

SUPPORTING MINDS / ASSIST REVIEW TUTORIAL SERIES



Tutorial #1: Creating and Sustaining Mentally Healthy Classrooms

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Tutorial #1 – Creating and Sustaining Mentally Healthy Classrooms

Tutorial #2 – Anxiety Problems

Tutorial #3 – Mood Problems

Tutorial #4 – Attentional Problems



Brought to you by School Mental Health ASSIST

Working alongside the Ministry of Education, School Mental Health ASSIST is provincial implementation support team helping Ontario school boards to promote student mental health and well-being. This online professional learning series features highlights from facilitated workshop materials produced to support school board Mental Health Leadership Teams with educator mental health literacy. For more information about additional resources, contact your school board's Mental Health Leader, or School Mental Health ASSIST.





Creating and Sustaining Mentally Healthy Classrooms



SUMMARY OF MODULE CONTENTS



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Context for Creating and Sustaining Mentally Healthy Classrooms in Ontario

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Everyday Mental Health and Well-Being Promotion Practices

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REFLECTION



Is today a good day for you to focus on this topic?

How will you maintain your own well-being as you consider this topic?



PERSONAL RESILIENCY AND SELF-CARE



Most people are impacted by mental health problems at some point in their lives

Personal resiliency is an important skill

Teach self-care through modelling

What is one small thing you will you do today to practise self-care?



CLICK HERE FOR THE DOCUMENT

PERSONAL RESILIENCY
THE BASICS OF SELF-CARE

EAT We all need to relax. If we are under a lot of stress, be mindful of the food you choose. Also, keep a healthy snack close by so that you can relax easily and avoid being "hangry."

SLEEP Aim to get seven to nine hours of sleep each night. Research has shown that getting five hours or less of sleep a night can cause health problems. Getting enough sleep also helps you to better deal with the stresses of everyday life.

DRINK A lot of water and avoid drinking too much alcohol. Drinking your coffee or tea in the afternoon can cause a stress reaction in your body and can cause you to feel nervous or contribute to sleeping difficulties.

MOVE The positive effects of being physically active are astounding. It increases your energy, enhances your immune system, reduces stress levels, stimulates hair growth, and even acts as a way to improve mood. You can achieve these benefits by walking or jogging for 30 minutes a day. (Remember to stretch before and after your workout.)

CONNECT Strong social connections are one of the most powerful influences on our mood. Those who are connected to spending time with friends and family show the highest levels of happiness. If you don't see your loved ones every day, you can still send an email or make a phone call.

PAUSE Make sure to take time for yourself during the day. To take a pause, take a few deep breaths, meditate, write in a gratitude journal, do a few stretches, take a brisk walk or do some other activity that helps you feel recharged.

ACKNOWLEDGE Be mindful of your thoughts and feelings, both positive and negative, as part of your self-care. Finding a healthy outlet (see some suggestions below) to process your emotions and self-talk can lead to optimal self-care practices.

REFLECT Take time to reflect on what is important to you both personally and professionally. Your values and sense of purpose help you focus on what is meaningful for you. Taking time to reflect can assist you to intentionally and systematically make decisions in your life.

REPEAT Research has shown that trying a new skill/habit/routine for 21 days in a row will increase the likelihood of maintaining this new practice. It is recommended having an accountability partner during those first few weeks; it's a helpful strategy to enhance your success rate of maintaining your new practice.

WHY BOTHER?
Taking care of yourself is a crucial and necessary ingredient for those who care for others. This is especially true of those working in helping professions (social workers, nurses, teachers, etc.) and others who are parents or engaging in daily care. Self-care is just for the caregiver on a plate. We need to take care of ourselves so we can best care for others.

+ BUILDING HAPPINESS
External factors often only have partial influence on our level of happiness. Promotions, new relationships, and lucky lottery wins give only a temporary boost to happiness before we return to our baseline. Sustained happiness takes work. Listed here are a few exercise ideas that, when practiced,

Journal About Gratitude
Every night, write down three good things about your day. They don't have to be major. They might be as simple as a good meal, talking to a friend, or getting through something difficult.

Write a Letter
Think about someone who has had a major impact on your life, someone who you would like to thank, or someone who you appreciate having in your life. Write a letter with specific details about what it is you appreciate about them, and send it.

Visit Someone Whom You Appreciate
Take the idea of a gratitude letter a step further and

MAKE A LIST OF THINGS THAT MAKE YOU HAPPY
MAKE A LIST OF THINGS YOU DO EVERY DAY
COMPARE THE LISTS
ADJUST ACCORDINGLY



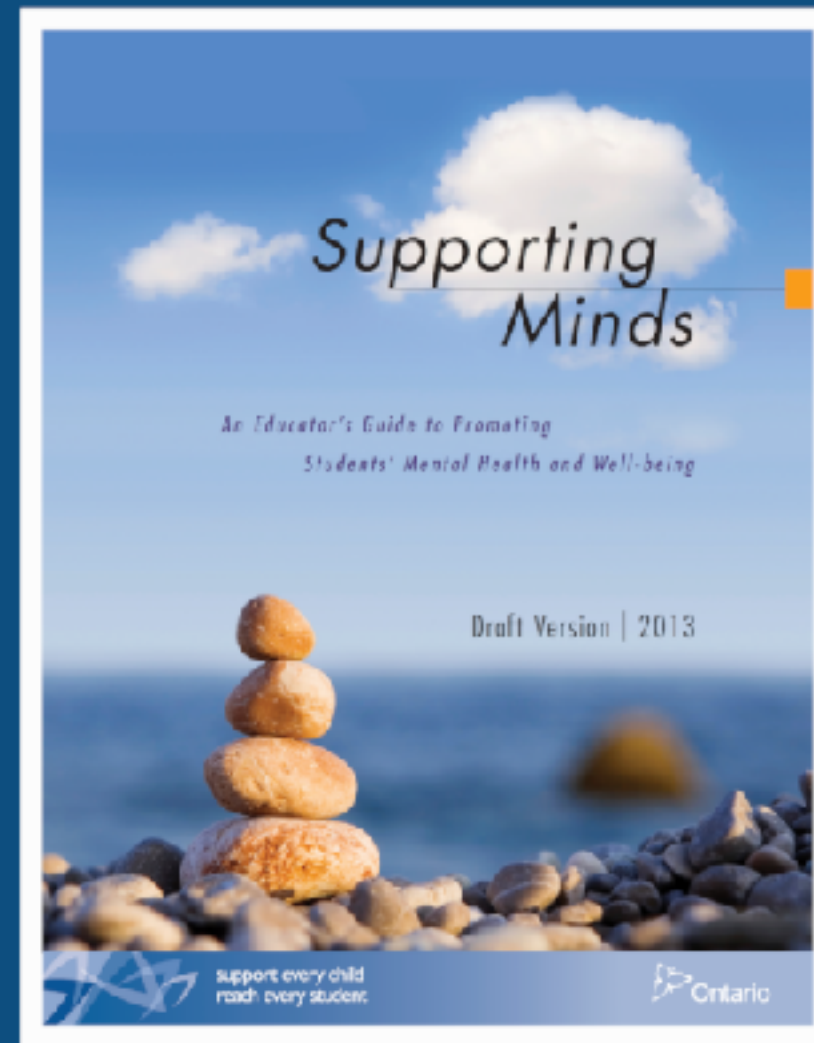
SUPPORTING MINDS



Developed by the Ontario Ministry of Education

JK-12 educator resource

Helpful day to day resource for supporting students' mental health



<http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>
CLICK HERE FOR THE DOCUMENT



SECTION ONE:

Context for Creating and Sustaining Mentally Healthy Classrooms in Ontario



CONTEXT FOR CREATING AND SUSTAINING MENTALLY HEALTHY CLASSROOMS



1

Learning Objectives

Highlight the importance of student mental health and well-being at school.

Recognize the impact of mental health on student well-being and academic achievement.

Understand how various ministry initiatives work together, and why this is important information for educators to know.

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YOU MAKE A DIFFERENCE



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Can you think of a student who needed a little extra time and support with you in order to reach their academic potential?

What do you think your relationship meant to this student?

