"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 be proactive in maintaining good mental health and protecting 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 strategies 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
There are a number of evidence-informed frameworks, practices and strategies that schools are using as a whole-school approach to support positive mental health, including:

- Comprehensive school health
- Social-emotional learning
- Response to intervention
- Trauma-informed practice
- Restorative practices
- Positive behaviour supports
- Mentoring
- Student advisories
- Peer networks
- Bullying prevention
- Service learning

Many Alberta schools are using a whole-school approach to create welcoming, caring, respectful and safe learning environments that support the positive mental health of students. A whole-school approach recognizes that all aspects of the school community impact students’ mental health and well-being, and that learning and mental health are inextricably linked.

A whole-school approach:

- is built on research, theories, strategies and practices that are evidence-informed (i.e., effectiveness is documented and credible);
- aligns with the specific needs and priorities of the school community;
- happens over a sustained period of time (i.e., full school year or longer);
- is embedded into classroom instruction and activities;
- is embedded into school-wide policies, practices and activities;
- is inclusive of all students in the school;
- builds student capacity;
- engages students in active learning and critical thinking;
- strengthens staff capacity;
- is supported by quality professional development;
- engages and supports family and community partnerships; and
- uses data collection and analysis to inform planning and evaluation of effectiveness.
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)
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

<table>
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<tr>
<th>HEALTH PROMOTION &amp; PREVENTION</th>
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<tbody>
<tr>
<td>PHYSICAL LITERACY: Dr. Vicki Harber hosts Professional learning opportunities for teachers on how to support the development of physical literacy with students. Links will be made with the impact of Physical Literacy with Social Emotional Learning.</td>
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<tr>
<td>HEALTHY EATING: Collaboration with teachers, students, parent councils and vendors on how to support the district Nutrition Administrative Procedure.</td>
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<th>SOCIAl &amp; EMOTIONAL LEARNING</th>
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<td>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.</td>
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<tr>
<td>MENTAL HEALTH LITERACY</td>
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<td>Go-To Educator Training: Mental Health Literacy training for new staff in partnership with Alberta Health Services. Go-To Educator Training: Booster videos to enhance the knowledge / skills of staff. Go-To Educator Parent Evening</td>
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<td>Inclusive Multi-Disciplinary Team: Edmonton Catholic Team</td>
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<tr>
<td>Regional Collaborative Service Delivery Model (RCSD): Includes mental health therapists and access to Child and Adolescent Mental Health Services</td>
</tr>
<tr>
<td>School Based Staff: I.e. Learning Coaches, Counselors, resident specialized services staff</td>
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<td>Suicide Prevention Protocol: To support Administrators involving concern for students with suicidal thoughts.</td>
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<td>Inclusive Multi-Disciplinary Teams: Works in various capacities providing supports and services and in collaboration with services from RCSD.</td>
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<tr>
<td>Incredible Years, Therapeutic Play, Triple P Parenting</td>
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<tr>
<td>Understanding Adolescent Depression and Suicide: Training for specialized staff with Dr. Stan Kutcher.</td>
</tr>
<tr>
<td>Regional Collaborative Service Delivery Mental Health Therapists provide direct therapeutic treatment to students / families and referral when needed to Child &amp; Adolescent Mental Health Services.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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<td>Collaborative Projects with Concordia University Psychology Department</td>
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<td>Continual on-going monitoring by school staff and partners to assure students are supported in their physical, social, emotional, intellectual and spiritual well-being.</td>
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<tr>
<td>Professional Development for staff to provide them with resources, strategies and best practices in supporting student well-being.</td>
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<tr>
<td>Staff wellness supported through the Employee and Family Assistance Plan, discounted recreational passes, faith-based experiences, Alberta School Employee Benefit Plan</td>
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<tr>
<td>Continual collaboration with parents, partners &amp; services to meet the needs of our students and staff.</td>
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MENTAL HEALTH STRATEGIC PLAN: CONTINUUM OF SUPPORTS
Creating a culture that supports the health and well-being of all students

