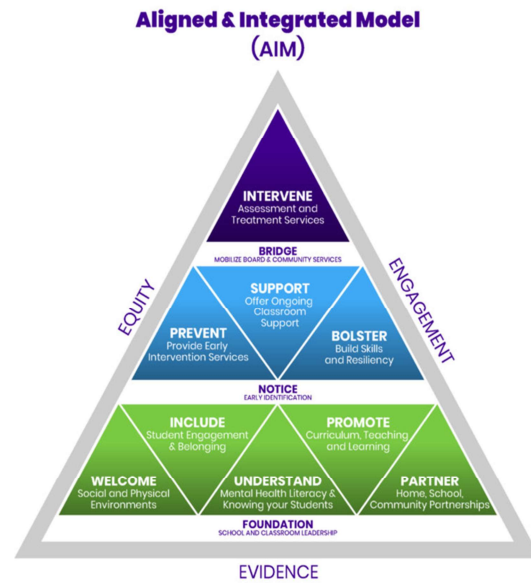


We all have Mental Health



Can you think of a student in your school who is currently experiencing



Welcome to all participants!

We invite you to participate in our minds on activity using mentimeter.

The purpose of this activity is to build some common ground as to why we are all likely here participating in this webinar today.

Can you think of a student in your school who is currently experiencing (all anxiety and depression related)

1. A sudden loss of engaging with friends and social activities
2. Challenges with submitting assignments on time, is feeling overwhelmed by school, and has difficulty focusing on tasks
3. Unpredictable behavior and tantrums
4. Pressure on themselves to never make a mistake

Thank you to all for participating in the introductory poll. School leaders from across Ontario report that they are seeing more students struggling with mental health issues. Some school leaders report that the volume and severity of those issues is making it difficult for them to fulfill their roles as instructional leaders. ([2019 report from People for Education](#) - Supporting Students Mental Health: A collective responsibility)

The majority of mental health disorders emerge during childhood and adolescence and there is widespread agreement that prevention and early treatment of mental health has long-term payoffs for individuals and society (Ferguson & Power, 2014).

Principals and vice-principals are in need of mental health supports as we work to respond to students' mental health needs. Our responses may take a broad approach to health promotion for all students, as well as targeted interventions for students with higher needs. This webinar will focus on Supporting Students Experiencing Mental Health Concerns.

Supporting Student Mental Health



for Administrators - Webinar #3 of 3

Supporting Students Experiencing Mental Health Concerns: Noticing and Responding



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario



Association des directeurs
et directrices adjointes des
écoles franco-ontariennes



Welcome to the 3rd of three webinars designed to support Administrators in creating Mentally Healthy schools in Ontario. These webinars are hosted by l'Association des directions et des directions adjointes des écoles franco-ontariennes, the Catholic Principals' Council | Ontario and the Ontario Principals' Council in partnership with School Mental Health Ontario (SMHO-ON). Introductions of facilitators, Kathy Lott, Deidre Kinsella-Biss and Judith Desjardins.

This webinar has been designed to be interactive. There will be opportunities for self reflection and there will be opportunities for sharing practices. It is our hope over the next hour we spend together to build a community of lead learners who are open and reflective to build knowledge, skills and practices together. The tools and resources featured in this webinar are relevant to all schools, including bricks and mortar as well as virtual contexts.

[graphic](#)

Land Acknowledgement (Toronto)

I acknowledge that I am on the traditional territory of nations within nations including the Anishnabe, the Ojibwe and the Michi Saagiig. This land has been, and continues to be home to many diverse First Nations, Inuit and Métis peoples.

I would like to acknowledge the enduring presence of Indigenous peoples on the lands on which I gather with you today across Ontario and I thank the past, present and future caretakers of this land. I am grateful to have the opportunity to work and learn on these lands in a community of sharing.

As users of the land, be it for pleasure or utility, we must continue to work to keep it clean and use it with care so that generations to come can also continue to benefit from the land.



This is a land acknowledgement used by those in Toronto. The facilitator includes a Land Acknowledgment from their area with a personal reflection and invites participants to share what land they are on - please do add your acknowledgment to our chat box at this time.

Learning Goals

School leaders will gain a deeper understanding of

- the elements of a strong circle of support
- how to access additional support for a student struggling with a mental health concern and
- how to talk with parents/caregivers to best support a student with a mental health concern.

As you can see on the slide - these are our learning goals for today's webinar. You will gain a deeper understanding of

- a strong circle of support
- supports for students struggling with mental health concerns and
- tips on how to talk with parents/caregivers.

A Mental Health Check-In - YOU MATTER!

Hey friends, how has your week been going?



Please join us in a Mental Health Check-in.

In looking at the 6 emojis on the screen - how has your week been going? Please select one of the six emojis and add your choice to the mentimeter link.

Facilitator shares comments on the results.

So....Why Do we do Feelings Check-ins?

