



Cascading Leadership across the System to Promote Scale-Up and Sustainability in School Mental Health

Canadian Conference for Promoting Healthy
Relationships for Youth

Western University, February 2017



Session Outline

- Everyday Leadership
- School Mental Health in Canada
- Leadership across Levels
- Tools for Growing Leadership
- Stories and Reflections



Re-Defining Leadership

Traditional Leadership (in theory)

Vision and decision



Action

Provincial

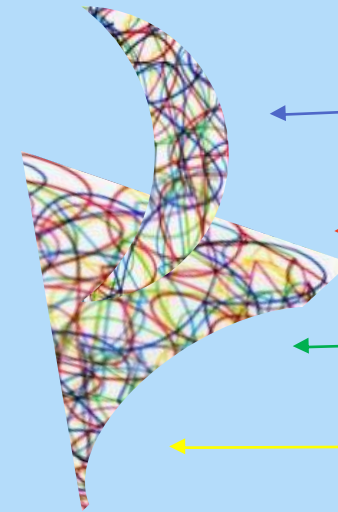
School Board

School

Classroom

Everyday Leadership (in real life)

Vision and decision



Action

Provincial

School Board

School

Classroom

Everyday Leadership is...

- Shared...across positional leaders, influential individuals, influential groups, key stakeholders
- Messy...and iterative and sometimes uncomfortable
- Aligned...with the big picture and the local context
- Relationship-driven...where connectors and mobilizers are as important as positional leaders
- Tiered...across levels of the system



*Rather than “heroic leadership”,
the focus is on
interconnection & relationship*

True leadership becomes “a product of the interactions of school leaders, followers, and their situation” rather than “as a product of a leader’s knowledge and skill” (Spillane, 2006).



Everyday Leadership Happens... But Does it Happen Optimally?

- Unfortunately not.



How can we use leadership as a tool for systematic uptake of evidence-based practices in school mental health?

The Promise of School Mental Health

- Most mental health problems are treatable, but a relatively small proportion of children and youth seek/receive treatment in community and hospital settings
- Early identification and intervention improves prognosis

Schools are an optimal setting in which to:

- ▶ Reduce stigma
- ▶ Promote positive mental health
- ▶ Build student social-emotional learning skills
- ▶ Prevent mental health problems in high risk groups
- ▶ Identify students in need
- ▶ Build pathways to care



The Beginning of a Movement in School Mental Health

Interest amongst policy makers and funding bodies

- ***Taking Mental Health to School
Provincial Study in School Mental Health***

http://www.excellenceforchildandyouth.ca/sites/default/files/position_sbmh.pdf

http://www.excellenceforchildandyouth.ca/sites/default/files/position_sbmh_practice_scan.pdf

- ***School-Based Mental Health and Substance Abuse Consortium
National Study in School Mental Health***

https://www.mentalhealthcommission.ca/English/system/files/private/document/ChildYouth_School_Based_Mental_Health_Canada_Final_Report_ENG.pdf



Taking Mental Health To School:

A policy-oriented paper on school-based mental health for Ontario



Ontario Centre of Excellence
for Child and Youth
Mental Health

Bringing People and Knowledge Together to Strengthen Care.



- Synthesis of literature
- Scan of the practice landscape
- Consultation with policy officials across five ministries before and after report development
- Culminating in a set of recommendations for policy related to school mental health in Ontario

Taking Mental Health to School in Ontario

- Different models of mental health service delivery across boards
 - *Variable leadership structures*
 - *Variable levels and types of professional support*
 - *Variable relationship with community*
 - *Variable range of services provided*
- Educators are very concerned, but feel ill-prepared to provide support
- Identified need for:
 - *Provincial and local leadership*
 - *Provincial and local coordination*
 - *Access to evidence-based approaches*
 - *Implementation support*
 - *Evaluation support*



School-Based Mental Health and Substance Abuse Consortium

- Systematic Review of Reviews
- National Survey of Schools and School Districts
- Scan of Current SMH Programming
- Knowledge Translation and Exchange



Release of SBMHSA Consortium Key Findings

Meta-Synthesis of Reviews

MH Promotion		Prevention	Intervention/ Ongoing Care
School/Class-wide Social Emotional Learning is associated with enhanced prosocial ability and academic achievement	Internalizing	Cognitive-Behavior Therapy / Behavior Therapy that is skill-based and builds protective factors can reduce symptoms	CBT/BT focused on core elements like social problem solving, cognitive restructuring, relaxation
	Externalizing	Cognitive-Behavior Therapy / Behavior Therapy that builds conflict resolution and anger management skills can reduce symptoms	CBT/BT focused on core elements like identifying cues for aggression, resisting automatic aggressive impulses, alternative behaviors
	Substance Use	Mixed results – best strategies are interactive and build refusal and life skills	Insufficient evidence

Mental Health Programming is NOT Neutral

- ✓ Many “feel good” programs and strategies are untested or benign
... **some are harmful**
- ✓ Specific evidence-based mental health promotion programming at Tier 1 (examples):

Approach	Evidence
Explicit and systematic SEL	Proven
Contact-based stigma reduction	Promising
Student mental health literacy	Possibly (requires further study)

Release of SBMHSA Consortium Key Findings

Scan of Nominated Best Practices

- Report of 150 nominated programs and strategies, from every province
- Across the Evergreen continuum
- Development and adaptation driven by need, resulting in islands of innovation
- Inconsistent alignment with evidence, inconsistent use of local evaluation
- *Actionable messages*
 - *Build tools to support coherence and decision-making*
 - *Support evaluation and scale up*



Release of SBMHSA Consortium Key Findings

National Survey of Schools and Districts

Broad Findings

85% of board-level respondents, and 65% of school-level participants, indicated they were concerned or very concerned about student mental health and/or substance use

Over 80% of respondents indicated that there are unmet student mental health and/or substance use needs in their board or school

Most Common – Problems With: attention & learning, anxiety, substance use, social relationships & bullying, oppositional behavior & aggression, depressed mood

Identified need for organizational conditions at the school and district level (board policy, clear service pathways, infrastructure, role clarity, systematic PD)

Inconsistent coverage of the continuum of care in districts and schools. Primary focus on identification and referral, individual intervention and crisis intervention

Implementation Barriers include: insufficient resources in schools/communities, insufficient qualified staff in school boards, need for parent engagement/collaboration, need for promotion/prevention programming, need for systematic PD for educators

Consistent Finding – There is a Knowing/Doing Gap in School Mental Health

World of Evidence

- **What we KNOW**
- Conditions, Capacity, and Evidence-Based Programming across the Tiers of Intervention, within a comprehensive and coordinated system of care



World of Practice

- **What we DO (usually)**
- Fragmented and uneven uptake of programs that are inconsistently aligned with evidence and without attention to elements of sustainability, like conditions and capacity building

Common Challenges

World of Evidence

- **What we KNOW**
- Conditions, Capacity, and Evidence-Based Programming across the Tiers of Intervention, within a comprehensive and coordinated system of care

Systemic
challenges

Knowledge
challenges

Implementation
challenges

World of Practice

- **What we DO (usually)**
- Fragmented and uneven uptake of programs that are inconsistently aligned with evidence and without attention to elements of sustainability, like conditions and capacity building

Achieving the Potential for Mental Health in Schools

- This promise can't be achieved one school at a time, a system approach is needed
- System leaders have a critical role in creating mentally healthy systems
- School leaders have a critical role in creating mentally healthy schools
- Educators have a critical role in creating mentally healthy classrooms



Who else provides leadership related to school mental health in your setting?



