Board of Trustees

“Educational” Public Board Meeting Agenda

2016-2017: #5

Date: November 29, 2016
Time: 3:00 p.m.
Location: Board Room, Catholic Education Services
          9807-106 Street
Phone: 780 441-6002
Web: www.ecsd.net

1. Call to Order
   1.1 Opening Prayer
   1.2 Roll Call
   1.3 Agenda

2. Business of the Meeting
   2.1 Inclusive Practices to Support Mental Health and Wellbeing
       J. Carr, C. Gannon

3.0 Adjournment
   3.1 Closing Prayer
   3.2 Motion to Adjourn

Father Julian Bilyj

BOARD OF TRUSTEES
Patricia Grell, Ward 71
Larry Kowalczyk, Ward 72
Cindy Olsen, Ward 73
Debbie Engel, Ward 74
Marilyn Bergstra, Ward 76
John Acheson, Ward 75
Laura Thibert, Ward 77

SUPERINTENDENT
Joan Carr
November 24, 2016

To: The Board of Trustees

From: Joan Carr, Superintendent

Originators: Corine Gannon, Assistant Superintendent, Learning Services Innovation
Cheryl Shinkaruk, Coordinator: Programs and Projects, Learning Services Innovation

Re: Inclusive Practices to Support Mental Health and Wellbeing

Background
Based on the World Health Organization’s Investing in Mental Health: Evidence For Action (2013) happiness represents the ultimate goal in life and is the truest measure of well-being. It is difficult, if not impossible, for a person to flourish and feel fulfilled in life when they have health problems such as depression and anxiety. Individuals’ self-identity and capacity to flourish is deeply influenced by their social surroundings, including the opportunity to form relationships and engage with those around them. Loneliness, social isolation and difficulties with communication all heighten the risk of developing or prolonging mental illness.

Edmonton Catholic Schools believes fully in developing every child to their fullest potential. This includes physical, mental, social, academic and spiritual growth. To support our district in meeting the diverse needs associated with mental health, our district created a mental health strategic plan to ensure that the multiple facets of mental health were addressed.

Our Mental Health Strategic Plan is built upon the Canadian National Comprehensive School Health Framework (that is based on the internationally recognized Comprehensive School Health model from the World Health Organization) that involves a whole school approach that builds capacity to incorporate wellbeing as an essential aspect of student achievement. Actions address four inter-related pillars: Social and Physical Environment, Teaching and Learning, Health School Policy, and Partnership and Services (Pan-Canadian Joint Consortium for School Health, 2009. In Canada all the provinces are under the Pan-Canadian Joint Consortium for School Health which is a partnership of 25 ministries of health and education to support a comprehensive school health approach). The topics that have been requested by the Board for educational review, are woven into our Mental Health Strategic Plan, and are inclusive practices.
that support mental health and wellbeing. These topics are also aligned with the Comprehensive School Health Framework. These inclusive practices that support mental health and wellbeing include:

- **Physical Literacy** — physical literacy helps build resiliency and is important for social, mental and physical health. Physical literacy builds better brains and makes people more durable and resilient. Physically literate people live in physical literacy enriched communities. Physical literacy is a component in our mental health strategic plan.

- **Social and Emotional Learning** — These are foundational skills that are needed as we grow. Social and emotional learning is an integral aspect of our mental health plan — and developing these skills is a critical component of mental health prevention and awareness.

- **Nutrition** — (also supported with our district’s nutrition policy) — is an integral component in developing our children and providing them with understanding of good choices.

- **Building environments that address poverty** — Family School Liaison Workers provide intervention, and are one of the ways in which we support this area. We also build community responsibility via social justice projects with our schools throughout the district. Developing student leadership is also a component of our mental health plan. Working together with other organizations, such as the EndPoverty initiative makes our programs stronger.

By developing inclusive practices that are clearly articulated and shared by our school teams and partners, we can provide intentionality and continuity across our grades and schools, as we strive for all our children to experience fulfillment and happiness.

**Recommendation**
Our recommendation is that the Board of Trustees acknowledges receipt of the report *Inclusive Practices to Support Mental Health and Wellbeing* for information purposes.

Attachment: Mental Health Strategic Support Plan, Edmonton Catholic Schools 2016

[https://myecsd.net/15/s/c/ip/SiteAssets/SitePages/Mental%20Health/Mental%20Health%20Strategic%20Plan.pdf](https://myecsd.net/15/s/c/ip/SiteAssets/SitePages/Mental%20Health/Mental%20Health%20Strategic%20Plan.pdf)
MENTAL HEALTH STRATEGIC PLAN
EDMONTON CATHOLIC SCHOOLS

- Health Promotion & Prevention
- Early Identification
- Early Intervention
- Treatment
- Follow-up
“The World Health Organization defines mental health as a “state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”

(World Health Organization)

It’s important to recognize that good mental health is not the same as “not having a mental health issue.” Even if you develop a mental health issue, you can still experience good mental health and make progress along your personal journey toward recovery.
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WHAT IS MENTAL HEALTH?

Mental health is a term used to describe a person's state of physical, mental, emotional, behavioural and social wellbeing. The World Health Organization defines mental health 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 [their] community.” The Public Health Agency of Canada describes mental health as “the capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity”.

If we relate mental health to physical health, we can see that many of us have different levels of mental health, just like many of us have different levels of physical health. We do positive things to maintain good physical health and prevent physical illness. We also need to do things to maintain good mental health and protect against mental illness.

Professional staff work to increase mental health by inspiring the potential of students, families and school staff through the delivery of innovative supports that improve school programming and services. Professionals work together to increase mental health awareness, create safe environments and influence the development of mental health.

Mental health is related to functioning in all aspects of life. Children and adults who are mentally healthy:

- Have a sense of contentment
- Can deal with stress and bounce back from difficulty
- Have a sense of purpose and meaning
- Can build and maintain healthy relationships
- Are flexible and can adapt to change
- Balance work and play, rest and activity
- Have self-confidence and self-esteem

There are many things we can do to support mental health. We can choose healthy lifestyles, discover our strengths, connect with others, manage challenges, help others and enjoy life.


INCLUSION IS A VALUES-BASED SYSTEM
FLEXIBLE AND MULTIPLE PATHWAYS TO MEET THE NEEDS OF OUR CHILDREN AND STUDENTS
A CONTINUUM OF SUPPORTS
Katholos - welcoming all
COMPREHENSIVE SCHOOL HEALTH FRAMEWORK

Edmonton Catholic Schools will be supporting student mental health through a Comprehensive School Health Framework. This framework is an internationally recognized approach to supporting improvements in students’ educational outcomes while addressing school health in a planned, integrated, and holistic way.

This whole-school model builds capacity to incorporate well-being as an essential aspect of student achievement. Actions address four distinct, but inter-related components that comprise a comprehensive school health approach:

• Social and physical environment
• Teaching and learning
• Healthy school policy
• Partnerships and Services

When actions in all four components are harmonized, students are supported to realize their full potential as learners – and as healthy, productive members of society.

Why Do We Need Comprehensive School Health?

Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. Research has shown that comprehensive school health is an effective way to enhance that linkage, improving both health and educational outcomes and encouraging healthy behaviours that last a lifetime.