- A key Social-Emotional Learning (SEL) competency is [self-awareness](#) and it starts with students being able to identify how they feel.
- A daily feelings check-in helps all of us learn to recognize different emotions and also the intensity of our emotions. We can't manage a feeling if we can't recognize it.

- Checking in normalizes feelings. When we do check-ins with students, we help teach students to recognize that all feelings are okay.
- It then opens up the conversation that how we handle those feelings makes all the difference. Identification and management of emotions is a component in social emotional learning as we help students to gauge emotions.
- Encouraging your staff to implement regular “check-ins” with students - communicates that how everyone feels is important. It is a simple daily task to do that shows students that we care, you matter, we want to listen, and we are here to support individual needs.

Today's Webinar = Active Learning

SHARE an idea/thought



TEXT a friend



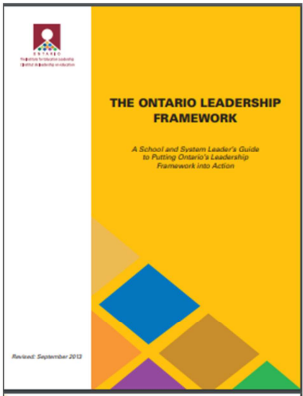
JOURNAL your ideas



Throughout our webinar please take note of these emojis as cues to action.

- When you see the emoji on the left of a slide, we encourage you to **SHARE** an idea or thought to our discussion.
- When you see the emoji in the centre of the slide, we encourage you to **TEXT** a friend.
- When you see the emoji on the right side of the slide, we encourage you to take a brief moment to privately **JOURNAL** notes/key ideas/questions for reflection at a later time or add to the chat box.

As leaders, a tool that helps us refine our leadership skills is *The Ontario Leadership Framework*. Next up we will take a look at the leadership tools and their connection to the work we do to lead mentally healthy schools.

 <p>The Ontario Leadership Framework</p> <ul style="list-style-type: none"> • Setting Directions • Building Relationships and Developing People 	Personal Leadership Resources		
	Cognitive Resources	Social Resources	Psychological Resources
<p>Problem-solving expertise</p> <ul style="list-style-type: none"> • understanding/interpreting problems • identifying goals • articulating principles and values • identifying constraints • developing solution processes • maintaining calm/confidence in the face of challenging problems <p>Knowledge about school and classroom conditions with direct effects on student learning</p> <ul style="list-style-type: none"> • technical/rational conditions • emotional conditions • organizational conditions • family conditions <p>Systems Thinking (NEW!)</p> <ul style="list-style-type: none"> • being able to understand the dense, complex, and reciprocal connections among different elements of the organization • having foresight to engage the organization in likely futures and consequences for action 	<p>Including the ability to:</p> <p>perceive emotions</p> <ul style="list-style-type: none"> • recognizing our own emotional responses • discerning emotional responses in others through verbal and non-verbal cues <p>manage emotions</p> <ul style="list-style-type: none"> • reflecting on our own emotional responses and their potential consequences • persuading others to likewise reflect on their responses <p>act in emotionally appropriate ways</p> <ul style="list-style-type: none"> • being able to exercise control over which emotions guide our actions • being able to help others act on emotions that serve their best interests 	<p>Optimism</p> <ul style="list-style-type: none"> • habitually expecting positive results from our efforts • recognizing where we have, and do not have, opportunities for direct influence and control • taking positive risks <p>Self-efficacy</p> <ul style="list-style-type: none"> • believing in our own ability to perform a task or achieve a goal • as a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure <p>Resilience</p> <ul style="list-style-type: none"> • being able to recover from, or adjust easily to, change or misfortune • being able to thrive in challenging circumstances <p>Proactivity (NEW!)</p> <ul style="list-style-type: none"> • being able to stimulate and effectively manage change on a large scale under complex circumstances • showing initiative and perseverance in bringing about meaningful change 	

Culturally responsive practice integrates a student's background and prior home and community experiences into the curriculum and teaching that takes place in the classroom.

Strong and consistent evidence shows that student participation in high quality, culturally responsive social emotional learning at school is associated with good emotional health and enhanced academic achievement. As the lead learners, we must promote a commitment to share responsibility both personally and collectively for the emotional well-being of our students. Part of this commitment involves leaders providing teachers with supports to deepen their understanding and professional practice related to mental health and culturally responsive pedagogy. Building teacher capacity is critical to developing a whole school approach to mental health.

The support we give to teachers in improving the instructional program

is key. Understanding student strengths, where they are at on the mental health continuum (at any given time) and giving priority to identifying those students in need of additional support becomes a major part of our leadership role and our collective responsibility. Getting to know staff, students, parents and families and their lived experiences can help deepen our understanding, build trusting relationships and program relevantly for our students.

