

# Promoting Mental Health and Well-being in Schools

**DPAC Presentation  
January 15, 2018**

Heather Hart  
Tracy Arron  
Sue Dorey  
Elizabeth Gardner  
Suzanne Vardy

# Defining Positive Mental Health

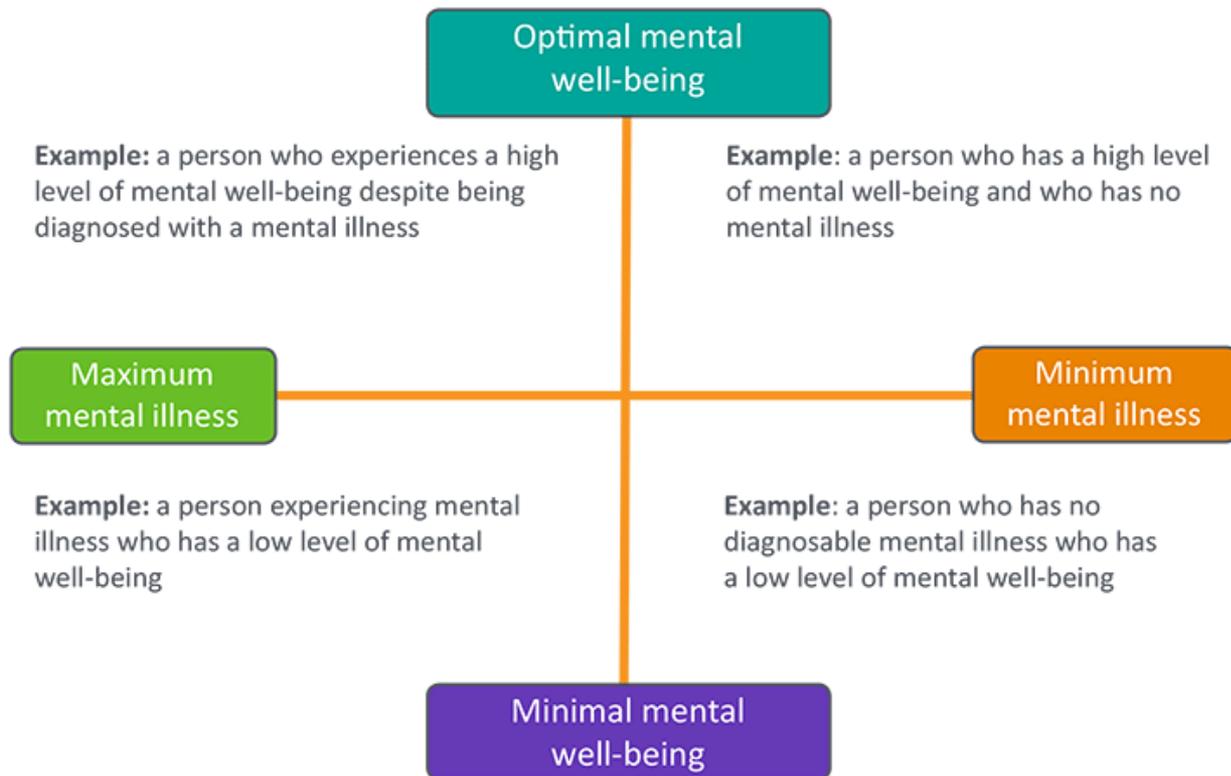
- Mental health means striking a balance in all aspects of your life: social, physical, spiritual, economic and mental.

Canadian Mental Health Association

# Defining Positive Mental Health

- It (mental health) affects how we feel, think and understand the world. Good mental health and well-being helps us to stay balanced and be resilient, to enjoy life and cope with everyday stress, and to bounce back from bigger setbacks.

[kelymentalhealth.ca](http://kelymentalhealth.ca)



Based on the work of Corey Keyes

# POSITIVE MENTAL HEALTH

Self-rated mental health   Happiness   Life satisfaction   Psychological well-being   Social well-being



Positive mental health is important for all Canadians, including those living with mental illness.