In the classroom, comprehensive school health facilitates improved academic achievement and can lead to fewer behavioural problems. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.

In Canada, the Pan-Canadian Joint Consortium for School Health models, supports, and encourages the partnerships between health and education that are essential to comprehensive school health.

Comprehensive School Health is supported by the World Health Organization's Ottawa Charter for Health Promotion (1986).

Pan-Canadian Joint Consortium for School Health

Your district (ECSD) has one of the best integrated and cohesive plans that I have ever seen and I have seen plans from many different countries across the world”.

Dr. Stan Kutcher (April 2016)
MENTAL HEALTH STRATEGIC PLAN: CONTINUUM OF SUPPORTS
Creating a culture that supports the health and well-being of all students

HEALTH PROMOTION & PREVENTION
- Physical
- Social
- Emotional
- Intellectual
- Spiritual

EARLY IDENTIFICATION
- Education
- Awareness
- Collaboration
- Multi-Disciplinary
- Referrals

EARLY INTERVENTION
- Proactive
- Collaborative
- Preventative
- Universal Strategies
- Targeted Approach

TREATMENT
- Consistent
- Therapeutic Goals
- Multi-Disciplinary
- Specialists
- Partnerships
- Student & Family

FOLLOW-UP
- Continuous
- Comprehensive
- Inclusive
- Communication
- Collaboration

FOLLOW-UP
- Regional Collaborative Services Delivery ($30,000)
- Alberta Healthy School Community Wellness Fund Grant ($40,000)
- Socially and Emotionally Aware Kids Grant ($80,000)
- Centre for Addiction and Mental Health (Resources)
- SHIFT: University of Calgary (Resources / P. D. Training)

SAINT IGNATIUS
It is not the soul alone that should be healthy; if the mind is healthy in a healthy body, all will be healthy and much better prepared to give God greater service.

ELEMENTARY SCHOOLS (PRE-K - Gr. 6)
- Physical Literacy: Dr. Dean Kriellaars – P. D. session with teacher resource (1/2 day) {Wellness Fund}
- PATHS – Promoting Alternative Thinking Strategies: P. D. session with teacher resource (1 day) {SEAK Funded}
- Go To Educator Training Mental Health Literacy: P. D. session (1 day or 2 Thursday afternoons for all staff) {RCSD Funded}
- Comprehensive School Health Promoting Mental Health Champions (3 half days per year)
- Student Leadership Symposium

JUNIOR HIGH SCHOOLS (Gr. 7-9)
- Physical Literacy: Dr. Dean Kriellaars – P. D. session with teacher resource (1/2 day or Thursday afternoon) {Wellness Fund}
- Fourth R: P. D. session with teacher resource (Thursday afternoon) {SHIFT / CAMH Funded}
- Go To Educator Training Mental Health Literacy: P. D. session (1 day or 2 Thursday afternoons for all staff) {RCSD Funded}
- Go to Educator Resource: P. D. session for Grade 9 Health Teachers (1/2 day or Thursday afternoon) {RCSD Funded}
- Comprehensive School Health Promoting Mental Health Champions: (3 half days per year)
- Student Leadership Symposium

SENIOR HIGH SCHOOLS (Gr. 10-12)
- Physical Literacy: Dr. Dean Kriellaars – P. D. session with teacher resource (1/2 day or Thursday afternoon)
- Healthy Relationships Plus: P. D. session with teacher resource (1 day) {Grant Funded}
- Go To Educator Training Mental Health Literacy: P. D. session (1 day or 2 Thursday afternoons for all staff) {RCSD Funded}
- Comprehensive School Health Promoting Mental Health Champions: (3 half days per year)
- Transitions: P. D. session for Counselors (1/2 day) {RCSD Funded}
- Student Leadership Symposium

CONSULTANT / MULTI-DISCIPLINARY TEAM

ADMINISTRATORS

Revised April 30, 2016
**EDMONTON CATHOLIC SCHOOLS: MENTAL HEALTH STRATEGY**

Through a National Comprehensive School Health Framework, we will be addressing the four pillars:

- Positive Social Environments
- Teaching / Learning
- Policy
- Partnerships & Services

### PRE-K

**PHYSICAL LITERACY**
Dr. Dean Kriellaars hosts sessions with teachers on how to support the development of physical literacy with students. Teachers will receive resources to support their teaching. Student leaders will have the opportunity to learn skills / strategies for peer training.

**HEALTHY EATING**
Collaboration with teachers, students, parent councils and vendors on how to support the district Nutrition Policy / Regulation.

### K 1 2 3 4 5 6 7 8 9 10 11 12

**MENTAL HEALTH LITERACY**
- **PATHS: (Aligned to the Health and Life Skills Program of Studies).** Through a whole school approach, this is an evidence based program that supports the 5 key competencies: Self-Management, Self-Awareness, Responsible Decision Making, Relationship Skills, Social Awareness.
- **Zones of Regulation:** A systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones.

### HEALTH PROMOTION & PREVENTION

**HEALTHY RELATIONSHIPS / SOCIAL & EMOTIONAL LEARNING**
- **Fourth R:** (Aligned to the Health and Life Skills Program of Studies) Provides students opportunities to engage in developing healthy relationships and decision-making.
- **Healthy Relationships Plus:** Through a small group approach, this program builds skill in developing healthy relationships and decision making.

**MENTAL HEALTH LITERACY**
- **Go To Educator Training:** Mental Health Literacy training of Train the Trainers (ECSD staff) with Dr. Stan Kutcher, in partnership with Alberta Health Services, that will enable them to train school staff for 1 day in Mental Health Literacy. Mental Health Literacy sessions will be held for parents / guardians.

### EARLY IDENTIFICATION

**Inclusive Multi-Disciplinary Team: Edmonton Catholic Team**

**Regional Collaborative Service Delivery Model (RCSD):** Includes mental health therapists and access to Child and Adolescent Mental Health Services

**School Based Staff:** i.e. Learning Coaches, Counsellors

### EARLY INTERVENTION

**Inclusive Multi-Disciplinary Teams:** Works in various capacities providing supports and services and in collaboration with services from RCSD.

**Incredible Years, Therapeutic Play, Triple P Parenting**

**Understanding Adolescent Depression and Suicide:** Training for specialized staff with Dr. Stan Kutcher.

**Regional Collaborative Service Delivery Mental Health Therapists** provide direct therapeutic treatment to students / families and referral when needed to Child & Adolescent Mental Health Services.

School Mental Health Nurses provide liaison between physician and school, when a student is under the care of a psychiatrist, including medication management, education, treatment, additional supports.

**Mental Health Transition Team** provides support to students before/after tertiary level mental health care, including therapeutic support, education, coaching of parents and school staff.

**PEERS:** Social skills training for students needing additional supports through a small group approach.

### TREATMENT

**Regional Collaborative Service Delivery Mental Health Therapists** provide direct therapeutic treatment to students / families and referral when needed to Child & Adolescent Mental Health Services.

School Mental Health Nurses provide liaison between physician and school, when a student is under the care of a psychiatrist, including medication management, education, treatment, additional supports.

**Mental Health Transition Team** provides support to students before/after tertiary level mental health care, including therapeutic support, education, coaching of parents and school staff.