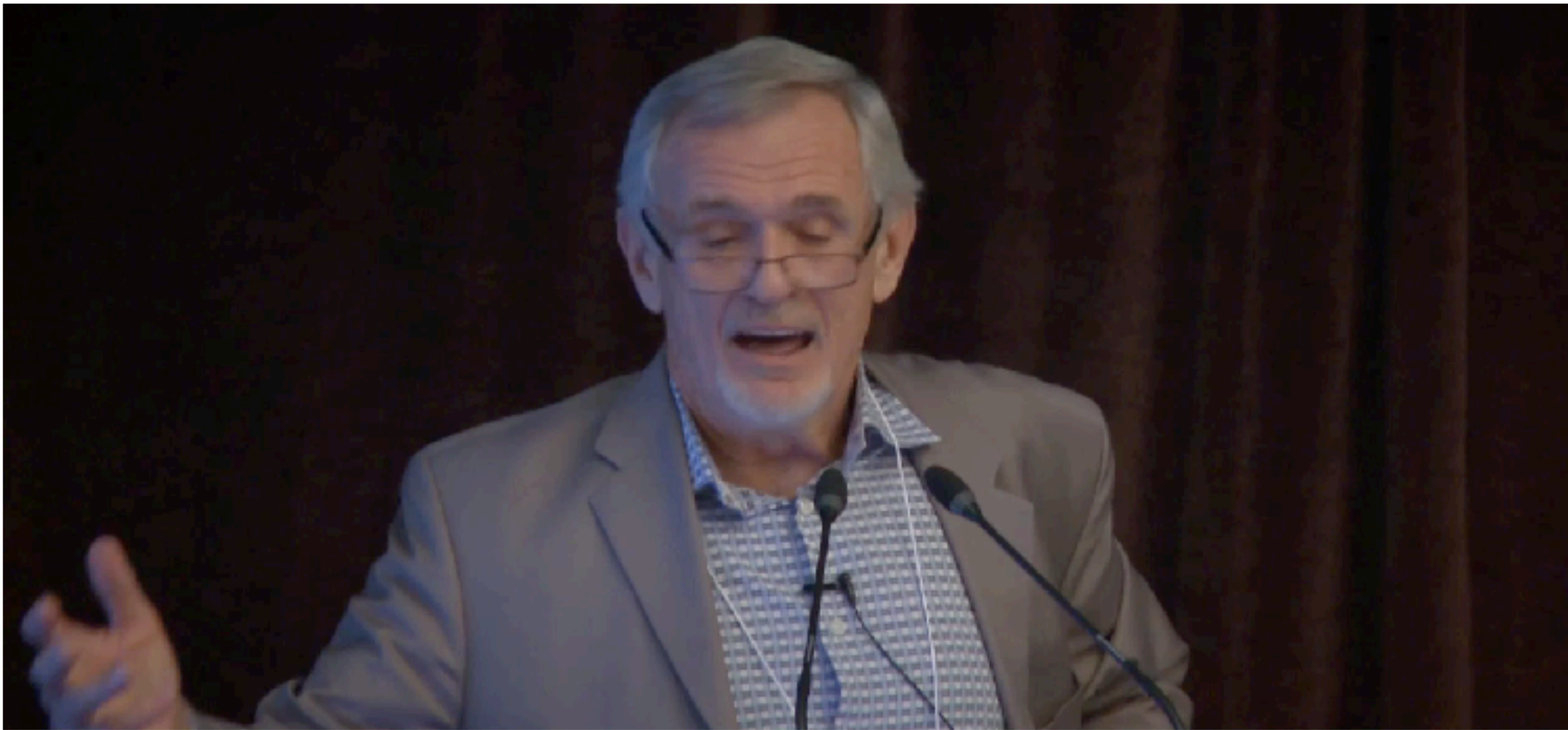
Can you remember who those special teachers were for you?




WHAT IS MENTAL HEALTH, AND WHY IS IT IMPORTANT?



ASK THE EXPERT:



Dr. Bruce Ferguson
Senior Consultant SickKids, Professor of Psychiatry U of T, SMH-ASSIST Coach




Dr. Bruce Ferguson is a Senior Consultant and the founding Director of the Community Health Systems Resource Group (now Child and Youth Mental Health Research Unit) at The Hospital for Sick Children (SickKids). He is also a Professor of Psychiatry, Psychology and the Dalla Lana School of Public Health at the University of Toronto and has been a Visiting Scientist at the Biological Psychiatry Branch of the National Institute of Mental Health in the United States. He is a School Mental Health Implementation Coach and co-chairs the Well-Being Advisory Committee for the Ministry of Education.



YOU ARE NOT MENTAL HEALTH PROFESSIONALS...

But you don't need to be.

You can, and already do, make an important difference in a child's well-being by being a caring supportive adult.

It is the little everyday things that tell students that someone cares about them, that make them feel:

- ✓ safe,
- ✓ included,
- ✓ welcomed, and
- ✓ ready to learn



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YOU ARE PART OF SOMETHING LARGER



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And the work you are doing every day in your board, school, and classroom...



2

Is connected to something bigger! YOU are part of the Ontario Comprehensive Mental Health and Addictions Strategy.



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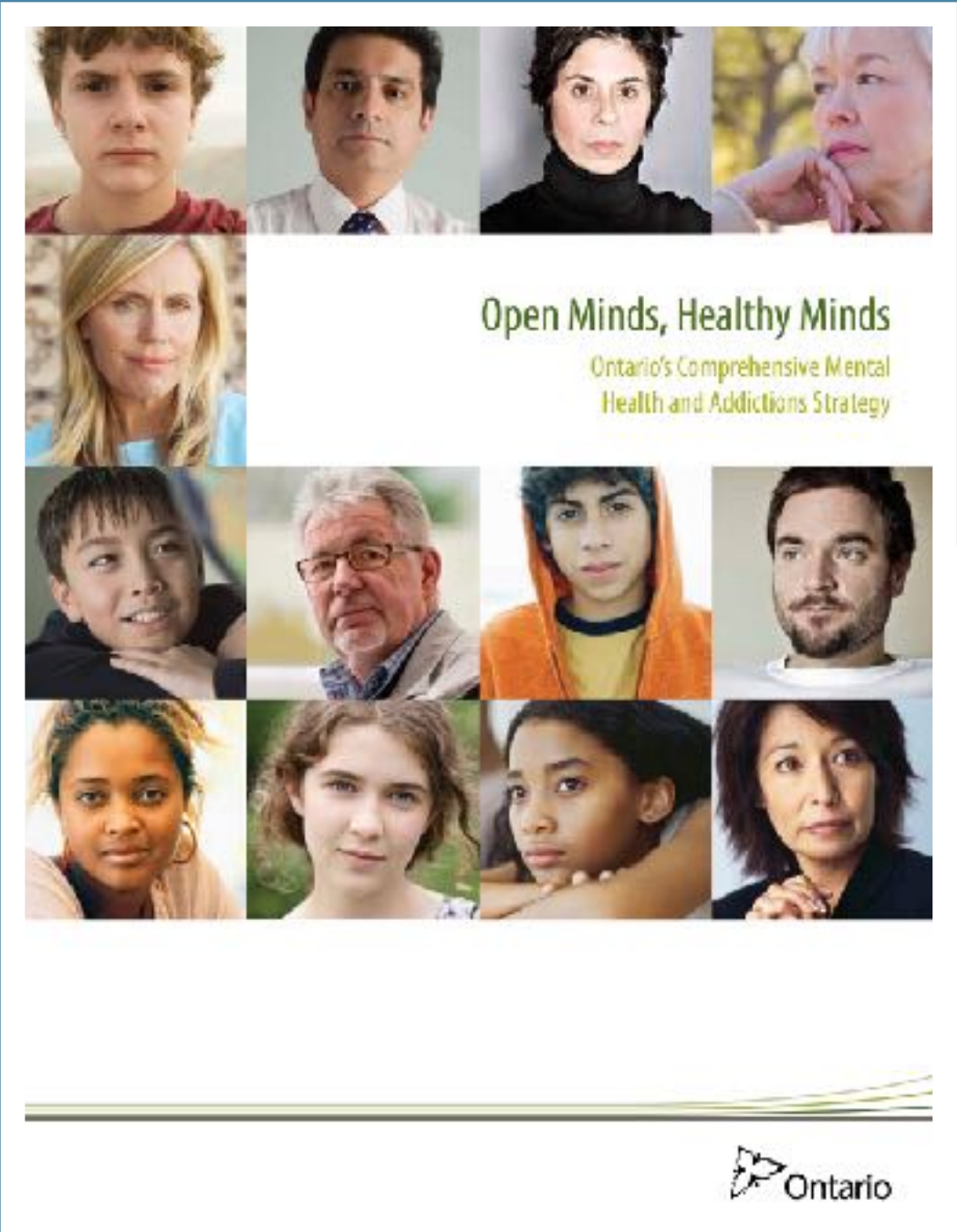
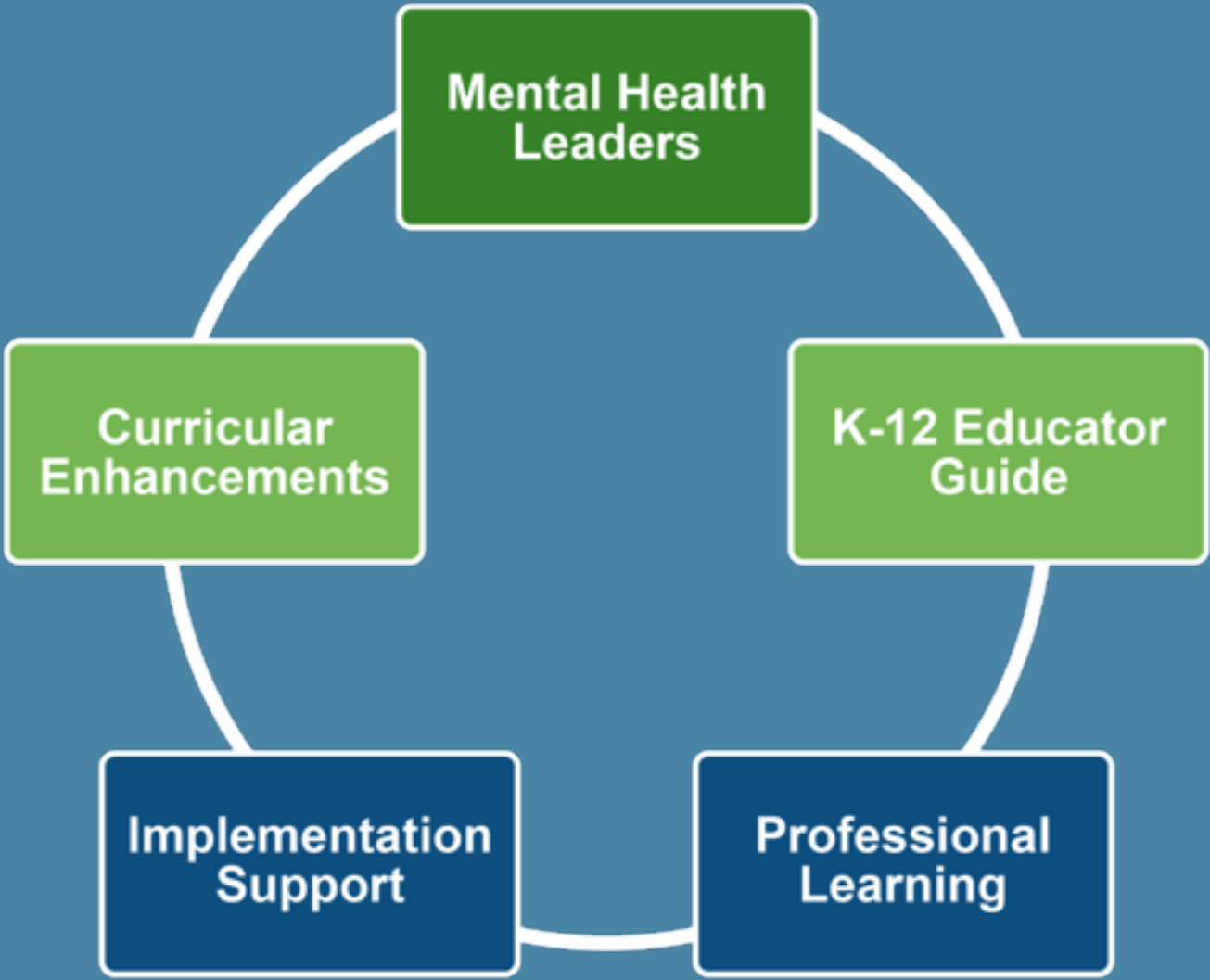
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ONTARIO'S COMPREHENSIVE MENTAL HEALTH AND ADDICTIONS STRATEGY