MENTAL HEALTH PROFESSIONAL DEVELOPMENT IMPLEMENTATION MODEL
- Alberta Healthy School Community Wellness Fund Grant ($30,000)
- 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. Vicki Harber - P.D. sessions with teachers (2 Thursday afternoons)
- PATHS – Promoting Alternative Thinking Strategies: P.D. session with teacher resource (1 day)
- Go-To Educator Training Mental Health Literacy: (2 Thursday afternoons for all new staff)
- Understanding Adolescent Mental Health: Dr. Stan Kutcher, P.D. Session with learning coaches (1 half day)
- Comprehensive School Health Promoting Mental Health Champions (3 half days per year)
- Student Leadership Symposium (1 day)
- Understanding Adolescent Mental Health: Dr. Stan Kutcher, P.D. Session with specialized staff (1 half day)
- Go-To Educator Booster Video Sessions - Online

**JUNIOR HIGH SCHOOLS (Gr. 7-9)**
- Physical Literacy: Dr. Vicki Harber - P.D. sessions with teachers (2 Thursday afternoons)
- Fourth R: P.D. session with teacher resource (1 Thursday afternoon)
- Go-To Educator Training Mental Health Literacy: P.D. session (2 Thursday afternoons for all new staff)
- Understanding Adolescent Mental Health: Dr. Stan Kutcher, P.D. Session with learning coaches (1 half day)
- Comprehensive School Health Promoting Mental Health Champions (3 half days per year)
- Student Leadership Symposium (1 day)
- Understanding Adolescent Mental Health: Dr. Stan Kutcher, P.D. Session with specialized staff (1 half day)
- Go-To Educator Booster Video Sessions - online

**SENIOR HIGH SCHOOLS (Gr. 10-12)**
- Physical Literacy: Dr. Vicki Harber - P.D. sessions with teachers (2 Thursday afternoons)
- Healthy Relationships Plus: P.D. session with teacher resource (1 half day)
- Go-To Educator Training Mental Health Literacy: P.D. session (2 Thursday afternoons for all new staff)
- Understanding Adolescent Mental Health: Dr. Stan Kutcher, P.D. Session with learning coaches (1 half day)
- Comprehensive School Health Promoting Mental Health Champions: (3 half days per year)
- Student Leadership Symposium (1 day)
- Understanding Adolescent Mental Health: Dr. Stan Kutcher, P.D. Session with specialized staff (1 half day)
- Go-To Educator Booster Video Sessions - online

**CONSULTANT / MULTI-DISCIPLINARY TEAM**
- Understanding Adolescent Mental Health: Dr. Stan Kutcher – P.D. Training (1 half day)

**ADMINISTRATORS**
- Dr. Stan Kutcher Keynote: (New Principals / All Principals)

*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 June 9, 2017
Health Promotion and Prevention is a set of actions to foster good health and wellbeing, which will have the biggest impact with all students.

Through a holistic view of our children and youth, health promotion will enable our students to increase control over and improve their health through a proactive approach. With universal supports for all students, we want to build knowledge skills and positive attitudes around physical literacy, healthy eating, social emotional learning, mental health literacy, student leadership and creating safe and caring environments in our schools. We want to enhance the health and educational outcomes of children and youth through experiences that will support the overall physical, social, emotional, intellectual and spiritual wellness.

“An investment in a healthy school community is an investment in student success”

Promoting Health in Schools: From Evidence to Action IUHPE
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 can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities.

*(Whitehead, 2016) International Physical Literacy Association*

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
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. Coaching is provided to school staff to ensure consistency of implementing recommendations across environments.
- 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.
- As per the Edmonton Catholic Schools District Nutrition Administration Procedure, 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 empowered to educate their parents about the ECSD Nutrition Administration Procedure and how they can support the Procedure in collaboration with their school.
- According to the document “Promoting Mental Health Through Healthy Eating and Nutritional Care” from the Dietitians of Canada good nutrition is integral to one’s mental health.
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.
A strength-based approach shifts the focus from the prevention of specific problems to a more positive, holistic view of child and youth development. Interventions include a coordinated sequence of positive experiences and providing key developmental supports and opportunities. A strength-based approach emphasizes a student’s existing strengths, capabilities and resources. This approach involves a different way of thinking about students and of interpreting the ways they cope with life challenges. It allows one to see opportunities, hope and solutions, rather than problems and hopelessness.

For more information on using a strength-based approach, see Creating Strength-Based Classrooms and Schools on the Alberta Mentoring Partnership website.

A strength-based approach focuses on:

- building resiliency;
- enhancing social-emotional learning; and
- supporting recovery.

Students with positive mental health are resilient and better able to learn, achieve success and build healthy relationships.