As a school leader, our own Personal Leadership Resources support us in achieving these goals. Our cognitive resources and knowledge of effective school and classroom practices help us support teachers. Our psychological resources and ability to be proactive enables us to put the necessary supports in place for students.

Equity Considerations Agree or Disagree?

Our brains are complex.

- We have habitual modes of thought and operation.
- We all have implicit biases.
- We can't consciously force ourselves to stop these biases from forming.
- We can learn to understand our mind.
- We can learn to be mindful.



Guided
Thinking
Exercise

Equity considerations are important to building mentally healthy schools because stigma, stereotypes and implicit biases are still very much part of our daily reality. As culturally responsive leaders we need to take time to explore our own attitudes, values and beliefs.

We evaluate the world through the biases that shape our perception of reality. Researchers tell us that we can't consciously force ourselves to stop these biases from forming, but we can learn to acknowledge that these biases exist and impact our thoughts and decisions. We also know that we can take steps to reduce the impact of unwanted and negative implicit biases by gradually unlearning them and replacing them with new associations. If we as leaders want to disrupt the status quo of unequal outcomes in our schools, we have to start with ourselves. By examining our role in perpetuating the inequities in our school, we grow a deeper understanding about the gaps that exist.

For the purposes of this webinar, we are now going to take you through a Modelled Guided Thinking exercise to explicitly to help you look at your own personal implicit biases.

We ask you to read this slide. It will ignite your thinking for the upcoming activity. Now take a moment and add to the chat box whether you agree or disagree with these equity considerations.

Think about this situation:

- A student you know has an attendance problem.
- The student is late for school often and the teacher is not responding in a supportive manner.



**Guided
Thinking
Exercise**

Guided thinking exercises are useful in developing personal self-awareness. This kind of exercise will help to deconstruct your thinking processes by examining and questioning your own thinking patterns. This exercise can be modified and used at a staff meeting.

This is the situation we would like you to think about:

A student you know has an attendance problem. The student is late for school often and the teacher is not responding in a supportive manner.

Please hold this situation in your mind as we move forward to the next part of the exercise.

Deconstruct Your Thinking



Guided
Thinking
Exercise

Consider these questions:

1. What made you think that the outcome was questionable?
2. Would the situation have been different if it was your own child?
If so, how?
3. How might the situation be different if the family/child involved were from a different race or background? If so, how?

Now, we want you to think about these questions in relation to the student with the attendance problem.

1. What made you think that the outcome of the situation was questionable? As we know, there are many situations that may happen that make a student late for school and many are out of their control. For example, was the student late because they were making lunches for siblings, or was the students' sleep interrupted because of a domestic situation, or is this student feeling unsafe about coming to school because of a recent bullying incident? Student lateness is a problematic situation that needs to be investigated. Did the teacher investigate the situation and provide an opportunity for the student to be heard? If the teacher was not responding in a supportive manner then likely assumptions were made about the reasons for lateness - and the teacher assumed that the student was in control of the lateness.

2. Would the situation have been different if this was your own child?

If so, how? If this was your own child, a caring approach would have been used. An effort would have been made to understand why the lateness occurred. An attempt would have been made to reassure the student and make them feel safe.

3. How might the situation be different if the family/ child involved

were from a difference race or background? If so, how? This is the question that requires teachers to go deep and reflect on their practice. Should there be a different approach used? Why? If so, was the difference culturally responsive? In a staff meeting this is a great discussion point.

Self-Awareness

1. Name the implicit bias that may have interfered with your thinking.
2. Reflect on why you thought this way.
3. What might prompt you to reframe your thinking?



Guided
Thinking
Exercise

Take a moment to reflect on your thinking pattern about the situation:

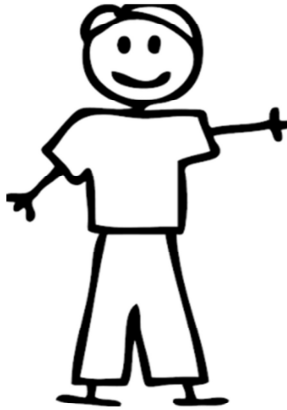
1. **Name the implicit bias that may have interfered with your thinking.** Assumptions about punctuality and compliance were made in this situation, as well as assumptions about the student's control of the situation. Our underlying attitudes and stereotypes about people who are late and people who are punctual may also come into play.
2. **Reflect on why you thought this way.** For example, do you associate punctuality as a success? Do you associate lateness as a failure? Do you have embedded cultural beliefs about being on time that carry into the workplace?
3. **What might prompt you to reframe your thinking?** Instead of assuming the lateness was intentional and within the students control, switch lanes, take a new perspective on and think about why the lateness might have occurred

As school leaders, we must take the time to understand why we think the way we think. We must understand ourselves as well as provide opportunities for others to explore their thinking.

