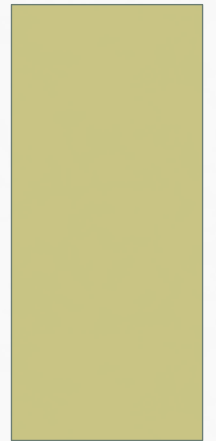


SCHOOL BASED STUDENT MENTAL HEALTH STRATEGY TEAMS

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10 ORGANIZATIONAL CONDITIONS

- Commitment
- Mental Health Leadership
- Clear and Focused Vision
- Shared Language
- Assessment of Initial Capacity
- Shared Processes
- Protocols for Professional Learning
- Mental Health Strategy and Action
- Collaboration
- Ongoing Quality Improvement

FOCUS

- The three organizational conditions that we will be focusing on are:
 - Commitment
 - Mental Health Leadership
 - Clear and Focused Vision



COMMITMENT

- View child and youth mental health as a priority
- Communicate the importance of student well-being through my actions
- Understand the Tiered Support Model
- Use the Tiered Support Model to support student well-being in our school
- Understand how to access the pathway to care in our board and community
- Understand the unique needs of our community, as it relates to student mental health
- Help one another to understand the rationale for the tiered support model, emphasizing the focus on mental health promotion and the need to work with community partners for help with students with significant concerns
- Are aware of core team meetings and community liaison meetings as appropriate
- Attend core team meetings and community liaison meetings as appropriate
- Feel that there is visible, strategic and tangible support for needed infrastructure, resources and staffing.

TIERED MODEL

THE THREE TIER OUTLINES OF INTERVENTIONS

**Mental Health
& Wellness
Tiered
Approach**

FEW

Intervention (2-5% of Students)

Support for FEW Students

Specialized Interventions and Pathways to
Community Care

Tier 3

SOME

Prevention (15-20% of Students)

Support for SOME Students

Prevention and Intervention Programs & Strategies for
Students at Risk

Tier 2

ALL

Mental Health Promotion (Whole School- All Students)

Support for ALL Students

School/Class Wide Social-Emotional Learning
Mental Health Promotion Programs

Tier 1

PATHWAYS TO CARE

- Who is a part of your School Resource Teams?
- Do teachers know that the team exists in the school?
- Who can be invited?
- Do I need consent?
- What would we like to see?

MENTAL HEALTH LEADERSHIP

- As a system we are building this. We have the support from Sr. Administration
- As the Mental Health Lead I have the support from the ministry who provides ongoing leadership
- You being here is beginning to build the Leadership within the Schools as the School Based Teams

YOUR SCHOOL

- Who is a part of your school teams?
- How do we involve parents and students at the school level?
- Are there connections between the school and the community and faith community?
- How do school staff build capacity within their schools?

CLEAR AND FOCUSED VISION

- How do we ensure that Mental Health and Well-Being is included in the classroom?
- Plan:
 - Safe Talk Training
 - Anxiety Module
 - VTRA
 - CCCRT
 - Suicide Prevention, Intervention and Postvention

BREAK TIME



MENTAL HEALTH “101”

- In 2011, the Ontario government released the document Open Minds Healthy Minds: Ontario’s Comprehensive Mental Health and Addictions Strategy.
- The guide reinforces three core priorities for education in Ontario:
 - high levels of student achievement
 - reduced gaps in student achievement
 - increased public confidence in publicly funded education