Specific commitments to the Strategy from the Ministry of Education



CLICK HERE FOR THE DOCUMENT



ACHIEVING EXCELLENCE GOALS

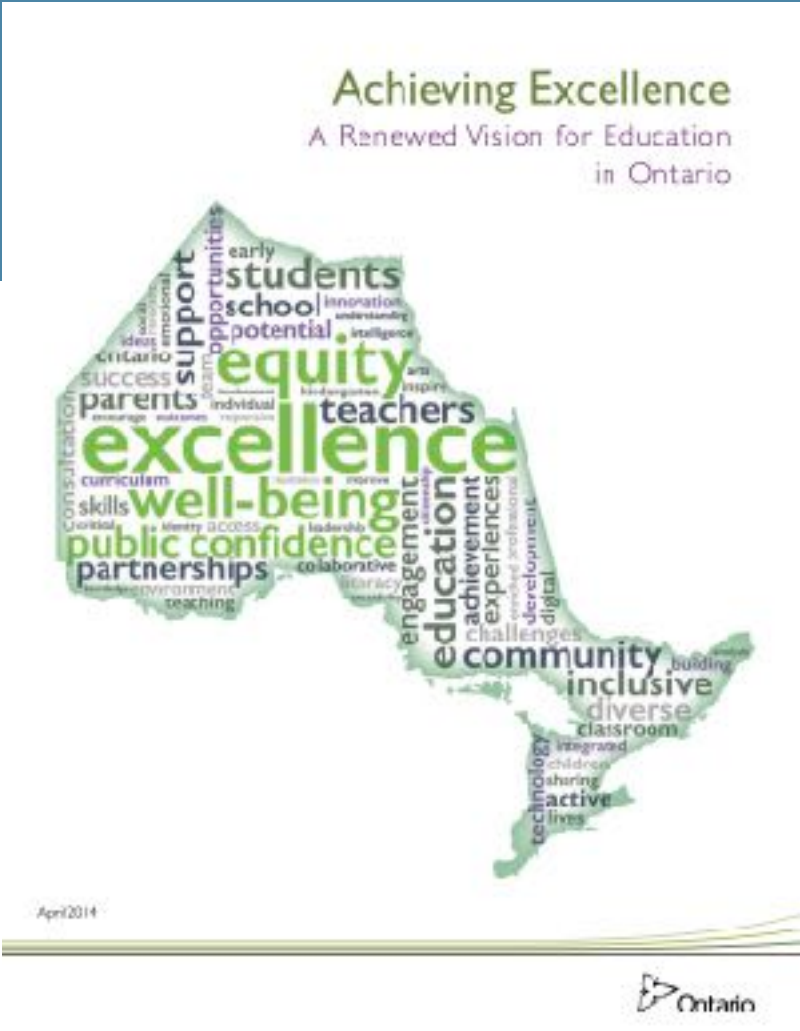
Achieving excellence in academic performance

Ensuring equity

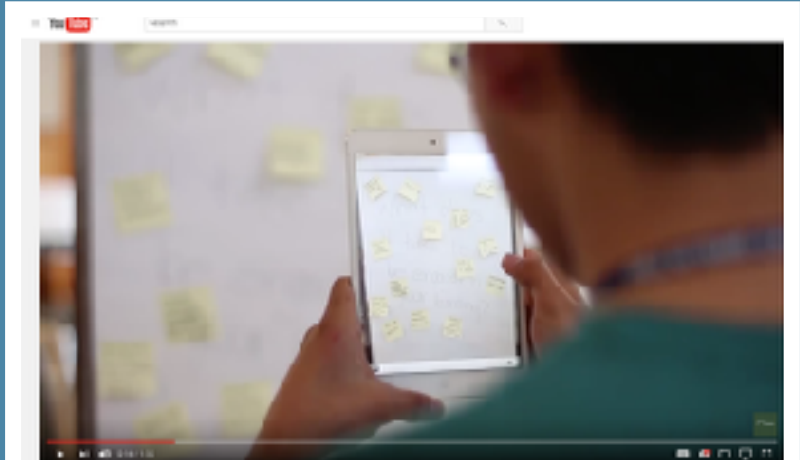
Promoting Well-Being:

All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.

Enhancing public confidence



CLICK HERE FOR THE DOCUMENT



CLICK TO GO TO THE ONLINE VIDEO



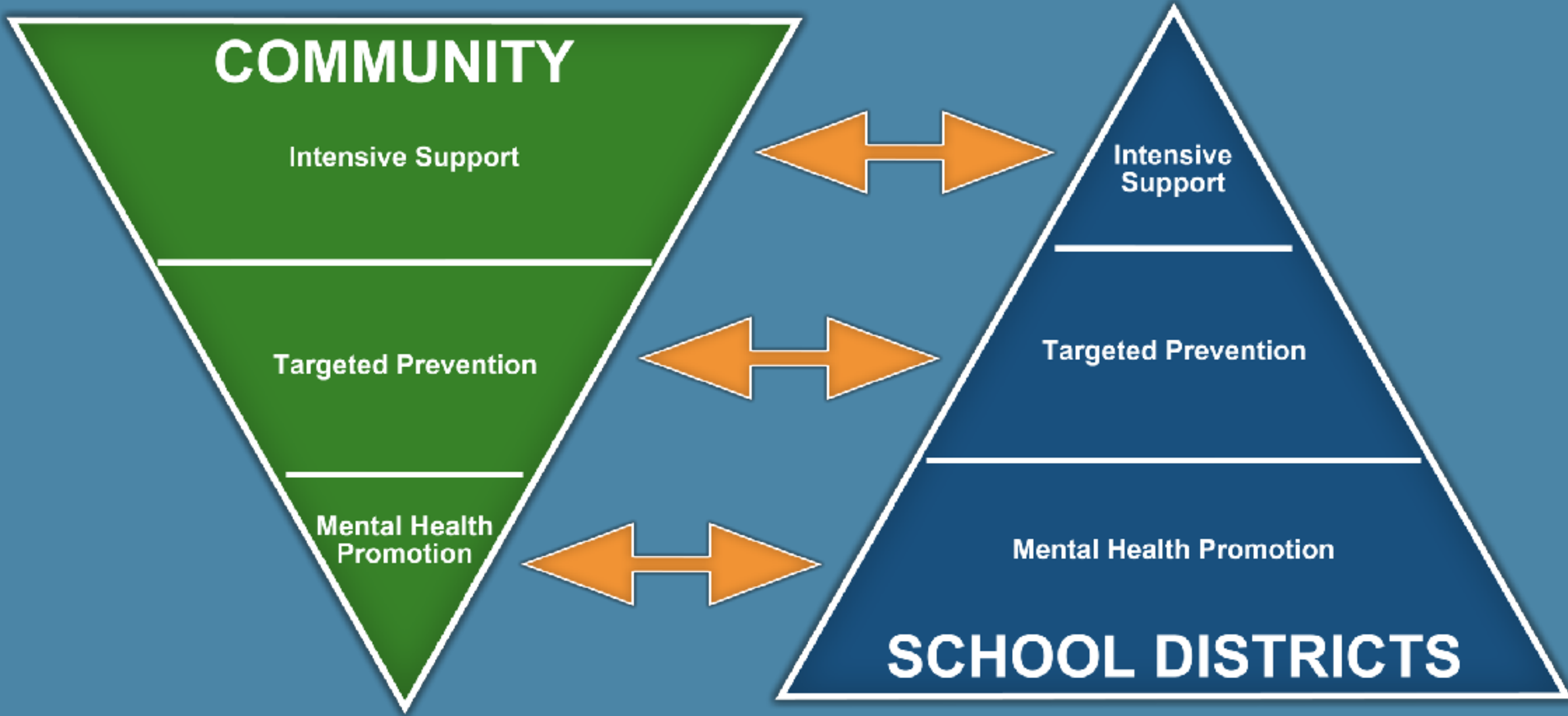
A STRATEGY BUILDING ON CURRENT INITIATIVES



<http://www.edu.gov.on.ca/eng/about/WBDiscussionDocument.pdf>
CLICK HERE FOR THE DOCUMENT



VISION FOR AN INTEGRATED SYSTEM OF CARE



OUR DAILY WORK WITHIN THE PROVINCIAL CONTEXT



Ontario is in the midst of significant change to the mental health and addictions system

The Ministry of Education is part of this change because schools are an excellent place to promote well-being

The work you do every day to support learning and growth amongst students is an essential part of the strategy



LEARNING CHECKPOINT



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Aware of the importance of student mental health and well-being at school.