 Public Health Agency of Canada   Agence de la santé publique du Canada



# Research on Positive Mental Health

- Youth who reported having an adult in or outside of their family whom they would feel comfortable asking for help reported more positive mental health. Youth who did not have someone in their family but had an adult outside of the family to turn to had a lower risk of feeling extreme despair and a greater likelihood of reporting good/excellent mental health, feeling happy, and feeling calm and at peace in the past month.
- Youth who felt like a part of their school did not struggle with accessing needed mental health services as much as youth who did not feel like a part of school. As levels of feelings safe at school increased, the likelihood of youth reporting good or excellent mental health also increased.

Unspoken Thought and Hidden Facts, Youth Researchers, McCreary Centre Society

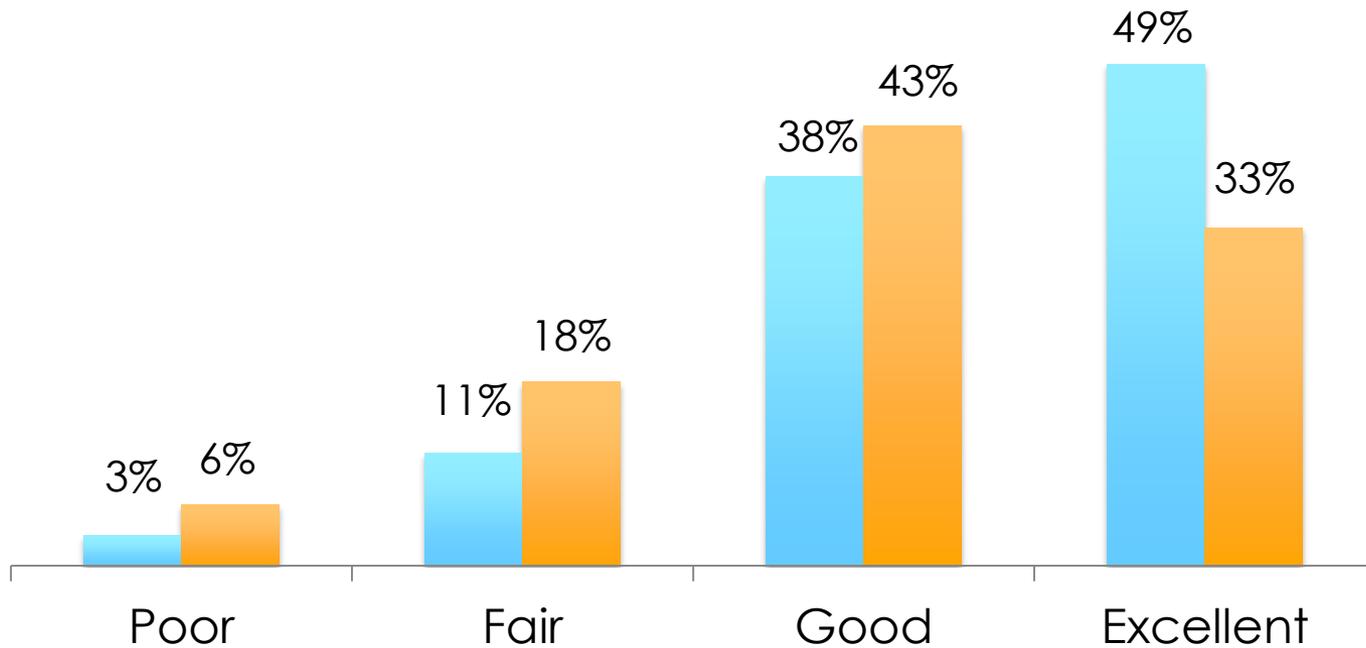
# Research on Positive Mental Health

- Research shows... that healthy learning environments support both student wellness/well-being and student achievement.

Pan-Canadian Joint Consortium for School Health Annual Report, 2015

Ratings of mental health  
BC Adolescent Health Survey (AHS) 2013, McCreary Centre

■ Males ■ Females



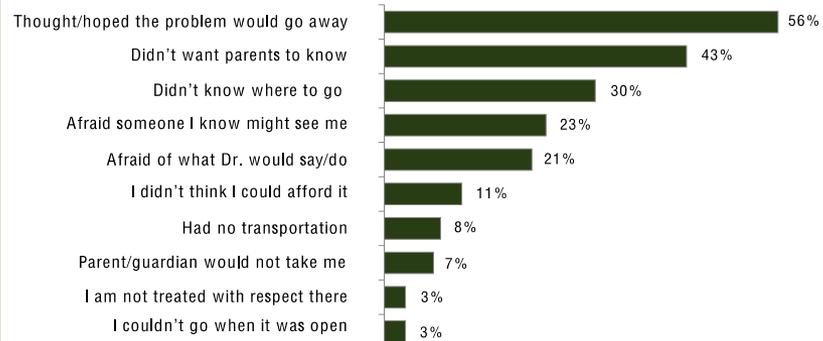
“ I know it sounds corny, but truly, no one will understand. ”



