



SCHOOL DISTRICT 46
SUNSHINE COAST

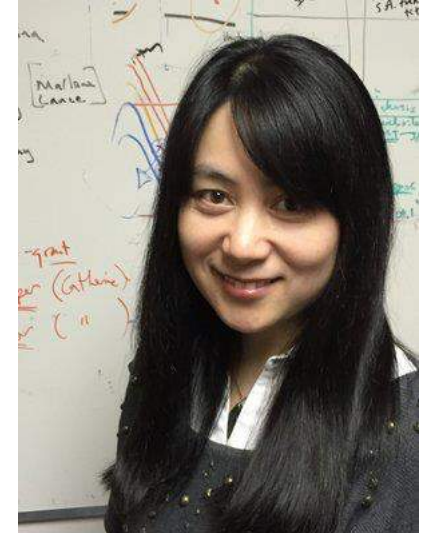
TEEN MENTAL HEALTH

Mental Health Literacy for Students and Educators



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Excellence in all we do!

MHL WAS DEVELOPED BY SENATOR (DR.) STAN KUTCHER AND DR. YIFENG WEI, DALHOUSIE UNIVERSITY



Information from this presentation is from Mental Health Literacy Materials, Dr. Stan Kutcher



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WHAT IS THE PURPOSE OF MHL?

- To help improve the mental health of youth by the effective translation and transfer of scientific knowledge.
- The model uses the best scientific evidence available to develop programs, publications, tools, and resources that can be applied across disciplines.



WHAT IS MENTAL HEALTH LITERACY?

- Evidence-based mental health information
- Scientifically-established foundation for mental health improvements
- Program to help teachers feel more qualified for early-intervention and referral – GoTo Educator
- Curriculum for teachers to educate youth in order to improve their mental health



WHY IS MENTAL HEALTH SO IMPORTANT?

- Most of the major psychiatric disorders begin during the 10 to 15 years following the onset of puberty
- Generally they affect about 20% of young people
- Globally, these mental disorders contribute about 1/3 of the burden of disease
 - More than: HIV/AIDS; TB; respiratory diseases; cardiovascular diseases and war/violence COMBINED!
- In Canada and USA most who need care do not receive it – neither health care system set up to meet needs
- Early identification, diagnosis and proper effective treatments have substantial positive effects: RECOVERY and PREVENTION!
- Addressing mental disorders effectively requires participation of those who parent and those who work with young people: schools, civil society and health providers



CONNECTIONS TO OUR STRATEGIC PLAN

- Values
 - Inclusion
 - Innovation
 - Respect & Responsibility
 - Collaboration & Equity
- Goals
 - Students' social-emotional skills, mental & physical health (1f, 1g)
 - Personalized inquiry and application of core competencies (1c)
 - Healthy and inspired staff (2a)
 - Inclusive education (2c)
 - Positive partnerships with students and families (2e)
 - Collaboration and partnerships locally and globally (3c)



GO-TO EDUCATOR PROFESSIONAL TRAINING & MENTAL HEALTH & HIGH SCHOOL CURRICULUM GUIDE

GO-TO EDUCATOR PROFESSIONAL TRAINING

- For educators whom students naturally go to for help in the school setting.
- Teachers may teach & promote students' mental health, recognize potential problems, and refer appropriately within the school
- Teachers do not diagnose

MENTAL HEALTH & HIGH SCHOOL CURRICULUM GUIDE

- 1 in 5 youth worldwide will experience a mental illness before they turn 25.
- Early identification
- Evidence-based
- Scientifically-established foundation for mental health improvements

THE FOUR COMPONENTS OF SCHOOL MENTAL HEALTH LITERACY

1. Understanding how to optimize and maintain good mental health,
2. Understanding mental disorders and their treatments,
3. Decreasing stigma, and
4. Increasing health-seeking efficacy.



SCHOOL MENTAL HEALTH LITERACY GOALS

- ***Promote mental health and reduce stigma*** by enhancing mental health literacy of students, educators, and parents.
- ***Promote appropriate and timely access to mental health care*** through early-identification support, triage, and referral from schools to health services, or through site-based mental health interventions;
- ***Enhance effective linkages*** between schools and health care providers;
- ***Provide a framework*** in which ***students*** receiving mental health can be ***seamlessly supported*** in their educational needs within usual school settings;
- ***Involve parents and the wider community*** in addressing the mental health needs of youth.



INTERRELATED SECTORS TO CREATE AN INTEGRATED PATHWAY THROUGH CARE

- Mental health promotion through mental health literacy for youth, educators, and families;
- Training for teachers, student services providers, and primary care providers, with knowledge upgrading for mental health professionals, to facilitate early identification, prevention, and intervention;
- Processes for coordination and collaboration between schools and their communities