Recognize the impact of mental health on student well-being and academic achievement.

Aware of the various ministry initiatives that work together, and why this is important information to know.



SECTION TWO:



Common Language and Understanding



COMMON LANGUAGE AND UNDERSTANDING



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LEARNING OBJECTIVES

To establish an understanding of what is meant by mental health and mental illness.

To develop a common language of terms.

To make connections about concepts addressed in this section and their intentional and explicit use in the classroom.



WHAT IS MENTAL HEALTH AND MENTAL ILLNESS?



Mental Health

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

(World Health Organization, 2014)

Mental Illness

Mental illness is characterized by alterations in thinking, mood or behaviour and is associated with significant distress and impaired functioning.

(Public Health Agency of Canada, 2015)

HEALTH	Mental health problems	ILLNESS
Well-being	Emotional problems or concerns	Mental illness
Ocassional stress to mild distress	Mild to moderate distress	Marked distress
No impairment	Mild or temporary impairment	Moderate to disabling or chronic impairment



UNDERSTANDING MENTAL WELL-BEING



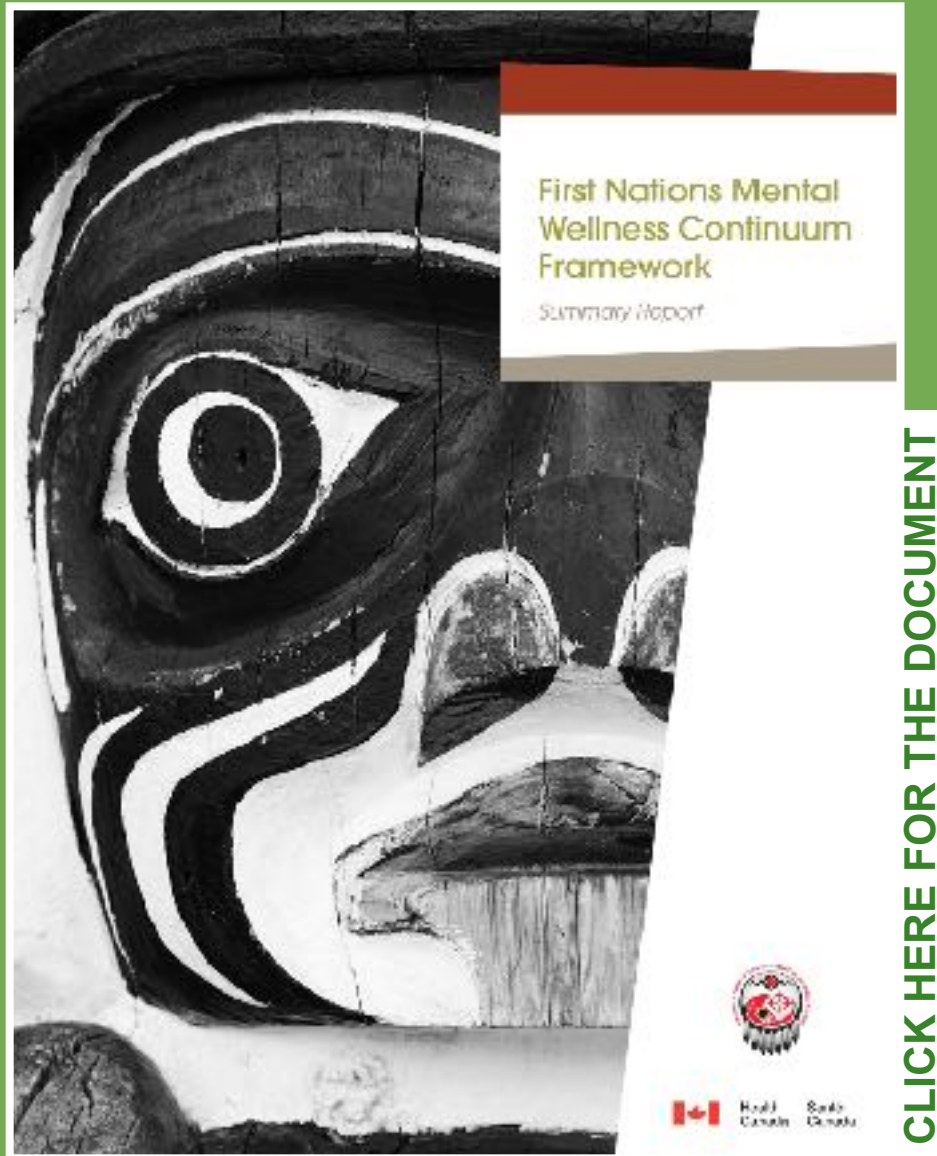
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First Nations Mental Wellness Continuum Framework

A balance of the mental, physical, spiritual, and emotional

When we experience mental well-being, we have purpose in our daily lives, hope for the future, a feeling of belonging and connectedness, and a sense of meaning as we understand how our lives are part of creation and a rich history



MENTAL WELL-BEING AND MENTAL ILLNESS DUAL CONTINUUM MODEL



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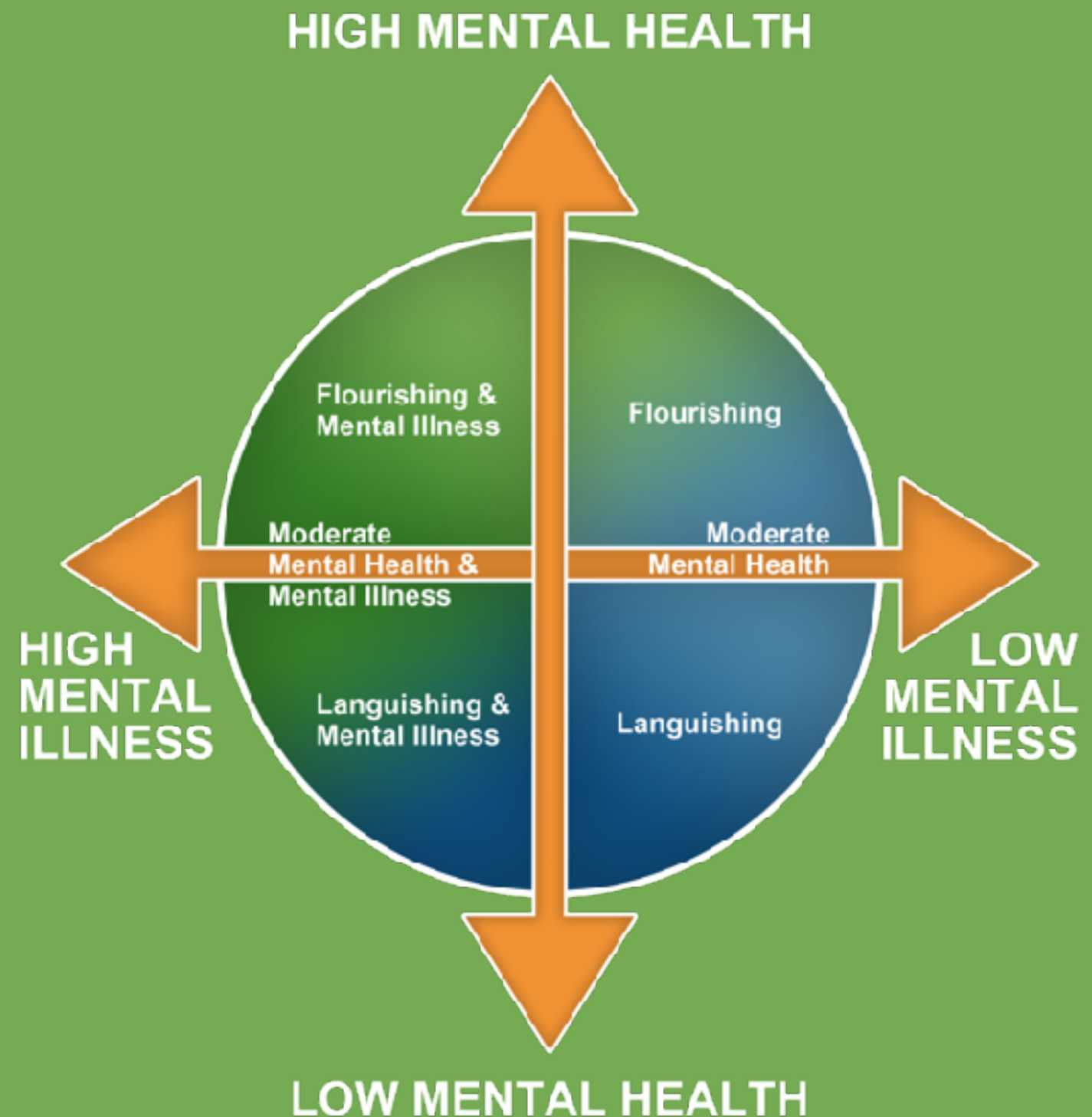
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You can experience a mental illness and mental well-being at the same time!