**Inclusive Multi-Disciplinary Team:** Provides direct treatment to students / families and referral when needed to Mental Health Services

### FOLLOW-UP

Continual on-going monitoring by school staff and partners to assure students are supported in their physical, social, emotional, intellectual and spiritual well-being.

Professional Development for staff to provide them with resources, strategies and best practices in supporting student well-being. Staff wellness supported through the Employee and Family Assistance Plan, discounted recreational passes, faith-based experiences, Alberta School Employee Benefit Plan.

Continual collaboration with parents, partners & services to meet the needs of our students and staff.
MENTAL HEALTH PROFESSIONAL DEVELOPMENT IMPLEMENTATION MODEL: 2016 - 2018

- Regional Collaborative Services Delivery ($30,000) • Alberta Healthy School Community Wellness Fund Grant ($40,000)
- Socially and Emotionally Aware Kids Grant ($80,000) • Centre for Addiction and Mental Health (Resources)
- SHIFT: University of Calgary (Resources / P. D. Training)

| ELEMENTARY SCHOOLS (PRE-K - Gr. 6) | • Physical Literacy: Dr. Dean Kriellaars – P.D. session with teacher resource (1/2 day) {Wellness Fund} • PATHS – Promoting Alternative Thinking Strategies: P.D. session with teacher resource (1 day) {SEAK Funded} • Go To Educator Training Mental Health Literacy: P.D. session (1 day or 2 Thursday afternoons for all staff) {RCSD Funded} • Comprehensive School Health Promoting Mental Health Champions (3 half days per year) • Student Leadership Symposium |
| JUNIOR HIGH SCHOOLS (Gr. 7-9) | • Physical Literacy: Dr. Dean Kriellaars – P.D. session with teacher resource (1/2 day or Thursday afternoon) {Wellness Fund} • Fourth R: P.D. session with teacher resource (Thursday afternoon) {SHIFT / CAMH Funded} • Go To Educator Training Mental Health Literacy: P.D. session (1 day or 2 Thursday afternoons for all staff) {RCSD Funded} • Go to Educator Resource: P.D. session for Grade 9 Health Teachers (1/2 day or Thursday afternoon) {RCSD Funded} • Comprehensive School Health Promoting Mental Health Champions (3 half days per year) • Student Leadership Symposium |
| SENIOR HIGH SCHOOLS (Gr. 10-12) | • Physical Literacy: Dr. Dean Kriellaars – P.D. session with teacher resource (1/2 day or Thursday afternoon) • Healthy Relationships Plus: P.D. session with teacher resource (1 day) {Grant Funded} • Go To Educator Training Mental Health Literacy: P.D. session (1 day or 2 Thursday afternoons for all staff) {RCSD Funded} • Comprehensive School Health Promoting Mental Health Champions: (3 half days per year) • Transitions: P.D. session for Counselors (1/2 day) {RCSD Funded} • Student Leadership Symposium |
| CONSULTANT / MULTI-DISCIPLINARY TEAM | • Physical Literacy: Dr. Dean Kriellaars – P.D. session with teacher resource (1/2 day or Thursday afternoon) • Go to Educator Training / Resource Training Master Trainers: Dr. Stan Kutcher – P.D. Training (2 days) • Understanding Adolescent Depression and Suicide: Dr. Stan Kutchers – P.D. Training (1 day) {RCSD Funded} • PEERS: P.D. Training (1 day) |
| ADMINISTRATORS | • Dr. Stan Kutcher Keynote: (1/2 day session) • Risk & Protective Factors: Presentation to principals / Data Analysis (Select Schools) |

Saint Ignatius
It is not the soul alone that should be healthy; if the mind is healthy in a healthy body, all will be healthy and much better prepared to give God greater service.

Revised April 30, 2016
Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

- Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
- These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

PHE Canada
PHYSICAL LITERACY

If Physical Literacy empowers one’s health, income and relationship to the world, then it is as vitally important as being able to read, write and understand numbers. Research shows that physical activity:

- Improves attention, concentration, memory, reaction speed, mood and motivation
- Stimulates the growth of brain cells, so that new learning can take place
- Releases neurotransmitters, which keeps the brain active and ready
- Has strong correlations with decreased suspensions and increased attendance in schools managing behaviour and discipline issues
- Has the same benefit as stimulants used to treat Attention Deficit Hyperactivity Disorder (ADHD), depression, anxiety etc.
- Stimulates the release of Brain Derived Neurotrophic Factor (BDNF-protein) which enhances the growth and repair of neurones and synapses, which in turn improves cognitive function

Physical literacy in our schools is promoted through education of school staff and families, capacity building through collaborative practices with community agencies (recreational centres) and modelling of creative and active participation in a wide variety of physical activities.
HEALTHY EATING

The Edmonton Catholic School District is committed to providing school environments that promote and protect children’s health, well-being and the ability to learn by supporting healthy eating and physical activity.

- The school district will engage students, parents, teachers, food service professionals, health professionals and other interested community members in dialoguing and collaboratively making decisions and engaging in practices, which promote healthy eating.

- All students from Pre-K – 12 will have opportunities, support, and encouragement to eat healthy foods. Early learning programs have access to specialized support services (occupational therapists), who provide support to families of children who are picky eaters or have an extremely limited diet. These supports are provided through Family Oriented Programs and are offered during or after school hours to suit the needs of the family. Coaching is provided to school staff to ensure consistency of implementing recommendations across environments.

- As per the Edmonton Catholic Schools District Nutrition Policy / Regulation 134, Foods and beverages sold or served at school will support healthy eating choices. Foods will be from the “Choose Most Often” or “Choose Sometimes” categories as outlined in the Alberta Nutrition Guidelines for Children and Youth (2012).

- Schools will provide nutrition education to foster lifelong habits of healthy eating and will establish linkages between health education and foods available at the school.

- Student Leaders at each school will be completing presentations to School Parent Councils about the ECSD Nutrition Policy and how parents can support the policy in collaboration with their school.

- According to the document “Promoting Mental Health Through Healthy Eating and Nutritional Care” from the Dieticians of Canada good nutrition is integral to one’s mental health.
SOCIAL EMOTIONAL LEARNING

Social-emotional learning skills are essential for positive mental health, working with others, building resiliency, communicating effectively, persevering to achieve goals and reducing bullying and risk behaviours. Social-emotional skills can be taught and can improve with practice. When students have sequenced, active, focused and explicit opportunities to learn and practice social-emotional skills, they are better able to achieve academically and contribute to creating welcoming, caring, respectful and safe learning environments by demonstrating positive social behaviours.
SOCIAL EMOTIONAL LEARNING
PATHS

Paths is an evidence-based resource that is aligned to the Health and Life Skills Program of Studies for Kindergarten to Grade 6.

Socially and emotionally competent children and youth are skilled in five core areas:

- They are self-aware. They are able to recognize their emotions, describe their interests and values and accurately assess their strengths. They have a well-grounded sense of self-confidence and hope for the future.
- They are able to regulate their emotions. They are able to manage stress, control impulses and persevere in overcoming obstacles. They can set and monitor progress toward the achievement of personal and academic goals and express their emotions appropriately in a wide range of situations.
- They are socially aware. They are able to take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences. They are able to seek out and appropriately use family, school and community resources.
- They have good relationship skills. They can establish and maintain healthy and rewarding relationships based on cooperation. They resist inappropriate social pressure; constructively prevent, manage/resolve interpersonal conflict and seek and provide help when needed.
- They demonstrate responsible decision-making at school, at home and in the community. In making decisions, they consider ethical standards, safety concerns, appropriate social norms, respect for others and the likely consequences of various courses of action. They apply these decision-making skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities.