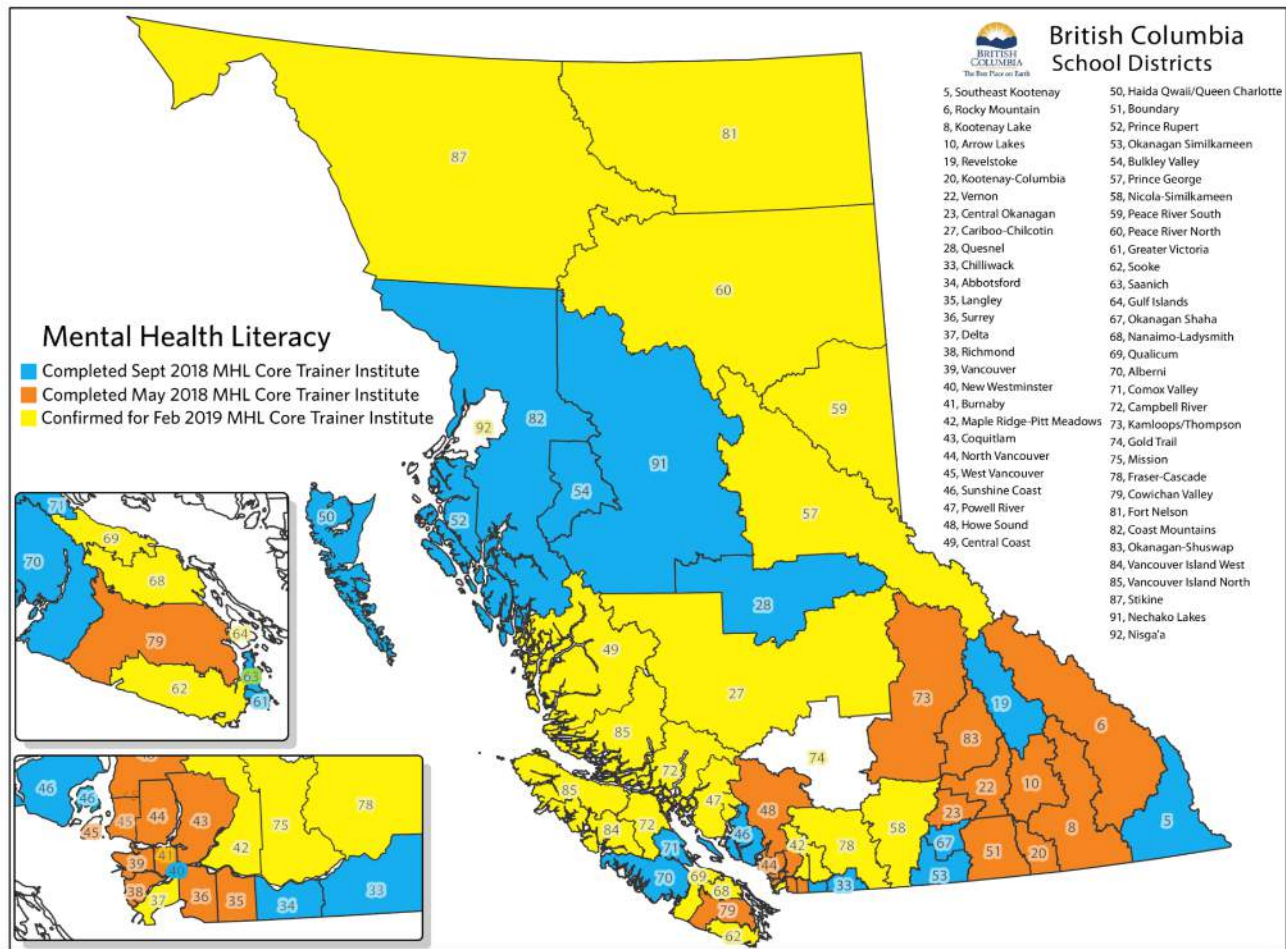


UBC, WESTERN, ST. FRANCIS XAVIER, AND DALHOUSIE

- Dr. Wendy Carr, UBC
 - MHL has been one of her key portfolios for about five years
 - All UBC teacher candidates receive part of the mental health literacy program. It is free if they wish to complete the material.
 - Dr. Carr has conducted and published research on various groups at UBC
- Western University & St. Francis Xavier
 - Dr. Susan Rodger & Dr. Chris Gilham - conducting research in teacher education related to MHL
- Dalhousie – Dr. Yifeng Wei and Dr. Stan Kutcher – creators of MHL - research
- Dr. Yifeng Wei, Dr. Wendy Carr, Indigenous scholars and leaders from four provinces – developing MHL guide for Indigenous youth
- Dr. Carr is also working with the BC School-Centred Mental Health Coalition & BC Children’s Hospital on a qualitative study of MHL curriculum implementation across B.C.

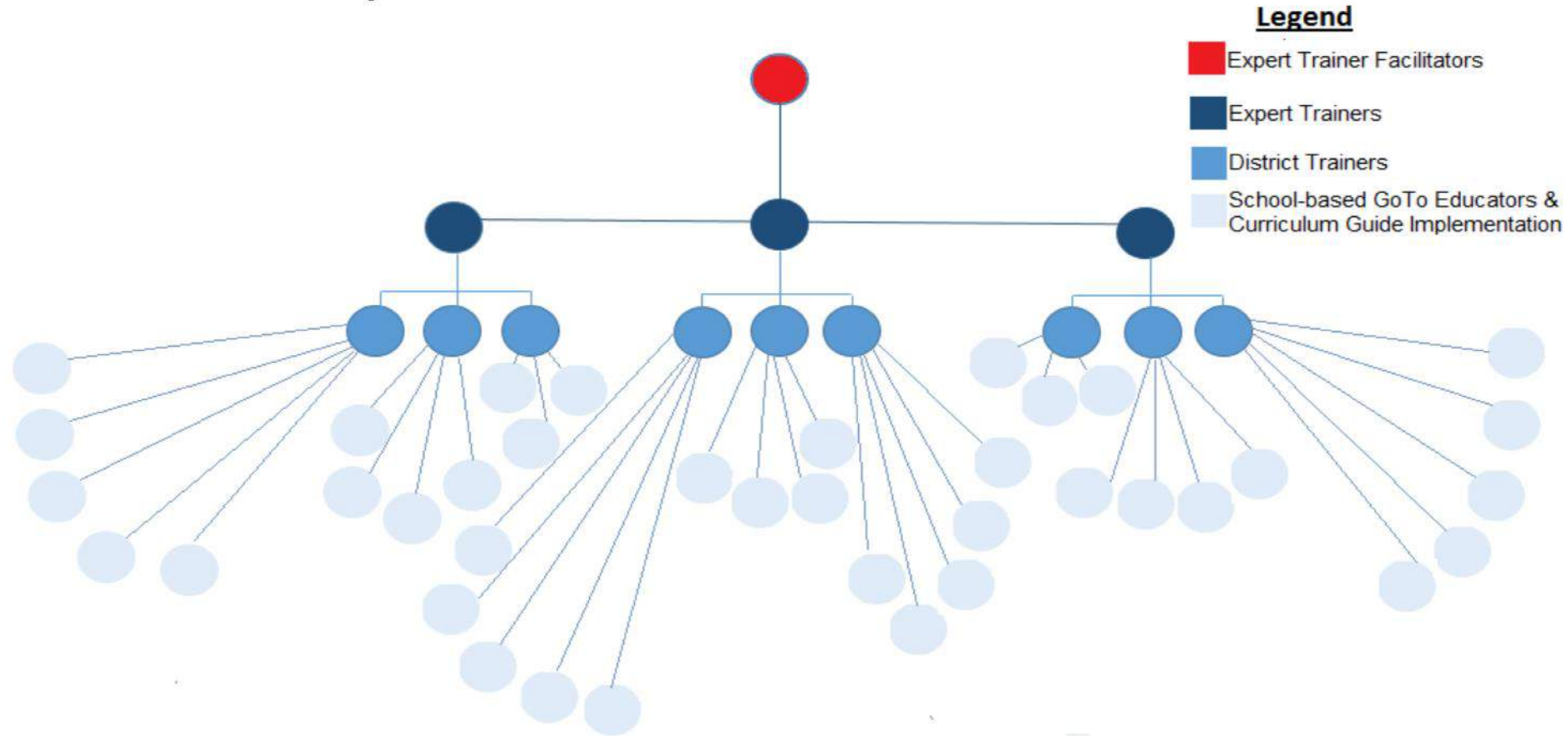


MHL IN BC SCHOOL DISTRICTS



CASCADE MODEL OF IMPLEMENTATION

Cascade Model of Implementation





SD46

■ 2018-2019

- Master Trainer Session – Vanessa White, Wendy Charters, Sue Bailey
- Go-To Educator Training
 - Three Trainings for groups of teachers at Elphinstone (15), Chatelech (15), and Pender Harbour (all)
 - One further training for Go-To trained teachers who were interested in trying to implement the curriculum
- MHL with Students
 - Curricular - ex: test taking and anxiety in any course
 - Situational - ex: *Angst* screening
 - MHL Course – ex: grade 9 elective rotation at Chatelech