### Accessing Mental Health Services

When asked specifically about accessing mental health services in the past year, 18% of female students and 7% of male students across the province reported that they had not accessed services when they felt they needed them. The most common reasons for not accessing mental health services included hoping that the problem would go away (56%), students not wanting their parents to know (43%) and not knowing where to go (30%).

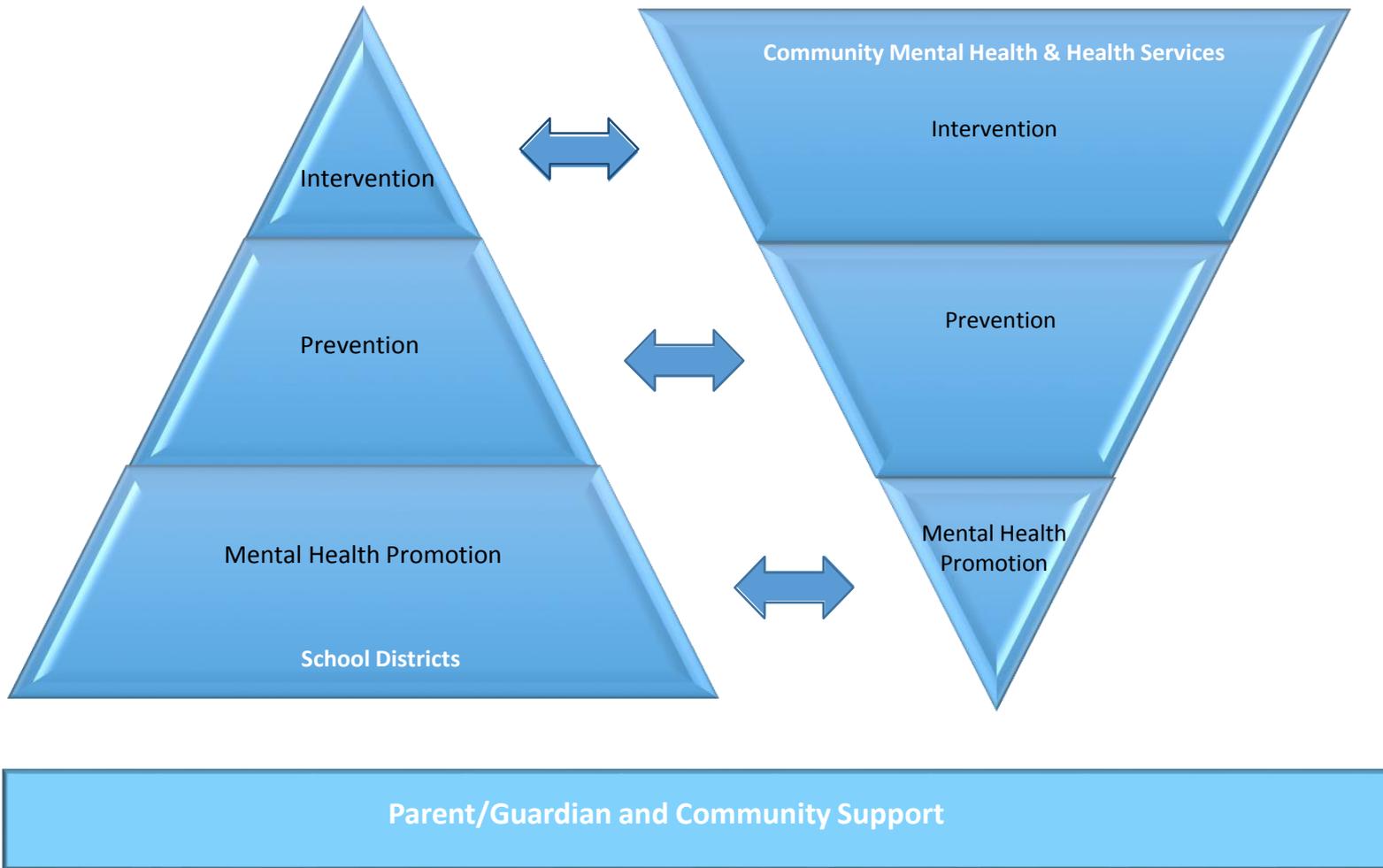
#### Reasons for not accessing mental health services (among youth who felt they needed them)