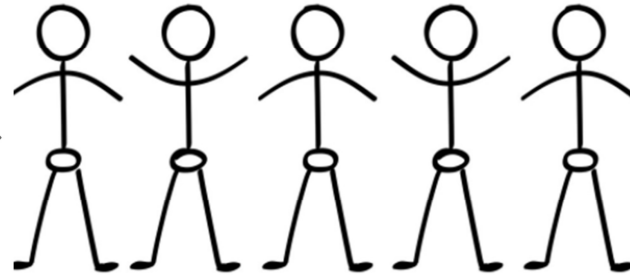
Chat box consideration: Can you share an example of how you might provide opportunities for your staff to explore their own implicit biases?

Your Influence Begins With the Way You Think!

Self-Awareness



Your Influence



- The way we think impacts how we influence others.
- Your influence is best described as all the things we have the potential to effect change over.
- Leaders are proactive people who focus on the issues within their circle of influence.
- We “influence” people by the way we include, listen and work with them.
- This is an important part of the decision making process we engage in to support student mental health.
- It all starts with knowing yourself.
- Being self-aware is within our own personal control; recognizing how one’s own attitudes, beliefs, behaviours, actions and words emerge in our relationships is key.
- Our mindset is crucial to how we work in partnership with others.
- This is important to keep in mind when we begin to work with our

“Circle of Support.”

Circle of Support



Prevention is Key

Early identification of concerns can prevent future mental health problems.



The circle of support is a team approach to supporting student mental health. It is composed of school personnel, family, professionals from the outside community that work together to create mentally healthy classroom environments. Being part of a team that helps notice and identify a concern for an individual student, or support a student who is receiving treatment puts school leaders in a position of influence and places you within the student's circle of support. The circle of support becomes especially important for the students who may require more intensive support.

Schools are part of a community-wide system of care for mental health and serve as a critical link between students with mental health

concerns and the services they need.

School staff are an important part of a student's circle of support.

School Leaders have a key role to play in ensuring staff are clear on the processes that are involved with the circle of support and pathways that can be activated to access more intensive supports.

School Mental Health – Ontario Supports for School Leaders



I am concerned about a mental health or addictions issue



Suggested Activity Time: 1 minute

Over the next few slides, we will be highlighting key SMH-ON resources.

As school leaders, we must navigate the many questions that may arise when you or a staff member are wondering about students who may be experiencing mental health concerns.

As a school leader when a staff member is concerned about a student and wondering if additional mental health support is required - the [decision-tree flowchart](#), is a tool for staff to help guide thinking and planning next steps.

Supports for School Leaders

I can consult with:

Our school supports are:

Our school process is:

I can contact:

Our board supports are:

Our board process is:

Our Mental Health Leader is:

Our community supports are:

Our community process is:

Emergency Numbers:



Circle of Support and System Pathways – Desk Reference

I can consult with:	Our school supports are:	Our board supports are:	Our community supports are:
	Our school process is:	Our board process is:	Our community process is:
I can contact:	Our Mental Health Leader is:	Emergency Numbers:	



The [Circle of Support and System Pathways – Desk Reference](#) will help equip yourself as a school leader and all staff in advance and build capacity. You can allocate some time to have staff complete the Desk Reference template (for example - at a staff meeting) with specific names and roles of mental health supports that are available to them as they learn about the process and pathways to access supports.

The decision tree flowchart resource and the circle of support and system pathways desk reference - shared early on in the school year, will help equip your staff to support student mental health.

This desk reference highlighted on the slide - prompts us to consider the supports and processes in our school, our board and our community.

Take a moment to reflect and think about the process of supporting a student with a mental health concern in your school

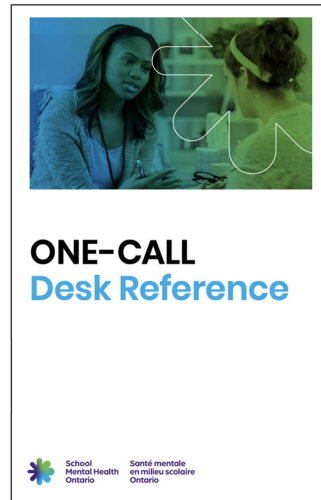
- What does it look like?
- Who do you consult with?
 - How do you identify your designate person who is approachable, sensitive and supportive of the student?
- Who are the members of your school team that work together to provide an individualized support plan for the student that addresses triggers, signs of escalation, supportive strategies and accommodations?
- Who are you board supports?
 - What is the process in your board to access these supports?
- Who is involved in identifying the communication plan?
- Who is it that monitors and reviews the effectiveness of the strategies and communication?
- At what point do you involve your board MH leader? What is your board process to connect with your MH leader?
- Who are the community partners that help support the students in your school? What is the process in your school and board to access these community partners?

There are many questions for consideration around a circle of support and this desk reference can help to build confidence about the processes to

support a student with a mental health concern in your school.

All resources are linked on our resource page at the end of this webinar for your future reference.

