

Supportive School Environments

Presentation to Symposium on Child and Youth Mental Health

Wednesday August 19 2015

Katherine Kelly, JCSH
Bill Morrison, UNB
Patricia Peterson, UNB
Susan Hornby, JCSH



Presentation Outline

Positive Mental Health Environments

1. Pathways
2. Comprehensive School Health
3. Positive Mental Health – Perspective and Resources
4. PMH Practices for School Environments
5. Questions and Discussion



About JCSH

- JCSH – a pan-Canadian partnership of provincial, territorial, and federal governments
- Mission: collaboration across Health and Education sectors
- Focus: priority areas of FPT Ministers of Health and Council of Ministers of Education, Canada
- Three Long-Term Outcomes



Comprehensive School Health

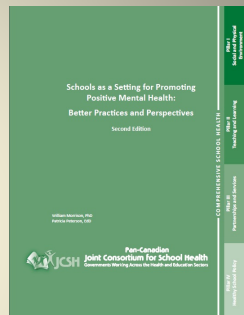


When actions in all 4 components are harmonized, students are supported to realize their full potential as learners – and as healthy, productive members of society.



JCSH and Positive Mental Health

- Development of focus and resources 2007- present
- Link to Better Practices and Perspectives Report:
http://www.jcsh-cces.ca/upload/JCSH%20Best%20Practice_Eng_Jan21.pdf



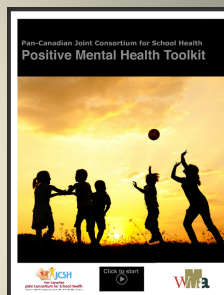
Healthy School Planner

- The [Healthy School Planner \(HSP\)](#) assists schools to
- Assess
 - Plan
 - Collaborate
 - Evaluate



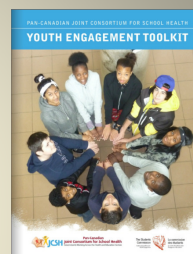
Positive Mental Health Toolkit

- Available in English and French
- Free online resource
- User friendly
- <http://www.jcshpositivementalhealthtoolkit.com/>



Youth Engagement Toolkit

- Available in French and English
- Free online resource
- E-book format
- Videos and interactive pages
- Link: <http://www.jcsh-cces.ca/ye-book/>
- Complements PT work: eg. [NB YE Initiative](#)



Positive Mental Health

- Traditional approaches have emphasized:
 - the **problems or challenges** associated with existing or emerging mental health-related concerns
 - the approaches or interventions needed to remediate or address areas of **risk and need**
- Recent better practice research across health and educational domains assert the importance of **including a positive view of mental health**

9

Positive Mental Health in Schools

- Involves the recognition that a student's state of psychological well-being is:
 - not only influenced by the absence of problems and risk-need concerns
 - but also impacted by the existence of positive factors present within individuals and their social settings that contribute to positive growth and development

10

Paradigm Shift

- The emergence of positive mental health perspectives has shifted the focus of educators and health professionals from a **preoccupation with repairing weakness to enhancement of positive qualities** (McDougal & Riley-Tillman, 2004, p. 101).
- Such qualities or factors may include:
 - Positive individual traits
 - Positive personal experiences and relationships
 - Initiatives, programs and environments that assist in:
 - Enhancing quality of life
 - Preventing or reducing the risk of developing mental health-related concerns

11

Assumptions

- Children and youth have inner strengths and gifts that support their capacity to initiate, direct, and sustain positive life directions
(Hamilton & Hamilton, 2004; Losier and Morrison, 2007)
- Child and youth engagement and empowerment are critical considerations for facilitating positive development or change
(CSPH, 2002; Deci & Ryan, 2007)

12

Assumptions

- Social contexts and networks provide important resources and influences that have the capacity to contribute to and enhance psychological well-being (Losier & Morrison, 2007; Sheridan, Warnes, Cowan, Schemm & Clarke, 2004)
- Children's and youths' relationships with adults and peers that contribute to psychological well-being are characterized by interactions that convey genuineness, empathy, unconditional caring and affirmation (Brendtro, 2003)

13

Schools as a Critical Setting for PMH

- Schools provide:
 - Critical contexts for shaping children's self-esteem, self-efficacy and sense of control over their lives
 - Key opportunities for promoting the delivery of activities and comprehensive initiatives related to positive mental health
- As children move into their early and later teen years, schools may play an even greater role than the home context in influencing youth, given the powerful influence that teacher support and peer networks have within the educational settings