# Prevalence of Mental Disorders in Children and Youth

Disorder	Prevalence (%)	Age (y)	Population Affected BC (#)	Population Affected Canada (#)
Anxiety Disorders	3.8	4-17	25 300	204 400
ADHD	2.5	4-17	16 600	134 500
Substance Use Disorders	2.4	11-17	8 400	66 400
Major Depressive Disorder	1.6	4-17	10 600	86 100

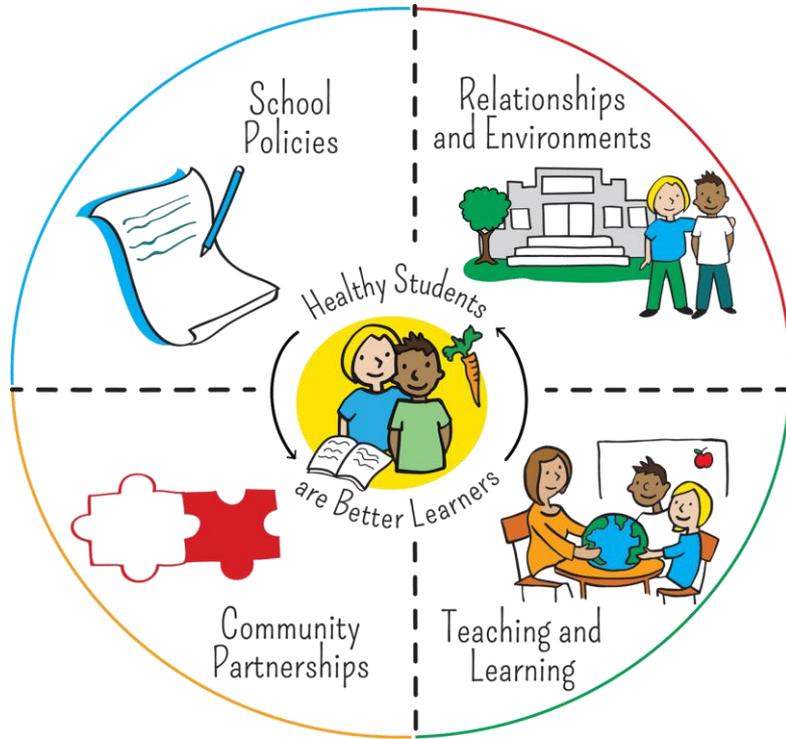
Waddell et. al., Children's Health Policy Centre, SFU, 2014



System Leadership in School Mental Health in Canada  
(Short, Finn, and Ferguson 2017)

# Comprehensive School Health

An internationally recognized, evidence-based “whole school” approach to supporting improvements in students’ educational outcomes while addressing health in a planned, integrated, and holistic way.



Practices, procedures, rules, policies etc. at all levels, from provincial to classroom-specific that support wellbeing.



Our School Policies

Relationships between students, and between teachers and students, as the physical and social spaces in the school setting.

Relationships and Environments



Healthy Students



are Better Learners

Connections between the school and health partners, students' families, and community organizations who are able to support student wellbeing.