Early Recognition and Intervention



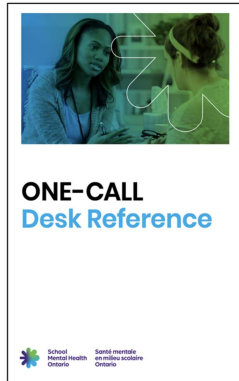
[ONE CALL](#) is a key School Mental Health Ontario 8 page resource for your staff.

The ONE-CALL process provides educators and leaders with a step-by-step approach to support students when they demonstrate signs and symptoms that are outside of how they normally present.

Early recognition and intervention is critical for mental health problems for students of all ages. It is important to be aware of the pattern of concern. It is also helpful to notice when the concerns occurs (e.g. before a test, at the beginning or end of the day, during transitions). A first step in recognizing whether a student is having difficulty may simply

begin by observing and documenting over a period of time to establish the pattern of the concern. Early recognition can be addressed through discussion and sharing educators concerns, observations and by the monitoring of student attendance, their school achievement and frequency, duration and intensity of behaviour patterns.

Let's take a look to see how this resource can be more helpful for you and your staff.



Changes in Thinking	<ul style="list-style-type: none"> • Saying negative things about themselves or blaming themselves for things beyond their control • Trouble concentrating • Frequent negative thoughts • Changes in school performance
Changes in Feelings	<ul style="list-style-type: none"> • Reactions or feelings that seem bigger than the situation • Seeming very unhappy, worried, guilty, fearful, irritable, sad, or angry • Feeling helpless, hopeless, lonely or rejected
Changes in Behaviour	<ul style="list-style-type: none"> • Often being alone • Crying easily • Withdrawing from sports or other activities that are normally enjoyed • Over-reacting, or sudden outbursts of anger or tears • Quieter than usual, less energetic • Trouble relaxing or sleeping • Daydreaming a lot • Engaging in developmentally-inappropriate behaviour • Trouble getting along with friends
Physical Changes	<ul style="list-style-type: none"> • Headaches, stomach aches, neck pain, or general aches and pains • Lacking energy or appearing tired all the time • Sleeping or eating difficulties • Too much energy or nervous habits such as nail biting, hair twisting or thumb-sucking

**This is not an exhaustive list*

On page 1, the **Common signs of Mental Health Problems** are listed in the One-Call resource by citing examples of changes in thinking, feelings, behaviours and physical changes. This is a helpful resource to share with staff to build confidence and skill so they are able to notice when a student may have a mental health concern.



ONE-CALL
Desk Reference

Frequency: How often does the student exhibit the behaviour?

Duration: How long does the behaviour last? Does the duration of the behaviour appear to be excessive?

Intensity: To what extent does the behaviour interfere with the student's social and academic functioning?

On page 2, you will see frequency, duration and intensity that we have mentioned, that are to be used for documentation when a student is struggling with a mental health and/or addiction problem. The reflective questions would be beneficial to share with all staff as a first step they could use in recognizing whether a student is having difficulty.

We invite you now to take a quick moment to review the question prompts on the slide.

- 1) Frequency: How often does the student exhibit the behaviour?
- 2) Duration: How long does the behaviour last? Does the duration of the behaviour appear to be excessive?
- 3) And Intensity: To what extent does the behaviour interfere with the student's social and academic functioning?



ONE-CALL Desk Reference



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario

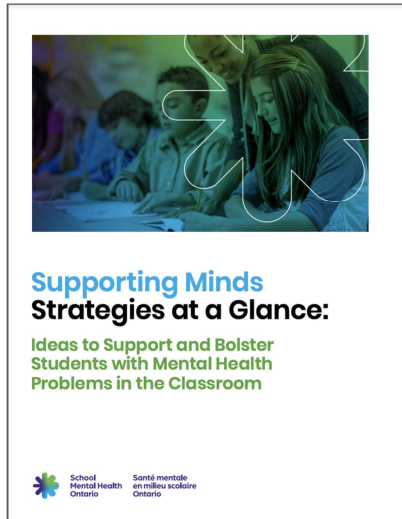
- O** **Observe:** Know your students' typical behaviour and responses. When educators know their students, they are well positioned to observe changes in thoughts, feelings or actions.
- N** **Notice:** Notice changes in behaviour or mood of the student.
- E** **Explore:** Seek out information about the things you are observing (e.g., access School Mental Health Ontario courses, tutorials, and infosheets).
- C** **Connect:** Make a connection with the student to see if they are open to a conversation. Consider connecting to others in the circle of support (parents/caregivers, school administration, other teachers who may know the student).
- A** **Ask:** Ask the student how you can help.
- L** **Listen:** Actively listen to the student and validate their experience.
- L** **Link:** Link students to other supports in the school where appropriate.

Page 3 identifies the ONE-CALL Acronym that serves as a reminder of the steps educators and leaders can take in providing support. The ONE-CALL resource connects with the Circle of Support resource. Let's remember that there are many people in a student's circle of support who have a role to play.