■ 2019-2020

- Supporting Student Mental Health – Counsellors'
- Mental Health Core Trainer – District Implementation – Kate Kerr & Sue Bailey
- Chatelech implementation – Health 8 and Health 9 Electives
- Elphinstone implementation – Grade nine elective rotation ?



TEENMENTALHEALTH.ORG

- Learn, Live, Care, Explore, Toolbox
- Resources for students, teachers, parents, anyone
- Videos – ex. Cannabis
- Booklets – ex. Head injury
- Curriculum for teachers
- Research





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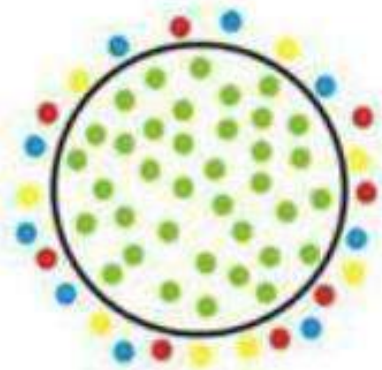
INCLUSIVE EDUCATION

A Value: Inclusion

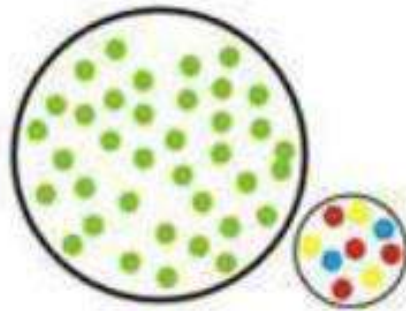
A Goal: 2c. Our staff will apply a deep understanding of inclusive education practices



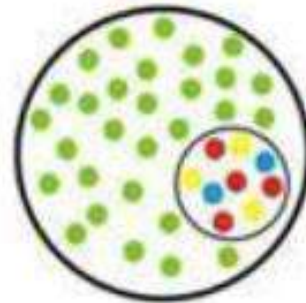
HISTORY OF INCLUSION



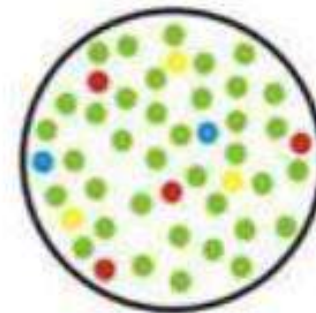
Exclusion



Segregation



Integration



Inclusion



Teaching to Diversity



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INCLUSION

[Evolution of Inclusion](#)

[What we are working on!](#)



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WHAT IT MEANS IN THE CLASSROOM

[End of Average](#)



SHELLEY MOORE DATES

- 2019 – February District Day (SCTA & District)
- 2020 Dates
 - Wednesday, January 29
 - Wednesday, February 19
 - Thursday, May 14



PLAN

	January 29	February 19	May 14
9:00 – 11:30	AM Secondary SLC	AM Secondary SLC	AM Secondary SLC
11:30 – 12:45	LUNCH	LUNCH	LUNCH
12:45 – 3:15	PM Elementary SLC	PM Elementary SLC	PM Elementary SLC
3:45 – 5:45 DINNER Included	ALL Teams CSS	ALL Teams CSS	ALL Teams CSS



WHO IS ON A TEAM?

- AM/PM Sessions:
 - FOCUS: Championing/Supporting Inclusive Schools
 - Principals
 - SSTs
 - Counsellors
- Afterschool Sessions:
 - FOCUS: The How? How do we plan for all?
 - ALL Staff Teams



TEAM COMMITMENT

- Teams commit to all 3 sessions.
- Team members are willing to reflect/lead/work/collaborate with colleagues to support inclusion.
- Those participating in the day sessions are also encouraged to join teams at the after-school sessions.



PARTICIPATING

- Daytime Sessions School Teams
 - 9 elementary
 - 3 secondary
 - K-12 Alternative School
 - Indigenous Learning team
 - Early Learning team
 - District Support Services team
- After School Sessions
 - Broader School Teams = 85 educators



CONTINUING A JOURNEY

- Understanding that inclusion = belonging for all, and that it will look different depending on the learner
- Recognizing that this takes time and resources
- Re-imagining resources and supports
- Focus on equity for all learners
- Professional Learning strategies to support inclusive classrooms and innovative teaching practices
- A shift in language - Inclusion/Inclusive Education from Special Needs or Special Education provincially
 - Example: BC CASE – BC Council of Administrators for Special Education
BC CAISE – BC Council of Administrators for Inclusive Support in Education



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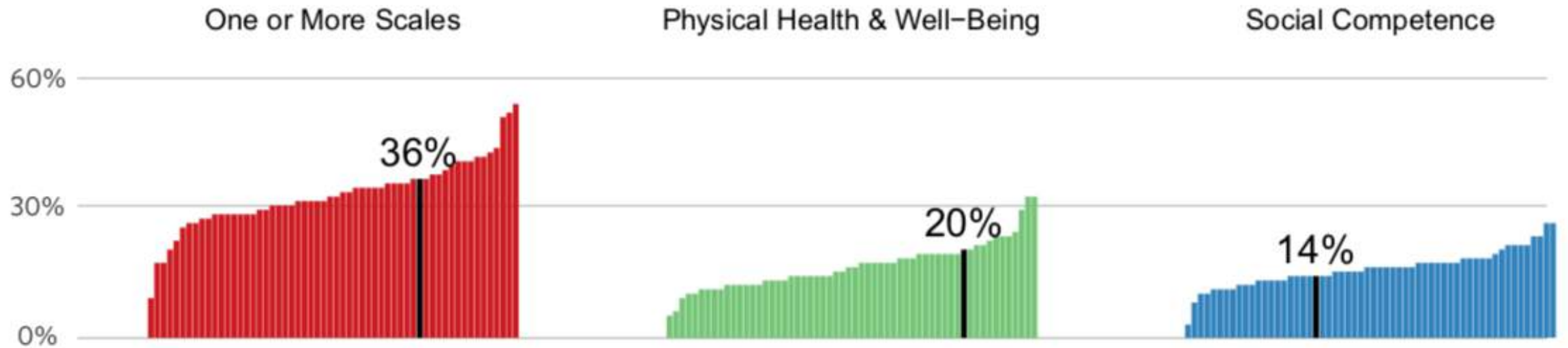
COMPLETION RATES — A THIRTEEN YEAR JOURNEY