Many mental health problems are long-standing or relapsing

Early intervention and coping/support is key!



PROMOTING MENTAL HEALTH: FINDING A SHARED LANGUAGE



[CLICK TO GO TO THE ONLINE VIDEO](#)

Video resource provided by the
Centre for Addiction and Mental Health



TOWARDS RESILIENCE

RESILIENCE

[ri-zil-yuhns]

The power to be able to recover readily from adversity or challenge.



Our role in schools is to help students to acquire the skills, attitudes, knowledge, and habits that lead to resilience in life ... and to notice and support students who struggle along the way.

Supporting Youth Resilience
video provided by
The Resilience Research Centre
<http://resilienceresearch.org/>



CLICK TO GO TO THE ONLINE VIDEO



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MENTAL HEALTH AND WELL-BEING TERMS

There are many terms describing aspects of well-being at school (e.g., social emotional learning, mindfulness, positive psychology, self-regulation, resiliency).

Grouping these concepts into a framework offers a helpful way to organize this busy field of work.



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SOCIAL EMOTIONAL LEARNING SKILLS



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- self-awareness and monitoring
- social awareness
- self-management
- relationship skills
- responsible decision making



Do you see a relationship between these social emotional competencies and the Ontario Report Card learning skills and work habits?

Or the All About Me or Individual Pathways Plan?

What are you already doing to support skill development in these areas in your classroom?

For more information on the Collaborative for Academic, Social, and Emotional Learning, or CASEL visit: <http://www.casel.org/>



ATTITUDES



- positive identity, purpose, hope
- optimism, persistence, flexibility
- empathy
- belonging
- gratitude



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KNOWLEDGE

- Personal well-being, resiliency, and self-care
- Signs and symptoms of difficulty in themselves or others
- Service and pathways knowledge
- Media literacy



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HABITS



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- good habits support our mental health and well-being
- habits develop through practice
- habits can be attended to and built into our daily way of being

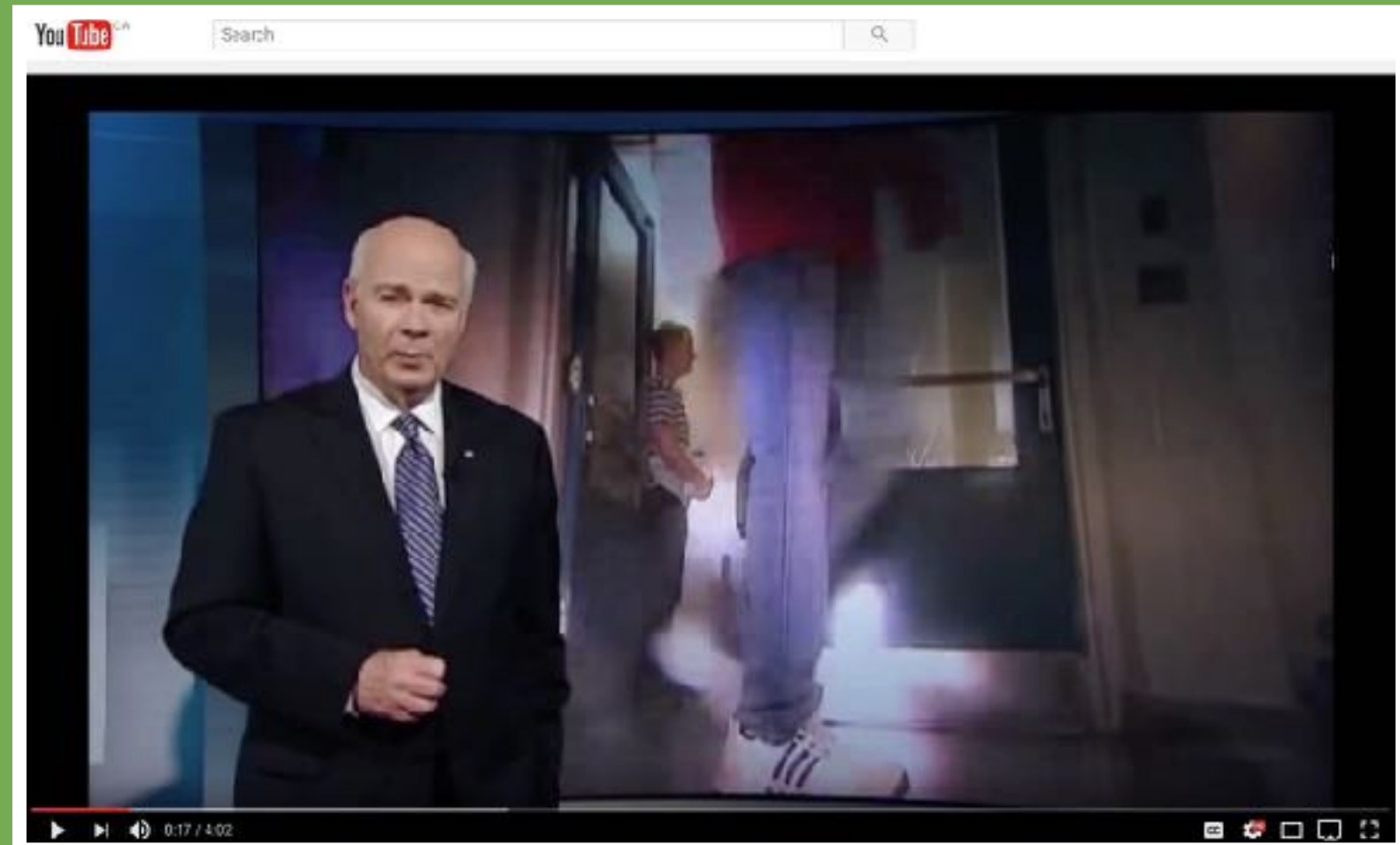


PERSONAL REFLECTION

Now, think about the students in your school or class.

What knowledge, attitudes, skills or habits could be most helpful to nurture in these students?

Josh's Story of Resilience



[CLICK TO GO TO THE ONLINE VIDEO](#)



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LEARNING CHECKPOINT



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Understanding what is meant by mental health and mental illness.

Understand the concepts and language used in discussions about mental health and well-being.

Understand the importance of being systematic, intentional and explicit in the teaching/learning process daily to support students with their social and emotional learning, attitudes, habits, resilience and mental well-being.



SECTION THREE:



Tiered Support Model



TIERED SUPPORT MODEL



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LEARNING OBJECTIVES

To gain a basic understanding of the Tiered Support Model for school mental health and well-being.

To understand their role and the role of schools in the system of care.

To understand the tiered approach and alignment with Learning for All.



