

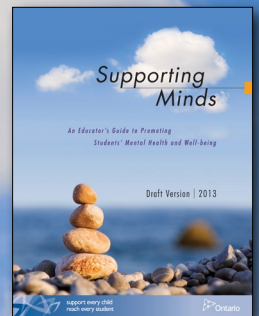
# Building Resilient Students

with Positive Mental Health

## Creating Cultures that Support:

- *Trust and Growth Mindset*
- *Engagement and Emotional Health*
- *Expectations and Coping with Stressors*
- *Thriving and Dealing with Challenges*

with excerpts from "Supporting Minds" by the Ontario Ministry of Education



# Creating a Culture of Resiliency - Promoting Positive Mental Health

Developing Resiliency Skills is the foundation for nurturing Positive Mental Health. By fostering Caring Relationships, encouraging Meaningful Engagement, Establishing Expectations and promoting Healthy Responses, our students are empowered not only to further succeed academically in the classroom, but to thrive as individuals.

Creating classroom and school cultures where trust and growth mindsets are developed, engagement and emotional health is cultivated, expectations and coping with stressors is encouraged, and thriving and dealing with challenges is nurtured, allows students to view themselves as agents of change where they feel capable of viewing challenges as opportunities for personal growth. It is in building their sense of belonging, hopefulness, optimism, and empowerment that students will learn that overcoming concerns such as anxiety, addictions, sadness, anger and aggression is possible. In the school system, it is both a possibility and a privilege to help students to build their resiliency and positive mental health. While educators cannot, and should not, attempt to diagnose mental health problems, they have an important role in:

- Promoting positive mental health at school;
- Identifying students who may have mental health problems;
- Connecting those students with appropriate services; and
- Providing a culture that encourages Belonging, Hopefulness, Optimism, and Empowerment

This resource guide is designed to help educators understand more about how we can promote resiliency and positive mental health in our schools by creating cultures that promote belonging, hopefulness, optimism, and empowerment. It discusses the role of educators in recognizing students who may be at risk of developing mental health problems and outlines ways in which educators can promote the mental health and well-being of all students. Just as good physical health is more than the absence of disease, good mental health is much more than the absence of mental illness. Mental health exists on a continuum and can be enhanced through positive relationships with supportive friends, congenial social opportunities, involvement in meaningful activities, and the effective management of stress and conflict.

*“The challenge is to create caring relationships and an environment that looks at promise and the hope of new possibilities. It is the attitude of hope and optimism that builds resiliency and positive mental health.”*

*Dr. Donaleen Hawes, Superintendent of Education*

# Building Resiliency: A Strengths-Based Approach

Our goal is to build the *Resiliency and Positive Mental Health* of our students by using a strengths-based approach to support students becoming positive, productive, and responsible individuals.

*Resiliency surveys* are completed by all students in grade 3 to grade 12. Results are used to empower individuals and school teams to engage in and better understand the strengths and skills that are essential for navigating life's challenges and becoming healthy adults.

*School Resiliency Response Plans and Student Resiliency Action Plans* are developed to utilize internal and external strengths to build student Resiliency and Mental Health and reduce inappropriate and bullying behaviour.