Making use of these resources will help ensure that your staff is clear on the processes that are involved with the circle of support and pathways that can be activated to access more intensive supports. As a reminder, you can contact your mental health leader for more information about the circle of support process.

For more information, the SMO-ON has a new MH LIT Course for School Leaders which provides an opportunity for deeper exploration of the 3 key concepts of Frequency, duration and intensity as well as the ONE-CALL desk reference.

Early Recognition and Intervention



You may be familiar with [Supporting Minds Strategies at a Glance](#), which is an information guide that provides an overview of common mental health issues. It includes suggestions for differentiated instructional strategies and/or accommodations.

Let's use the resource to see how to support a student who may be struggling with test anxiety.

Anxiety related to
Academic Performance –
Trouble with Test-Taking

TEXT a friend



SUPPORT

- Check in with the student routinely to ensure that they understand the course material. Offer additional help as needed.
- Facilitate different arrangements for taking tests (e.g., provision of a separate, quiet room for a student who is upset by distractions).
- Clearly indicate (when appropriate) how much a test or exam will count towards the final grade (all students).
- Allow extra time to complete tests for students who are upset by time pressure.
- Avoid giving surprise quizzes or tests.
- Avoid “minute math” or other tests with time pressure.

BOLSTER

- Help the student with effective study skills. Include “tricks” for remembering difficult content, like funny mnemonics or rhymes.
- Provide strategies for relaxation that can be used before or during a test (e.g., 4-square breathing, tense and relax).
- Offer ideas for effective test-taking (e.g., write down things they have memorized before they turn the test over, identify an easy question to start with, circle any items that are giving them difficulty to come back to later, etc.).
- Help the students to say calming things to themselves before or during tests if they start to feel overwhelmed (e.g., “if I stay calm, I can show what I know better”, “I’ve got this”, “all I can do is my best”).

As you review this slide that highlights strategies to support and bolster a student who is experiencing anxiety related to Academic Performance, specifically Trouble With Test Taking - we ask you to exchange your ideas and share your thinking:

- Text a friend or share in the chat box an idea from the slide that caught your attention and/or
- Share how you might use this in your school.

The 6Rs Framework for School Leaders

6Rs for School leaders:

- Receive
- Relax
- Reframe
- Redirect
- Refer
- Record

RESOURCES

What are you doing in your school that aligns to the 6R's framework?

What is working well?

What might be an area of growth?

School Mental Health Ontario | Santé mentale en milieu scolaire Ontario | adfo | CATHOLIC PRINCIPALS COUNCIL | Ontario Principals' Council

As school leader, you may be frequently faced with students who experience various levels of distress related to a range of different needs including academic, social, emotional, and behavioural. Sometimes the needs are straightforward and on other occasions, the problem is more complex and requires a **comprehensive approach to supporting the student.**

The 6R Framework for School Leaders provides an example of an approach that can be used with students seeking help.

- What are you doing in your school that aligns to the 6R's framework?
- What is working well?
- What might be an area of growth?

Please share your ideas to the chat box.

Case Study

- Roula has been receiving extra math support.
- She is usually excited, energetic and eager to learn.
- Recently, Roula doesn't seem engaged.
- She has regular headaches, stomach pains and is very irritable.
- Roula sometimes tears up and becomes angry at herself.

The teacher comes to you expressing that Roula is having a hard time at school in general and she shared that she just can't live with the pressure and pain any longer.

ONE-CALL
Desk Reference



Case studies are a way for us to relate to common student challenges we all may be facing in our schools. In this case study, Roula, an eager student, requires extra support in Math and recently you learn of worrisome symptoms. Please take a minute to review the case study points on the slide.

Let's take a closer look at how the: ONE-CALL Desk Reference could be used to begin the supportive conversation for Roula.

Notice, Respond and Prevent

Validate: Hear their concerns and put their feeling about the problem into words (name and describe it)

Start with: Conveying an understanding of their experience with the problem

"It would make sense that...you wouldn't want to come in from recess..."

"When I put myself in your shoes, I could imagine that...you are feeling really frustrated that you lost your work on the computer..."

"I could understand that..."

Then add: A few specific examples to let them know you "get it" (the problem). Give 2-3 reasons that demonstrate why you understand (refrain from using "but" at this stage. Instead, using the first example, try:

because (reason 1): "...you are having so much fun" and because (reason 2): "...school can be hard."

** Be aware of non-verbal cues (such as body language and tone). Vary the language to match what you know will resonate with them.*



So we are building in time here to practice how to use the ONE-CALL resource to create a suggested starter statement for our conversation with Roula.

Please use the information provided in this screen shot of how to notice, respond and prevent: Preview of previous slide with Case Study for participants to review.

