



Katy Independent School District
**Mental Health
Resource Guide**

Katy ISD believes fostering safe and supportive classroom environments, where students experience a sense of belonging and connection to peers and staff, positively impacts overall well-being and academic performance. Students who feel connected to school are more likely to have better attendance and less likely to engage in risky behaviors or have behavior issues at school. Teachers are the thermostat that control the classroom environment; through implementation of evidence-based practices and continual assessment and adjustment, teachers can establish and maintain a positive classroom climate.

Classroom climate reflects and creates conditions for social, emotional, and academic development. Within a continuum of support, the universal level is the most important to the success of the system. The universal level is where all learners receive solid and consistent core instruction based on high academic standards, social and emotional skills, and behavioral expectations. Teachers are critical in building a solid foundation which includes supporting mental wellness.



“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”
- Haim Ginott

Trauma is ANY experience that leaves a person feeling hopeless, helpless, fearing for their own life, survival or safety. These experiences can be real or perceived. This can be a single event or a chronic state throughout life.

“Stressed brains can’t learn.”

How Trauma May Look in the Classroom

Internalizing Behaviors

- Withdrawal
- Isolation
- Anxiety
- Depression/mood changes
- Somatic complaints
- Diminished interest/pleasure in activities
- Fatigue/loss of energy nearly every day
- Diminished ability to think or concentrate

Externalizing Behaviors

- Disrespectful
- Breaks rules
- Inattentive
- Aggressive
- Frequent temper outbursts
- Excessive stubbornness
- Very fidgety
- Runs or climbs excessively when not appropriate

School is the safest, most stable environment some students experience. An established trusting relationship is vital to students’ success, both academically and socially.

Trauma-Informed Care in the Classroom

- Create a safe learning environment
- Build a positive and trusting relationship
- Teach self-regulation skills
- Create routines and maintain order
- Treat students as individuals
- Be patient and understanding
- Start with a clean slate everyday
- Build social and emotional skills





Katy ISD takes all comments, drawings, writings, “jokes” or threats that pertain to self-harm or suicide seriously every time. Report concerns about self-harm or suicide immediately to a campus administrator, school counselor, or LSSP.

Recognizing Signs of Suicidal Ideation

- Unusual neglect of personal appearance
- Marked personality/mood change
- Difficulty concentrating or a decline in the quality of schoolwork
- Withdrawal from friends
- Writing or commenting about death or the desire to die
- Social media posts/messages about suicide
- Comments about not being around or no one missing them if they disappeared
- Loss of interest in once pleasurable activities
- Frequent complaints about stomachaches, headaches, or fatigue

Action Steps:

If you believe a student is suicidal or is thinking about suicide:

1. Do not leave the student alone or allow him/her to leave any area without a responsible adult at any time including to use the restroom.
2. Get in touch with a campus counselor/LSSP/administrator immediately and communicate that the student is in crisis.
3. Student should be escorted to designated personnel.
4. Wait with him/her until you have made contact with designated personnel.

Information you Can Provide Sudents

- Let students know you care.
- Remind students about the resources listed on the back of their school ID.

Universal Symptoms of Drug Abuse

Eyes/Nose/Mouth

Bloodshot eyes or noticeable changes in pupil size (e.g., small like a pinpoint or overly large). Nosebleeds or nasal irritation from snorting, coughing, or an increased thirst due to dry mouth/throat. An irritation of the mouth or throat from smoking.

Sudden Weight Changes

Weight loss or gain due to a byproduct of drug induced appetite changes.

Withdrawal Symptoms

Complaints of headache, runny nose, profuse sweating, nausea, vomiting, or excessive fatigue and sleeplessness may be the result of substance use or withdrawal.



Uncharacteristic Poor Hygiene

Wearing dirty clothes, a strong body odor from not bathing, noticeable poor oral hygiene or health, and a general unkempt appearance.

Skin

Unexplained bruising or marks on skin, or wearing inappropriate clothing like long sleeves in warm weather to cover injection marks. Flushed skin or heavy breathing which may be a result of increased heart rate and blood pressure.

Other Behaviors

Exhibit body shaking, trembling, tic-like movements not previously noticed, or noticeable evidence of picking at the skin on the face or arms.



Scan here for more information!
Identifying Drug Abuse Among Students:
A Guide for Teachers

Negative Outcomes of Teenage Substance Abuse

- Depression and anxiety
- Broken relationships (family, friends, and romantic relationships)
- Poor or declining health
- Difficulty maintaining self-esteem
- Grief, loss or trauma
- Problems making friends and feeling isolated
- Decline in daily school attendance
- Decrease in academic performance

Substance abuse may be largely a means of coping with stressful life challenges and emotional responses.

Substance Abuse Impact on the Developing Brain

- Reduces the ability to experience pleasure
- Creates problems with memory
- Causes missed opportunities during a period of heightened learning potential
- Ingrains expectations of unhealthy habits into brain circuitry
- Inhibits development of perceptual abilities
- Impacts short term functionality and possibly the growth and development of the brain

Action Steps:

Noticeable Change in Physical State or Personality Change (lethargic, agitated, etc.)

