
 - Injury Prevention
 - Nutrition
 - Oral Health
 - Tobacco and Substance Use
 - Social and Emotional Health

Lacey Wieczorek, RN, School Health Coordinator
Office of Child & Family Services

Lacey.Wieczorek@state.sd.us



School Crisis Prevention & Response Hub

- Amber Kilburn
- University of South Dakota
- Office: (605) 658-6625
- Cell: (712) 898-6244
- Email: Amber.Kilburn@usd.edu





PREPARE WORKSHOPS



School Crisis Prevention
& Response Hub

Why do schools need it?

- All schools will experience some level of crisis
- School climate and school safety are both associated with academic achievement
- Good crisis planning and preparation can help mitigate traumatic impact of a crisis
- It is expected

■ What makes it unique?

- Addresses a Variety of Crisis Situations
- Authored by School Professionals for School Professionals
- Focus is on physical and Psychological Safety
- Over 650 people in 100+ Schools across SD!
- Currently FREE in SD!





PREPARE WORKSHOPS



School Crisis Prevention
& Response Hub

Workshop 1: "Comprehensive School Safety Planning: Prevention Through Recovery"

- 1-day workshop
- Addresses critical components needed to develop, exercise, and evaluate safety teams and crisis plans. The model also integrates school personnel and community provider roles in providing school-based crisis preparedness and response activities.
- Additional topics addressed also include media/social media, communication, reunification, students with special needs, culture, and memorials.
- 6.5 CPD hours

■ Workshop 2: "Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools"

- 2-day workshop
- Develops the knowledge and skill required to provide immediate mental health crisis interventions to students, staff, and school community members who have been simultaneously exposed to an acute traumatic stressor.
- The knowledge and skills developed within this session also help to build a bridge to the psychotherapeutic and trauma informed mental health response sometimes required to address challenges associated with trauma exposure

- 13 CPD hours



VIRTUAL SPEAKER SERIES



School Crisis Prevention
& Response Hub

- Speaker series that features leading researchers, practitioners, and those with lived experience.
 - Easily digestible content that will leave you with new things you can use in your school and classroom right away!
 - 60 minute videos!
 - High Quality Professional Development
 - FREE CEU Hours
- 2023- 2024 School Year
 - 11 Experts
 - 1033 CEU's awarded
 - 2,065 downloads
 - 71,874 minutes of professional development delivered





The Perfect Time to Quit- Michael Bonner

Michael Bonner is a renowned leader, innovator, and performance booster, who is a trailblazer in leadership development and organizational culture. He is a dynamic keynote speaker as seen on The Ellen Show, NBC Nightly News, and Time for Kids and a recent recipient of Atlanta's 40 under 40 awards. He is the CEO of Bonnerville, a business that promotes the value of self-care and a highly respected team member at the famed Ron Clark Academy.



Substance Use Disorder and Addiction in Adolescents- Dr. Omar Manejwala

Omar Manejwala, M.D. is an addiction psychiatrist, international speaker, former Hazelden Medical Director, and bestselling author of the book Craving: Why We Can't Seem to Get Enough. He has appeared in dozens of media outlets including 20/20, CNN, The CBS Early Show, ABC Primetime, and many others. Dr. Omar explains addiction in simple terms and shares how thoughts, actions and experiences play a role in making self-destructive behaviors worse. Dr. Omar provides helpful information about how to support students who struggle with addiction and what we can do in school to prevent drug and alcohol abuse.



Developmental and Mental Health Needs of Young Children- Dr. Brenda Jones Harden

Dr. Jones Harden is a Social Work Professor, Scientist-Practitioner, and Researcher at Columbia University. For more than 35 years, Dr. Jones Harden has focused on the developmental and mental health needs of young children at environmental risk, specifically children who have been maltreated, are in the foster care system, or have been exposed to multiple family risks such as maternal depression, parent substance use, and poverty. She uses research to improve the quality and effectiveness of child and family services and to inform child and family policy.



Serving Indigenous Students- Kendal Netmaker

Kendal Netmaker is an award-winning Indigenous entrepreneur, author, and gifted keynote speaker who is on a mission to empower and motivate people worldwide by sharing his story that regardless of where you come from and what challenges you face, you have the power to enact change. From Sweetgrass First Nation, Kendal and his siblings were raised by their single mother. Life wasn't easy for them, growing up on the reserve surrounded by poverty and few chances for opportunities, but one moment would change their life forever. Kendal has a natural gift; he's a master storyteller who weaves his real-life experiences into motivating lessons that everyone can use in their own lives. His heartfelt stories are impactful, and he speaks professionally to thousands of people each year on resilience, leadership, and the power of telling your story.