MULTI-TIERED SYSTEMS ARE FAMILIAR



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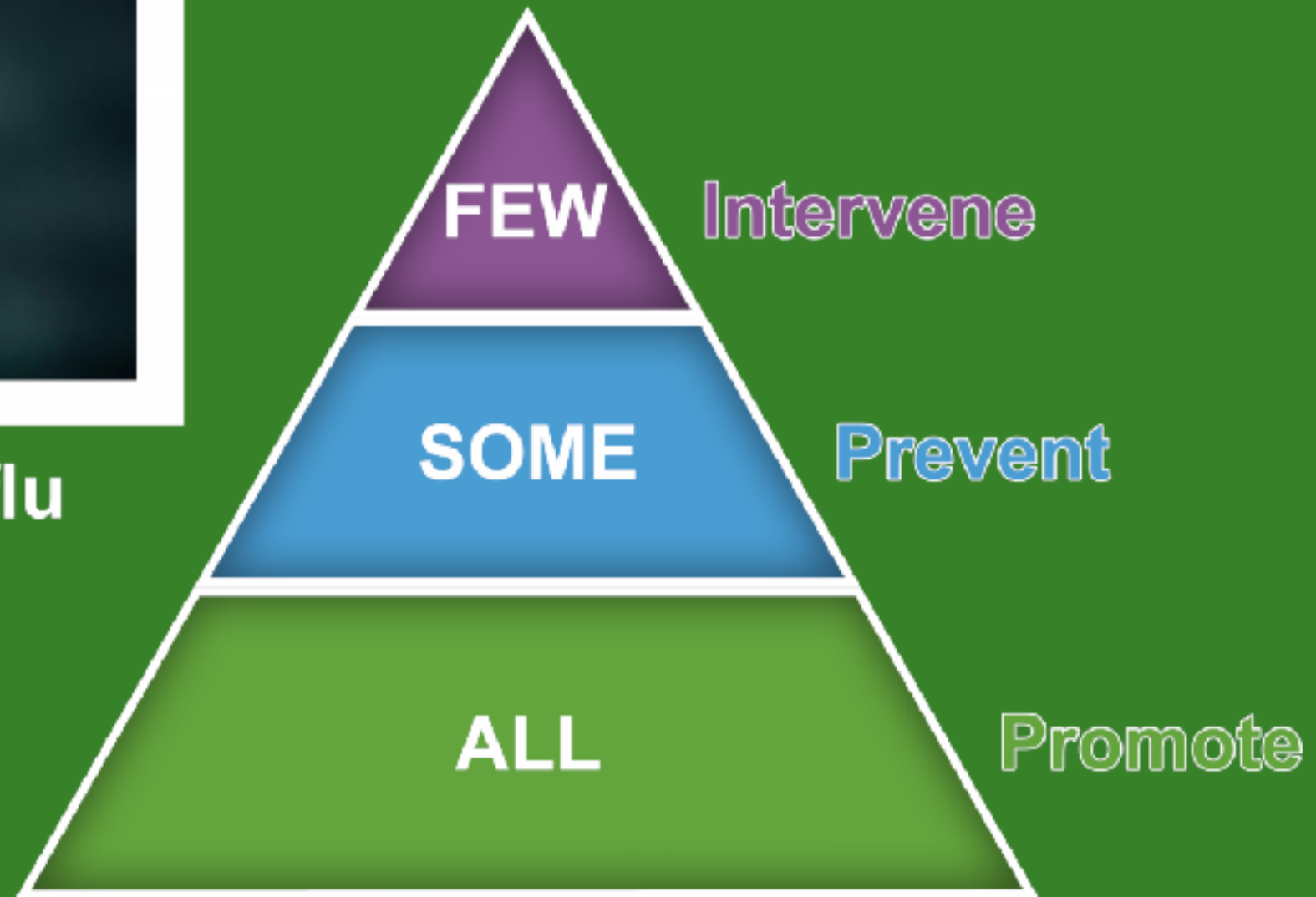
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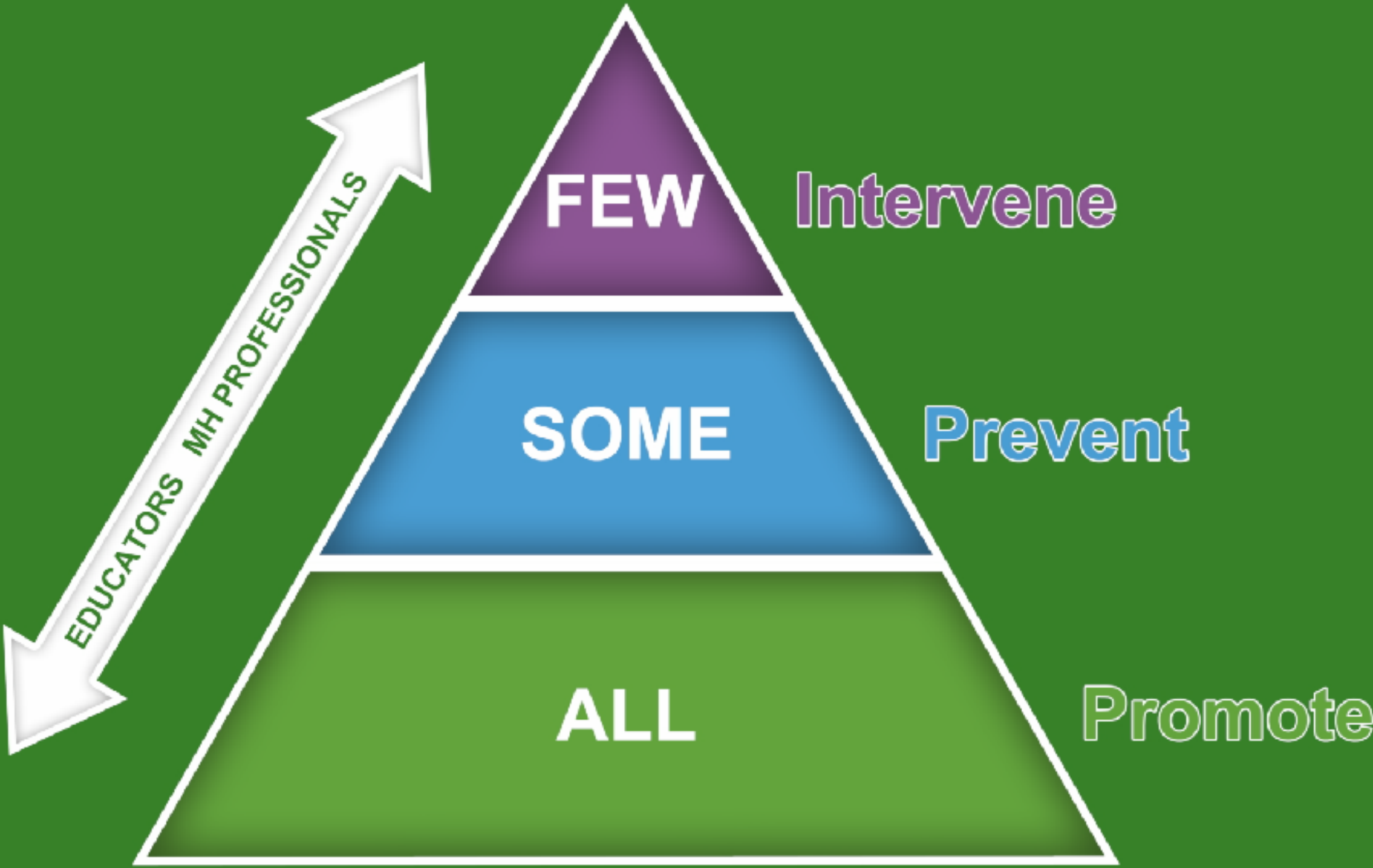
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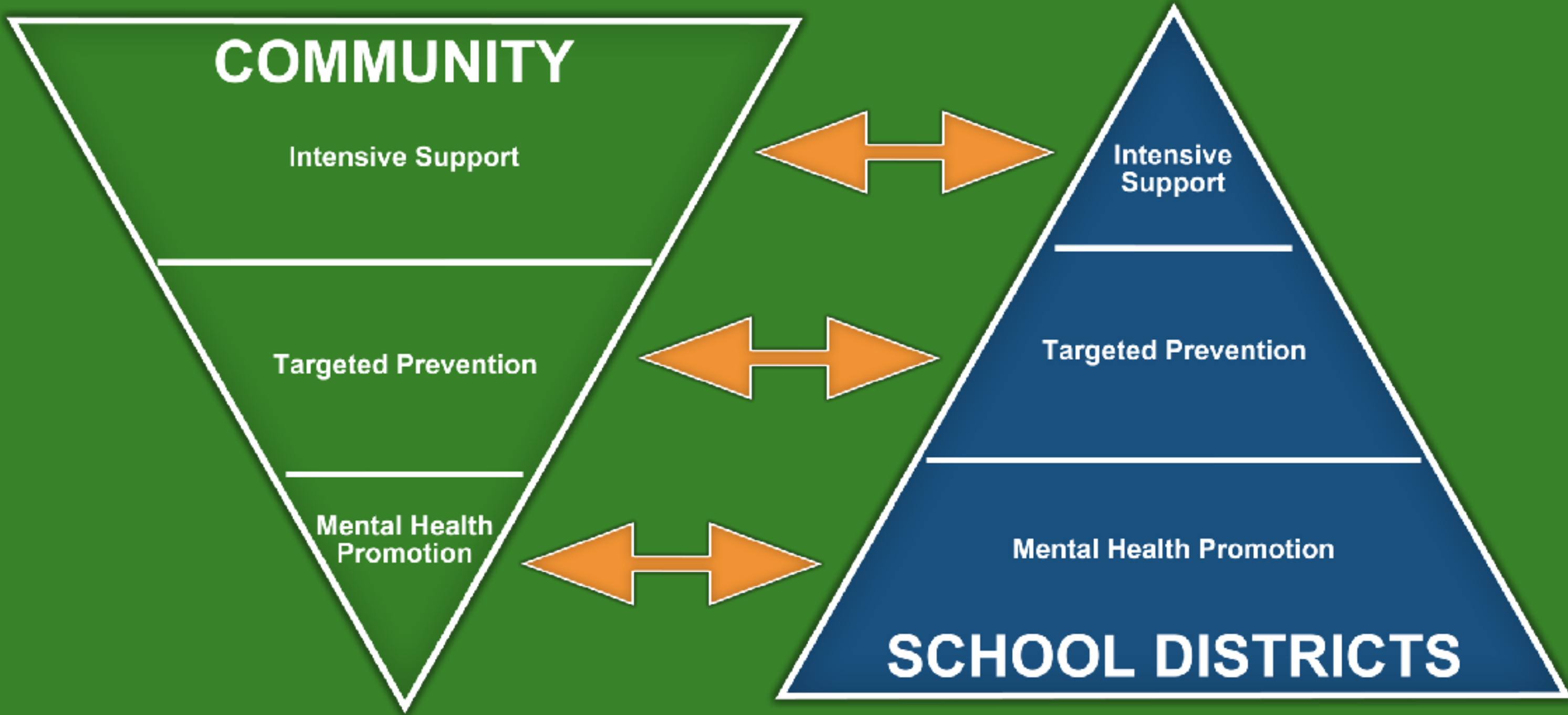
Strategies for cold and flu