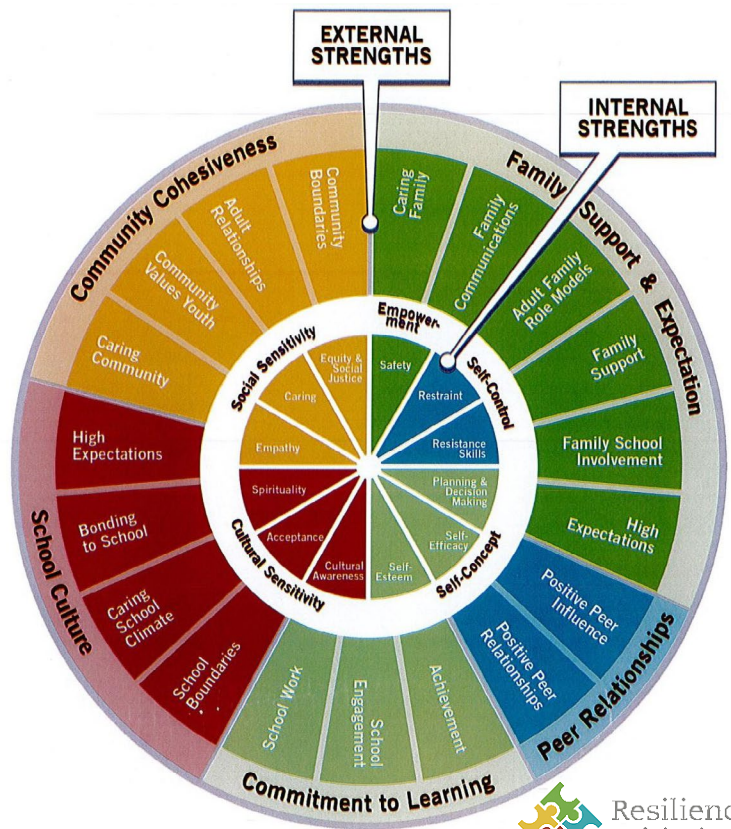
The *Youth Resiliency Framework* identifies 10 Resiliency Factors and 31 Developmental Strengths, such as Commitment to Learning (bottom green section), which encompass positive experiences with school work, school engagement and student achievement.

The external factors that build Resiliency are around the outside of the wheel. These are what the students feel they "HAVE." For example, "I have a caring school environment."

The internal factors are the inside ring of the framework. These are the personal traits the students feel they possess; the "I AM" factors. For example, "I am caring, I am spiritual, I am able to show restraint."

*Together the "I HAVE" and the "I AM" help a child to feel "I CAN" succeed!*

We have identified four key components to help schools understand and support the development of the ten resiliency factors (and 31 developmental strengths). Teachers, principals, support staff, parents, and community organizations can help children and adolescents build: *Caring Relationships, Meaningful Engagement, Establish and Reach Expectations and Empower Healthy Responses.*



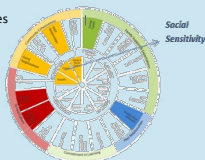
# Building Resiliency and Positive Mental Health

## Culture of Trust and Growth Mindset

### Belonging

**Caring Relationships:** *"I care about others and feel cared for."*

- Caring Environment
- Open communication
- Nurturing potential
- Celebrating successes
- Affirming strengths



### Growth Mindset

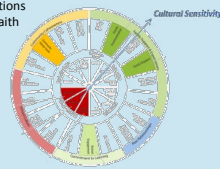
- Feeling valued and valuing others
- Believing change is possible
- Recognizing that caring people are there to help you
- Willingness to seek support

## Culture of Engagement and Emotional Health

### Hopefulness

**Meaningful Engagement:** *"I feel I can make a difference and others respect me and believe in me."*

- Connectedness
- Shared responsibility
- Meaningful contributions
- Finding strength in Faith
- Sense of acceptance
- Feeling invited
- Having a voice



### Emotional Health

- Feeling positive and connected
- Reflecting, meditating, praying
- Dealing with emotions and feelings
- Managing moods, sadness or depression

Creating strength-based cultures within our schools and classrooms are important components to supporting and cultivating our students' positive mental health:

A Culture of Trust and Growth Mindset fosters a student's sense of belonging and belief that they can be agents of change for themselves and others. A strong sense of social connection, and a positive strength-based attitude, are critical to the successful implementation of such a culture.

A Culture of Engagement and Emotional Health inspires hopefulness in students which, in turn, allows them to manage their moods and express emotions and feelings appropriately. A strong sense of hopefulness encourages students to find comfort in their spirituality, feel connected to others, and develop an awareness of their options. Students having the ability to find strength in their faith and demonstrate emotional awareness, allows for such a culture to be developed.

A Culture of Expectations and Coping with Stressors, where students feel optimistic, positive, confident and capable, fosters their ability to manage anxiety, fear, and worry. Allowing students to develop their passion and persistence, and providing opportunities where students can manage their uncertainty with a successful outcome, are imperative for such a culture to be cultivated.

A Culture of Thriving and Dealing with Challenges empowers students to choose healthy responses when faced with a personal struggle. Empowering students to restore relationships and resolve conflicts successfully promotes healthy responses such as: avoiding addictions, managing anger, and maintaining their attention and focus. Recognizing that students act justly, show adaptability, and are capable of being agents of change, allows for this culture to be developed effectively.