1. Call or escort to the Nurse immediately
2. Document observations for future reference that include what you observed, day and time, and student (s) involved

Possession of Illicit Substance or Evidence of Being Under the Influence

1. Contact campus administration immediately

ALL KATY ISD STAFF AND EMPLOYEES ARE MANDATED REPORTERS.

Types of Abuse/Neglect

Abuse:

- Abuse
- Emotional
- Sexual

Neglect:

- Physical neglect
- Medical neglect
- Neglectful supervision
- Abandonment
- Refusal to accept parental responsibility



Scan here for more information!

If a Student Outcries

DO

- Remain calm
- Believe the student
- Allow the student to talk
- Show interest and concern
- Reassure and support the student's feelings
- Take action

DON'T

- Panic or overreact
- Press the student to talk
- Promise anything you can't control
- Confront the offender
- Blame or minimize the student's feelings
- Overwhelm the student with questions
- Wait for someone else to report

Action Steps:

If a child reports abuse to you or you have concerns a child is being abused or neglected, **YOU** are legally required to report it within 48 hours.

1. Call 1-800-252-5400 or report online at www.txabusehotline.org
2. Record the case number given to you and CPS employee ID
3. Notify your Campus Administrator and Counselor that you have made a report

You can get assistance with submitting a report, but no one can submit it for you.





STOP

Human Trafficking

Human trafficking is a form of modern-day slavery. It involves controlling a person through force, fraud, or coercion to exploit the victim. Traffickers may recruit, harbor, or transport a victim in order to exploit them for labor, sexual exploitation, or both.

Children may know their captors and can be trafficked by a family member, friend, or boyfriend/girlfriend.

Signs

- Inability to speak to individuals alone
- Submissive or fearful; avoids eye contact
- Sexually explicit social media profile
- Employer holds identity documents
- Signs of branding (tattoo, scars)
- Presence of an older boyfriend/girlfriend

**If something feels wrong, it probably is.
If something seems too good to be true, it probably is.**

What Can You Do to Protect Children

- Teach children to trust their instincts
- Educate children on appropriate versus inappropriate touch
- Encourage students to talk about anything that makes them "feel" uncomfortable
- Monitor social media and internet usage
- Discuss situations at different familiar locations (at the mall, movie theatre, walking home) and how children should respond

Human trafficking is a form of abuse or neglect. You must report within 48 hours.

What is Bullying?

Texas Education Code defines bullying as an act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written or verbal expression, expression through electronic means, or physical conduct, that:

1. will physically harm another student, damage a student's property, or place a student in fear of harm;
2. is severe, persistent, or pervasive enough to create an intimidating, threatening or abusive educational environment for the student;
3. disrupts the educational process or orderly operation of a classroom or school; or
4. infringes on the rights of the victim.

Forms of Bullying

Verbal

- Insults
- Teasing
- Intimidation
- Threats



Physical

- Hitting
- Tripping
- Kicking
- Pushing
- Property damage



Social

- Spreading rumors
- Exclusion
- Humiliation
- Embarrassing someone in public



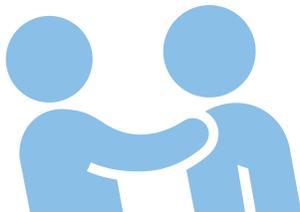
Cyber

- Abusive, hurtful, threatening texts, emails, posts, images or videos
- Gossip or rumors
- Imitating others online or using their log-in



Conflict vs. Bullying

CONFLICT



BULLYING



Equal power	Imbalance of power
Disagreement or agreement where both parties are involved	One person intends to harm or humiliate the other
May be accidental	On purpose
The other person would stop if asked	The aggressor does not consider the target's feelings and would not stop
Effort to come to a resolution	No resolution

Don't ask children to "work things out" for themselves. Bullying is different from an argument or conflict; it involves a power imbalance that requires adult intervention.

STOP BULLYING ON THE SPOT.

Action Steps:

1. Stay Calm

- a. Stand between the targeted student and aggressor(s)
- b. Ensure safety
- c. State what you heard or saw and the values and rules that were broken

2. Separate the students involved in the incident

- a. Speak with the targeted student privately
- b. Display empathy and compassion when gathering details about the incident
- c. Send the student to the nurse if physical aggression was involved

3. Report

- a. Report the incident to campus administration the same day
- b. Include details of what the targeted student reported and anything seen or heard
- c. Call the parents/guardians of all parties involved

4. Monitor

- a. Keep a watchful eye on all parties involved
- b. Check-in with targeted student to ensure no further incidents have occurred
- c. Implement safety plan

If a parent or student reports a bullying incident to you, be sure to report the allegation to campus administration within the same school day.

Strategies to Prevent Bullying in the Classroom

- Create a culture of kindness and respect
- Build a relationship with your students
- Talk to your students
- Supervise
- Consistently enforce expectations and rules
- Address mean behavior





KATY
Katy Independent School District