Our emotions and relationships affect how and what we learn and how we use what we learn in work, family and community contexts. On the one hand, emotions can enable us to generate an active interest in learning and sustain our engagement in it. On the other hand, unmanaged stress and poor regulation of impulses interfere with attention and memory and contribute to behaviors disruptive to learning. Moreover, learning is an intrinsically social and interactive process: it takes place in collaboration with one’s teachers, in the company of one’s peers and with the support of one’s family. Hence, the abilities to recognize and manage emotions and establish and maintain positive relationships impact both preparation for learning and the ability to benefit from learning opportunities. Because safe, nurturing, well-managed learning environments are essential to the mastery of Social Emotional Learning skills, they too are essential to children’s success in school and life.
SOCIAL EMOTIONAL LEARNING

ZONES OF REGULATION

Zones of Regulation is developed to support students with social, emotional, and sensory regulation. This incorporates the use of visual supports, the development of executive functions and cognitive control of behaviours, as well as the principles from Social Thinking to help students become aware of themselves and the impact their behaviour has on others.

It is made up of a set of 18 sequenced lessons for use by professionals, as well as parents and caregivers. The Zones uses four colours to help students identify visually and express verbally their feelings and emotions in the moment, as well their level of alertness. Students can explore tools such as sensory supports, calming techniques and thinking strategies.

SOCIAL EMOTIONAL LEARNING

FOURTH R

Fourth R is an evidence-based resource that is aligned to the Health and Life Skills Program of Studies for Grade 7 to Grade 9. It is taught during regularly scheduled Health classes along with many opportunities for cross-curricular education. Through a whole school approach, students are developing skills in making responsible decisions and building healthy relationships.

Fourth R seeks to involve the school and community in delivering positive messages to youth. Students are engaged through active learning, peer mentoring and role modeling of appropriate behaviours.

The Fourth R is supported through a Catholic perspective, that is consistent with Catholic teaching and beliefs. It includes scripture passages that support the learnings in each unit, as well as prayers that enable youth to ask for guidance and support from God.
HEALTHY RELATIONSHIP PLUS

The Healthy Relationship Plus Program applies the same core principles of skill building and awareness as the Fourth R classroom-based programs, but in a non-classroom setting. This program targets the promotion of positive, healthy relationships. It uses a proactive, competency-enhancement approach, rather than a treatment. The Healthy Relationships Plus Program is a small groups program and has been enhanced to include a strengthened focus on mental health, suicide prevention and drug and alcohol use.

The following are topics that are supported in the program:

- It’s Your Choice – Friendships / Relationships
- Influences on Relationships
- Early Warning Signs of Dating Violence
- Communication Styles
- Standing Up for What is Right
- When Friendships and Relationships End
- Shaping Our Views
- Healthy Relationships
- Knowing Your Values and Boundaries
- Taking Responsibility for Emotions
- Emotional Health and Well-Being
MENTAL HEALTH LITERACY

Mental Health Literacy aims to reduce barriers to learning, by addressing the mental health needs of students and staff.

ECSD aims to improve mental health literacy among students, educators and school staff. Mental health literacy is defined as:

1. Understanding how to foster and maintain good mental health
2. Understanding mental disorders and their treatments
3. Decreasing Stigma
4. Understanding how to seek help effectively

MENTAL HEALTH LITERACY

GO TO EDUCATOR TRAINING

“Go to Educator” training is a one day training for all school staff. The focus is to develop mental health literacy among staff and provide information on how to identify and make effective referrals for students, who are struggling with mental health concerns.

Go-To Educators are school staff members whom students naturally go to for help in the school setting. They can be subject teachers, counsellors, social workers, learning coaches, administration staff or support staff.

Beginning in May 2016, ECSD will have 28 Trainer Dyads available to schools to provide Go-To-Educator training. Trainer Dyads consist of a Consultant and a member of the Multi-Disciplinary Team (Family School Liaison Worker or Emotional Behavioural Specialist). Go-to-Educator Training will be delivered over one full PD day or two Thursday afternoons to each school in the district. Training will run from May 2016 through the 2016 – 2017 school year.

Go-To-Educators learn to do the following:

• Bring a higher level of contextualized mental health knowledge to the school setting
• Be a person whom students know that they can contact if they have a concern
• Link the student to appropriate “in school” supports
• Provide on-going support to the student

There will also be Mental Health Literacy sessions for parents / guardians during the 2016 / 2017 year.
POSITIVE MENTAL HEALTH
SCHOOL CHAMPIONS

Each school has identified one teacher to attend three half-day professional development sessions during the school year to build capacity in supporting the promotion and prevention of mental health through a National Framework – Comprehensive School Health Approach. Sessions will address the physical/social environment, teaching/learning, policy and partnerships. There are opportunities to share resources, develop partnerships and build knowledge and capacity within staff and students.

Teachers address topics such as:

- What is Comprehensive School Health?
- Edmonton Catholic Schools Mental Health Strategic Plan and collect updates regarding feedback from teachers.
- Edmonton Catholic Schools Promoting Mental Health Public website and the district portal on Mental Health.
- Canadian Mental Health resource updates.
- Alberta Health Services: School Health Nurses and teachers collaborate on how nurses can support teaching and learning in the school. A multitude of resources are shared on behalf of AHS, ranging from Mood Tracker to Alberta Education Mental Health Tip sheets.
- Follow-up on past presentations such as the University of Alberta Provincial Fitness Unit (the team lead shared with schools how mindfulness can support student mental health. Each school received a set of Mindfulness cards to take back to their school).

MENTAL HEALTH LITERACY
MENTAL HEALTH CURRICULUM RESOURCES

The “Curriculum Guide” training is a half-day training for junior high teachers. Teachers will become familiar with the Mental Health Materials and how to access the online resources. Junior High Health Teachers will receive this training in the fall of 2016.

The Curriculum Guide includes 6 Modules. Each module involves activities for students to work through with teacher guidance. The modules provide videos that feature real stories from youth, who have experienced mental illness. The curriculum guide is meant to upgrade teacher’s mental health knowledge, enhance confidence in teaching mental health in the classroom and reduce teacher’s stigma through enhanced mental health literacy.

Curriculum Guide topics include:

- Module 1: The stigma of mental illness
- Module 2: Understanding mental health and mental illness
- Module 3: Information on specific mental illness
- Module 4: Experiences of mental illness
- Module 5: Seeking help in finding support
- Module 6: The importance of positive mental health

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- Module 6: The importance of positive mental health
STUDENT LEADERSHIP

- Elementary Student Symposium engages students to be agents of change within their own school community. Topics included healthy eating, mental health, hope, social justice, resiliency, digital citizenship, physical literacy.
- Junior High Peer Education Program that engages students to be peer mentors in their schools. Topics included: Mental Health, Substance Abuse Prevention, Healthy Relationships, Digital Citizenship and Alcohol Prevention.
- High School Student Leadership Symposium to support student’s leaders in promoting mental health, student engagement, healthy eating, social justice, digital citizenship and safe and caring schools.