14

Positive Mental Health Toolkit

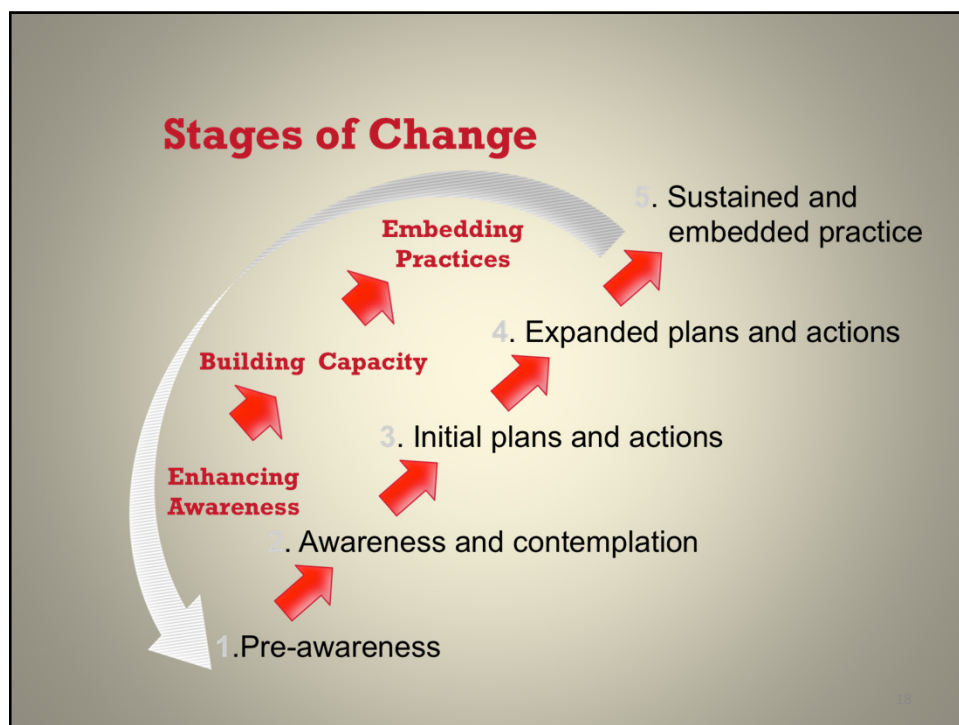
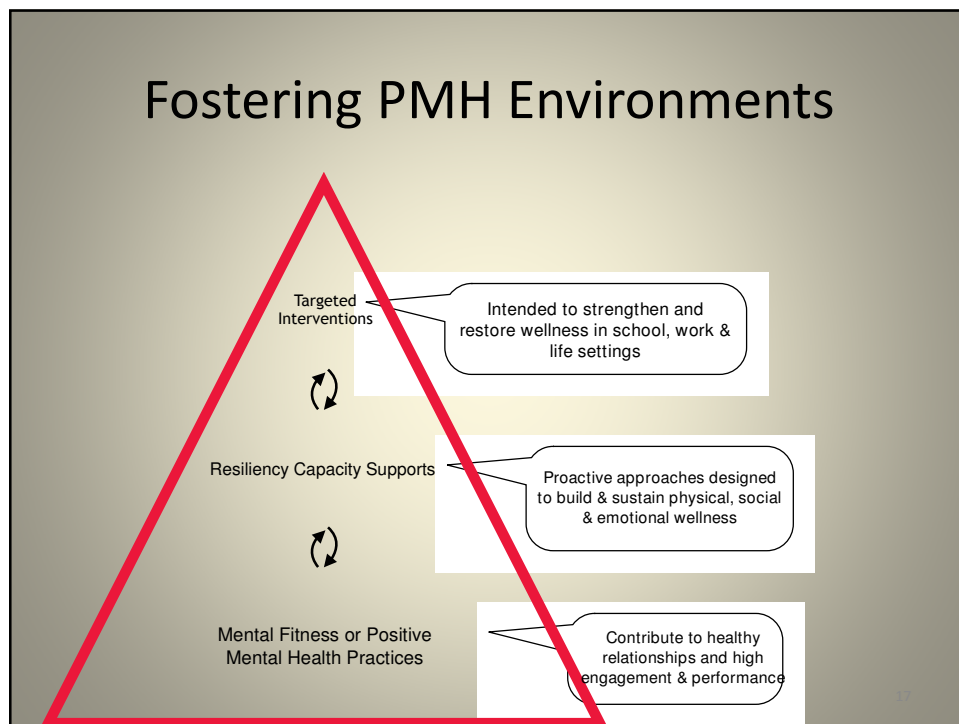


15

Group Activity

- Indicator exercise?