UNDERSTANDING CHILD AND YOUTH MENTAL HEALTH AND ADDICTION PROBLEMS

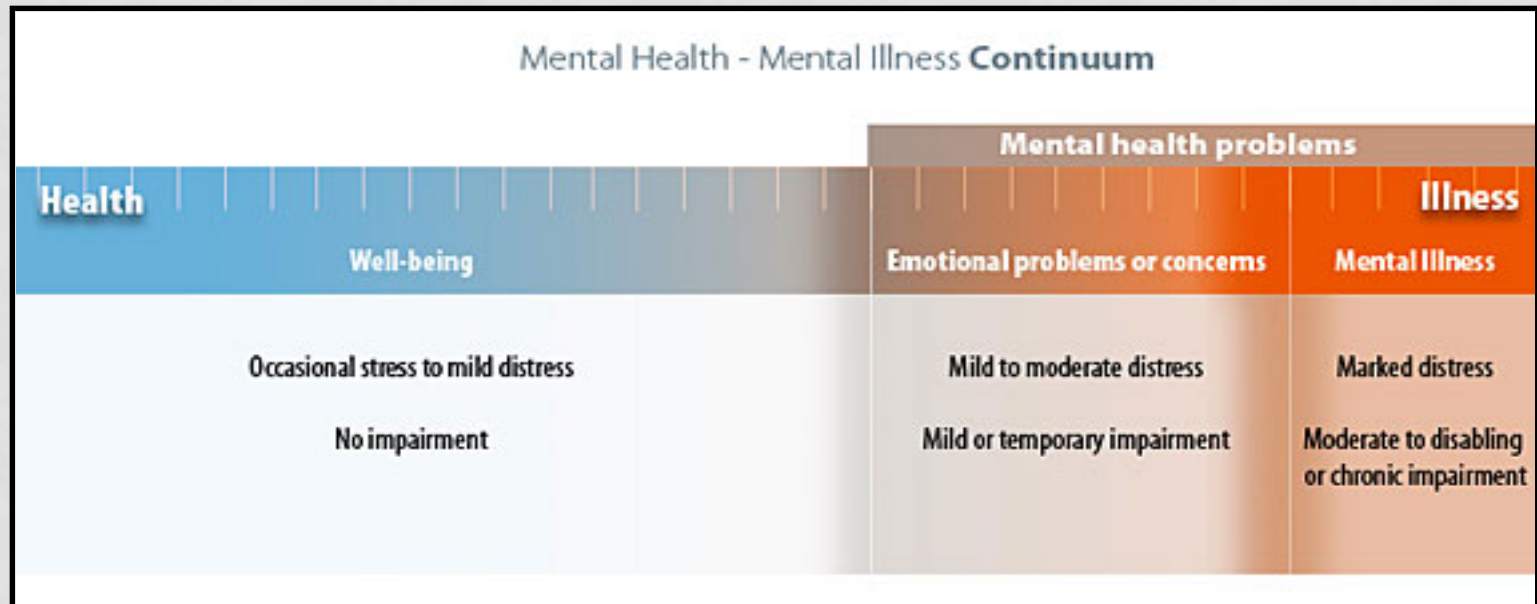
- Children and youth can display a range of behavioural and emotional problems that may have a negative impact on their well-being and interfere with their functioning at school, at home, in the community, and in social settings.
- The range of behavioural and emotional problems experienced may place students at risk for development of clinical mental health disorders and may also increase students' risk of developing physical illnesses such as diabetes and heart disease. Sometimes, these children and youth are also at increased risk for suicide (Gould et al., 2003; Weissman et al., 1999).

CONTINUED

- Child and youth mental health problems can be classified into two broad categories: internalizing problems which include symptoms like withdrawal, anxiety, fearfulness, and depressed moods; and externalizing problems, which are characterized by such behaviours as aggression, defiance, rule-breaking, and destructive behaviour (Achenbach, 1991).



MENTAL WELL-BEING



KEY POINTS

- Early recognition and signs and symptoms of emotional and behavioural problems is important, as these may present a real risk for the development of a clinical disorder, and intervening early can reduce the risk
- Early steps to address even mild symptoms can prevent the escalation of problems.
- What can you do at the school?

MENTAL HEALTH AND ADDICTIONS

- Children and youth may show signs of having several problems in combination.
- Mental health and substance use problems also frequently co-occur. It is estimated that 50 per cent of children experiencing a mental health disorder have two or more disorders at the same time.