VISION FOR AN INTEGRATED SYSTEM OF CARE



VISION FOR AN INTEGRATED SYSTEM OF CARE

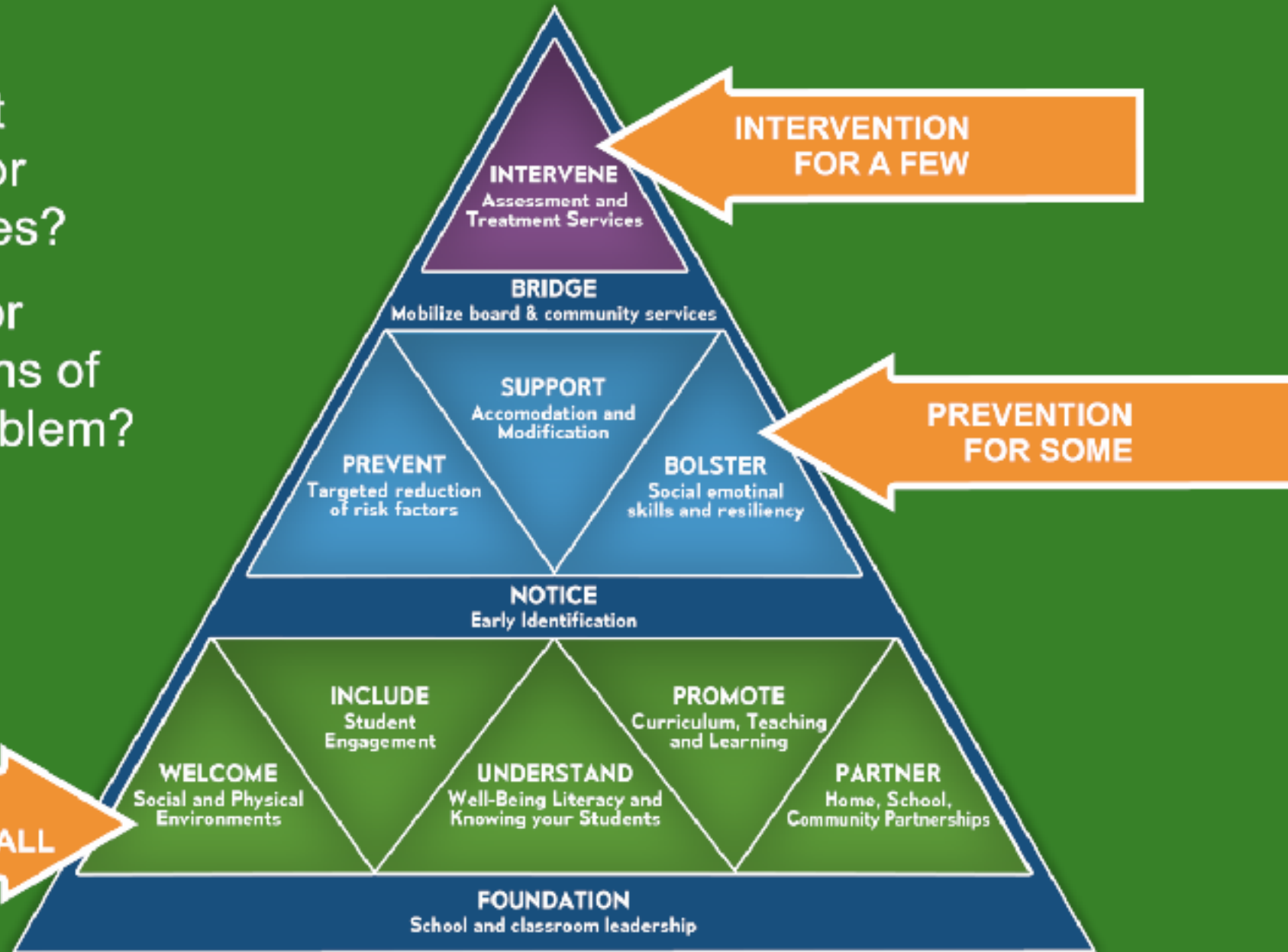


ALIGNED AND INTEGRATED MODEL (AIM) FOR SCHOOL MENTAL HEALTH AND WELL-BEING

What sorts of tier 1 universal supports are in place?

How does your school support students who may be at risk for developing emotional difficulties?

What is the pathway to care for students who are showing signs of a significant mental health problem?



REFLECTION

How does your school community create a culture that supports positive mental health and well-being in practical and effective ways for **ALL** students?

What supports and accommodations are offered for **SOME** students at risk for developing mental health problems?

What is the pathway to service in your board and community for the **FEW** most vulnerable students?



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LEARNING CHECKPOINT



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Understand the Tiered Support Model for school mental health and well-being.

Have an awareness of your role and the role of schools in the system of care.

Have an awareness of how this tiered approach aligns with Learning for All.



SECTION FOUR:

Everyday Mental Health and Well-Being Promotion Practices



EVERYDAY MENTAL HEALTH AND WELL-BEING PROMOTION PRACTICES



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LEARNING OBJECTIVES

To become aware of the Supporting Minds document

To become familiar with the five elements in Tier 1 within the AIM approach

To begin to think about everyday practices to add to your mentally healthy classrooms



WHAT DO ALL STUDENTS NEED AT SCHOOL?

A warm welcome

A smile

A connection to a caring adult, every day

A chance to learn

A safe place to risk

Someone who notices when something is wrong

Someone who reaches out when they notice

Someone who listens, and tries to find help for them

Someone who believes in them, and instills hope



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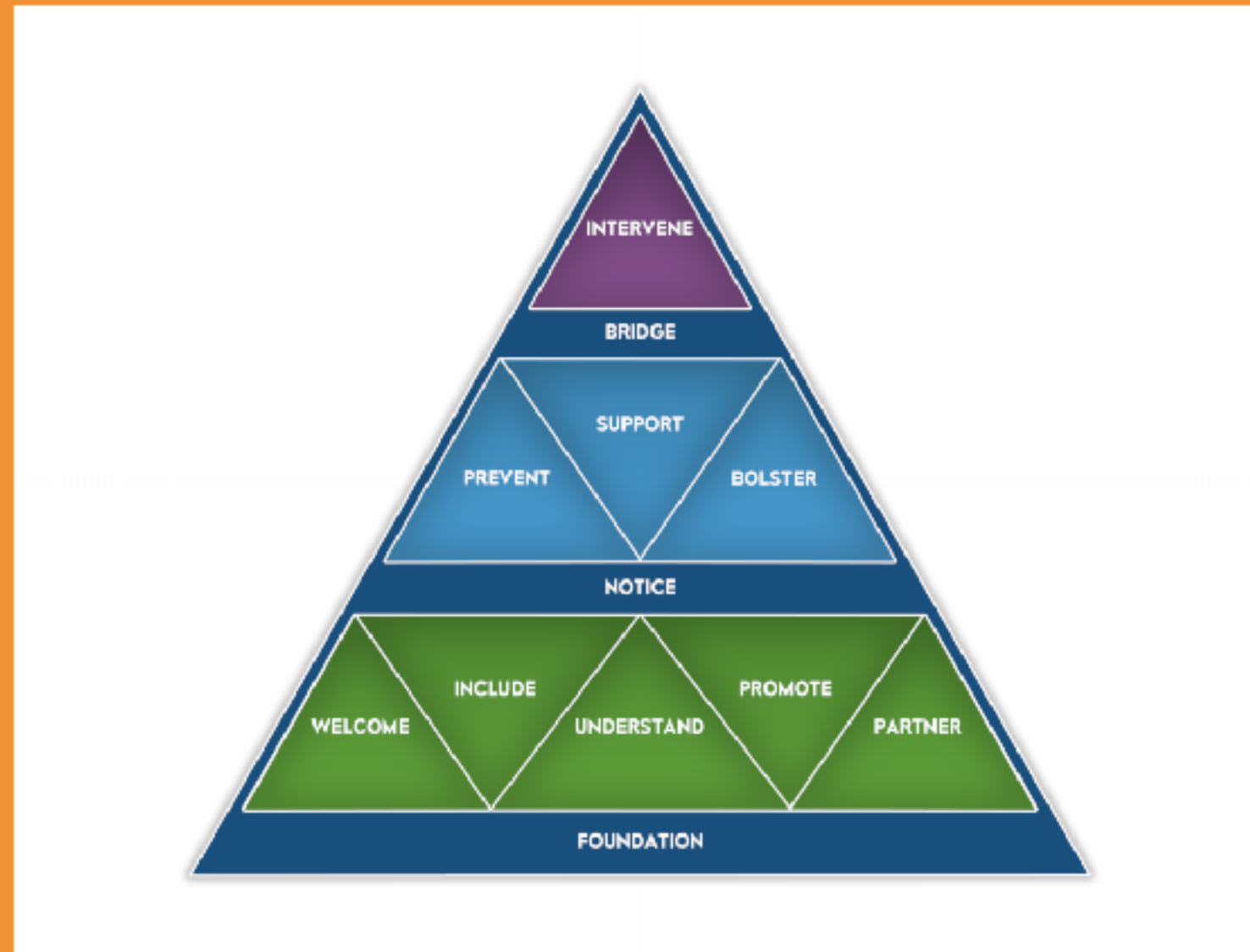
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SETTING THE STAGE FOR A MENTALLY HEALTHY CLASSROOM

Does your school have a mental health and well-being strategy?

What can you do to learn about and support the strategy?



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WELCOME: SOCIAL AND PHYSICAL ENVIRONMENTS



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WHAT DOES IT LOOK LIKE?