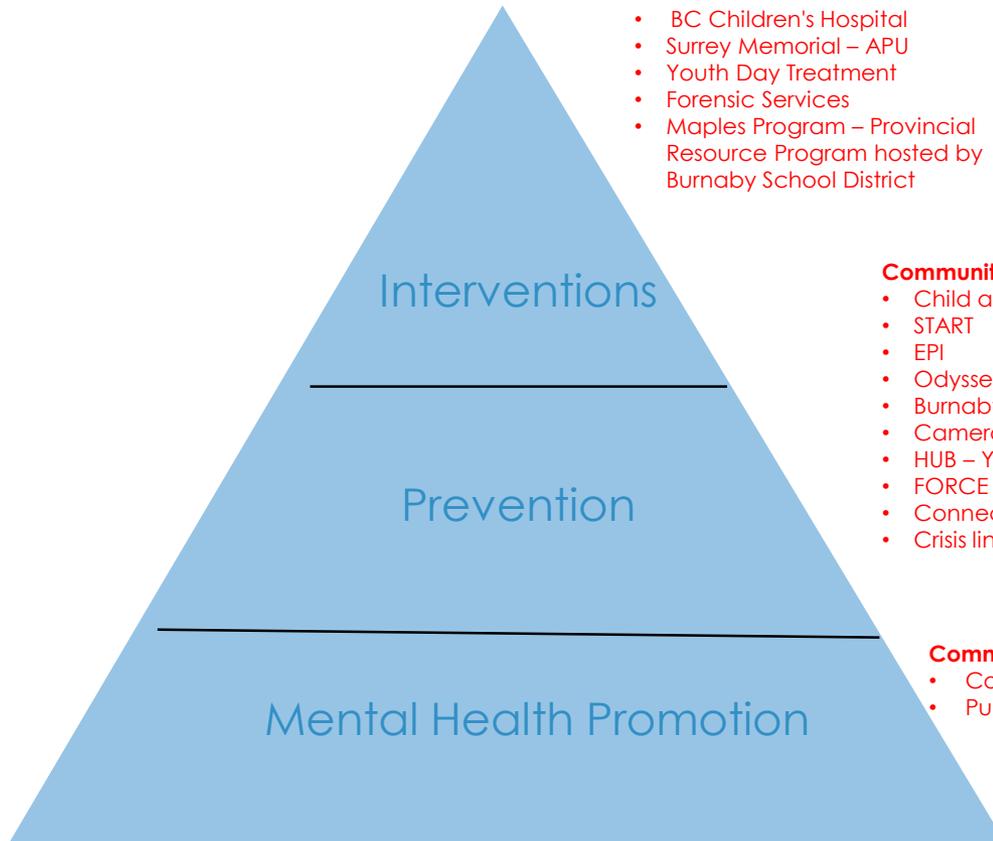
Community Partnerships

Includes both formal and informal knowledge exchange opportunities; relates to resources, activities and curriculum that support learning and overall wellbeing.

Teaching and Learning



# Levels of Support



## Community Resources

- BC Children's Hospital
- Surrey Memorial – APU
- Youth Day Treatment
- Forensic Services
- Maples Program – Provincial Resource Program hosted by Burnaby School District

## School District Resources/Programs

- Elementary Alternate Programs
- Kindergarten Plus Program
- Secondary Alternate Programs
- Mental Health Liaison

## Interventions

### Community Resources

- Child and Youth Mental Health
- START
- EPI
- Odyssey
- Burnaby Addiction Services
- Cameray Child and Youth Services
- HUB – Youth Clinic Counsellor
- FORCE
- Connect Parenting Group
- Crisis lines and website support

### School District Resources

- Staff support – youth workers and counsellors
- Substance Use Prevention Worker
- Connect Workers
- Community School Co-ordinators