School Mental Health ASSIST

Provincial Leadership in School Mental Health

- *Systematic, collaborative, intentional, explicit, nuanced, creative, evidence-based (SCIENCE!)*

Resource Development

- *Awareness, Literacy, Expertise*

Implementation Coaching

- *Province, Region, Board*

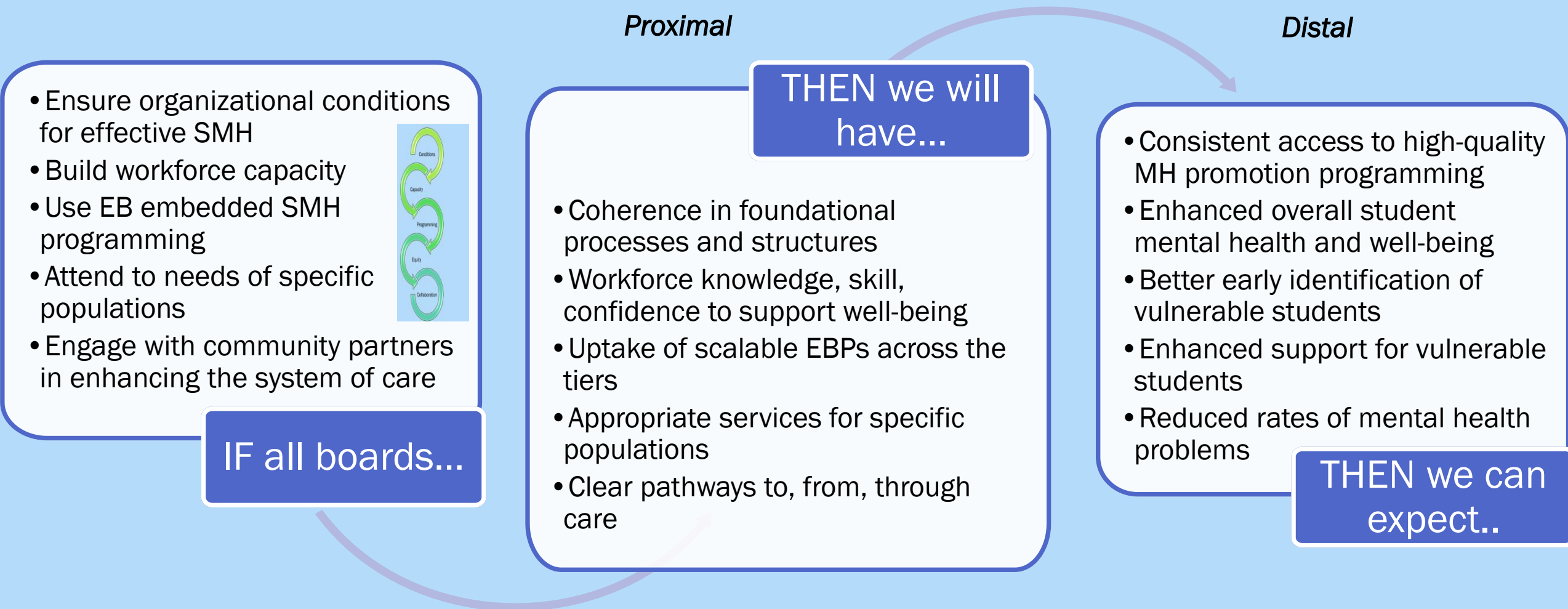
A Community of Practice (*relationships*)

- *Meetings, on-line forums*



A provincial implementation support team working alongside the Ontario Ministry of Education to help Ontario's 72 school districts to effectively promote student mental health and well-being.

School Mental Health ASSIST Theory of Action

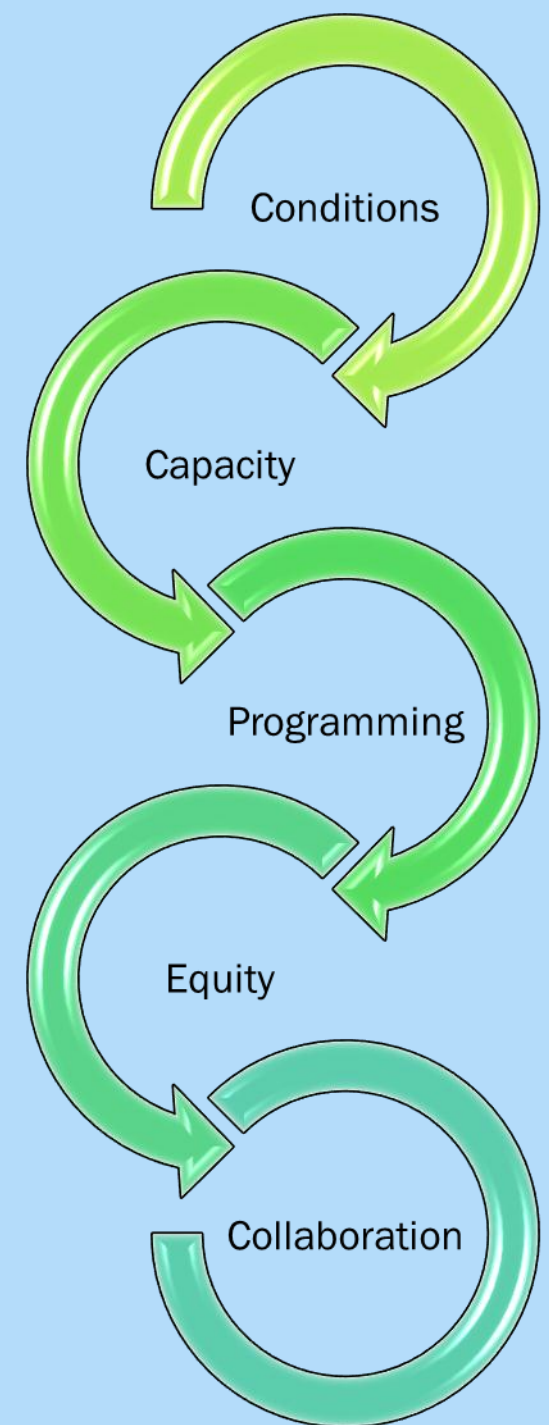


SMH ASSIST Action Areas

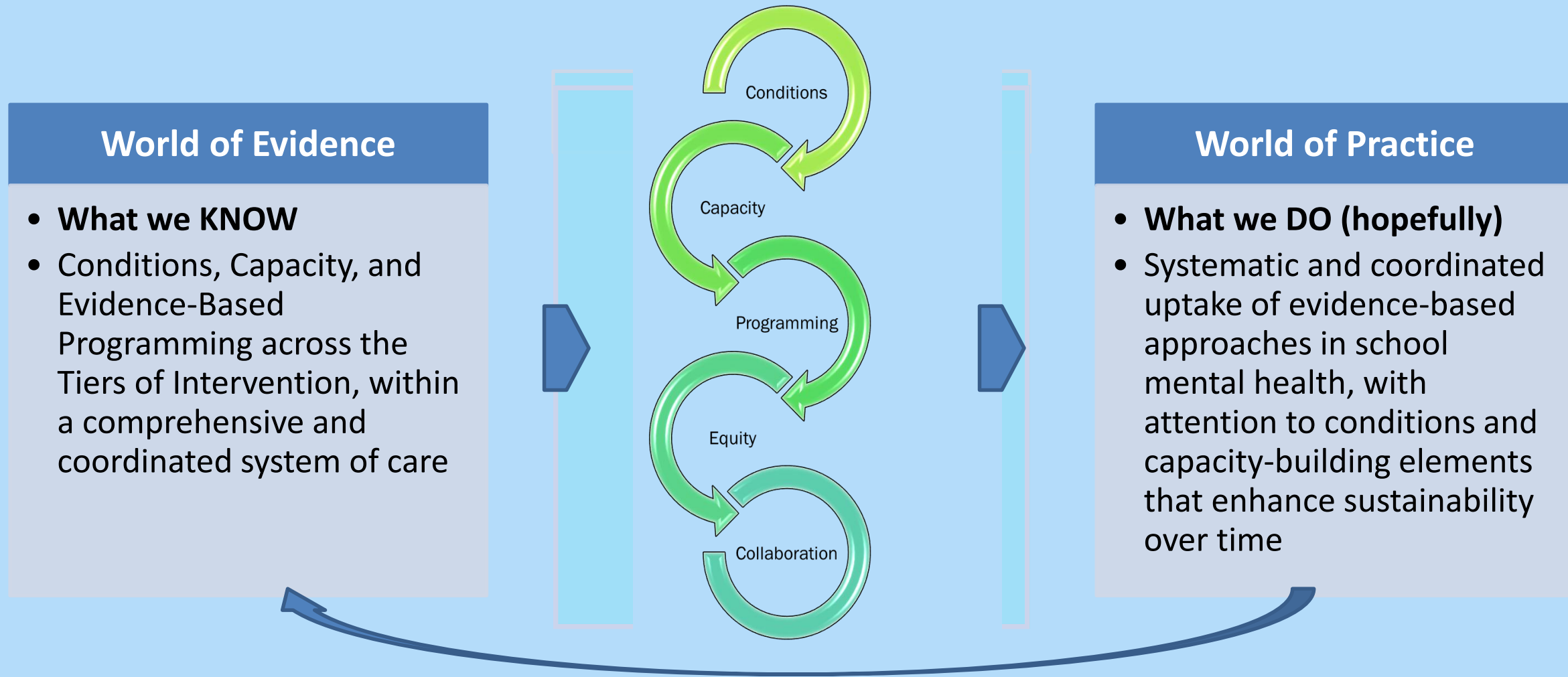
- Set the Conditions
- Build **System Leader** Capacity
- Select, Implement, and Monitor Evidence-Based Programming
- Apply an Equity Lens
- Collaborate with Partners