To frame our thinking, let's reread the case study again. As you reread the case study, please think about ways to validate Roula's feelings, understand her problems as well as think of the type of examples you can use with Roula to let her know you get it.

Now let's try it put together. To create your starter statement - Validate Roula's feelings, show that you understand her experience with the problem and give an example that demonstrates that you get it. Here is an example:

Roula I hear you saying you feeling angry with yourself. I know that Math can be hard for you and makes you feel anxious. You are not alone. We are in this learning together and we will get through these word problems.

Please add a suggested starter statement to support Roula to our chat box.

Take action to support students experiencing mental health and addiction concerns.

What are some actions you might take to help staff build confidence and knowledge about supports and resources available?



There are many supports that we have referenced throughout this webinar:

- The circle of support
- The decision tree flowchart
- Supporting Minds - strategies at a glance
- The ONE-CALL desk reference

As school leaders, we need to find ways to build confidence and knowledge for our staff when we are working with students who are experiencing Mental Health and addiction concerns.

Please think about the actions you might take regarding supports and resources available? Now, we invite you to take a moment to add your ideas to our mentimeter.

Examples:

- Staff meeting - to communicate the circle of support - and the role staff have in supporting students through this process.
- Invite in itinerant board mental health professional staff (e.g., social worker, psychologist) to speak directly to staff about their role and referral process.
- Review the structures and processes that are in place within your board and school.

Your Role as Part of Students' Circle of Support

Support. Compassion. Listen. Presence.

Key mental health leadership strategies

- ▼ 1. Think in tiers and focus on the positive
- ▼ 2. Set the stage with organizational conditions
- ▼ 3. Bring people along through mental health learning and self-care
- ▼ 4. Connect the dots
- ▼ 5. Foster compassionate collaboration and care

TEXT a friend



The most effective strategies during a challenging moment with a student who has a mental health concern is to come from a place of support and compassion, to maintain a relationship by listening, and being present with the student.

As school leaders, we have always supported students who struggle with their emotions and behaviour at school. What is new is the use of evidence-based techniques, implemented systematically across the tiers of intervention. As a school leader, you can help to connect the dots between this new focus on mental health, and familiar related work on developing safe, healthy, inclusive learning environments, supporting equity, and promoting student achievement. The key to building a strong foundation is the use of an integrated approach.

As you review Your Role and the Key mental health leadership strategies on this slide, we ask that you text a friend or add the chat box to share an idea to further support student mental health.

There is a link on our resource page that can help you to dive deeper into principal leadership learning, which provides more details for each of these 5 mental health leadership strategies: <https://smho-smso.ca/school-and-system-leaders/your-role/>.

Consider Co-creating a Student Well-being Plan



All students benefit from having a well-being goal and plan, however some students need a more detailed and specific well-being plan to support their mental health and success at school. Making a well-being plan can help students better understand themselves and strategies to help cope. This plan can be created by a student and their caregiver and is completed with school support. Developing a support plan includes identifying when things are going well and when a student needs support . A sample Student Well-Being Plan is shown here for your reference.

Let's take a look now....at the way we build partnerships with parents/caregivers.

Building Partnerships with Parents/Caregivers

Talking with Parents and Families about Mental Health



Consider the time and place for a conversation



Plan the conversation



Build trust



Remain neutral and non-judgmental in language



Partner with parents for solutions



End the meeting on a positive note

On the slide you will see 6 ideas from School Mental Health Ontario to consider when planning to meet and talk with parents/caregivers.

The 2 page Tip Sheet provides more details on each step and is linked on our Resource page for your future reference as needed.

- Communication is key.
- Talking with parents/caregivers about concerns you may have regarding their child can be difficult: many educators report that it is one of the most stressful parts of the job (Supporting Minds, 2013).
- School leaders and educators need to reflect carefully on how best to phrase their concerns when talking with parents/caregivers about a student. It can be difficult for parents/caregivers to hear that their child is struggling with a potential mental health challenge.
- This resource is a support tool for these conversations.

Reflection on Conversations with Parents/Caregivers

Think about some of the most challenging considerations in talking with parents/caregivers about mental health...

Please share a leadership tip that you have used in talking with parents/caregivers about mental health.



Think about some of the most challenging considerations / situations you have experienced in talking with parents/caregivers about mental health...

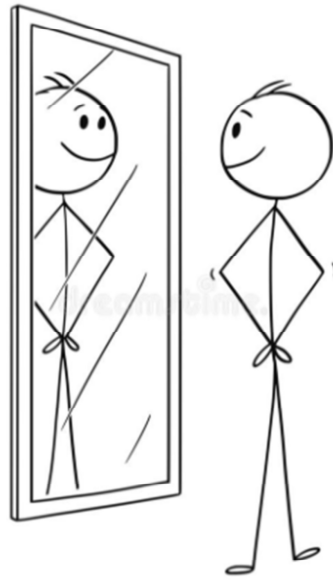
No doubt those challenges have brought forth new learning...