Education Committee Meeting
January, 2020



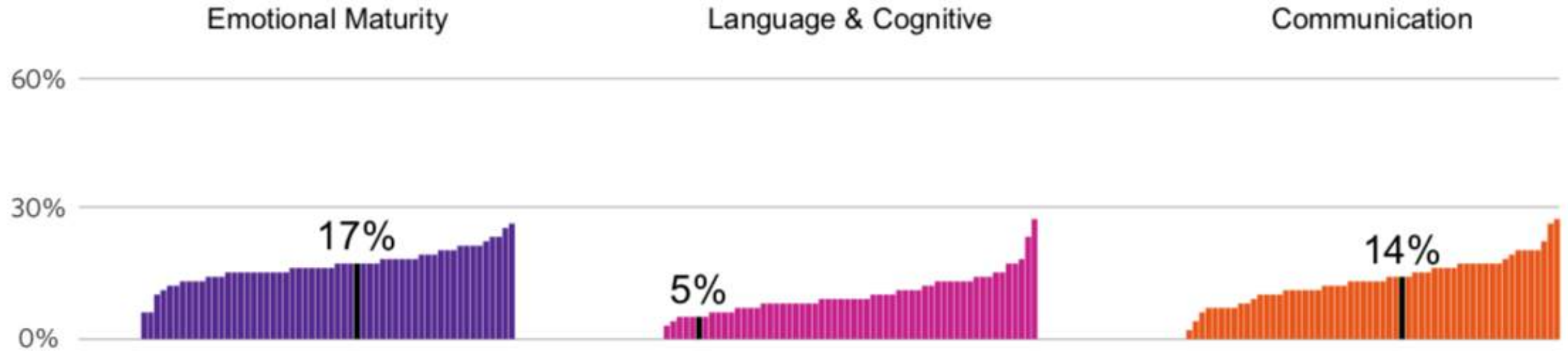


EDI WAVE 6 (2016) PROVINCIAL LENS



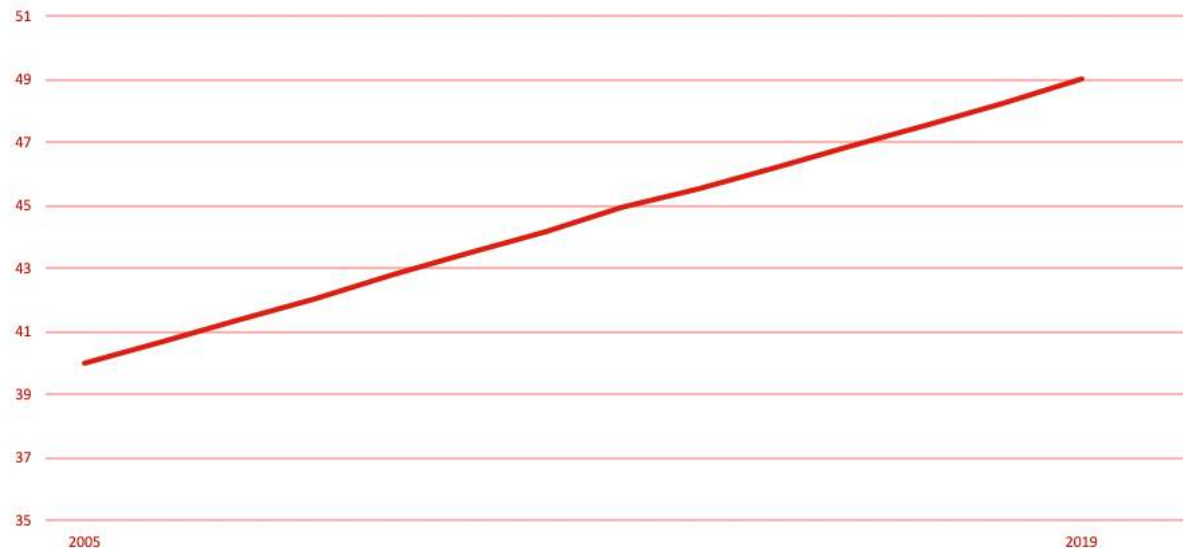


EDI WAVE 6 (2016) PROVINCIAL LENS





KINDERGARTEN FALL LITERACY



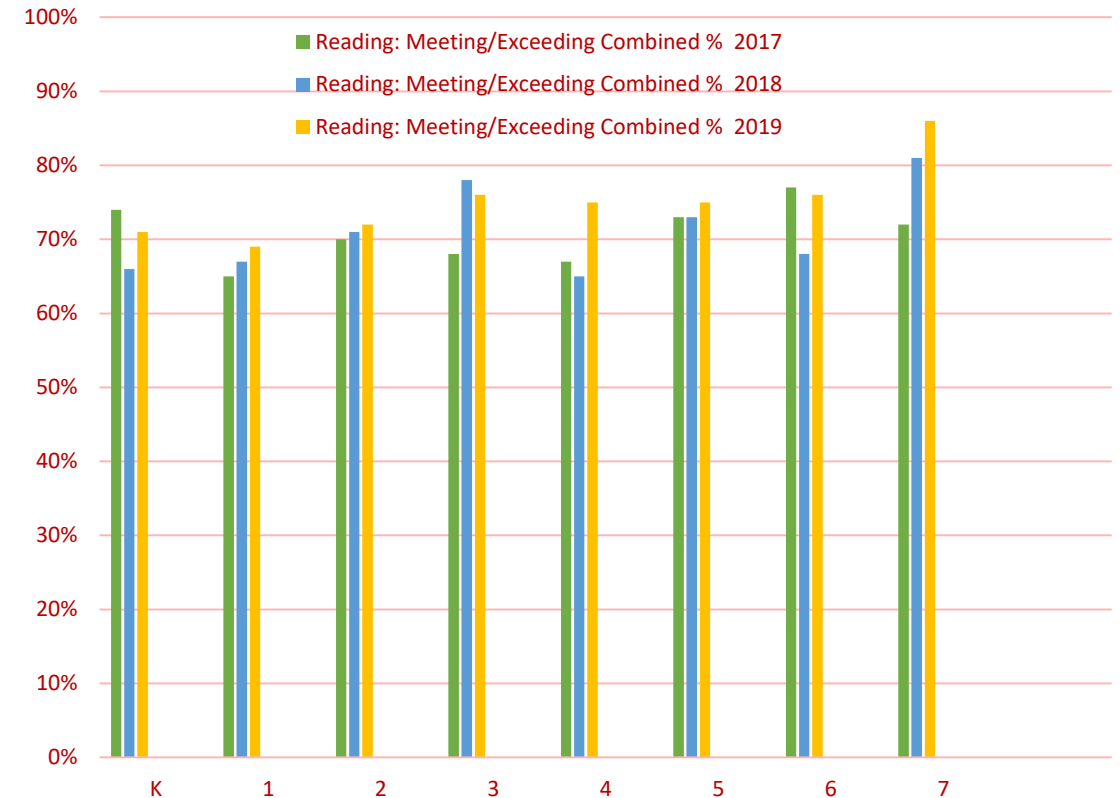
**40% to 49% improvement
for incoming K's!**