Resiliency refers to the capacity of individuals to cope successfully with stress-related situations, overcome adversity and adapt positively to change. Resiliency is often compared to a rubber band with the capacity to stretch almost to its breaking point, but still able to spring back into shape.

Just as students come to school with varying skills in reading, they also have differing levels of resiliency. Supporting resiliency means helping students develop the skills and attitudes that will help buffer against negative life experiences. Students who experience mental health issues or mental illness may have been exposed to a number of adverse experiences that put them at risk.

Recent research suggests that resilient individuals have protective factors that help them handle difficult situations without becoming overwhelmed. These protective factors (and the related risk factors) are described in the following chart.
## PROTECTIVE AND RISK FACTORS THAT AFFECT MENTAL HEALTH

<table>
<thead>
<tr>
<th>Individual Attributes</th>
<th>PROTECTIVE FACTORS ARE CONDITIONS OR ATTRIBUTES THAT PROTECT MENTAL HEALTH</th>
<th>RISK FACTORS (OR ADVERSE FACTORS) THAT MAY THREATEN MENTAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Positive sense of self, confidence</td>
<td>• Ability to solve problems and manage stress or adversity</td>
<td>• Negative sense of self</td>
</tr>
<tr>
<td>• Communication skills</td>
<td>• Physical health and fitness</td>
<td>• Emotional immaturity and limited ability to manage stress and solve problems</td>
</tr>
<tr>
<td>• Ability to solve problems and manage stress or adversity</td>
<td>• Difficulties communicating</td>
<td>• Chronic health condition or frequent illness</td>
</tr>
<tr>
<td>• Physical health and fitness</td>
<td>• Substance abuse</td>
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<tr>
<th>Social Circumstances</th>
<th>• Social support of family and friends</th>
<th>• Loneliness, bereavement</th>
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<tr>
<td>• Healthy family interactions</td>
<td>• Physical and economic security</td>
<td>• Neglect, family conflict</td>
</tr>
<tr>
<td>• Physical and economic security</td>
<td>• Scholastic achievement</td>
<td>• Exposure to violence or abuse</td>
</tr>
<tr>
<td>• Scholastic achievement</td>
<td></td>
<td>• Low income and/or poverty</td>
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</tbody>
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<tr>
<th>Environmental Factors</th>
<th>• Equality of access to basic services</th>
<th>• Limited access to basic services</th>
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<tbody>
<tr>
<td>• Social justice and tolerance</td>
<td>• Injustice and discrimination</td>
<td></td>
</tr>
<tr>
<td>• Social and gender equality</td>
<td>• Social and gender inequality</td>
<td></td>
</tr>
<tr>
<td>• Physical security and safety</td>
<td>• Exposure to war or disaster</td>
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Research suggests that resilient individuals:

- feel appreciated and valued for their individual strengths and contributions;
- understand how to set realistic expectations for themselves and others;
- have effective problem-solving skills;
- use productive coping strategies when they encounter challenges;
- seek help from others when they need support; and
- experience positive support and interactions with peers and adults.

---

8 Alberta Education, Working Together to Support Mental Health in Alberta Schools, p. 18

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.
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.
SOCIAL EMOTIONAL LEARNING
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

The increasing global awareness of the need to address youth mental health in the school setting is now spreading across Canada. Foundational to all school mental health domains is the need to effectively address mental health literacy of students, educators and administrators alike.

http://www.cea-ace.ca/education-canada/article/school-mental-health-literacy
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 who 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.

During the 2016-2017 school year, ECSD had 28 Trainer Dyads available to schools to provide Go-To Educator training. For the 2017-2018 school year, the District will provide an evergreening session (2 half day Thursdays), where an Alberta Health Services trainer will train new staff with the Go-To Educator.

Go-To Educators learn to do the following:

- Bring a higher level of contextualized mental health knowledge to the school setting
- Be a person who 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 2017 / 2018 school year.

MENTAL HEALTH LITERACY
GO-TO EDUCATOR BOOSTERS

These are a series of 10 video sessions with discussion guides for schools to use with their staff throughout the school year. Go-To Educator Boosters are a way in which to further develop mental health awareness and program continuity. They are short and easy to use.

These videos are on the Inclusive section of the LSI portal.
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 have received this training in the spring of 2017 and repeat sessions will occur in 2017-2018.