- Safe, inclusive, caring
- Clear expectations
- Diversity is celebrated
- Strong sense of belonging
- No stigma
- Caring adults that students trust in times of need



HOW DO I GET THERE?



INCLUDE: STUDENT ENGAGEMENT



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WHAT DOES IT LOOK LIKE?

Engaged students

Student voice and leadership

Student led mental health awareness initiatives

Kindness and inclusion are celebrated

Stigma reduction and positive mental health promotion includes student voice



HOW DO I GET THERE?



UNDERSTAND: WELL-BEING LITERACY, AND KNOWING YOUR STUDENTS

WHAT DOES IT LOOK LIKE?

Knowing each student; background, strengths, needs, interests, and worries

Positive relationships

Intentional, explicit, systematic use of mental health strategies

Knowledge of personal beliefs related to mental health and well-being



HOW DO I GET THERE?



PROMOTE: CURRICULUM, TEACHING AND LEARNING

WHAT DOES IT LOOK LIKE?

Instruction includes social emotional learning

Explicit instruction in social emotional skills, such as problem-solving, decision making

Positive habits and attitudes are reinforced (e.g., mindfulness / contemplation, optimism, gratitude)

Strength-based, non-stigmatizing language is used



HOW DO I GET THERE?



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PARTNER: HOME, SCHOOL, COMMUNITY PARTNERSHIPS

WHAT DOES IT LOOK LIKE?

Educators and families work together

Regular communication between home and school

Knowing how to support students and families to access mental health services

Students receiving specialized services are supported to, from, and through care



HOW DO I GET THERE?



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LEARNING CHECKPOINT



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Mental well-being is critical at school for all students

Mental well-being has a direct connection with teaching and learning

Explicit, intentional and systematic focus on relationships, social, emotional literacy, attitudes, skills and habits are necessary as part of daily practice

Be familiar with and use your school board's referral process when needed to engage mental health professionals and community partners

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MORE INFORMATION



Visit us online at: <http://smh-assist.ca/>



SCHOOL MENTAL HEALTH-ASSIST
ÉQUIPE D'APPUI POUR LA SANTÉ MENTALE DANS LES ÉCOLES

Contact Us:
Kathy Short, Ph.D. C.Psych
Director, School Mental Health ASSIST
kshort@smh-assist.ca



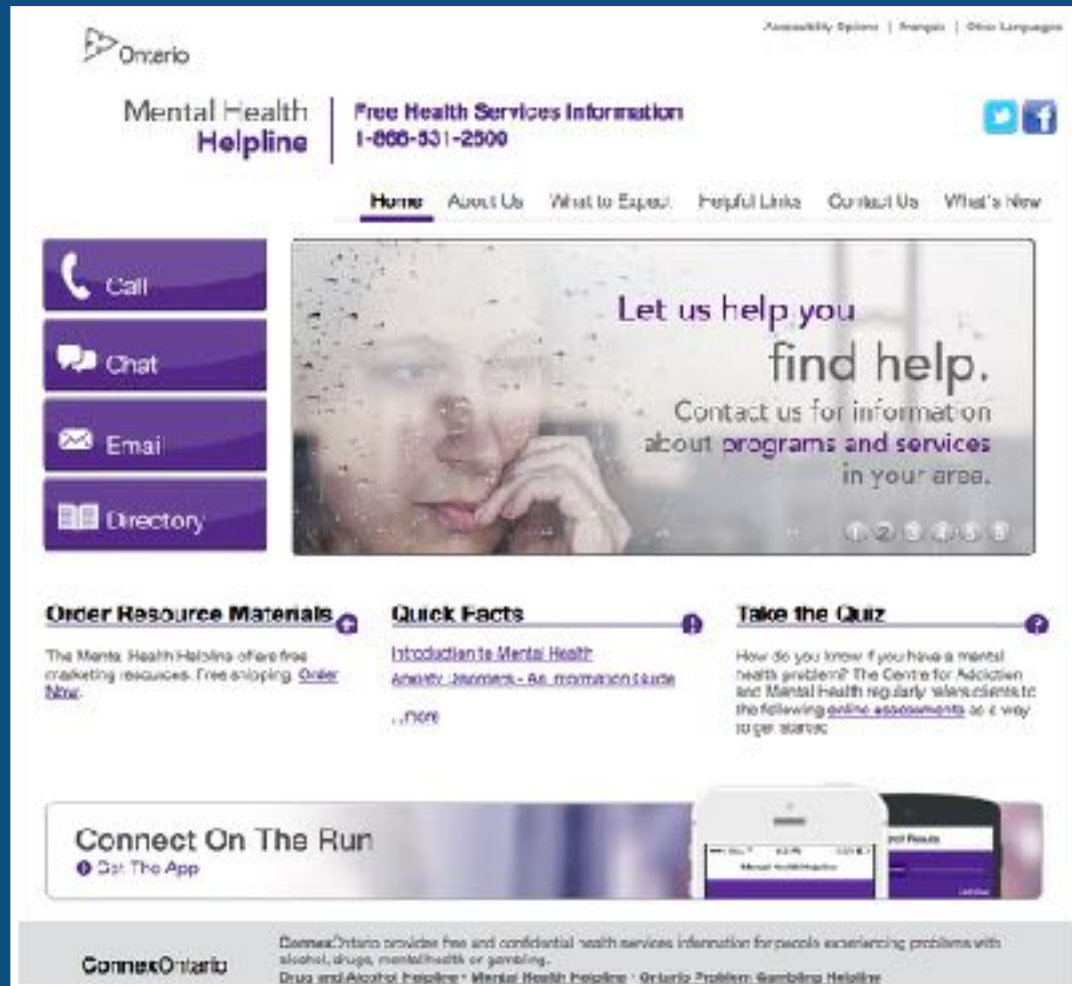
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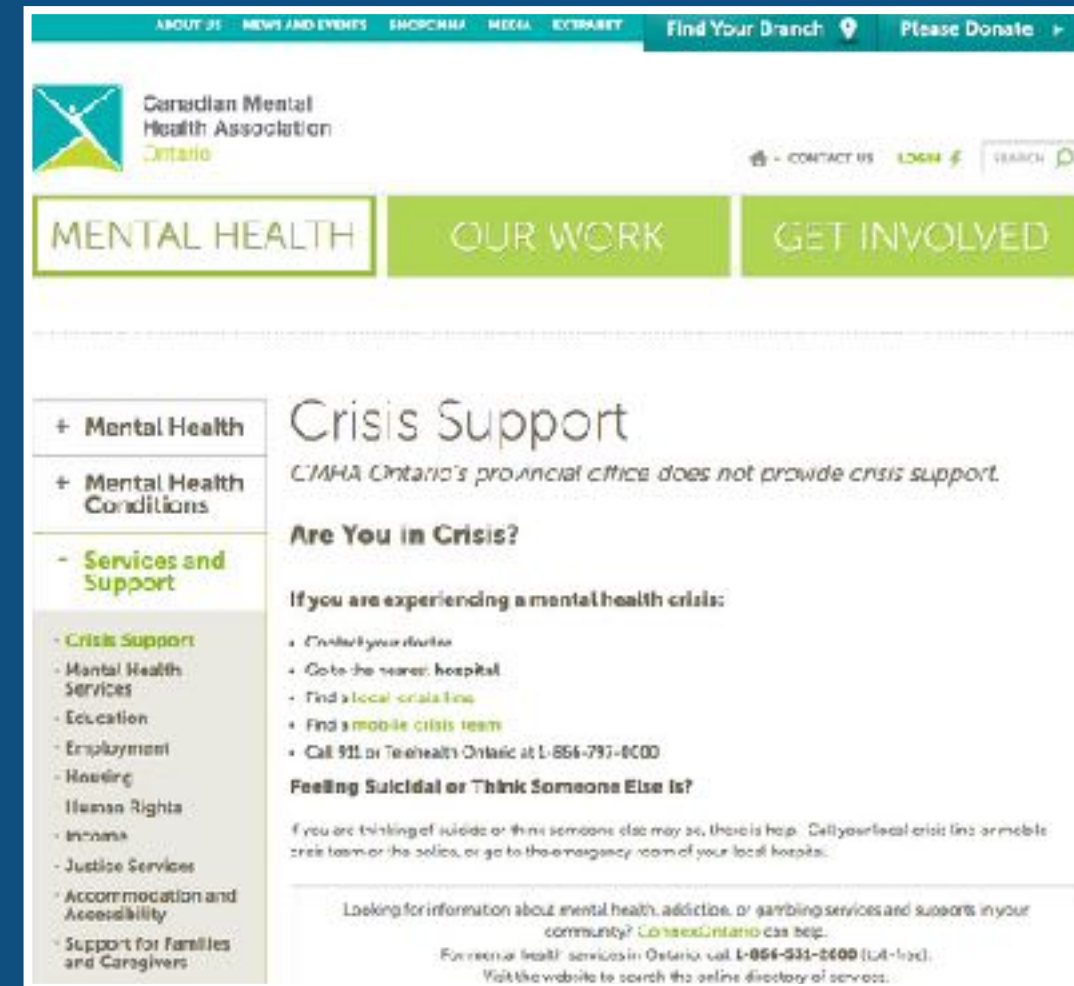
MORE INFORMATION



Need help now? You can find support and resources at:



<http://www.mentalhealthhelpline.ca/>



<https://ontario.cmha.ca/mental-health/services-and-support/crisis-support/>

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