ELEMENTARY READING

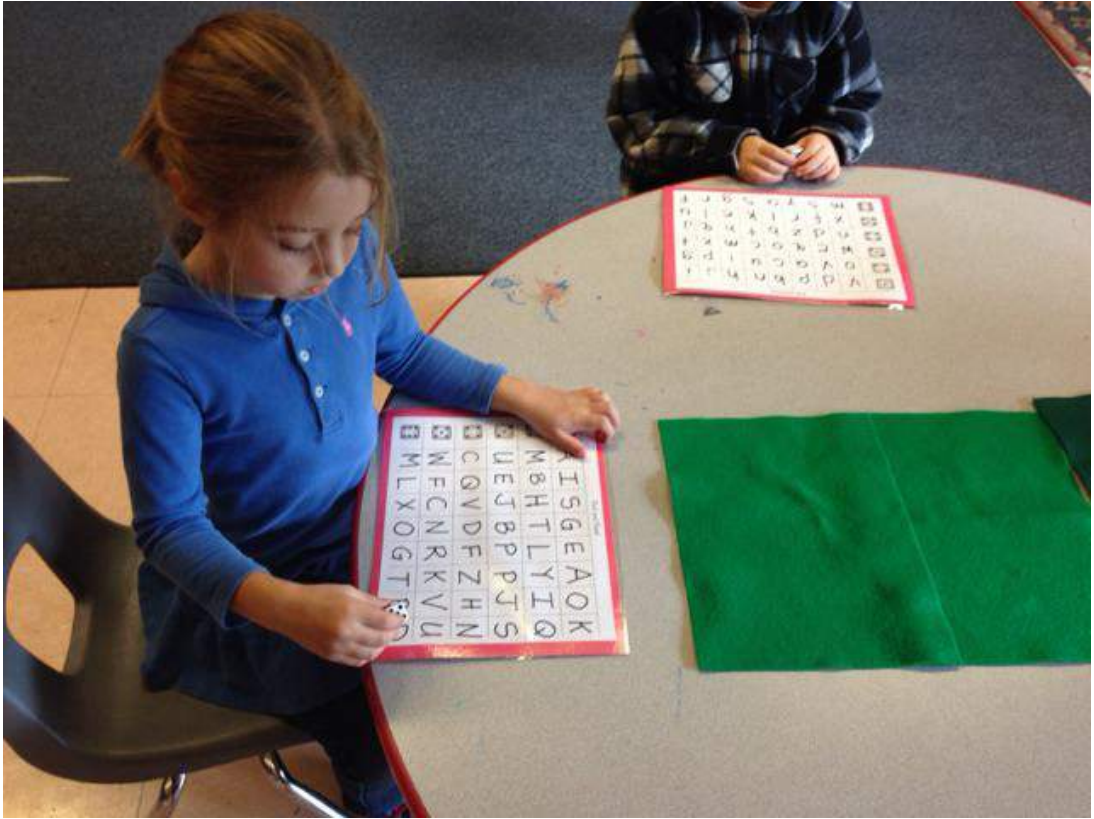


Reading: Meeting/Exceeding Combined %
by year

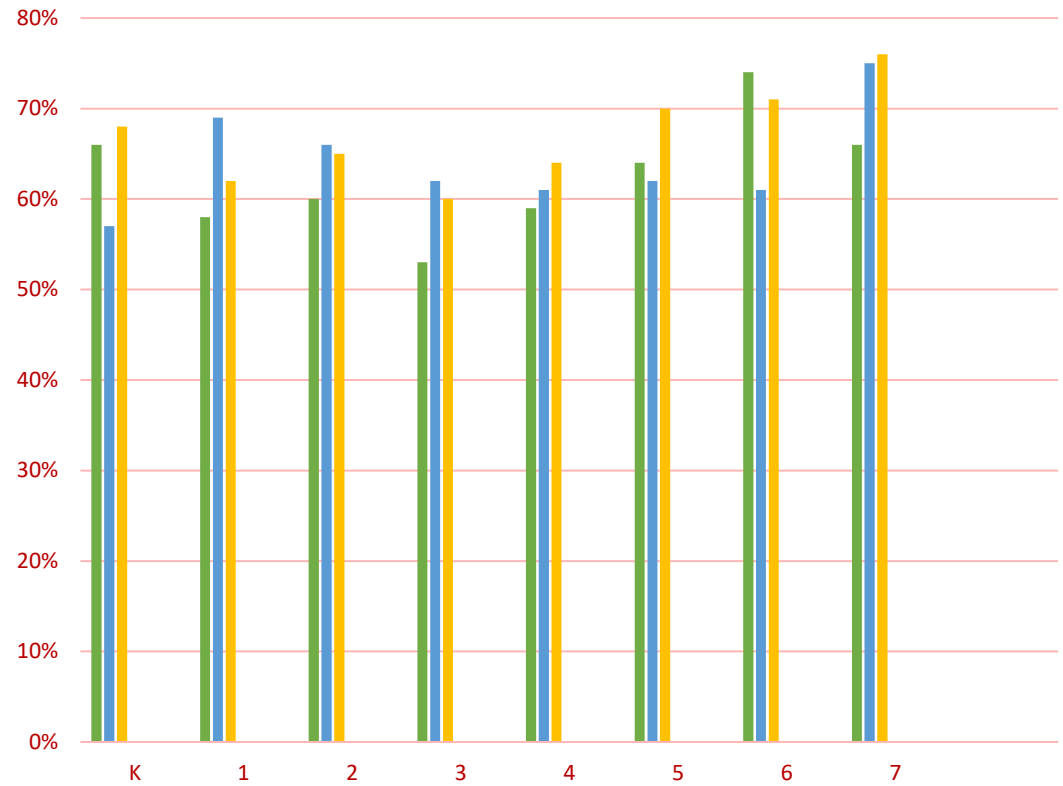




ELEMENTARY WRITING



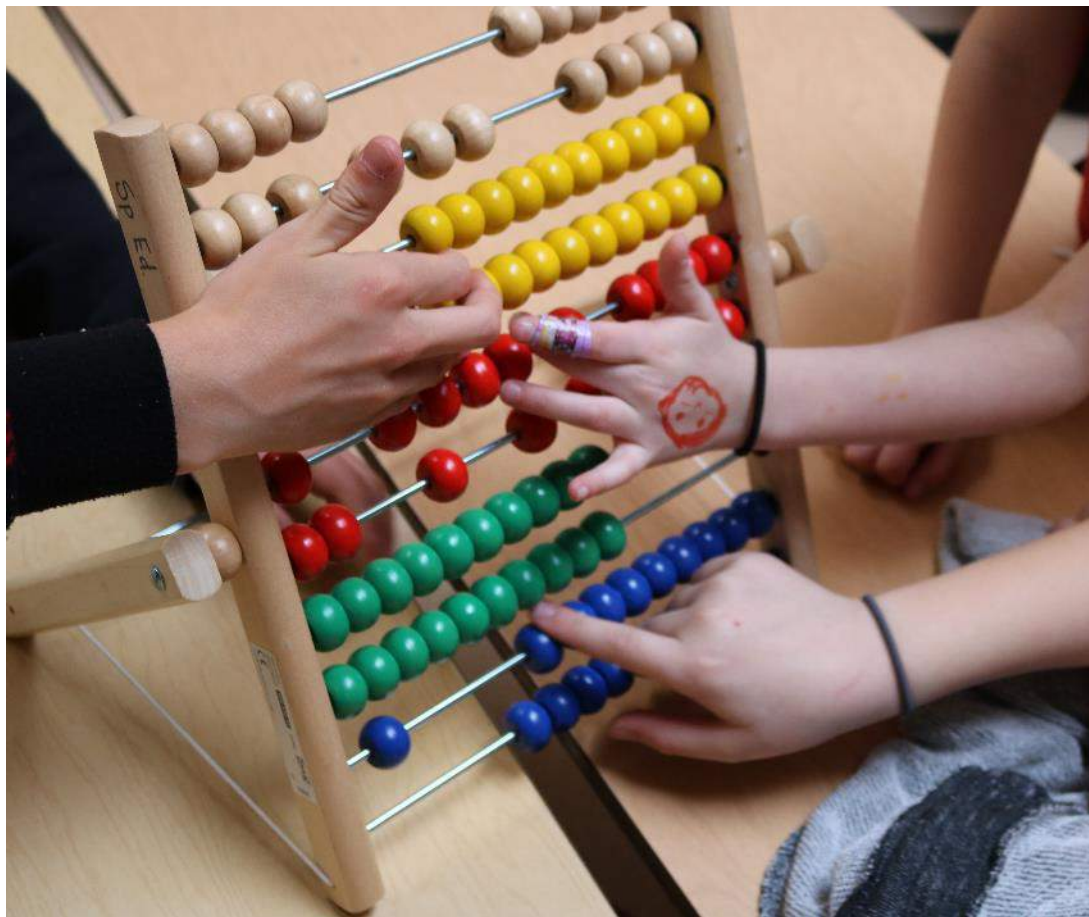