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:

Grade 8:
- Module 6: The importance of positive mental health
- Module 1: The stigma of mental illness
- Module 4: Experiences of mental illness

Grade 9:
- Module 2: Understanding mental health and mental illness
- Module 3: Information on specific mental illness
- Module 5: Seeking help in finding support

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.

Agendas include:

- What is Comprehensive School Health?
- Edmonton Catholic Schools Mental Health Strategic Plan.
- Edmonton Catholic Schools Mental Health Public website.
- District portal on Mental Health
- Mental Health Monthly.
- 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 Social Emotional Learning to Alberta Education Mental Health Tip sheets.
- Alberta Provincial Fitness Unit and Dairy Farmers of Canada.
- Elementary / Junior High Mental Health Kit Resource for teachers to implement in their classroom to support student mental health.
• Go-To Educator Booster videos and guides.
• ECSD Nutrition Administrative Procedure.
• Social Emotional Learning – a process for learning life skills, including how to manage emotions, develop healthy relationships and make wise decisions.
• Mental Health Resources / Tools: 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).

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.
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.

MENTAL HEALTH MONTHLY

Welcome to Parents! Here you will find information on a variety of topics concerning your child’s mental health. A different topic will be featured each month and a document gallery full of resources is available for parents to search though.

In partnership with Alberta Health Services, Edmonton Catholic Schools posts monthly mental health messages on common topics. These include awareness and strategies to support parents and teachers and students and are located on www.ecsd.net. A different Mental Health topic is featured each month.

https://www.ecsd.net/ParentsStudents/ParentResources/mental-health-monthly/Pages/default.aspx
ALBERTA HEALTH SERVICES (AHS) CAREGIVER EDUCATION SERIES

The Education Team of the Children, Youth and Families – Addiction and Mental Health Edmonton Zone (AHS) offers caregiver education sessions. These free 90 minute evidence base and evidence informed sessions provide parents, caregivers, teachers and community members with basic level information regarding addiction and mental health challenges that can and do affect children and youth. Schools can host an evening caregiver session for the community. Topics rotate throughout the school year with only a few topics offered during certain blocks. Some examples of topics are:

- Sleeping Your Way to Better Mental Health
- Junior High Jitters: Transitioning to the Teenage Years Parents and Pre-Teens
- Substance Awareness for Parents and Teens
- Breaking the Cycle of Anxiety

For more information or to book a session for your school please contact CYFCaregiverEducation@ahs.ca or 780-415-0074.

PROFESSIONAL DEVELOPMENT PRESENTATIONS FOR SCHOOL STAFF

The Education Team of the Children, Youth and Families-Addiction and Mental Health Edmonton Zone (AHS) provides school staff with professional development presentations to increase their awareness and knowledge of mental health challenges which children and adolescents may experience. Schools are welcome to book a daytime session. The presenters are Mental Health Professionals with extensive knowledge of treatment of addiction and mental health concerns impacting children, adolescents, families and school communities. Topics include:

- Trauma Informed Classroom
- Supporting Students Who Experience Anxiety
- Keeping Scattered Kids on Track: A Review of ADHD & Practical Strategies for School Professionals
- Promoting Success in Learning: Understanding and Building Executive Functioning Skills
- Supporting Self Regulation in Students A
- More than Just a bad Day: Understanding and Supporting Students Who Experience Depression
- Understanding and supporting Students Who Struggle with Self-Injurious Behaviour

For more information or to book a PD Presentation please contact CYFCaregiverEducation@ahs.ca or 780-415-0074.
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
- Therapeutic Assistants (SLP, OT, EBS)
SPEECH-LANGUAGE PATHOLOGISTS

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 communicate to learn, to express ourselves, to work and to 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 that affects their ability to communicate. 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, there is a significant impact on the health, well-being and quality of life of children and their families. Early language development sets the foundation for children to be able to use language wherever and whenever they need it. Good communication skills assist in a child/students learning of:

- verbal instructions and expectations of others
- emotions (self and others)
- problem solving/ negotiation/ conflict resolution
- literacy and numeracy skills
- understanding others’ points of view/developing conscience and theory of mind
- 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. 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

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

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. Life satisfaction and dignity is maintained through healthy occupation in tasks and activities. 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

All members of the Psychology Team are either Registered Psychologists, or Registered Provisional Psychologists regulated by the College of Alberta Psychologists. In accordance with the Canadian Code of Ethics for Psychologists and the directives of the Canadian Psychological Association, Psychologists are charged with upholding the highest standards when it comes to supporting children, adolescents, families, adults, and school staff. They deliver ethical, competent, evidence-based services broken down into 4 areas; Prevention, Assessment, Intervention, and Advocacy.