Safe and Connected School Communities: Designing Conditions for Learning- Dr. Margaret Sedor

Margaret A. Sedor, NCSP, is a School Psychologist and Suicide Prevention Coordinator in the Sweetwater Union High School District in Chula Vista, CA, as well as an Adjunct Faculty in the Department of Counseling and School Psychology at San Diego State University. As a nationally recognized presenter, Dr. Sedor provides training in MTSS, mental health, crisis response, SEL, restorative practices, and suicide prevention, intervention, and postvention.



Suicide Prevention and Postvention in a Rural State- Dr. Kari Oyen

Dr. Kari Oyen is Program Director and Associate Professor of School Psychology at the University of South Dakota. Dr. Oyen's research focuses on risk and protective factors that lead to student outcomes as well as the role of advocacy in public service settings. Dr. Oyen also examines the impact of trauma and child maltreatment on student outcomes in rural settings. She engages in quantitative methods to examine the role of rural education and variables that impact a comprehensive role and access to services. Dr. Oyen is the past President of the South Dakota Association of School Psychologists and the Chair of the National Association of School Psychologists Government Professional Relations Committee.



Advocating for Strong Mental Health & Healthy Relationships- Ashley Bendiksen

Ashley Bendiksen is a national speaker and award-winning activist, leading change in the areas of domestic violence and sexual assault prevention, as well as resilience, mental health, and personal development.

Passionate about mentoring youth, Ashley is also the co-founder of Island Youth Coaching - an agency specializing in life coaching and college consulting for teens and young adults. She also coaches trauma survivors as a Certified Life Empowerment Coach, Victim Advocate, and Cognitive Behavioral Therapy (CBT) Practitioner. Ashley held the title of Miss Rhode Island for America in 2021.



Hope & Healing for the Next Generation- Dr. Julia Garcia

Dr. Julia is a preeminent voice for the next generation. She helps schools, universities, and organizations build a culture where students are genuinely seen and valued.

As a doctor of psychology and TEDx Speaker, Dr. J (as she is known to students) helps audiences get honest with how they feel and move forward together. Specializing in campus culture, diversity, and mental health, Dr. Julia reminds us all to keep showing up for ourselves and each other.



Helping Kids Understand & Talk About Their Big Feelings- Taes Leavitt

Taes (pronounced: TESS) has spent the last 15 years creating empowering television and stage content for kids as one half of the Canadian musical duo, Splash'N Boots.

Her goal is to empower kids to move confidently through their big feelings. Her research has revealed that the number one thing that holds people back is not knowing how to navigate big feelings— such as bullying, failure, guilt, sadness, and heartbreak. This session will provide educators with tools they can use in their classroom to help kids navigate their mental health.



An Honest & Helpful Approach to Mental Health- Ross Szabo

When Ross was a freshman in college, everything on the surface seemed to be fine. He was making friends, getting good grades and had a fun social life. However, no one could have imagined how many emotions he was suppressing. Ross was diagnosed with bipolar disorder at age 16, was hospitalized for attempting to take his own life during his senior year of high school, and like so many other freshmen, just wanted to fit in. He tried to hide what he was feeling to convince everyone that everything was ok, but that can only last for so long.

Ross uses tasteful humor and insights to help participants understand common mental health conditions and individual differences. He also covers warning signs that educators can look for in their students, as well as resources that can provide guidance in these sensitive situations.



Empowering Student Mental Health & Wellbeing- Joshua Wayne

Joshua Wayne, MA has worked with kids in just about every setting imaginable since 1996: drug and alcohol treatment, with at-risk foster youth, community mental health, private practice, and as a Director of Special Education at District of Columbia Public Schools.

A former struggling teen himself, Joshua understands deeply what they are going through. He teaches parents, teachers, and other caring adults how to best love and support them through this process. Josh addresses topics like getting teens to both "listen up" and "open up", warning signs there may be a deeper issue, and when to hold the line vs. give them room to figure it out.

Register now by using the QR code, or complete the form at <https://forms.office.com/r/Q5jrY2zVnT>.

- This speaker series is available at NO COST!
- Recorded presentations will be available throughout the 2023-2024 school year (until June 30, 2024).
- Continuing Professional Development hours will be awarded for participation in the series.



SITY O
H DAK
F EDUCA



School Crisis Prevention
& Response Hub

CONSULTATION AND RESPONSE

- We are here to assist YOU!
 - School Policy
 - School Safety Planning
 - Assistance with Trainings
 - Tabletop Activities
 - Crisis Response Guidance
- What other needs do you have?
- Are you interested in serving on our advisory board? Are you interested in becoming a 'regional responder'?
- Let us know!