To achieve these proximal goals for the **PROVINCIAL LEVEL**::

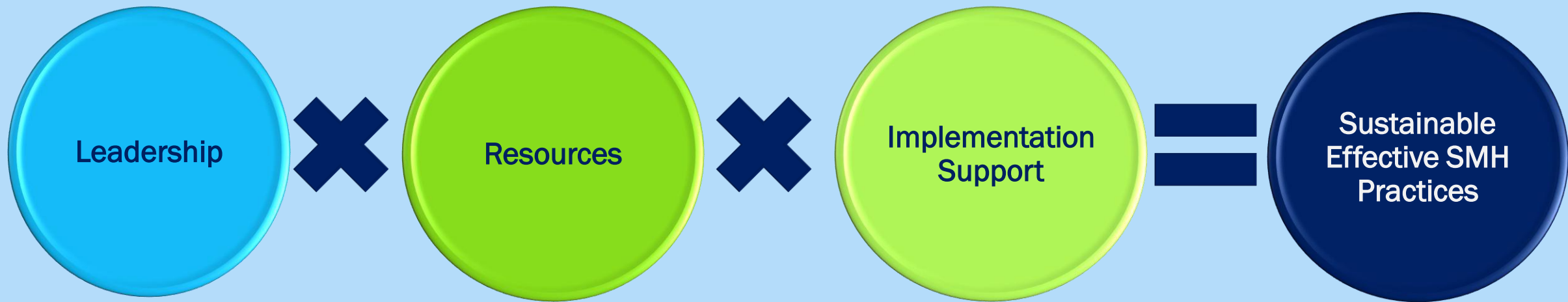
- Coherence in foundational processes and structures
- Workforce knowledge, skill, confidence to support well-being
- Uptake of scalable EBPs across the tiers
- Appropriate services for specific populations
- Clear pathways to, from, through care



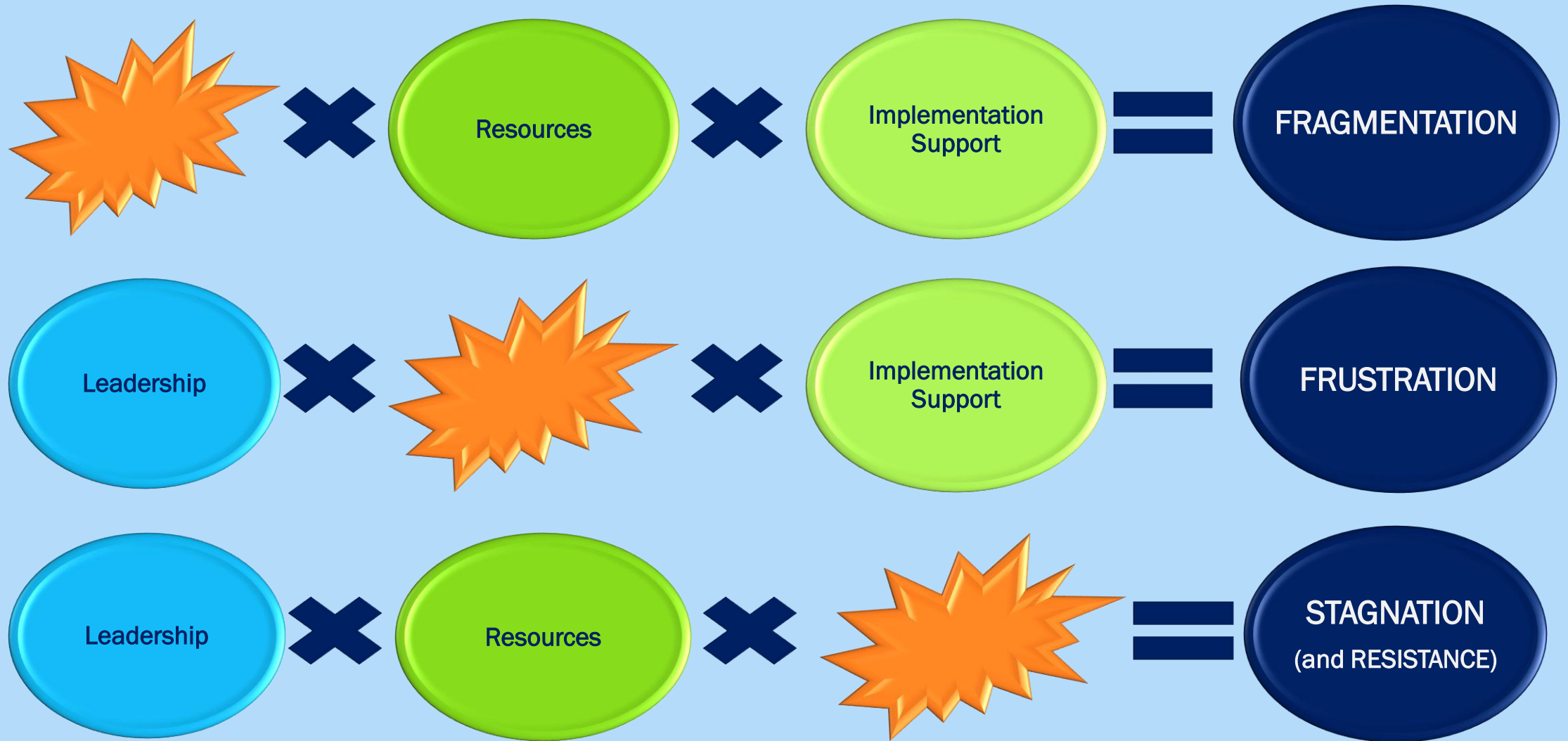
Proactively Addressing the *Systemic, Knowledge, and Implementation* Challenges



SMH ASSIST Action Approach Formula



All Elements of the Action Approach Formula are Essential!