From those experiences we ask you to consider sharing a leadership tip that you have used in talking with parents/caregivers about mental health.

What is something you would like to share that works for you in your school community in talking with parents about mental health.

Please do add your ideas to the chat box - as an opportunity to learn from each other.

Be mindful of your own
implicit biases.



- Parent and Caregiver conversations can be sensitive, emotionally charged and challenging.
- Personal self-awareness is so important.
- Remember your reflections on your own thinking patterns from the Guided Thinking Exercise we did earlier in this webinar.
- Focus on your own strengths and be mindful of your implicit biases.
- Reframe your thinking and put new associations in place.
- Be conscious of context.
- Make sure your words and actions reflect culturally proficient practices.



As a reminder from our Webinar 1 and Webinar 2, we can all learn from each other.

Culturally responsive educators know that black, Indigenous and other marginalized communities are impacted by systemic racism and colonial structures in education, healthcare and other areas of society. We can support mental health and well-being of our students by looking at cultural teachings and taking care of ourselves and each other holistically.

Please keep these facts in mind when welcoming various communities.

Monitoring

Develop shared understandings

- ★ **Here's What** – analyzing evidence
- ★ **So What** – interpreting and making sense of evidence
- ★ **Now What** – determining next steps - for the teacher and for the Administrator(s)

How might you go about monitoring the supports in place for a student identified with a mental health concern?



TEXT a friend



- Quality monitoring is part of leadership.
- It holds us all accountable for the goals we set.
- When we monitor, we begin by looking at the “**Here’s what**” which is really all about analyzing the evidence of our actions.
- Then we engage in the “**So what?**” which focuses in on interpreting and making sense of the evidence.
- The “so what” is a concentrated look at what the evidence is telling us.
- Then we enter into the “**Now what?**” stage, which is all about determining action and next steps.

We now ask you to take the time now to answer a monitoring question about your school.

Think about how you might monitor the supports in place for a student

with a mental health concern.

Please take a few minutes to reflect and journal on this question.

Thank you for your participation today in this third and final webinar on Mentally Healthy Schools.

Thank you for making mental health a priority in your school.

We hope that you leave here with a deeper understanding of

- The elements of a strong circle of support
- Your role in supporting a student as a member of their circle of support
- How to access additional support for a student with a mental health concern and
- How to talk to and partner with parents/caregivers to best support a student experiencing mental health difficulties.

The information and resources provided to you today are supports you can use in your school to promote positive mental health. We would also like to remind you of the Resources page at the end of this webinar. Please visit this slide and bookmark resources that you may consider for future sharing with your school teams. Further information can be found in Module 5 and Module 6 of Mental Health Literacy online course.

Key Take-aways From the 3 Webinars in This Series

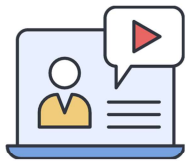
Through the leaders lens we have deepened our understanding about

- Mental Health Literacy
- Creating conditions for Mental Health and well-being
- The Aligned and Integrated Model (AIM)
- Culturally responsive Social Emotional Learning (SEL)
- 6 Categories of SEL and Whole School Approach
- Developing supporting relationships with students, staff, parents/caregivers, your school community

These are the key take-aways from the the webinars on supporting student mental health and well-being in your school.

We hope you can join us on our continued journey to explore further in depth in our podcasts and whiteboard animation.

Supporting Student Mental Health Project Deliverables

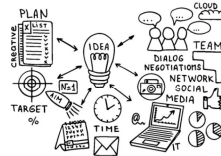


3 Webinars

- Mental Health and the Tiered Approach to Support All Students
- Understanding a Whole School Approach to Culturally Responsive Social Emotional Learning
- Supporting Students Experiencing Mental Health Concerns: Noticing and Responding



2 Podcasts



1 Whiteboard Animation



Thank you all for participating today.

We hope that you leave here with a deeper understanding of

- a strong circle of support
- supports for students struggling with mental health concerns and
- tips on how to talk with parents/caregivers.

We encourage you to visit the SMH-ON website and to take time to familiarize yourself with the multitude of resources SMH-ON has created to support Ontario school leaders in this work.

Thank you for learning on behalf of yourself, each other and the students in your school. Together we are better.

Resources



Supporting Resources List

School Mental Health Ontario Online Courses

- [MH LIT – Mental Health in Action](#)
- [MH LIT – Mental Health In Action for School Leaders](#)

Contact Us

School Mental Health Ontario (SMH-ON)

www.smho-smso.ca

 @SMHO_SMSO

l'Association des directions et des
directions adjointes des
écoles franco-ontariennes (ADFO)

www.adfo.org

 @adfo

Catholic Principals' Council | Ontario (CPCO)

www.cpco.on.ca

 @CPCOofficial

Ontario Principals' Council (OPC)

www.principals.ca

 @OPCouncil



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