Prevention

• Informally screening for mental health and learning challenges
• Increasing awareness of mental health stressors and strategies
• Working with parents and educators to create positive school environments
• Teaching parents and educators early prevention of maladaptive behaviors
• Developing suicide awareness and prevention programs
• Developing school-wide programs to promote healthy relationships

Assessment

• Providing educators, caregivers, and all those supporting children with the most robust learning, social/emotional and cognitive profile that informs intervention

Intervention

• Utilizing the most current standardized assessment tools to potentially diagnose:
  • Neurodevelopmental Disorders
  • Depressive Disorders
  • Anxiety Disorders
  • Obsessive-Compulsive and Related Disorders
  • Trauma- and Stressor-Related Disorders
  • Other disorders at outlined by the most current Diagnostic and Statistical Manual of Mental Disorders (DSM)

• Utilizing evidence based psychotherapy models such as:
  • Cognitive Behavioral Therapy (CBT)
  • Solution Focused Therapy (SFT)
  • Play Based Therapies

• Delivering Intervention in the form of:
  • Classroom Consultation
  • Individual Counselling/Psychotherapy
  • Group Counselling/Psychotherapy
  • Psychoeducational and or Skill Building Groups

Advocacy

• Pursuing further learning and promotion of multicultural counselling competencies
• Connecting children and families with outside resources which best support their needs beyond the school environment
• Partnering with outside mental health agencies to ensure continuity of care for all
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.

Speech and Language Pathologists and Occupational Therapists supervise the Therapeutic Assistants in Occupational Therapy and Speech & Language, which extend the reach of their services.

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. School Counsellors are members of a community of practice, facilitated by district Psychologists.

LEARNING COACHES

Learning Coaches are an additional support to assist schools in meeting the diverse learning needs of their students.

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
MENTAL HEALTH TRANSITION TEAM (MHTT)

WHO DOES THE MHTT SERVE?

- Intensive short term support offered for students transitioning back from tertiary level (i.e., hospital or day program) mental health care to an ECSD School
- Students with complex mental health conditions who are not yet connected with mental health

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

- Psychologists
- Nurses with training in therapeutic interventions
- Occupational Therapists with training in therapeutic interventions or
- Clinical Social Workers

The MHTT provides service at the early intervention, treatment and follow-up levels of the ECSD Mental Health Strategic Plan.
A PARTNERSHIP BETWEEN ALBERTA HEALTH SERVICES & EDMONTON CATHOLIC SCHOOLS
PARTIALLY FUNDED BY RCSD

MENTAL HEALTH TRANSITION TEAM

- Multi-disciplinary Collaboration
- Accessibility
- Coaching & Modelling
- Provides Resources & Education
- Support
- Increased Understanding

WHAT CAN MHTT DO?

- Build therapeutic rapport and relationships
- Encourage and build self-esteem
- Use of games and play
- Improve peer relations
- Mental status exams
- Risk assessments and safety plans
- Develop control of emotional regulation and anger issues
- Address impulsive behaviours
- Promote healthy coping
- Assist with executive skills
- Challenge negative thinking habits
- Promote healthy attachment
- Help students to respect personal space and property
- Maintain a safe environment
- Individual sessions with the child (check-ins or therapy)
- Consult and collaborate with school staff
- Classroom observations
- Liaison with community supports
- Referral to community resources

Please note: This is not an emergency service. For urgent mental health concerns call the Mobile Response Team at 780-427-4491

Alberta Health Services

MENTAL HEALTH STRATEGIC PLAN | EARLY INTERVENTION, TREATMENT & FOLLOW-UP
THE MHTT PROVIDES AND PROMOTES:

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

REFERRAL INFORMATION

- Parental consent is required.
- Referrals can be initiated by the Glenrose or CASA tertiary programs. School teams and parents will be contacted.
- Referrals can also be initiated by School Personnel by contacting their Inclusive Programming Consultants.
MENTAL HEALTH THERAPISTS
AHS / RCSD

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 Mental Health Intake Coordinator. An Individual Referral involves:

- School ensures parent/guardian verbal consent has been obtained prior to making a telephone call to Mental Health Intake Coordinator
- School calls Mental Health Intake Coordinator and provides student information/concerns, as per Mental Health Referral Form
- If referral is appropriate, 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.