Writing: Meeting/Exceeding Combined %
by year



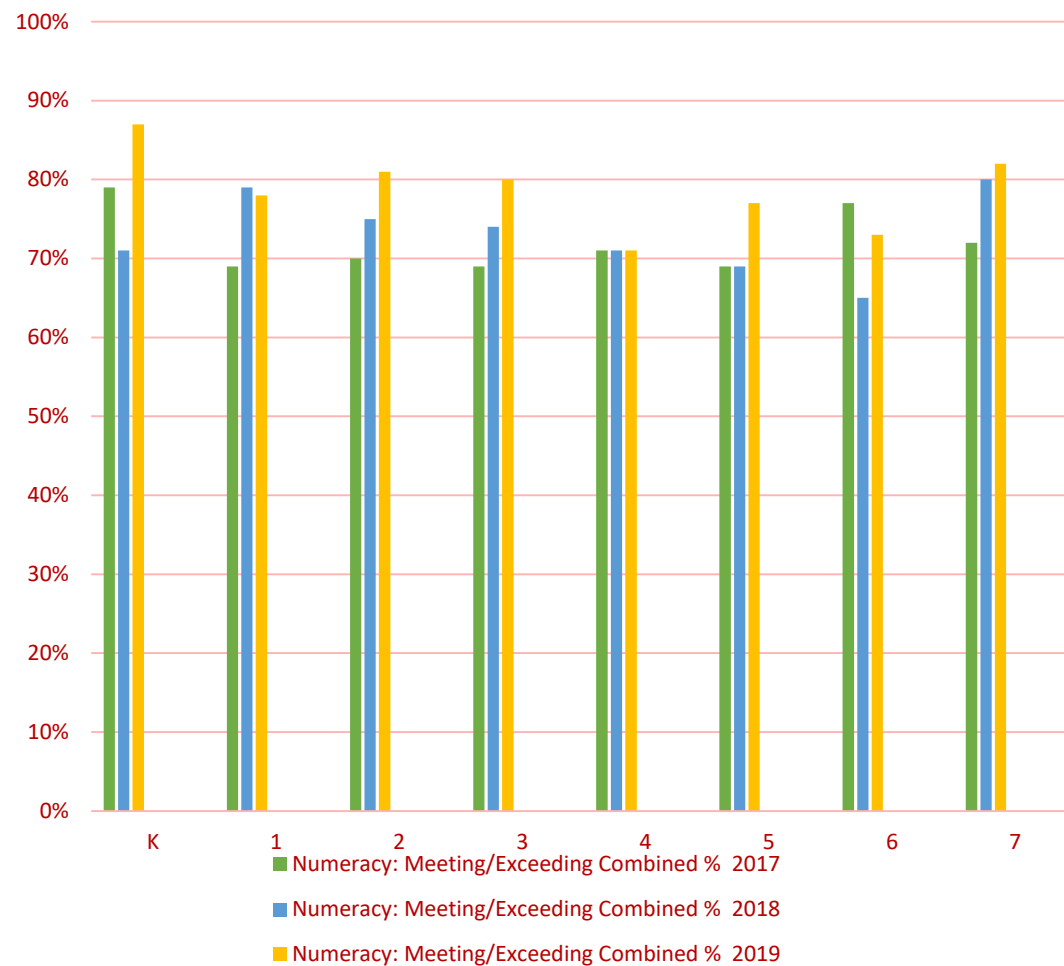
- Writing: Meeting/Exceeding Combined % 2017
- Writing: Meeting/Exceeding Combined % 2018
- Writing: Meeting/Exceeding Combined % 2019