These student symposiums engage students to increase their knowledge, skills and attitudes in the area of wellness. The students collaborate with their teacher supervisor to create an action plan that they can take back to their school community. This will empower the students to be agents of change within their school community.

- Elementary / Junior High Mental Health Kit Resource for teachers to implement in their classroom to support student mental health.
- Mental Health Curriculum Guide for Junior High / Senior High teachers to support Mental Health Literacy in their classroom instruction.
- ECSD Nutrition Policy / Regulation and discussions.
- Social Emotional Learning – a process for learning life skills, including how to manage emotions, develop healthy relationships and make wise decisions.
- Staff Wellness and the Alberta School Employee Benefit Plan Sandbox Site.
- Mental Health Matters Discussion Cards: It is important to talk about our own mental health and promote the mental health of others. There are many ways to support and promote mental health - choose healthy lifestyles, discover our strengths, connect with others, manage challenges, help others and enjoy life. Discussions about mental health create opportunities for children and youth to share concerns and questions.
- Goal setting and planning to support student mental health within the school milieu. This includes the review of school data (teacher voice / student voices, i.e. Tell Them From Me / Joint Consortium for School Health Module).
SAFE AND CARING SCHOOLS

The School Act outlines increased responsibilities for boards, schools, parents and students to ensure that schools are welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging. Creating and maintaining positive, safe learning environments requires an intentional, whole school approach.

Schools will be able to engage in the Alberta Education Walk Around Tool to gather information from teachers about the extent to which the school is a welcoming, caring, respectful and safe learning environment. It provides insight into four aspects of the school environment:

1. Physical Appearance
2. Social Climate
3. Success in Learning
4. Home – School

ASSESSMENT TOOLS

Schools will be using data from students and staff to assist them with developing their school action plans on how to support mental health in their school through a Comprehensive School Health Approach.

Through student voice with the Tell Them From Me and staff voice with the Joint Consortium for School Health Foundational Module (www.jcsh-cces.ca) and the Mental Health Module, schools will be able to access their school data to guide their strategies to support student mental health. In collaboration with ECSD District Monitoring, schools will have access to their results to assist them with developing their school action plans.
The onset of many mental health disorders begins in childhood and adolescence. Early identification of the risk factors and warning signs that come before the development of a mental problem or disorder is one of the strongest measures that can be taken to support mental health in our students and in our schools.

Early identification involves educating those that interact with students about mental health and mental illness. Following identification, school and therapeutic staff work closely together to ensure that appropriate intervention is in place and continues in a manner that ensures the ongoing promotion of mental health.

INCLUSIVE MULTI–DISCIPLINARY TEAMS

Across Pre-K to Grade 12, children and youth receive the benefits and supports of a multi-disciplinary team (MDT). Some of the specialized services are provided through the Regional Collaborative Service Delivery Model (RCSD) and some specialists are district staff.

The MDT may include the following professionals:

- Speech-Language Pathologist
- Occupational Therapist
- Emotional Behaviour Specialist
- Family School Liaison Workers
- Physical Therapist
- Psychologist
- Adapted Phys-Ed Specialist
- Mental Health Therapist
- Mental Health Nurse
SPEECH-LANGUAGE PATHOLOGISTS AND MENTAL HEALTH

Communication touches every aspect of our lives, no matter what we do, where we live or how old we are.

Why Is Communication Health Important?

We experience the world through our senses, by communicating with each other and with our surroundings. We use communication to learn, to express ourselves, to work and to build and nurture relationships. Communication disorders can have a significant impact on our physical, emotional, social, vocational and financial well-being. ONE IN SIX Canadians has a speech, language or hearing problem. The earlier that a disorder is identified and treated, the better the chances are for improvement.¹

What is the relationship between communication health and mental health?

When communication is a challenge, the impact on the health, well-being and quality of life of children and their families is significant. Early language development sets the foundation for children to be able to use language in many environments including at home, at school and in the community to assist in their learning and understanding of:

- verbal instructions and expectations of others
- emotions of self and others
- problem solving/ negotiation/ conflict resolution
- literacy and numeracy skills
- understanding others’ points of view/developing conscience
- cultural and social sensitivity

Untreated problems with speech, language, hearing and communication skills can lead to significant difficulties in any or all of these areas and may lead to other later functional difficulties including behaviour challenges, depression, poor resiliency and isolation in society while strong language and communication skills predict competencies throughout many aspects of development from childhood to adulthood.²

Speech-Language Pathologists are licensed professionals that support the mental health of children and their families through their commitment to ensure the earliest possible identification and intervention of communication disorders from infancy through adulthood. We collaborate with all potential communication partners at home, at school and in the community to provide screening, assessment and therapeutic supports that improve the communication health of students with a wide range of developmental (e.g. Autism Spectrum Disorder, Attention Deficit Disorder), neurological (e.g. traumatic brain injury, stroke, Cerebral Palsy) and genetic (Down Syndrome, Rhett Syndrome) disorders.

EMOTIONAL BEHAVIOUR SPECIALISTS SUPPORT MENTAL HEALTH

Mental Health impacts our ability to learn from, engage in and contribute to a school community. Emotional Behaviour Specialists can create safe and caring school climates, support mental health and promote positive behaviour. They can assist school communities in improving academic achievement by responding to diverse learning needs that relate to the presence of mental distress and a mental illness.

Emotional Behaviour Specialists can create safe and caring school climates by:

• Supporting social-emotional learning
• Collaborating with school staff to assess school climate and improve school connectedness
• Implementing and promoting positive discipline and restorative justice practices with individuals, small groups
• Collaborating with school staff to implement school-wide positive behaviour supports
• Identifying at risk students and school vulnerabilities
• Supporting crisis prevention and intervention services
• Providing Go To Educator Training for staff and offer follow-up support for staff training as needed
• Providing small group facilitation with students in the PEERS program in Junior and Senior High
• Developing individual emotional behaviour plans for students with severe needs
Emotional Behaviour Specialists may be used to support mental health and promote positive behaviour by:

- Increasing understanding of concepts inherent to mental health such as stigma and access to services
- Increasing understanding of mental health diagnosis i.e. what is Generalized Anxiety Disorder, Depression, ADHD, Bipolar Disorder, etc.
- Facilitating early identification of the signs and symptoms that serve as warning signs for an impending mental illness
- Recognizing the risk factors associated with the development of a mental disorder
- Supporting intervention designed to support positive mental health in the presence or absence of a mental disorder
- Evaluating student emotional and behavioral needs
- Improving student communication and social skills
- Promoting healthy problem solving, anger management and conflict resolution skills
- Reinforcing positive coping skills and resilience
- Promoting positive peer relationships and social problem solving

Emotional Behaviour Specialists may be used to improve academic achievement by responding to diverse learning needs that relate to the presence of mental distress, a mental health concern and/or mental illness by:

- Consulting with school staff regarding the modification and/or adaptation of curricula and instruction that reflects the learning needs of a student living with a mental disorder
- Working with classroom staff to adjust classroom facilities and routines to improve student engagement and learning
- Providing culturally responsive services to students and families from diverse backgrounds
- Increasing understanding of cultural impacts for mental health
- Promoting student motivation and engagement
OCCUPATIONAL THERAPY IN MENTAL HEALTH

The Alberta College of Occupational Therapists advises that the provision of psychosocial interventions is within the scope of practice of occupational therapists in Alberta. The College endorses the roles of occupational therapists in psychosocial screening, assessment and interventions.