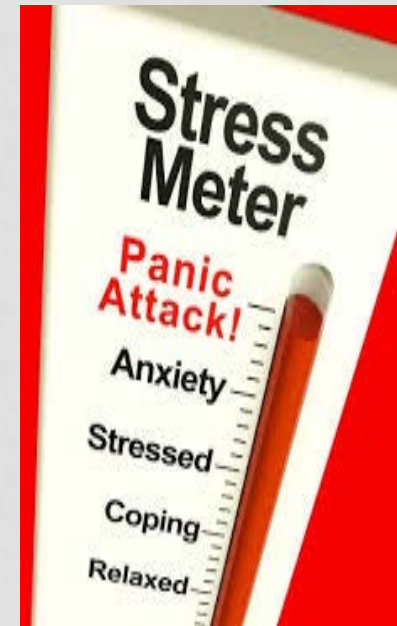
OBSERVING SIGNS AND SYMPTOMS OF PROBLEMS

- Educators have an important *supporting* role in the diagnostic process, as they can observe aspects of the student's behaviour in the school setting that may not be evident to the parent or the mental health professionals. These observations can help to provide a profile of how a child is functioning.



THE ROLE OF EDUCATORS IN SUPPORTING STUDENTS' MENTAL HEALTH AND WELL-BEING

- Creating a Positive Classroom Environment
- Reducing Stigma: Talking in the Classroom about Mental Health
- Knowing Your Students
- Talking about Mental Health with Parents and Students



ANXIETY PROBLEMS

- What is Anxiety?

Many children and adolescents typically experience worries and fears from time to time, and these worries and fears can change as young people progress through different developmental stages. The school setting itself can trigger anxiety for many students.

- What Do Anxiety Problems Look Like?

The experience of anxiety is primarily internal. Outward signs of anxiety may be difficult to detect. For example students who believe that they are going to fail may deal with their worries by choosing not to go to school.

TYPES OF ANXIETY DISORDERS

- Generalized Anxiety Disorder
- Separation Anxiety Disorder
- Social Anxiety Disorder
- Panic Disorder
- Specific Phobia
- Obsessive Compulsive Disorder
- Post-traumatic Stress Disorder



COMMON SIGNS OF ANXIETY

- Although different signs of anxiety occur at different ages, in general, common signs include the following.

The student:

- Has frequent absences from school
- Asks to be excused from making presentations in class
- Shows a decline in grades
- Is unable to work to expectations
- Refuses to join or participate in social activities
- Avoids school events or parties

CONTINUE

- Often spends time alone, or has few friends
 - Has physical complaints (e.g., stomach-aches) that are not really attributed to a physical health condition
 - Worries excessively about things like homework or grades or everyday routines
 - Has frequent bouts of tears
 - Is easily frustrated
 - Is extremely quiet or shy
 - Fears new situations
 - Is rejected by peers
- Note: This list provides some examples but is not exhaustive and should not be used for diagnostic purposes.

STRATEGIES TO REDUCE STRESS FOR ALL STUDENTS

- Create a learning environment where mistakes are viewed as a natural part of the learning process
- Provide predictable schedules and routines in the classroom
- Provide advance warning of changes in routine
- Provide simple relaxation exercises that involve the whole class
- Encourage students to take small steps towards accomplishing a feared task

MOOD PROBLEMS: DEPRESSION

- What is Depression?

“Depression” is the term we use to describe a feeling of sadness, irritability, or loss of interest in activities that the person has typically enjoyed.

Most children and youth will, from time to time, experience feelings of sadness as they move through life.

- When sadness and irritability, or lack of interest are associated with more long lasting issues, such as sustained conflict with peers, lack of engagement in activities, ongoing academic struggles, or difficulties at home, there may be a need for supports or intervention.