## Prevention

### Community Resources

- Community Centres
- Public Health Partnership

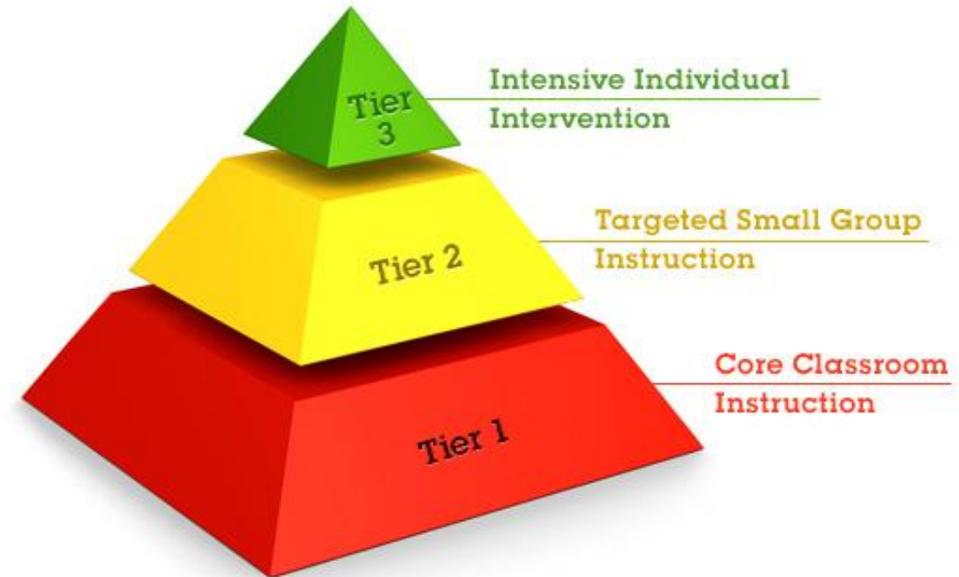
### School District Resources

- School Culture and Climate
- Staff Wellness
- Speak –Up Presentations
- Classroom-based SEL programs (RULER, MindUP, Zones of Regulation)
- Friends for Life
- Staff training
- Policy, practices and procedures
- Critical Incident Response Team

## Mental Health Promotion

# Learning Support Services (LSS)

- RTI
- Collaboration  
LSS, Counselling
- Academics and Mental Health



RTI (Response To Intervention)  
**3 Tiers of Support**

# Core Competencies

*Provincial consultation and extensive research identified these categories of core competencies that support life-long learning:*

- Thinking Competency
  - Critical thinking
  - Creative thinking
- Communication Competency  
(oral, written, visual, digital; includes collaboration and reflection)
- Personal and Social Competency
  - Positive personal and cultural identity
  - Personal awareness and responsibility (includes self-regulation)
  - Social awareness and responsibility

# Physical and Health Education K Curricular Competencies

- Identify and describe practices that promote mental well-being
- Identify and describe feelings and worries
- Identify personal skills, interests, and preferences

# Physical and Health Education 4

## Curricular Competencies

- Explain the relationship of healthy eating to overall health and well-being
- Describe and assess strategies for promoting mental well-being
- Describe and assess strategies for managing problems related to mental well-being and substance use
- Describe factors that positively influence mental well-being and self-identity

# Physical and Health Education 9

## Curricular Competencies

- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others
- Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence
- Explore and describe the impact of transition and change on identities

# Grade 8 Curricular Competencies

- English Language Arts - Recognize how language constructs personal, social, and cultural identity
  - What language does a character use to describe their own mental health? What language do others in the story use to describe this character?
- English Language Arts - Exchange ideas and viewpoints to build shared understanding and extend thinking
  - Think Pair Share how the language used is influenced by the society in which the characters live.
- Science - Seek patterns and connections in data from their own investigations and secondary sources
  - Use McCreary Mental Health data to examine connections between sleep and anxiety
- Socials - Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change)
  - Research how attitudes towards mental health have changed since the early 1900's

# Role of the Counsellor

*To work with individuals, groups and classrooms to provide both intervention and prevention services. The focus of school counselling is enhancing the students' development, assisting with the development of an enabling school culture and empowering students toward positive change.*

*Ministry of Education*

# Background and Training

- BC Certified Teachers
- Master's of Arts or Education in Counselling Psychology
- Ongoing support and training
  - Mentorship, meetings, professional development

# What does **Elementary Counselling** look like in the context of a school?

## Tier 1

Class placement, class reviews, SEL programs, parent presentations/workshops.

## Tier 2

School based team, small group counselling.

## Tier 3

Individual counseling, referring and liaising with community agency, crisis response.

# What does **Secondary Counselling** look like in the context of a school?

## Tier 1

Articulation, course selection and planning, graduation checks, presentations on mental health related topics, career counselling.

## Tier 2

School based team, report card reviews and goal setting, small group counselling.

## Tier 3

Individual counselling, liaising with community agencies, crisis response.

# Referral and Consent

How are students referred for counselling?

What type of consent is required?

When do counsellors refer to community?

# Resources

- [healthyschoolsbc.ca/category/11/positive-mental-health](https://healthyschoolsbc.ca/category/11/positive-mental-health)
- [casel.org](https://casel.org)
- [heartmindonline.org](https://heartmindonline.org)
- [kidsinthehouse.com](https://kidsinthehouse.com)
- [anxietybc.com](https://anxietybc.com)
- [keltymentalhealth.ca](https://keltymentalhealth.ca)
- [mindcheck.ca](https://mindcheck.ca)
- [greatergood.berkeley.edu](https://greatergood.berkeley.edu)