Alberta College of Occupational Therapy Position Statement on Psychosocial Intervention, December 2009

Provision of Psychosocial Intervention (mental health) in School Settings

Occupational Therapists support children, adolescents and their families/caregivers to maintain or strive for optimal functioning across multiple environments and to maintain dignity. Through a wholistic approach, they provide screening, assessment and psycho-social intervention to students who are living with:

- Affective disorders such as depression, schizophrenia, anxiety
- Developmental disorders such as autism spectrum disorder, fetal alcohol spectrum disorder, attention deficit hyperactivity disorder, those who have been exposed to:
  - Trauma such as abuse, neglect, loss of a family member
  - Relational and family system dysfunction such as children living with a parent who struggles with a mental illness
  - Loss of function due to traumatic brain injury, resettlement of refugees and/or other mental health challenges
Support and intervention for these students are provided through collaboration with school and classroom teams, specialized support teams (emotional behaviour specialists, family school liaison workers, psychologists etc) and community agencies.

Intervention plans are based on activities and occupations that children and students engage in on a daily basis. These include playing, learning / academic tasks, developing strong friendships, participation in physical or other recreational activities, life skills and activities of self-care.

The student’s personal needs and preferences, such as cultural context, spirituality, signs and symptoms, risk factors and capabilities (emotional, affective, physical, cognitive) are considered when recommending supports or therapy. Environmental changes can be made to support the students sensory preferences, need for proximity to an identified teacher and to ensure that the student feels safe and secure at all times.

Intervention includes:

- Pro-active health promotion and education to school staff and families managing challenging behaviours and to encourage mental health and wellness
- Teacher coaching and consultation
- Play-based therapy
- Social skills training
- Cognitive-behavioural therapy
- Addressing environment, task, and relational challenges
- Sensory integration therapy
- Social-emotional programs (Zones of Regulation, The Alert Program: How does your engine run?, The Incredible 5 Point Scale, Social Thinking)

“All interventions aim to promote quality of life for individuals, their families and caregivers, amidst the struggles of life.”

References: 1. Alberta College of Occupational Therapists: Position Statement on Psychosocial Intervention
2. Canadian Association of Occupational Therapists
FAMILY SCHOOL LIAISON WORKERS

Family School Liaison Workers (FSLWs) in Edmonton Catholic Schools are Registered Social Workers. FSLWs foster a connection between child/student, parent and school community.

FSLWs evaluate and address the needs of children/students and families. FSLWs provide the following supports and services to children/students and families:

- Conduct individual evaluations of child/student and family needs
- Develop an appropriate intervention plan consistent with curriculum; child/students’ needs, strengths, diversity and life experiences; and social and emotional factors
- Provide intervention, support, case management and case planning for complex children/students and their families including high-risk youth and their families

FSLWs use their knowledge and understanding of the reciprocal influences of home, school and community to intervene for student success by:

- Providing supportive and informal counseling
- Identifying a need, plan and implement small and large group work with students
- Conducting home visits
- Providing crisis intervention and prevention to students and families
- Coordinating of school, family and community services
- Supporting the family and child/student at specialist and tertiary-level medical appointments
- Bringing an awareness lens by reminding others to question whether the child’s behaviour / actions is impacted by mental health

FSLWs provide consultation and collaboration as a member of the school team. This is done by:

- Supporting children in the school setting to address their concerns, fears and worries
- Collaborating with schools and families to facilitate increased positive communication/contact
- Planning a school-wide, evidence based intervention plan to meet the school community
- Providing professional development to school staff on topics of psycho-social and emotional matters in conjunction with other members of the support team and provides strategies to be implemented in the classroom that have been determined to assist in overcoming barriers
- Being an aware of best practices regarding mental health supports
- Participating as team facilitators in the Mental Health Literacy district wide training, i.e. Go To Educator Training
PSYCHOLOGISTS

Psychologists can help prevent or reduce the immediate and long-term effects of mental health illnesses. They enhance prevention to minimize the occurrence of mental disorders, recommend/provide intervention, provide assessment and educate about the nature of mental illness.

Psychologists identify concerns that impact the mental health of students such as:

• Stress and anxiety
• Worries about being bullied
• Problems with family or friends
• Loneliness or rejection
• Disabilities
• Thoughts of suicide or hurting others
• Concerns about sexuality
• Academic difficulties
• Dropping out

Psychologists enhance prevention and early intervention to minimize the occurrence of mental disorders by:

• Working with parents and educators to create positive school environments
• Increasing awareness of mental health stressors and strategies
• Teaching parents and educators skills to address behaviour problems
• Screening for mental health and learning problems
• Developing suicide awareness and prevention programs
• Developing school-wide programs to promote healthy relationships
• Fostering tolerance and understanding of diversity
• Individual therapy and/or counselling for students

Psychologists conduct assessments to provide accurate information on the nature of a student’s mental disorder and suggest the best approach to address it. Psychologists use individual, group, and systems level tools to evaluate.
EDMONTON REGIONAL COLLABORATIVE SERVICE DELIVERY MODEL

Through the Edmonton Regional Collaborative Service Delivery (ERCSD) approach services are provided to children, youth, families and staff by partners, who include School Authorities, Alberta Health Services, Human Services and other community stakeholders.

The vision of the ERCSD is "student success through wellness". The mission is to work collaboratively through inter/multi-disciplinary teams to provide the right supports and services at the right time and place, by building the capacity of school staff, service providers and families in enhancing student services.

School Linked Teams include Speech and Language Pathologists (SLP), Occupational Therapists (OT) and Mental Health Therapists (MHT). These therapists and specialists work in Edmonton Catholic Schools together with our multi-disciplinary teams, that also include Family School Liaison Workers and Emotional Behavioral Specialists.

The RCSD Regional Team provides additional specialized services and supports for students with low incidence disabilities and complex needs. Through the regional team, schools have access to the following:

- Physical Therapists
- Adapted Physical Education Specialists
- Deaf and Hard of Hearing Consultants
- Educational Audiologists
- Consultants for the Blind and Visually Impaired
- Assistive Technology for Learning Consultants
- Nursing
- Respiratory Therapist
- Occupational Therapists

“I fully endorse your ‘framework’ and commit to working closely with you to implement!”

Christine Mummery, MSc, BPT, Director, Child and Adolescent Mental Health Services, Alberta Health Services (May 2016)
SCHOOL-BASED STAFF

COUNSELLORS

School Counsellors support mental health with students. Students may face challenges that may affect their learning, such as stress or anxiety, problems with family and friends, loneliness, rejection, depression, alcohol and substance abuse, thoughts of suicide or self-harm. School Counsellors help families and schools deal with crisis and loss and address barriers to academic and social success.

LEARNING COACHES

A learning coach is a teacher, who is committed to ensuring success for every student.