All schools have a mental health therapist contact. Some of our schools have a resident mental health therapist.
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, Emotional Behaviour Specialists or Family School Liaison Workers 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 St. Margaret Diverse 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.
**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.

**ECSD SUICIDE PREVENTION PROTOCOL**

Each component within the continuum of supports of the Edmonton Catholic Schools Mental Health Strategic Plan strives to prevent suicide. The goal of the strategic plan is to create a culture that supports the health and well-being of all students. Ultimately, we aim to provide the supports necessary to ensure students have positive mental health, so that suicide never becomes an option for them.

We recognize that suicide prevention is complex work and must involve education, health, children & family services and community organizations working together.

Edmonton Catholic Schools has developed an internal suicide prevention protocol to support Administrators in situations involving concern for students with suicidal ideation and/or urgent mental health concerns.

Key points include:

- Parents/guardians are contacted and made aware of concerns.
- Parents are provided with resources including the AHS Mobile Response Team phone number and Stollery Emergency Department information.
- Mental Health supports for the student including therapist, physician or other are contacted.
- If required, mental health referral for school based or clinic (AHS) based support is submitted.
- Family School Liaison Worker and/or Mental Health Therapist support safety planning with school and family.

Our partnership with Alberta Health Services, Child and Adolescent Mental Health Services is critical to the work we do in the prevention and intervention of suicide.

**Important Resources:**

AHS Mobile Response Team (MRT) Crisis Line: 780-427-4491
Kids Help Phone: 1-800-668-6868 or KidsHelpPhone.ca
The following will provide each school with professional development opportunities to support the Edmonton Catholic Schools Mental Health Strategic Plan.

- Social Emotional Learning
- Physical Literacy
- Mental Health Champions
- Student Leadership
- Go-To Educator
- Mental Health Literacy