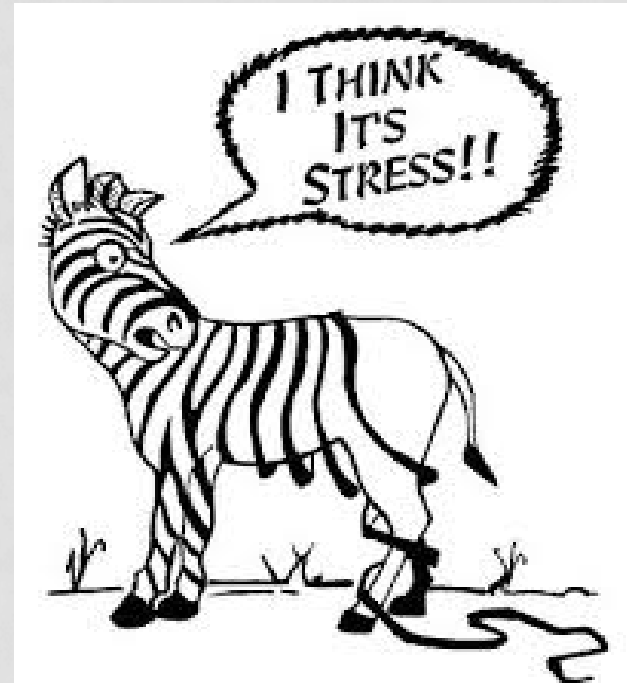
TYPES OF DEPRESSIVE DISORDERS

- Major depressive disorder
- Dysthymic disorder or dysthymia



CO-MORBIDITY

- Substance use is associated with mental health problems such as depression. Sometimes substance such as alcohol or drugs are used as a way to cope with and relieve feelings of low self-esteem, sadness, worry, or fear.



COMMON SIGNS OF DEPRESSION

- Ongoing sadness
- Irritable or cranky mood
- Annoyance about or overreaction to minor difficulties or disappointments
- Loss of interest/pleasure in activities that the student normally enjoys
- Feelings of hopelessness
- Fatigue/lack of energy
- Low self-esteem or a negative self-image
- Feelings of worthlessness or guilt
- Difficulty thinking, concentrating, making decisions, or remembering
- Difficulty completing tasks (e.g. homework)
- Difficulty commencing tasks and staying on task, or refusal to attempt tasks
- Defiant or disruptive behaviour; getting into arguments

CONTINUE

- Disproportionate worry over little things
- Feelings of being agitated or angry
- Restlessness; behaviour that is distracting to other students
- Negative talk about the future
- Excessive crying over relatively small things
- Frequent complaints of aches and pains
- Spending time alone/reduced social interaction; withdrawn behaviour and difficulty sustaining friendships
- Remaining in the back of the classroom and not participating
- Refusal to do work, and general non-compliance with rules
- Negative responses to questions about not working (e.g. "I don't know"; "No one cares")
- Arriving late or skipping or irregular attendance
- Declining marks
- Suicidal thoughts, attempts, or acts
- Change in appetite
- Loss of weight or increase in weight
- Difficulty sleeping

Note: This list provides some examples of symptoms or signs but is not exhaustive and should not be used for diagnostic purposes.

STRATEGIES THAT CAN HELP ALL STUDENTS DEVELOP AND MAINTAIN A POSITIVE OUTLOOK

- Support class-wide use of coping strategies and problem-solving skills
- Provide all students with information about normal growth and development and ways to cope with stress
- Write instructions on the board to provide a visual cue for students who are having trouble focusing on spoken information
- Model and teach optimistic and positive attitudes, language, and actions
- Work with students' strengths and build on them when they complete activities in class
- Provide students with responsibilities and tasks that they may enjoy
- Provide space in the classroom for students to go to when they are feeling overwhelmed
- Help students to chunk assignments and prepare for tests well in advance of deadlines

The goal is to create whole class strategies.

NEXT STEPS

There are a number of other topics that relate to our students. We will be taking a closer look at:

- Behaviour Problems (ADD/ADHD), (ODD) and (CD)
- Eating and Weight-related Problems
- Substance Use Problems
- Gambling
- Self-harm and Suicide