The learning coach:

• Builds capacity of teachers and supports student diversity and success through differentiation of curriculum
• Helps teachers analyze the learner profile of their students, interest inventories, and ongoing formal and informal assessments to support instructional planning
• Supports learning by working directly with students, either in small groups or one-on-one
•Coordinates targeted and specialized supports for students and liaisons with the multi-disciplinary team including behaviour supports, family school liaison supports, speech therapy, occupational therapy, mental health and autism supports
EARLY INTERVENTION, TREATMENT & FOLLOW-UP

MENTAL HEALTH TRANSITION TEAM

The Mental Health Transition Team is a specialized intensive service for students with complex school-based mental health concerns. The Mental Health Transition Team:

- Provides individual therapy in the school setting and analyzes and coordinates overall services and care of the child
- Provides support to families regarding mental health concerns
- Liaison with other community resources and assist with transition to/from hospital and other tertiary services
- Collaborates with teachers to provide support (provide resources, strategies, and information) to best meet the needs of the child

This team is a partnership with Edmonton Catholic Schools and Alberta Health Services.
ERCSD MENTAL HEALTH THERAPISTS
(EDMONTON REGIONAL COLLABORATIVE SERVICE DELIVERY MODEL)

Mental Health Therapists provide individualized therapeutic support to students with school-based mental health needs. These mental health therapists also work collaboratively with our MDT to support students, families and schools.

If a child is deemed to struggle with emotion regulation, and mental health concerns are indicated, a school can request services through the RCSD Mental Health Intake Coordinator. An Individual Referral involves:

- School ensures parent/guardian verbal consent has been obtained prior to making a telephone call to RCSD Mental Health Intake Coordinator
- School calls RCSD Mental Health Intake Coordinator and provides student information/concerns, as per Mental Health Referral Form
- If referral is appropriate, RCSD Mental Health Intake Coordinator will assign a Mental Health Therapist to the student
- Assigned MHT will contact parent/guardian and teachers to gather further history and nature of concerns
- Treatment plan will be developed regarding service intervention and focus most appropriate for the student, based on information gathered from all parties

Services may include Individual Therapeutic Support or Therapeutic Targeted Groups (max 8 students), as well as collaboration with Inclusive Programming.

Clinical approaches used:

- Based on the identified need, the therapist determines the best therapeutic approach: group format or pull-out; play based interventions; cognitive behavioural interventions; skill/strategy based interventions; professional development; sharing of skills/strategies/information with teachers and families.
- Respecting confidentiality parameters means the therapist cannot share content of sessions unless issues of risk are identified. The therapist will connect with the family and school personnel, as agreed upon and as appropriate.
TRIPLE P – POSITIVE PARENTING PROGRAM®

The Triple P – Positive Parenting Program® is one of the most effective evidence-based parenting programs in the world, supported by more than 30 years of ongoing research. Triple P gives parents simple and practical strategies to help them confidently manage their children’s behaviour, prevent problems developing and build strong, healthy relationships. Triple P is currently used in 25 countries and has been shown to work across cultures, socio-economic groups and in many different kinds of family structures.

The Triple P – Positive Parenting Program® is a parenting and family support system designed to prevent – as well as treat – behavioural and emotional problems in children and teenagers. This program aims to prevent problems in the family, school and community before they arise and to create family environments that encourage children to realize their potential.

Triple P draws on social learning, cognitive behavioural and developmental theory, as well as research into risk factors associated with the development of social and behavioural problems in children. It aims to equip parents with the skills and confidence they need to be self-sufficient and to be able to manage family issues without ongoing support. More than half of Triple P’s 17 parenting strategies focus on developing positive relationships, attitudes and conduct.

The Triple P-Positive Parenting Program® is offered throughout the school year at various elementary school sites within the district. The Family School Liaison Worker organizes and facilitates the Triple P Discussion Groups.

Reference: www.triplep.net

THERAPEUTIC PLAY

Therapeutic Play is a treatment technique that uses the students’ natural means of expression, “play”, to cope with and overcome an occurrence of mental distress or trauma. It is a method of intervention that uses play to treat students dealing with a concern, that is preventing them from leading mentally healthy and functional lives. Various types of play are used to help students regain their former level of functioning, enhance self-esteem and further develop individual coping strategies. Students choose objects, symbols or other types of play to express their thoughts, feelings and experiences. This treatment technique involves creating a safe, confidential and caring environment for a student to play with as few limits as possible. Therapeutic Play is a developmentally appropriate approach to providing therapy for students in the school context.

Therapeutic Play is provided by Psychologists and/or Emotional Behaviour Specialists that have received training in play therapy.

Individually applied Therapeutic Play can occur in the student’s school with use of a portable play therapy kit or in a specially designed play therapy room located at the Genesis Early Learning Centre.
SCHOOL MENTAL HEALTH NURSES

The School Mental Health Nurse provides support and transitional service for referred students in Pre-K through Grade 12 with psychiatric diagnosis from a child psychiatrist, who are actively being followed by a child psychiatrist.

The School Mental Health Nurse will work with the student, family and school and can include the following:

• Provide information to parents and teachers about diagnosis, types of treatment, medication and strategies to support the child and school
• Assist families and schools in linking with community resources
• In school observations
• Liaise between the school and the psychiatric team

This service is an initiative of RCSD – school based service.
THE INCREDIBLE YEARS®

The Incredible Years® was created by Carolyn Webster-Stratton, Ph.D and is an early learning series of evidence-based programs that have been shown to reduce childhood conduct problems and strengthen social emotional learning, self-regulation and problem solving skills. The program has been found to be effective in strengthening teacher and parent management skills, improving children’s social competence, emotion regulation, school readiness and reducing behaviour problems. Classroom teachers attend a teacher orientation, video observation professional development, receive weekly letters and a midpoint and end of program summary.

The Incredible Years training program provides parents and teachers strategies to build positive relationships, attachment and to manage behaviours. It is designed to promote a connection between the child’s home, school and environment. In this way teachers, caregivers and members of the Multidisciplinary Team (MDT) work together to promote positive parenting practices and the social, emotional, behavioral and academic success of children. Both the children and their parents attend the program.

Children are referred to the program by their classroom teacher and/or multidisciplinary team. The team supporting doing the referral would consider the following:

- Would the child benefit from concentrated supports regarding initiating, joining and negotiating in play with others?
- Does the child struggle with expressing their needs in a socially appropriate manner?
- Are parents looking for additional behavioral strategies for the home?
- Are teachers looking to see demonstration of social, emotional and behavioral recommendations?

The program runs three times per year at the Genesis Early Learning Centre. Sessions run from October-December, January-March and April-June for ten weeks. Each round of ten weeks has 13 children and their parents/guardian participate in the sessions.

PEERS®

The PEERS® Curriculum for School Based Professionals is a 16 week program, clinically proven to significantly improve social skills and social interactions among teens with Autism Spectrum Disorder (ASD). It has also been successful with students with other social challenges including making and keeping friends in junior high and high school.