Adapted from Knoster, 1991

Addressing Challenges with Implementation Science

World of Evidence

- **What we KNOW**
- Conditions, Capacity, and Evidence-Based Programming across the Tiers of Intervention, within a comprehensive and coordinated system of care



- ✓ LEADERSHIP
- ✓ RESOURCES
- ✓ IMPLEMENTATION COACHING
- ✓ COMMUNITY OF PRACTICE



World of Practice

- **What we DO (hopefully)**
- Systematic and coordinated uptake of evidence-based approaches in school mental health, with attention to conditions and capacity-building elements that enhance sustainability over time



Scaffolded Leadership Model



Province

- Organizational Conditions
- Capacity Building
- Evidence-Based MH Promotion and Prevention
- Specific Populations
- System Coordination

*SMH ASSIST &
Ministry*

Board

- Organizational Conditions
- Capacity Building
- Evidence-Based MH Promotion and Prevention
- Specific Populations
- System Coordination

*MHL & Board MH
Leadership Team*

School

- Organizational Conditions
- Capacity Building
- Evidence-Based Specific Populations
- System Coordination
- MH Promotion and Prevention

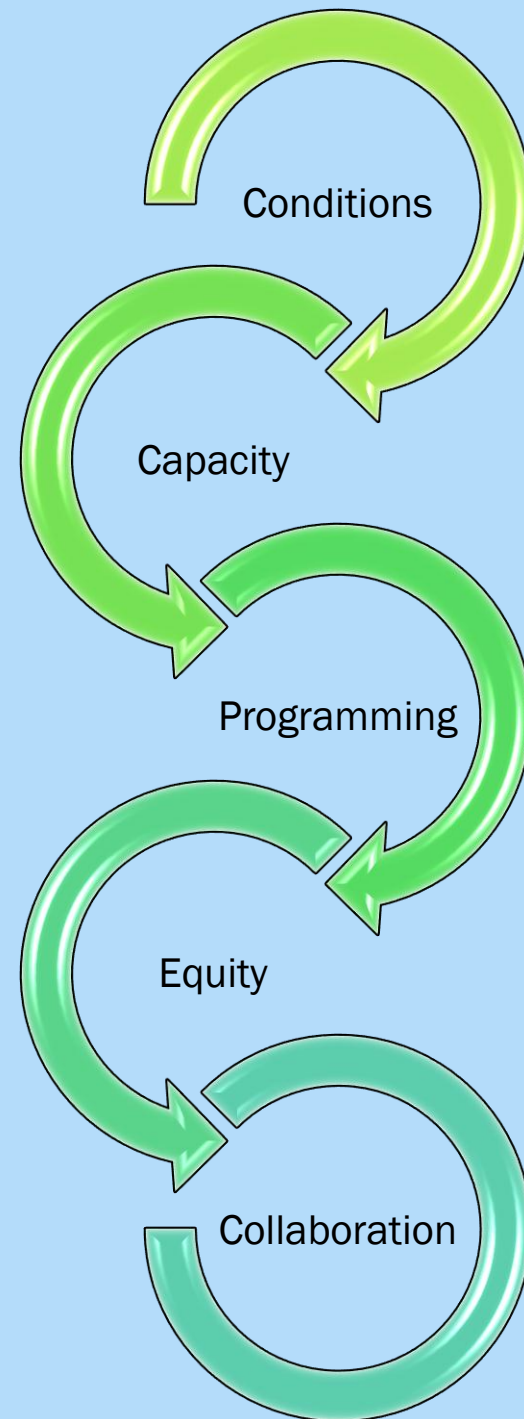
*Principal & School
Leadership Team*

System Leadership Action Areas in SMH

- Set the Conditions
- Build **School Leader** Capacity
- Select, Implement, and Monitor Evidence-Based Programming
- Apply an Equity Lens
- Collaborate with Partners

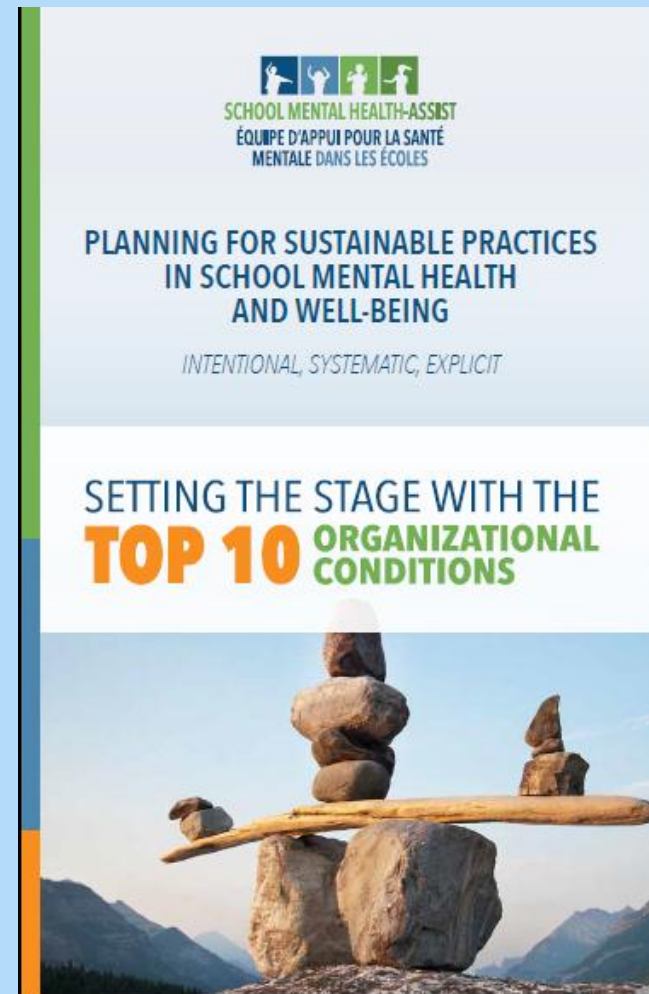
To achieve these proximal goals for the **SCHOOL DISTRICT LEVEL**:

- Coherence in foundational processes and structures
- Workforce knowledge, skill, confidence to support well-being
- Uptake of scalable EBPs across the tiers
- Appropriate services for specific populations
- Clear pathways to, from, through care



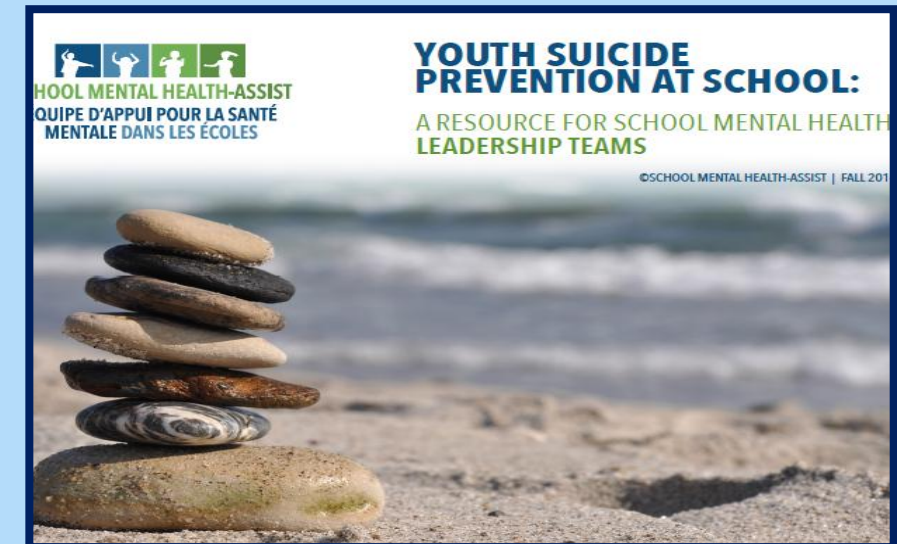
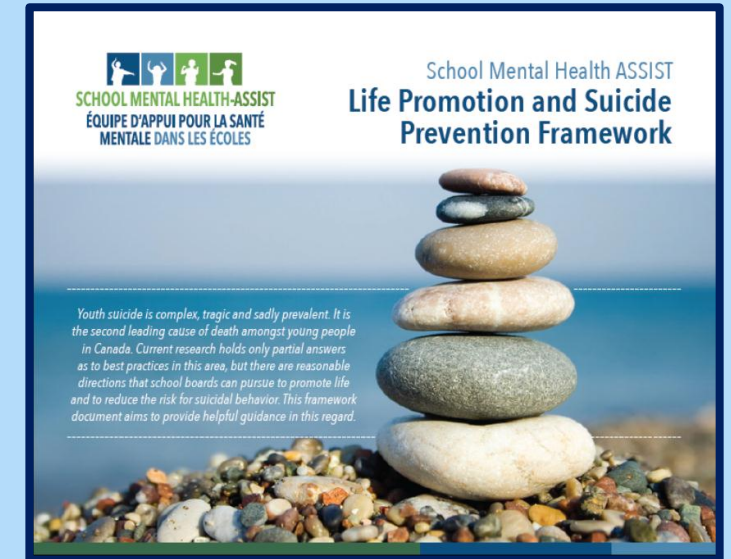
Foundations for System and School Leadership