ELEMENTARY NUMERACY

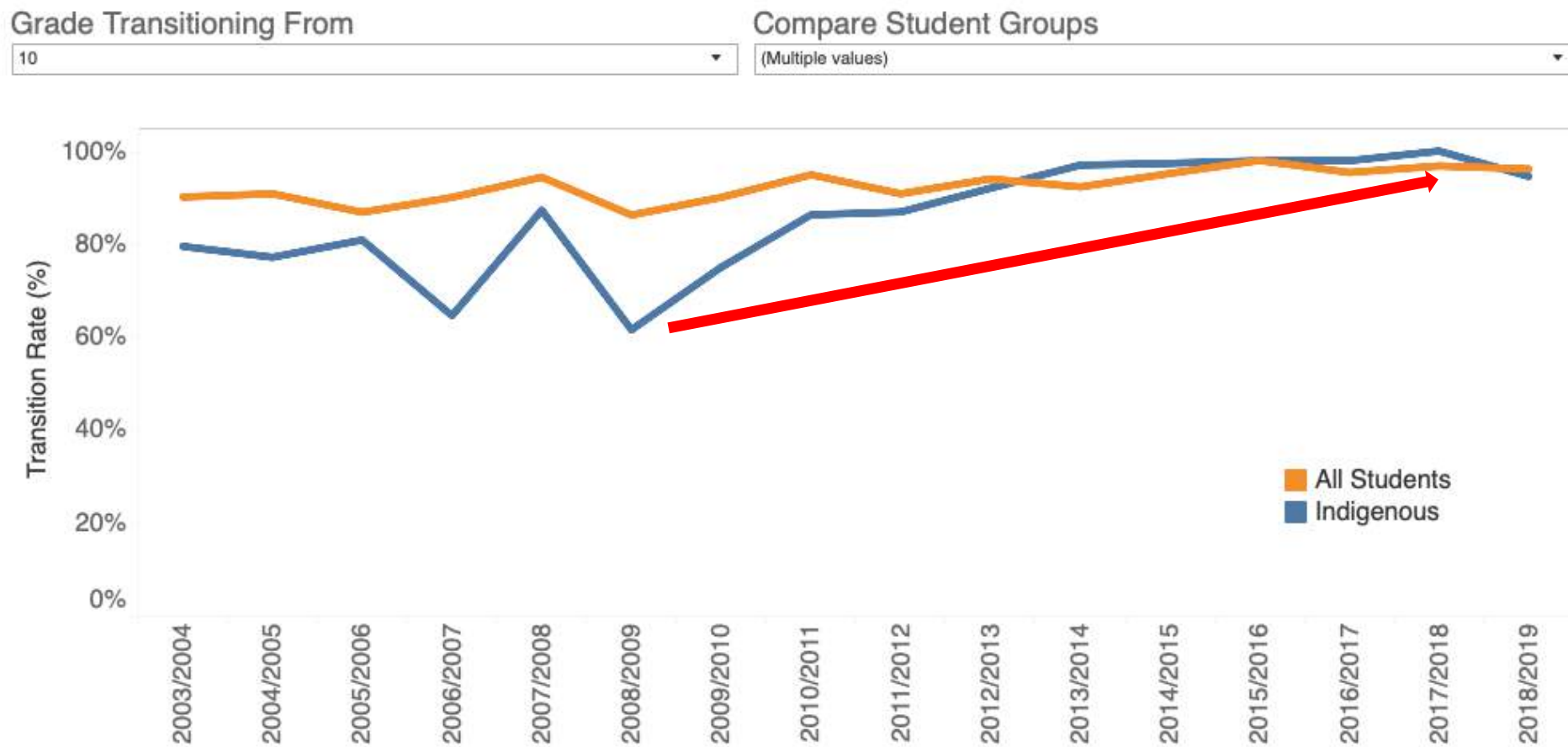


Numeracy: Meeting/Exceeding Combined %
by year





GRADE-TO-GRADE-TRANSITIONS (10)





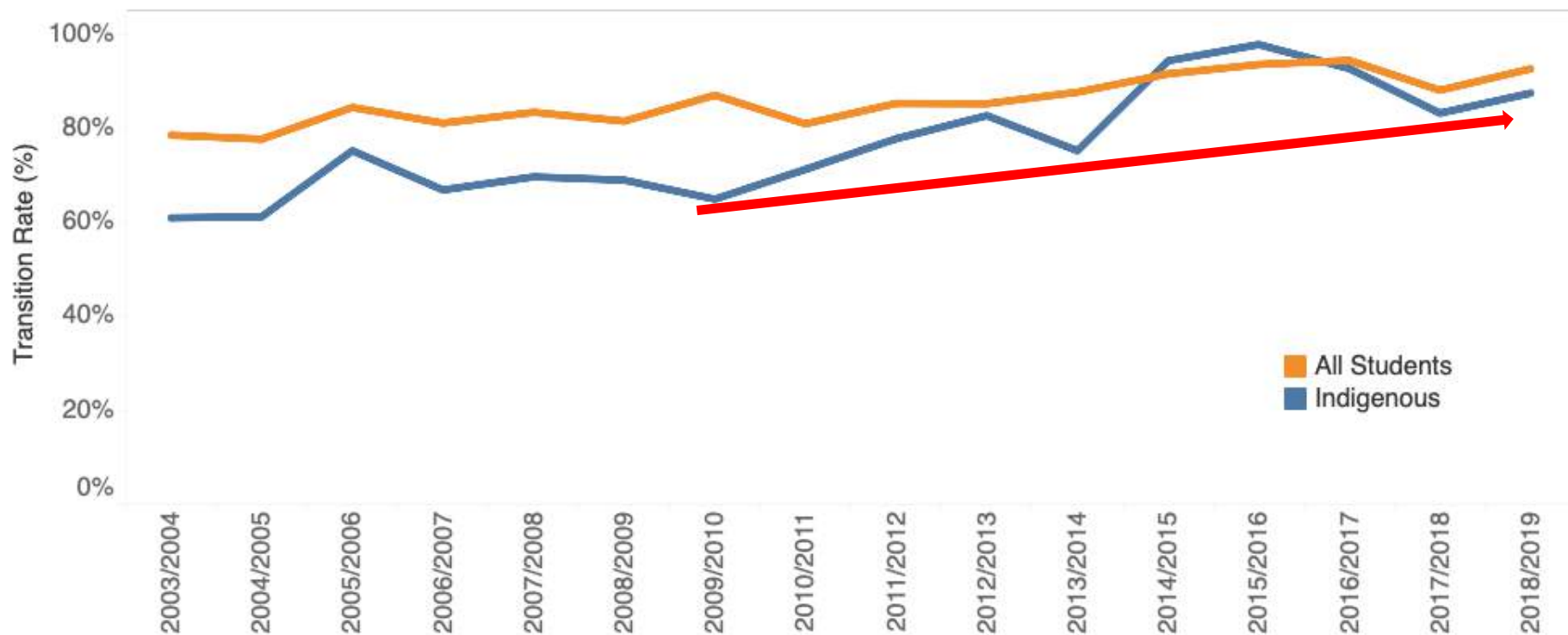
GRADE-TO-GRADE TRANSITIONS (1 1)