School Crisis Prevention and
Response Hub of South Dakota-
Needs Assessment





UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

Beth Bruggeman, MPH
Program Coordinator

605-357-1352

Beth.Bruggeman@usd.edu

CAASt K-12 Training



CAASt

CHILD ADULT ADVOCACY STUDIES

KNOW | RESPOND | PREVENT

- **Child Well-Being in South Dakota**
 - Know the risk and protective factors for child maltreatment and identify high-risk populations
 - Understand the barriers to help-seeking for victimized children
 - Understand characteristics that increase risk of and protection against suicide as well as warning signs of imminent harm
- **Child Development & Stress**
 - Understand how stress affects brain development
 - Recognize and understand the physical and mental health effects of violence, neglect, and abuse
 - Understand the impact of child maltreatment on suicide ideation, attempt, and completion
- **A Framework for Safe & Successful School**
 - Identify and propose programs that can promote children's mental health
 - Engage diverse school professionals who complement one's own expertise to develop strategies to meet specific student needs
 - Integrate suicide prevention and wellness programs to reduce the risk of suicide, violence, and bullying
- **Trauma-Informed Classrooms**
 - Enhance understanding of trauma for interpreting behavior of students and responding appropriately
 - Create a practical framework for intervention and application
 - Recognize warning signs for suicide prevention
- **School Leaders' Response to Trauma-Informed Environments**
 - Educate community leaders on providing resiliency for students and school personnel
 - Recognize the importance of community engagement in responding to maltreatment and prevention efforts
 - Developing a protocol for school suicide prevention and postvention activities

CAAST Vicarious Trauma Training for Educators



Understand the risk of indirect exposure to trauma



Discuss the ethical imperative of self-care



Recognize vicarious traumatization in an educational setting



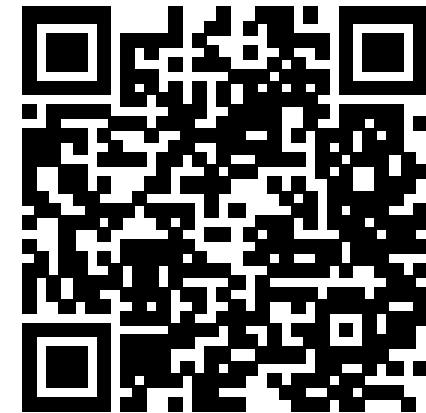
Identify coping strategies that contribute to health and well-being



Develop personal strategies to strengthen resilience



Discuss the elements of an organizational care plan



CAAST Graduate Certificate at USD



CAAST
CHILD ADULT ADVOCACY STUDIES
KNOW | RESPOND | PREVENT

- **Overview**
 - 12-credit, 1-year graduate certificate for student and professionals, particularly mandated reporters
 - Build confidence and skills in multidisciplinary prevention and response to maltreatment
 - Gain knowledge and develop skills related to advocacy on behalf of victims and survivors of maltreatment
 - Courses are online and asynchronous. Begin in January and complete by the end of the year.
 - Pre-Requisites: Graduate Student or professionals with an undergraduate degree. Application required.
 - **HSC 555 Traumatic Stress Across the Lifespan (Spring Semester)**
 - Explore the impact of stressors experienced during infancy, childhood, adolescence, and adulthood.
 - Integrates theoretical frameworks, cultural considerations, and policy implications.
 - Recognize and understand the physical and mental health effects of violence, neglect, and abuse.
 - **HSC 565 Perspective of Child and Adult Maltreatment : A Multidisciplinary Approach (Summer)**
 - Expand knowledge on clinical aspects of abuse of vulnerable populations.
 - Focus on best practices in identification, reporting, intervention and prevention.
 - Learn perspectives from the disciplines of psychology, social work, and other child advocacy fields.
 - **HSC 570 Professional and System Response to Maltreatment (Summer)**
 - Focus on the responses of professionals to allegations of child and adult maltreatment.
 - Expand knowledge and skills in identifying, investigating, and prosecuting maltreatment.
 - **HSC 595 Practicum in Child and Adult Advocacy Studies (Fall Semester)**
 - Develop and participate in an applied, monitored, field-based learning experience.
 - Synthesize course content in an applicable project relevant to your discipline and context.
- Applications are now open for the next CAASt cohort.
- To learn more, email Darla.Biel@usd.edu or scan the QR code.