1. Commitment
2. Mental Health Leadership Team
3. Clear and Focused Vision
4. Communication and Shared Language
5. Assessment of Need and Capacity
6. Standard Processes
7. Systematic Professional Learning
8. Mental Health Strategy and Action Plan
9. Broad Collaboration
10. Ongoing Quality Monitoring



System Leadership Resources

- For District MH Leadership Teams
- Capacity, Programming, Equity, Coordination
- Provincial, regional meetings
- Ongoing coaching
- Community of Practice

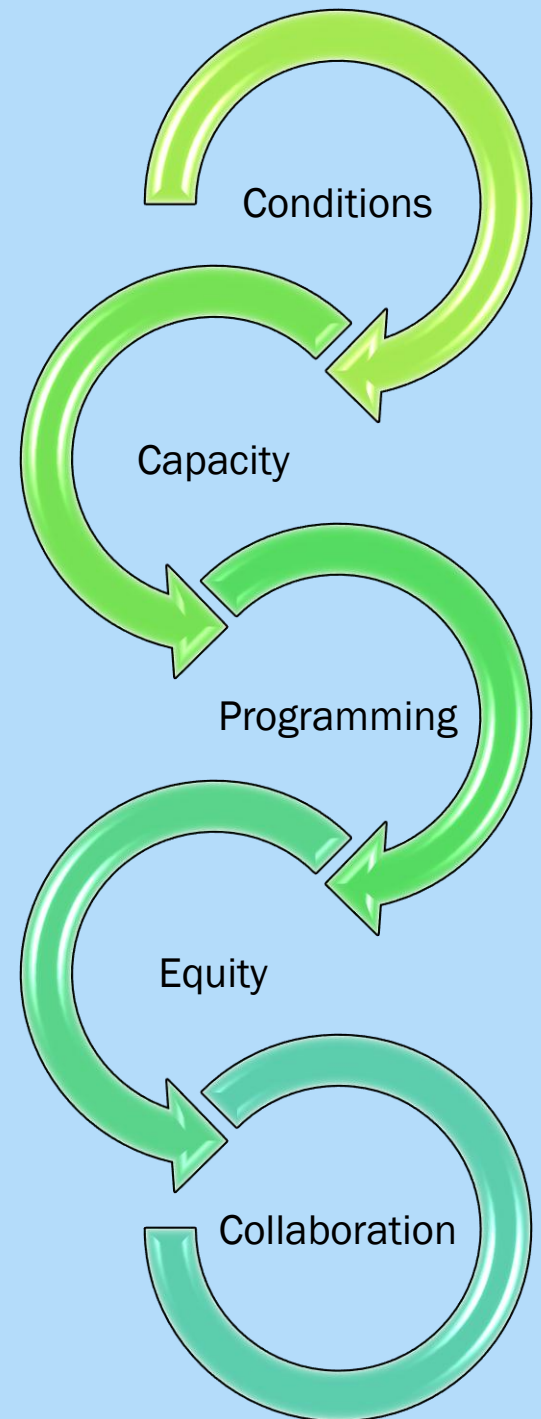


School Leadership Action Areas in SMH

- Set the Conditions
- Build **School Staff** Capacity
- Select, Implement, and Monitor Evidence-Based Programming
- Apply an Equity Lens
- Collaborate with Partners

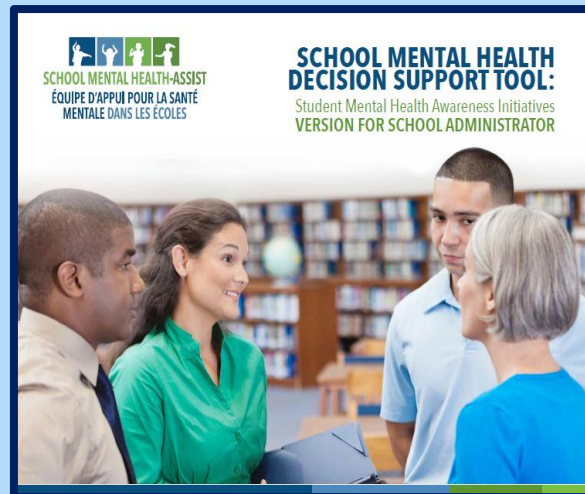
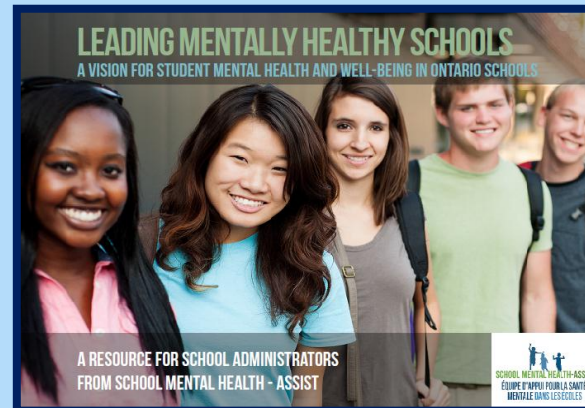
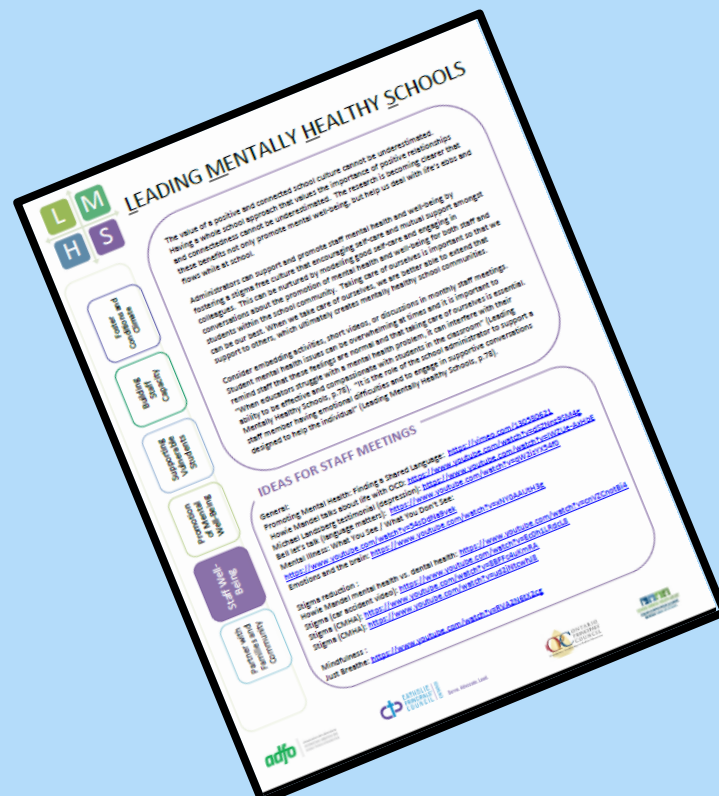
To achieve these proximal goals for the **SCHOOL LEVEL**:

- Coherence in foundational processes and structures
- Workforce knowledge, skill, confidence to support well-being
- Uptake of scalable EBPs across the tiers
- Appropriate services for specific populations
- Clear pathways to, from, through care



School Leadership Resources

- For School MH Leadership Teams
- Capacity, Programming, Equity, Coordination
- Principal Associations
- MHL Coaching



Strategies for Leading Mentally Healthy Schools*

*Check out the full document on-line at smh-assist.ca

8

Supporting mental well-being at school is a complex and important area of work for the school leader. These 8 STRATEGIES are designed to capture some key aspects of the leader's role, and to offer related guidance.