For location and to register for the following sessions go to: MYECSD/Departments/Learning Services Innovations/Professional Learning Sessions
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<th>TOPIC</th>
<th>WHO</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Learning PATHS</td>
<td>Kindergarten - Grade 6</td>
<td>□ Friday, September 22 OR □ Tuesday, September 26 OR □ Friday, October 6</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Physical Literacy</td>
<td>Dr. Vicki Harber Pre-Kindergarten - Grade 6</td>
<td>□ Thursday, October 12, 1 - 3:30pm AND □ Thursday, February 15, 1 - 3:30pm</td>
</tr>
<tr>
<td></td>
<td>Physical Literacy Pre-Kindergarten - Grade 6 (District PD)</td>
<td>□ Thursday, September 21, 1 - 3pm □ Thursday, January 18, 1 - 3pm □ Thursday, February 22, 1 - 3pm □ Thursday, April 12, 1 - 3pm</td>
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<tr>
<td>District-wide PD Adapted Specialized Services</td>
<td></td>
<td>□ Thursday, September 21, January 18, February 22, April 12, 1 - 3pm</td>
</tr>
<tr>
<td>Positive Mental Health Champions</td>
<td>1 teacher / school Group 1</td>
<td>□ Wednesday, September 27, 8:30 - 11:30am AND □ Monday, January 15, 8:30 - 11:30am AND □ Friday, April 20, 8:30 - 11:30am</td>
</tr>
<tr>
<td></td>
<td>1 teacher/school Group 2</td>
<td>□ Tuesday, October 3, 8:30 - 11:30am AND □ Wednesday, January 10, 8:30 - 11:30am AND □ Thursday, April 19, 8:30 - 11:30am</td>
</tr>
<tr>
<td>Student Leadership</td>
<td>1 teacher + 4 students / school</td>
<td>□ Wednesday, October 11, 9:15am - 2:30pm OR □ Monday, October 16, 9:15am - 2:30pm</td>
</tr>
<tr>
<td>Go-To Educator</td>
<td>New staff not trained</td>
<td>□ Thursday, November 9, 1 - 4pm AND □ Thursday, November 16, 1 - 4pm</td>
</tr>
<tr>
<td>Go-To Educator</td>
<td>All staff</td>
<td>□ Video Booster Sessions Online</td>
</tr>
<tr>
<td>Mental Health Literacy, Dr. Stan Kutcher</td>
<td>Specialized Staff, Counsellors Learning Coaches</td>
<td>□ Monday, November 20, 8:30 - 11:30am</td>
</tr>
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<tr>
<td>TOPIC</td>
<td>WHO</td>
<td>Date</td>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Social Emotional Learning Fourth R</td>
<td>Grade 7 - 9 Health and Life Skill Teachers</td>
<td>Thursday, September 14, 1 - 3:30pm OR Thursday, November 23, 1 - 3:30pm Thursday, September 21, 1 - 3:30pm (refresher with Catholic perspective)</td>
</tr>
<tr>
<td>Mental Health Literacy Curriculum Guide</td>
<td>Grade 8 teachers</td>
<td>Thursday, December 14, 1 - 3pm OR Thursday, February 8, 1 - 3pm</td>
</tr>
<tr>
<td>Physical Literacy</td>
<td>Physical Education teachers</td>
<td>Monday, October 5, 1 - 3:30pm AND Thursday, March 8, 1 - 3:30pm</td>
</tr>
<tr>
<td>Dr. Vicki Harber</td>
<td></td>
<td>Monday, October 23, 8:30-11:30am AND Tuesday, December 12, 8:30-11:30am AND Wednesday, March 7, 8:30-3:30pm AND Wednesday, April 18, 1-3:30pm</td>
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<tr>
<td>Communities of Practice</td>
<td></td>
<td>Monday, November 6, 9:15am - 2:30pm OR Wednesday, November 15, 9:15 - 2:30pm</td>
</tr>
<tr>
<td>District-wide PD Adapted Specialized Services</td>
<td></td>
<td>Thursday, September 21, January 18, February 22, April 12, 1 - 3pm</td>
</tr>
<tr>
<td>Positive Mental Health Champions</td>
<td>1 teacher / school</td>
<td>Thursday, September 28, 8:30 - 11:30am AND Thursday, January 10, 1 - 3:30pm AND Wednesday, April 25, 8:30 - 11:30am</td>
</tr>
<tr>
<td>Student Leadership</td>
<td>1 teacher + 10 students / school</td>
<td>Monday, November 9, 1 - 4pm AND Thursday, November 16, 1 - 4pm</td>
</tr>
<tr>
<td>Go-To Educator New staff not trained</td>
<td></td>
<td>Video Booster Sessions Online</td>
</tr>
<tr>
<td>Mental Health Literacy, Dr. Stan Kutcher</td>
<td>Specialized Staff, Counsellors, Learning Coaches</td>
<td>Monday, November 20, 8:30 - 11:30am</td>
</tr>
<tr>
<td>TOPIC</td>
<td>WHO</td>
<td>DATE</td>
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<tr>
<td><strong>Social Emotional Learning Healthy Relationships Plus</strong></td>
<td>Grade 10 - 12 Counsellors / Teachers</td>
<td>Friday, November 3, 8:30 - 11:30am</td>
</tr>
<tr>
<td><strong>Physical Literacy</strong></td>
<td>Physical Education Teachers</td>
<td>Thursday, October 5, 1 - 3:30pm AND Thursday, March 8, 1 - 3:30pm</td>
</tr>
<tr>
<td><strong>Positive Mental Health Champions</strong></td>
<td>1 teacher / school</td>
<td>Thursday, September 28, 8:30 - 11:30am AND Thursday, January 10, 1 - 3:30pm AND Wednesday, April 25, 8:30 - 11:30am</td>
</tr>
<tr>
<td><strong>Student Leadership</strong></td>
<td>1 teacher + 10 students / school</td>
<td>Monday, October 30, 9:15am - 2:30pm</td>
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<tr>
<td><strong>Go-To Educator</strong></td>
<td>New staff not trained</td>
<td>Thursday, November 9, 1 - 4pm AND Thursday, November 16, 1 - 4pm</td>
</tr>
<tr>
<td><strong>Go-To Educator</strong></td>
<td>All staff</td>
<td>Video Booster Sessions Online</td>
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<tr>
<td><strong>Mental Health Literacy, Dr. Stan Kutcher</strong></td>
<td>Specialized Staff, Counsellors, Learning Coaches</td>
<td>Monday, November 20, 8:30 - 11:30am</td>
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<td></td>
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<td>Monday, November 20, 1 - 3:30pm</td>
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</table>
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.