Grade Transitioning From

11

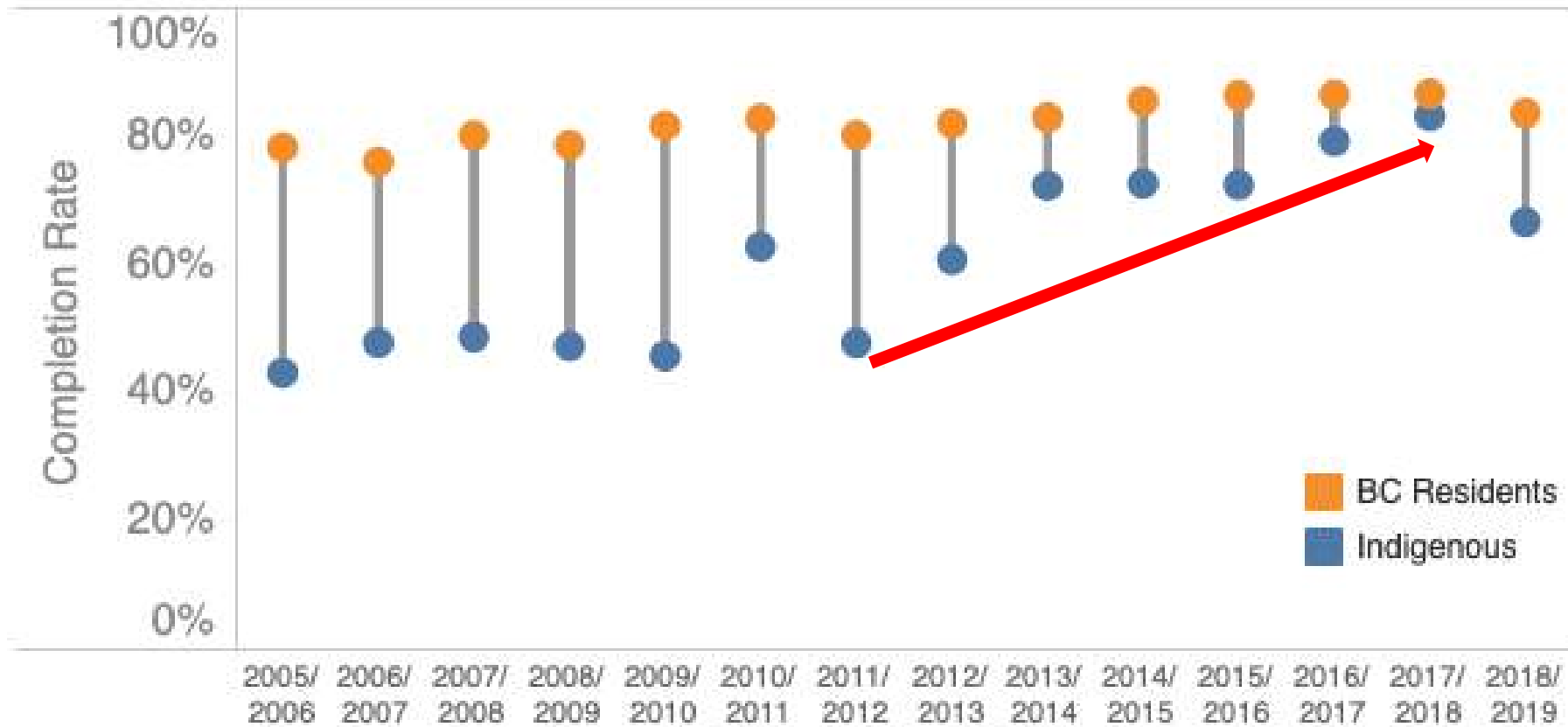
Compare Student Groups

(Multiple values)





COMPLETION RATE OVER TIME FOR INDIGENOUS & BC RESIDENTS





COMPLETION RATE - ADJUSTED

	BC Residents	Indigenous	Non-Indigenous
6 – Year Completion Cohort	271	54	217
International/ Evergreen	22	4	18
Adjusted Cohort	249	50	199
Grads	205	34	171
Non Grads	44	16	28
Grad Rate (Published)	83%	66%	84%
Grad Rate (Calculated)	76%	63%	79%
Grad Rate (Adjusted)	82.3%	68%	86%



WHY DO SOME STUDENTS NOT COMPLETE WITHIN 6 YEARS?

- Mental Health issues
- Substance Use
- Many student moves in and out of district
- No or minimal response to support from staff
- Attendance
- Working on or off the Coast
- Poverty challenges
- Physical Health



WHY DO SO MANY SUCCEED?

- Strong student to staff connections
- Deeply supportive learning environments
- Wide range of opportunities for learning and different learning styles.
- Innovative learning environments (careers, collaborative, interest-based passion blocks) wrap-around approach with community partners
- Developing social emotional supports as well as academic supports
- Strong staff belief in working alongside families



WHAT ARE OUR NEXT STEPS?

- Ensuring that we have accurate data and using it effectively for meeting needs.
- Focused supports throughout students' time with us
- Partnering with other agencies
- Reviewing our processes and structures to track and identify vulnerable students K-12 (and 13th year non-grads)