- ### 1. Think in Tiers

Adopt a tiered approach to supporting mental well-being in your school: universal promotion for ALL students, targeted skill development for SOME students at higher risk, treatment for your FEW most vulnerable students.
- ### 2. Set the Stage

Create the conditions in your school that allow for sustainable and effective practices, like having a school team with responsibility for mental well-being and establishing in-school processes for helping vulnerable students.
- ### 3. Connect the Dots

Make the links with related initiatives in your school that support student well-being, like Safe and Accepting Schools, Healthy Schools, and Equity and Inclusive Education. Align work with your Board/School Improvement Plan!
- ### 4. Focus on the Positive

Mental health is a positive state! Keep the focus on well-being, rather than illness and disorder. Schools have a primary role in supporting mental health promotion.
- ### 5. Bring People Along

Build staff capacity for supporting student well-being at school. Help them to create mentally healthy classrooms, and to understand their role as the eyes, ears, and hearts for students who may struggle with emotional problems.
- ### 6. Follow Familiar Planning Processes

Draw on familiar planning cycles to set and achieve your school mental well-being goals. This work can become a regular part of your school improvement and school effectiveness processes.
- ### 7. Enable Implementation

Provide the needed time and coaching to bring school mental health plans to life. As in other areas of work, a clear vision and action plan, with explicit responsibilities and timelines, can help with execution.
- ### 8. Foster Collaboration

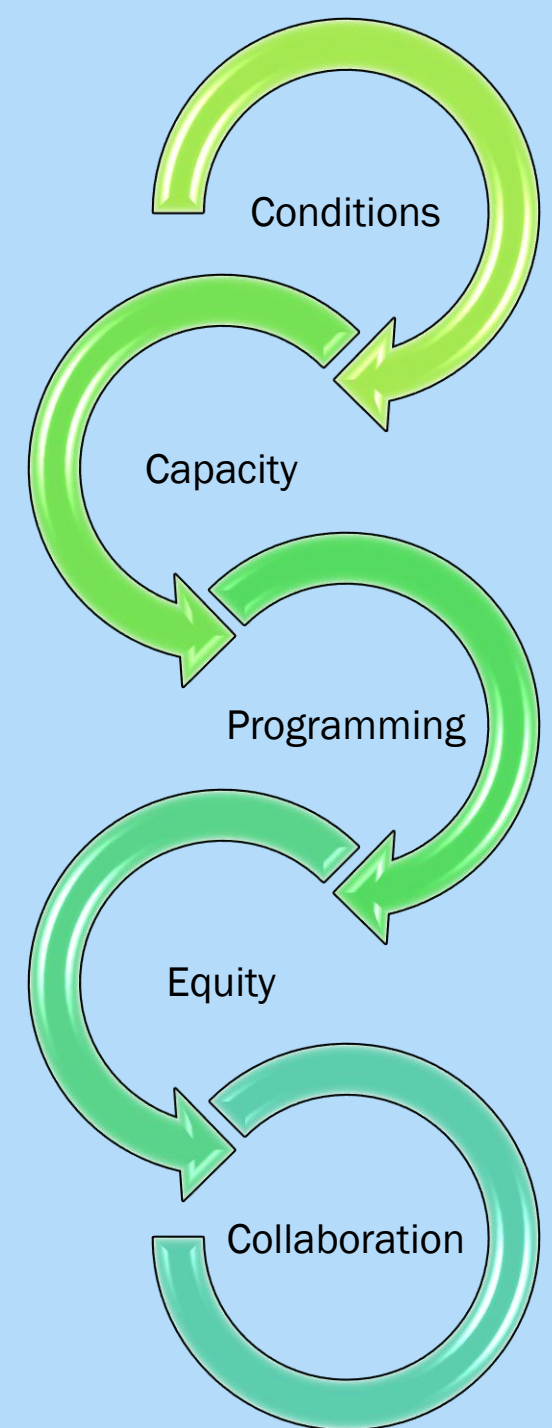
Work alongside board, community and family partners to promote seamless mental health service delivery. The school has an important role in the system of care, but must work closely with partners for treatment and transition services.

Classroom Leadership Action Areas in SMH

- Set the Conditions
- Build **STUDENT** Capacity
- Select, Implement, and Monitor Evidence-Based Programming
- Apply an Equity Lens
- Collaborate with Partners

To achieve these proximal goals for the **CLASSROOM LEVEL**:


- Coherence in foundational processes and structures
- Workforce knowledge, skill, confidence to support well-being
- Uptake of scalable EBPs across the tiers
- Appropriate services for specific populations
- Clear pathways to, from, through care



Foundations for Classroom Leadership

PERSONAL RESILIENCY

THE BASICS OF SELF-CARE



EAT The expression "You are what you eat" applies to us when we need to refuel. If we are under a lot of stress, be mindful of the foods you choose. Also, keep a healthy snack close by so that you can refuel early and avoid being "hangry".

SLEEP Aim to get seven to nine hours of sleep each night. Research has shown that getting five hours or less of sleep a night can create health problems. Getting enough sleep also helps you to better deal with the stresses of everyday life.

DRINK A lot of water and consider decreasing or discontinuing your caffeine intake as the latter creates a stress reaction in your body and can cause you to feel nervous or contribute to sleeping difficulties.

MOVE The positive effects of being physically active are astounding. It increases your energy, enhances your immune system, reduces insomnia, stimulates brain growth, and even acts as an anti-depressant. You can achieve these benefits by as little as a 30-minute walk. Endorphin production following physical activity is nature's gift to you for stress management!


CONNECT Strong social connections are one of the most powerful influences on our mood. Those who are dedicated to spending time with friends, and family show the highest levels of happiness. If you can't see your loved ones every day, you can still send an email or make a phone call.

PAUSE Make sure to take time for yourself during the day, to listen to music, take a few deep breaths, meditate, write in a gratitude journal, do a few stretches, take a brisk walk or do some other activity that helps you feel restored.

ACKNOWLEDGE Be mindful of your thoughts and feelings, both positive and negative, as part of your self-care. Finding a healthy outlet (see some suggestions below) to process your emotions and self-talk can lead to optimal self-care practices.

REFLECT Take time to reflect on what is important to you both personally and professionally. Your values and sense of purpose help you focus on what is meaningful for you. Taking time to reflect can assist you to intentionally and systematically make decisions in your life.

REPEAT Research has shown that trying a new skill/habit/routine for 21 days in a row will increase the likelihood of maintaining this new practice. It is recommended having an accountability partner during those first few weeks; it's a helpful strategy to enhance your success rate of maintaining your new practice.



WHY BOTHER?

Taking care of oneself is a crucial and necessary ingredient for those who care for others. This is especially true of those working in helping professions (mental health professionals, teachers, nurses...) and of those who are parents or engaging in elderly care. Self-care is just like the oxygen mask on a plane. We need to place it on ourselves before we can possibly hope to help others.

+ BUILDING HAPPINESS

External factors often only have partial influence on our level of happiness.

Promotions, new relationships, and lucky lottery wins give only a temporary boost to happiness before we return to our baseline.

Sustained happiness takes work. Listed here are a few exercise ideas that, when practiced frequently, can build habits of happiness.

Choose a few exercises that fit well with your life and make a point to practice them every day.

From: TherapyAM.com © 2012


Journal About Gratitude
Every night write down three good things about your day. They don't have to be major. They might be as simple as a good meal, talking to a friend, or getting through something difficult.

Write a Letter
Think about someone who has had a major impact on your life, someone who you would like to thank, or someone who you appreciate having in your life. Write a letter with specific details about what it is you appreciate about them, and send it.

Visit Someone Whom You Appreciate
Take the idea of a gratitude letter a step further and actually visit the individual whom you would like to thank. You can choose to deliver and read a gratitude letter, or simply visit and tell them why it is that you appreciate them.