16



Positive Mental Health in Schools Facilitator Certificate Programs

Overview

The PMH Facilitator Certificate Programs apply evidence from positive psychology to provide school administrators and staff members with the key knowledge, expertise and resources for:

- Building engagement and resiliency
- Fostering healthy relationships
- Promoting optimum team functioning and productivity
- Creating environments that foster positive mental health

Participants are trained and certified as PMH Facilitators through the completion of two-day certificate programs. Each certificate program equips participants to implement a full-year initiative for promoting positive mental health practices and building engaged, healthy and productive environments. Completion of the three PMH Certificates provides Facilitators with a **three-year strategy** for embedding positive mental health practices.

Each certificate training program includes:

- Personalized training** in positive psychology concepts and practices
- Online resources and tools** for training others in positive mental health practices (instructional videos, ebooks with embedded resources, Facilitator presentation materials, application activities for employees, and check-back assessments)
- Strategic plans** for rolling out a one- to three-year positive mental health initiative or strategy
- Online validated instruments and organizational reports** for measuring annual progress related to mental fitness, resiliency and positive leadership practices

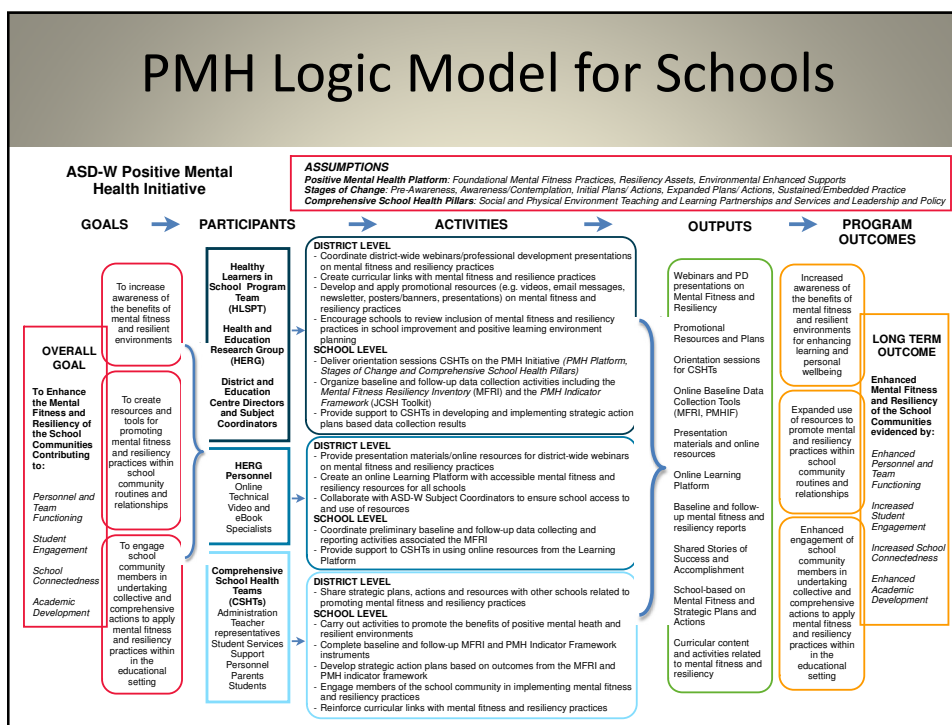
Positive Mental Health Certificate Programs

PMH Facilitator Certificate Program I - Foundational Mental Fitness Practices: This two-day training equips participants to promote and train others in positive relationship practices that contribute to engagement, enhanced team functioning and psychological wellness in schools.

PMH Facilitator Certificate Program II - Resiliency Practices: This two-day training equips participants to promote and train others in resiliency practices that contribute to enhanced coping and thriving, readiness for change and sustained psychological wellness in schools.

PMH Facilitator Certificate Program III - Expanded Positive Leadership Practices: This two-day training equips participants to promote and train others in expanded positive leadership practices that contribute to enhanced leadership effectiveness for modeling and embedding positive routines and processes.