Some of the topics included are:

- Two Way Conversations
- Appropriate Use of Humor
- Starting and Joining Conversations
- Exiting Conversations
- Handling Arguments
- Handling Teasing and Embarrassing Feedback

Multi-disciplinary Teams and Learning Coaches have received training in the PEERS curriculum. Together they offer training to groups of students, who require support in building social skills.
The following will provide each school with professional development opportunities to support the Edmonton Catholic Schools Mental Health Strategic Plan.

Below is information for Social Emotional Learning, Physical Literacy, Promoting Mental Health Teacher Champions sessions, and Student Leadership Symposiums.

For location and to register for the following sessions go to: MYECSD/Departments/Learning Services Innovations/Professional Learning Sessions
# ELEMENTARY SCHOOLS

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>WHO</th>
<th>PLEASE CHOOSE ONE OF THE DATES BELOW</th>
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<tbody>
<tr>
<td><strong>Social Emotional Learning PATHS</strong></td>
<td>Kindergarten - Grade 3</td>
<td>☐ Friday, October 7 ☐ Thursday, October 27 ☐ Friday, October 28</td>
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<td>☐ Tuesday, November 1 ☐ Thursday, November 3</td>
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<td>☐ Wednesday, November 9, 1 - 4pm (All Kindergarten teachers at call back day)</td>
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<td>☐ Thursday, November 10 ☐ Friday, November 18</td>
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<td>☐ Thursday, November 24 ☐ Friday, November 25</td>
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<td>☐ Friday, December 2</td>
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<td></td>
<td>Grade 4 - 6</td>
<td>☐ Thursday, March 9 ☐ Tuesday, March 21 ☐ Wednesday, March 22</td>
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<td>☐ Thursday, April 13 ☐ Tuesday, April 18 ☐ Friday, April 21</td>
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<td>☐ Thursday, May 4 ☐ Tuesday, May 9 ☐ Thursday, May 11</td>
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<td>☐ Friday, May 12 ☐ Thursday, May 18</td>
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<tr>
<td><strong>Physical Literacy</strong></td>
<td>2 Lead Phys-Ed teachers / school</td>
<td>☐ Thursday, October 13, 1 - 3pm at St. Teresa Elementary School</td>
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<td>OR</td>
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<tr>
<td></td>
<td></td>
<td>☐ Thursday, October 27, 1 - 3pm at Bishop Savaryn Elementary School</td>
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<tr>
<td><strong>Physical Literacy, Dr. Dean Kriellars</strong></td>
<td>Principals, Assistant Principals, Learning Coaches, Teachers</td>
<td>☐ Thursday, November 17, 8:30 - 11am (Principals, AP’s, LC’s)</td>
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<td></td>
<td>☐ Thursday, November 17, 1 - 3pm (Teachers)</td>
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<tr>
<td><strong>Positive Mental Health Champions</strong></td>
<td>1 teacher / school Group 1</td>
<td>☐ Wednesday, September 21, 8:30 - 11:30am</td>
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<td>☐ Monday, January 23, 8:30 - 11:30am</td>
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<td>☐ Wednesday, April 5, 8:30 - 11:30am</td>
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<td></td>
<td>1 teacher/school Group 2</td>
<td>☐ Wednesday, September 21, 1 - 3:30pm</td>
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<td>☐ Wednesday, January 25, 8:30 - 11:30am</td>
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<td>☐ Thursday, April 6, 8:30 - 11:30am</td>
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<tr>
<td><strong>Student Leadership</strong></td>
<td>1 teacher + 10 students / school</td>
<td>☐ Wednesday, October 12, 9:15am - 2:30pm</td>
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<td>☐ Friday, October 21, 9:15am - 2:30pm</td>
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<tr>
<td><strong>Go To Educator</strong></td>
<td>All staff</td>
<td>Schools select dates with facilitating team (one full day or two half days)</td>
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### JUNIOR HIGH SCHOOLS

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<th>TOPIC</th>
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<tr>
<td>Social Emotional Learning 4th R</td>
<td>Grade 7 - 9 Health and Life Skill Teachers</td>
<td>☐ Thursday, October 13, 1 - 3:30pm</td>
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<td></td>
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<td>☐ Thursday, January 19, 1 - 3pm OR Coy Thursday, February 9, 1 - 3pm</td>
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<tr>
<td>Mental Health Literacy Curriculum Guide</td>
<td>Grade 8 teachers</td>
<td>☐ Thursday, January 19, 1 - 3pm OR Coy Thursday, February 9, 1 - 3pm</td>
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<tr>
<td>Physical Literacy</td>
<td>2 Lead Phys-Ed teachers / school</td>
<td>☐ Thursday, November 24, 1 - 3pm at Monsignor Otterson School OR ☐ Thursday, December 8, 1 - 3pm at St. Cecilia Junior High School</td>
</tr>
<tr>
<td>Physical Literacy, Dr. Dean Kriellars</td>
<td>Principals, Assistant Principals, Learning Coaches, Teachers</td>
<td>☐ Thursday, November 17, 8:30 - 11am (Principals, AP’s, LC’s) OR ☐ Thursday, November 17, 1 - 3pm (Teachers)</td>
</tr>
<tr>
<td>Positive Mental Health Champions</td>
<td>1 teacher / school</td>
<td>☐ Friday, September 30, 8:30 - 11:30am OR ☐ Monday, January 16, 8:30 - 11:30am OR ☐ Monday, April 10, 8:30 - 11:30am</td>
</tr>
<tr>
<td>Student Leadership</td>
<td>1 teacher + 10 students / school</td>
<td>☐ Wednesday, November 9, 9:15am - 2:30pm OR ☐ Thursday, November 10, 9:15 - 11:45am</td>
</tr>
<tr>
<td>Go To Educator</td>
<td>All staff</td>
<td>Schools select dates with facilitating team (one full day or two half days)</td>
</tr>
</tbody>
</table>
## SENIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Who</th>
<th>Please Choose One of the Dates Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Learning Healthy Relationships Plus</td>
<td>Grade 10 - 12 Counsellors / Teachers</td>
<td>☐ Tuesday, September 27, 8:30 - 11:30 am</td>
</tr>
<tr>
<td>Physical Literacy</td>
<td>High School Physical Education Teachers</td>
<td>☐ Tuesday, January 24, 1 - 3 pm</td>
</tr>
</tbody>
</table>
| Physical Literacy, Dr. Dean Kriellars | Principals, Assistant Principals, Learning Coaches, Teachers | ☐ Thursday, November 17, 8:30 - 11 am (Principals, AP's, LC's)  
☑ Thursday, November 17, 1 - 3 pm (Teachers) |
| Positive Mental Health Champions | 1 teacher / school | ☐ Friday, September 30, 8:30 - 11:30 am  
☐ Monday, January 16, 8:30 - 11:30 am  
☐ Monday, April 10, 8:30 - 11:30 am |
| Student Leadership | 1 teacher + 10 students / school | ☐ Wednesday, October 26, 9:15 am - 2:30 pm |
| Go To Educator | All staff | Schools select dates with facilitating team (one full day or two half days) |
HERE TO MAKE A DIFFERENCE TO THE MENTAL HEALTH OF OUR CHILDREN AND YOUTH

Student mental health and wellbeing is critical to student academic and personal success! By focusing on a comprehensive, collaborative, continuum of support, we will be responsive to the needs of our students, staff and families within Edmonton Catholic Schools.