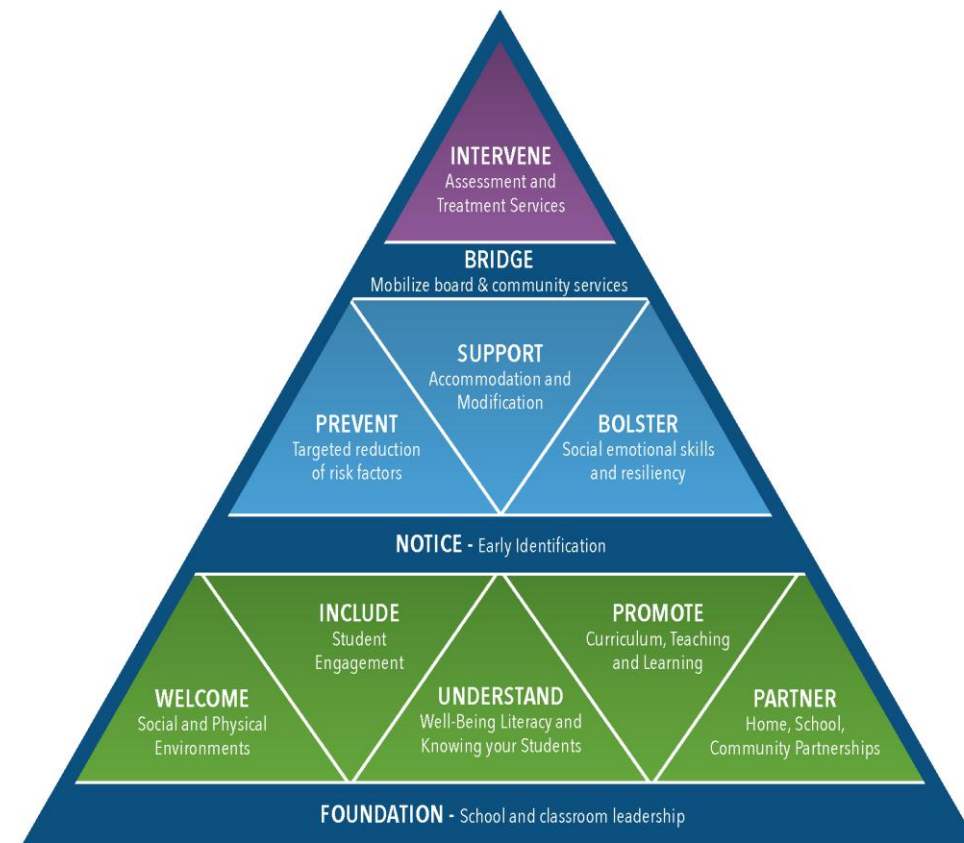
Say, "Thank You"
Keep your eyes open throughout the day for reasons to say "thanks". Try to notice and recognize the actions that people do, such as a coworker who works hard or a friend who seems willing to listen.

Take a Gratitude Walk
Go for a walk and make a special effort to appreciate your surroundings. You might notice the smell of flowers, a pretty building, or a soothing breeze. Spend a few minutes focusing on each of your senses (sight, hearing, taste, smell, and touch) to find new things you may not have noticed.



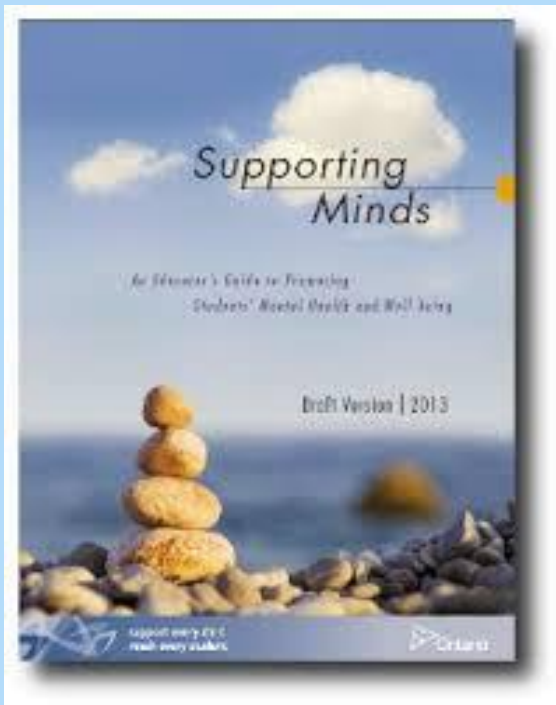


Aligned and Integration Model (AIM) for School Mental Health and Well-Being




Classroom Leadership Resources

- For Educators
- Capacity, Programming, Equity, Coordination
- Principal Associations
- MHL Coaching



Classroom Strategies

WHAT CAN EDUCATORS DO?



LEARNING OBJECTIVES

- To increase familiarity with universal strategies that can support students with anxiety
- To understand anxiety and how to apply strategies that will be supportive in the classroom

ANXIETY

INFO SHEET for Supporting Minds

Anxiety at School

Anxiety is a common experience - everyone feels anxious from time to time. Usually, these feelings are quite adaptive and keep us safe and performing well. However, when feelings of fear and worry persist over long periods, are exaggerated, or occur in the absence of actual threat, anxiety can be considered problematic. Education has an important role in helping students to maintain a healthy level of anxiety.

Creating Supportive Classroom Environments

Inclusive and calm classroom environments facilitates academic learning and social-emotional well-being, and helps students to regulate feelings of anxiety.

WELCOME, INCLUDE AND PARTNER

- Review general classroom-level strategies for creating welcoming and inclusive environments
- Build each student's individuality by name daily
- Practice introductions and develop rapport and trust with students
- Create a learning environment that facilitates risk taking and participation, where a growth mindset is practiced
- Set a positive tone in interactions with parents and families, being open to conversations about mental health

UNDERSTAND

- Know your students; take time to get to know their unique stories and strengths
- Participate in professional learning opportunities to enhance your knowledge about anxiety at school
- Learn more about anxiety in [Supporting Minds, ABC of Mental Health](#), and other high-quality sources
- Know your school's values, processes and pathways to service within the school and board

PROMOTE

- Normalize the experience of anxiety, especially those who are prone to anxiety
- Have predictable routines in the classroom and announce changes in advance
- Reinforce social-emotional well-being skills, like emotion naming, decision-making, and conflict resolution
- Build in time for mindfulness/contemplation, self-regulation, study skills, and stress reduction techniques

Noticing Signs of Anxiety Problems

Although most students are resilient and their anxiety is short-lived, if feelings of stress or worry become intense, out of proportion, and/or persistent over long periods of time this may interfere with a student's well-being and ability to learn. Education is well positioned to notice when a student is struggling with anxiety at school.

Although different signs occur at different ages, in general, the most pronounced signs include:

Elementary Age Students

- Attendance concerns
- Social issues
- Difficulty working in groups or in class
- Behavioral and resistance

Other signs of difficulty appear to be more prolonged, significant, and/or disruptive to learning. A school's professional staff should be aware of these signs.

INFO-SHEET

Welcoming Syrian Newcomer Students & Families to School

January 2016

1. Creating Welcoming School Environments

The school environment has an important impact on a student's sense of belonging and overall mental health and well-being. A culturally competent school community expresses commitment to equity and inclusion, recognizes and addresses individual and collective strengths and needs of newcomers. There are many ways that staff and students can contribute to a welcoming school environment for Syrian newcomers and others who join our school communities from different countries and cultures.

For example:

- Take time to learn about the Syrian newcomer experience using credible information sources (e.g., [Citizenship and Immigration Canada](#))
- Establish a school reception team to assist with welcoming and orientation
- Ensure comfortable spaces for families and reception teams to meet and share information
- Ensure ample time for students to adjust to new surroundings and share information
- During initial meetings, inquire about the child's strengths, interests, and needs
- During orientation, include information about school procedures, routines, and needs
- Offer specially trained student helpers to provide full school tours for the whole family
- Ensure that the student and his/her family have access to competent adult interpreters
- Post multiple signs in Arabic and other common languages that are visible across the school
- Provide translated information about settlement and mental health services in the community
- Connect with families regularly to discuss their child's transition to school

2. Creating Welcoming Classroom Environments

Creating inclusive and calm classroom environments can go a long way to preventing adjustment difficulties that can lead to problems in mental health and well-being.