PMH Facilitator Programs



Mental Fitness and Resiliency Inventory (MFRI)



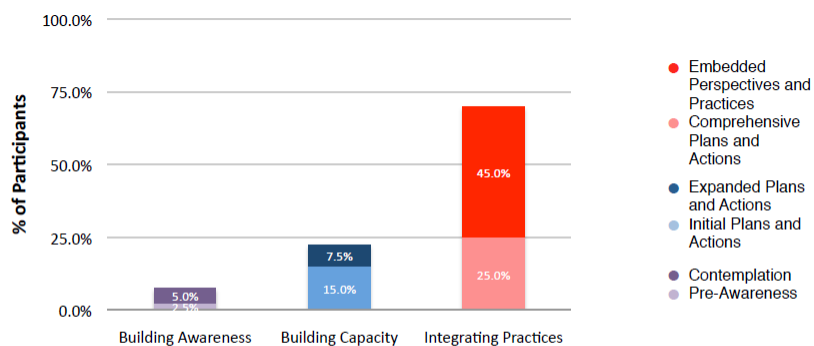
Three Factors:

1. Mental Fitness (7 items)
1. Organizational Resiliency (14 items)
1. Readiness for Change (6 items)

21

Sample MFRI Findings

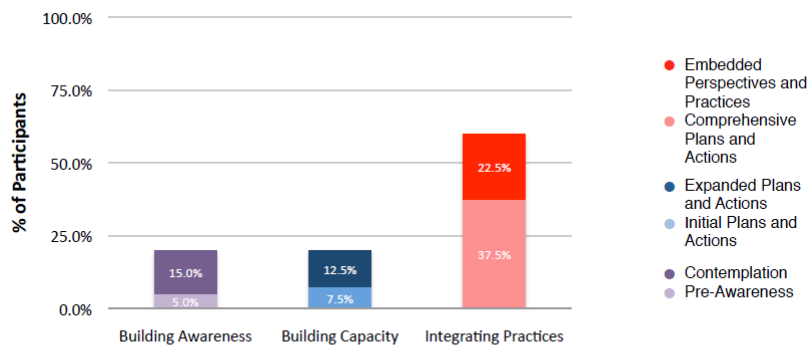
***RELATEDNESS** practices contribute to our need for connection to and closeness with family, peers and our colleagues. Fulfillment of this is met through positive interactions, our membership in groups, and the support and encouragement we receive from others.*



Seventy percent of participant responses fall within **Comprehensive Plans and Actions** and the **Embedded Perspectives and Practice Zones**.

Sample MFRI Findings

EMOTIONAL INTELLIGENCE ASSETS involve practices that enhance the ability to understand and manage emotions, and positively communicate with others.



Sixty percent of participant responses fall within **Comprehensive Plans and Actions** and the **Embedded Perspectives and Practice Zones**.

Positive Workplace Framework

A sample WMA Wellness online training module can be accessed for 10 days at:

www.wmawellness.com

Click on the **Positive Workplace Portal** at the top right of the screen

Click on the **Positive Workplace Portal Login**

Username: Conference

Password: Demo2015

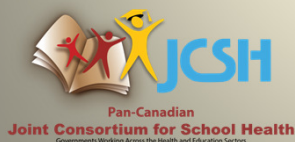
24

Purpose of CIM Development

Background: lack of knowledge on effect of CSH on student success

Goal: to understand how comprehensive school health impacts student achievement.

"We need to prepare them [students] for their whole life, not just for a job or good academic success"



25

Freeman-Hussain-JCSH Healthy Schools Framework

	COGNITIVE	BEHAVIOURAL	AFFECTIVE
ACADEMIC INDICATORS	<i>Achievement test scores:</i> standardized tests, GPA, report cards	<i>Attendance:</i> absences, lates, suspensions/expulsions	<i>Academic motivation:</i> academic self- concept/self- efficacy, self- regulation, self- confidence, intrinsic/extrinsic motivation, coping strategies
SUCCESS INDICATORS	<i>High school progression:</i> graduation rates, graduating with Honours, credit attainment, drop- out rates, post- secondary plans	<i>Student participation:</i> number of activities in which students participate, type of participation (e.g., leadership; on-task/off- task), variety of participation (in-class, extra-curricular, community), quality of participation (student engagement, peer relationships)	<i>Mental health:</i> well-being, ill-being, suicidal tendencies, depression, school connectedness
HEALTH INDICATORS	<i>Understanding of health:</i> physical activity guidelines, screen time limits, nutritious eating, dangers of substance use	<i>Health and health behaviours:</i> physical activity, screen time, eating patterns, body composition, substance use, sexual behaviour	<i>Motivations toward optimal health:</i> attitudes, perceived behavioural control, subjective norms
ENVIRONMENTAL INDICATORS	<i>Understanding of Comprehensive School Health:</i> student, teacher, school administrator, parent, community	<i>Adult engagement:</i> parent and family member authentic engagement in school, teacher and administrator professional development, community partnerships	<i>Inclusive school environment:</i> safety, accepting environment, positive school culture, healthy school "buy-in"

© 2015 John G. Freeman, Alicia Hussain, and the Pan-Canadian Joint Consortium for School Health (JCSH)

26

Questions and Discussion



27