ACEs & Resiliency Training Initiative

- Trainings on Adverse Childhood Experiences (ACEs) are available through partnership between the Center for the Prevention of Child Maltreatment and Children's Home Society
- Trainings are available for free by request for South Dakota communities and organizations
- The training will cover the impact and effects of trauma, information about the original ACE study, and the processes for building trauma-informed communities

Request an ACEs Training ✕


Requesting Agency

Name

First Last

Email (Required)

Proposed Event Date

Address

Street Address

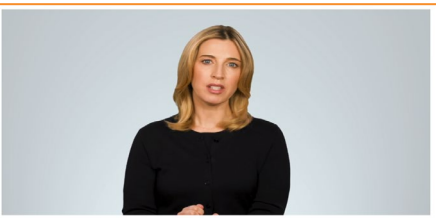
Address Line 2

City State

ZIP Code

Estimated # of people to be trained

About 6 in 10 adults surveyed reported experiencing at least one ACE, and nearly 1 in 6 reported experiencing 4 or more different ACEs.

Report Abuse 1-877-244-0864

Home » Recognizing & Reporting Child Maltreatment

Recognizing & Reporting Child Maltreatment

Completed

Recognizing and Reporting Child Maltreatment

Session 1: Mandatory Reporter Overview

See More

Completed

Recognizing and Reporting Child Maltreatment

Session 1: Quiz

See More

Completed

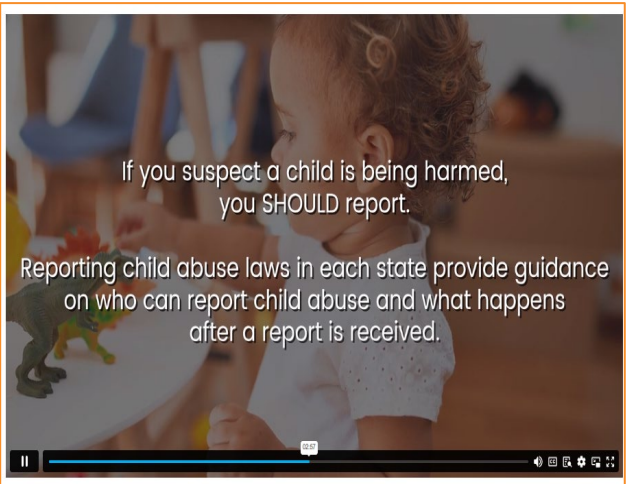
Recognizing and Reporting Child Maltreatment

Session 2: Understanding Adverse Childhood Experiences

See More

If you suspect a child is being harmed, you **SHOULD** report.

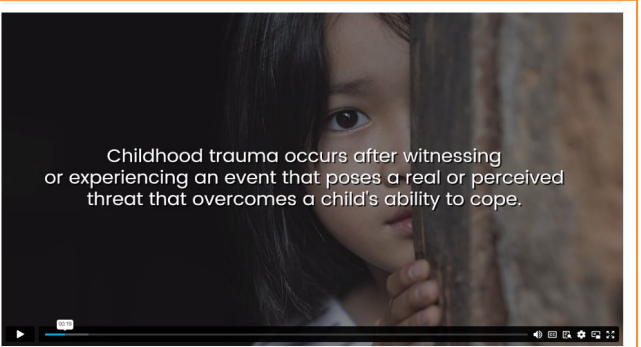
Reporting child abuse laws in each state provide guidance on who can report child abuse and what happens after a report is received.



- ### Tips on reacting to disclosures of potential harm
- DO:**
- Practice your response before the situation arises
 - Let your body language tell the child that you hear what they are telling you and that you believe them
 - Write down the exact words the child used in the disclosure
 - Thank the child for having the courage to report this to you
 - Inform the child, as soon as possible, of what will happen next with the reporting
 - Protect the child by not discussing the allegation with others
 - Report the abuse



Childhood trauma occurs after witnessing or experiencing an event that poses a real or perceived threat that overcomes a child's ability to cope.



Recognizing & Responding to Child Maltreatment Training Module

AGENCIES AND CONTACTS

Department of Social Services

Division of Behavioral Health

Jordan.Mounga@state.sd.us

Department of Education

Andrea.Effling@state.sd.us
(Student Wellness)

Rebecca.cain@state.sd.us
(MTSS)

Department of Public Safety

Angela.Waldner@state.sd.us

Department of Health

lacey.wieczorek@state.sd.us

University of South Dakota

Amber.Kilburn@usd.edu

Center for the Prevention of Child Maltreatment

Beth.Bruggeman@usd.edu