For example:

- Meet each student individually by name daily with a smile
- Have predictable visual routines in the classroom. Announce changes in advance
- Make sure students know and understand the critical key school team members
- Ensure the classroom environment reflects the linguistic and cultural diversity of students
- Build relaxation and support students' use of their first/second language in the classroom and at home
- Share information with the class to help students to understand and welcome newcomers
- Provide opportunity for students to share information about their unique cultural identity
- For each newcomer student with a peer before to help with orientation and routines
- Promote newcomer student with a peer before to help with orientation and routines
- Notice and support student leadership and involve via a mix newcomer classmates
- Know how to support students and families to access settlement and mental health services

Good Settlement Leads to Good Mental Health!

Build on strengths and resilience!



Student Leadership



How can we best foster meaningful student engagement in school mental health?

SCHOOL MENTAL HEALTH ASSIST
ÉQUIPE D'AIDE POUR LA SANTÉ MENTALE DANS LES ÉCOLES

5 THINGS *DRAFT*

EVERY ONTARIO STUDENT SHOULD KNOW ABOUT

MENTAL HEALTH & WELL-BEING @ SCHOOL

FIVE THINGS:

#1
MENTAL HEALTH IS A GOOD THING!

#2
MENTAL HEALTH PROBLEMS ARE MORE COMMON THAN YOU THINK

#3
THERE ARE SIGNS YOU CAN LEARN TO NOTICE

#4
TELL SOMEONE - IT'S BEST TO CATCH PROBLEMS EARLY

#5
YOU CAN HELP!

SOME SIGNS TO WATCH FOR:
(in yourself and others)

NOTICEABLE CHANGES IN BEHAVIOR OR PERSONALITY, FEELING SAD OR EMPTY FOR MORE THAN 2 WEEKS, BIG CHANGES IN EATING OR SLEEPING HABITS, INTENSE WORRY, FEARS, OR SUDDEN OVERWHELMING PANIC THAT GETS IN THE WAY OF NORMAL ACTIVITIES, REPEATED USE OF DRUGS OR ALCOHOL, GETTING INTO MANY FIGHTS OR WANTING TO HURT SOMEONE, THOUGHTS OF HURTING ONESELF OR SUICIDAL BEHAVIOR

IF YOU OR SOMEONE YOU KNOW IS SHOWING SIGNS LIKE THIS, TELL AN ADULT YOU TRUST.

YOU CAN MAKE A DIFFERENCE!

YOUR SCHOOL BOARD HAS A MENTAL HEALTH AND ADDICTIONS STRATEGY. TALK TO YOUR BOARD MENTAL HEALTH LEADER. GET INVOLVED!

THERE ARE THINGS YOU CAN DO EVERYDAY TO MAKE SCHOOL A MORE WELCOMING PLACE FOR EVERYONE.

NOTICE, REACH OUT, LISTEN, CARE....ASK FOR HELP.

VISIT US AT <http://smh-assist.ca/>

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make information beautiful

SOME WAYS TO STAY MENTALLY HEALTHY
REGULAR SLEEP, GOOD NUTRITION, DAILY EXERCISE, TIME OUTDOORS, POSITIVE RELATIONSHIPS, LIVING IN THE PRESENT, RECOGNIZING EMOTIONS AND HOW THEY AFFECT YOU, CHALLENGING YOURSELF, MONITORING SCREEN TIME

Mental health is a precious resource!
How do you care for yours?

1 in 5

Can we talk?



SHARING LEADERSHIP PRACTICES IN SCHOOL MENTAL HEALTH

Innovations, promising work, challenges, needs



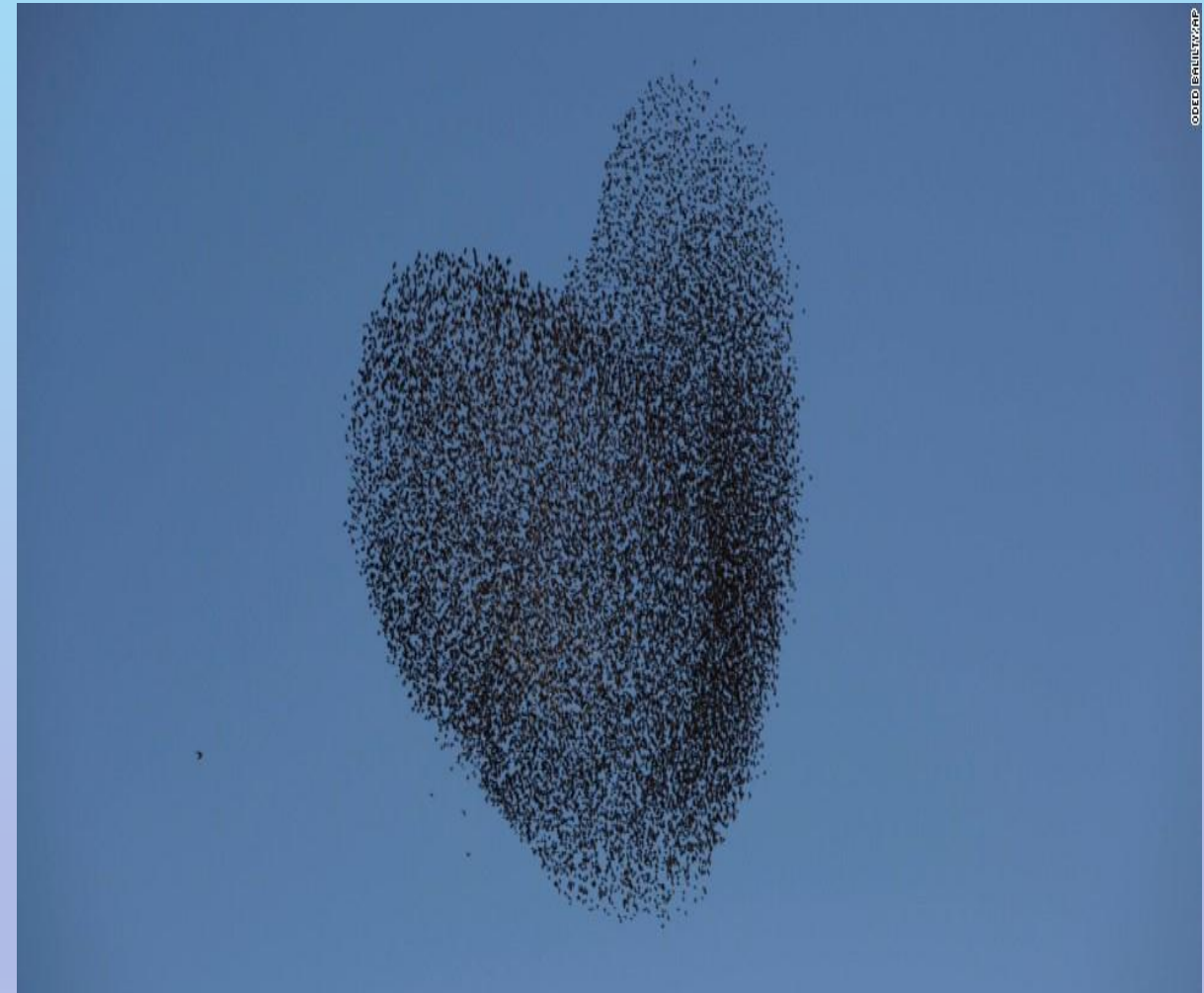
Together, we are better.

Contact Us:

Kathy Short, Ph.D., C.Psych.
Director, School Mental Health ASSIST
kshort@smh-assist.ca

Visit us online: <http://smh-assist.ca/>

Follow us on Twitter: [@SMHASSIST](https://twitter.com/SMHASSIST)



Bird Ballet

https://www.youtube.com/watch?v=_-4y10G57gE



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