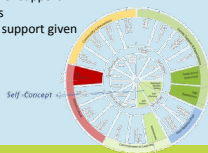
The impact of building a culture of positive mental health and resiliency is life-changing for our students, and the results will last far beyond their graduation day.

## Culture of Expectation and Coping with Stressors

### Optimism

**Establishing Expectations:** *"I feel capable of setting and reaching goals and my family and school encourages and supports me."*

- Vision of success
- Clarity of expectation
- Mutual expectations of support
- Modeling behaviours
- Encouragement and support given
- Experiencing Joy



### Coping with Stressors

- Feeling secure and capable
- Confident goals are reachable
- Purposeful planning and problem solving
- Responding to fear, anxiety and worry

## Culture of Thriving and Dealing with Challenges

### Empowerment

**Healthy Responses:** *"I feel safe, respected and able to respond to challenges."*

- Respecting each other
- Seeing as at potential
- Learning through challenges
- Coping from strengths
- Opportunities to succeed
- Enhancing possibilities



### Dealing with Challenges:

- Thriving and feeling empowered
- Focusing and attention
- Managing anger and frustration
- Restoring relationships
- Resolving conflicts
- Avoiding addictions
- Maintaining good eating, exercising and sleeping patterns



# Creating a Culture

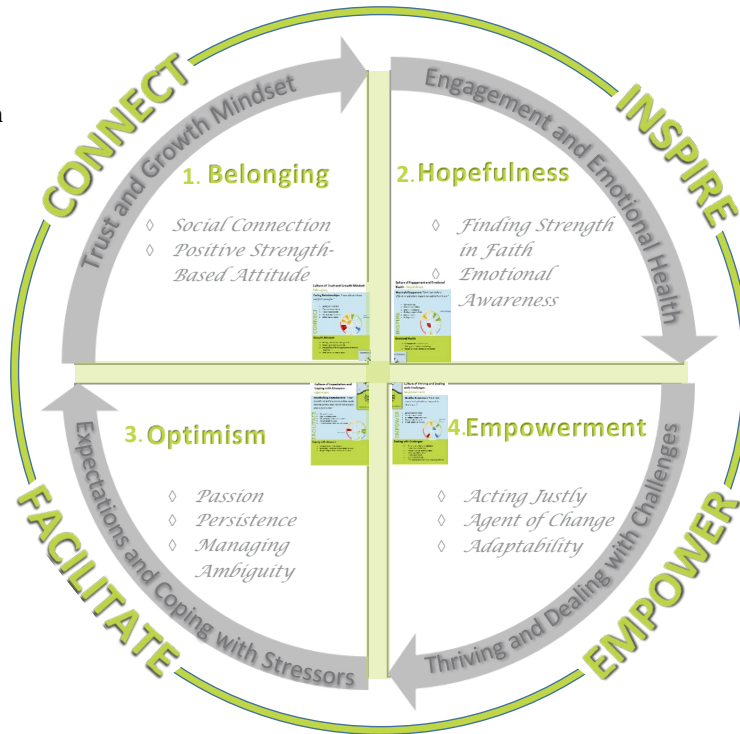
## School / Classroom

**Guiding Questions:** Do students feel that they belong, have people they can go to whom they trust, and do they have a growth mindset? What resiliency and mental health indicators have they developed? What areas, for the different strength groups, need development?

**How are you responding,** when students are struggling and vulnerable, to recognize growth and opportunities to nurture trust and a sense of belonging?

**Guiding Questions:** Do students set goals for themselves and feel capable of reaching those goals? Are they able to deal with their anxiety, fear or worry? What resiliency and mental health indicators have they developed? What areas, for the different strength groups, need development?

**How are you responding,** when students are struggling and vulnerable, to recognize growth and opportunities to nurture the students' confidence and sense of optimism?



**The goal is to create school and classroom cultures that Develop a Sense of Belonging, Inspire Hopefulness, Facilitate Optimism and Empower our students to build Resiliency and Positive Mental Health.**

**Guiding Questions:** Do students feel hopeful and believe that they have a voice that is heard and understood? Are they able to manage their moods? What resiliency and mental health indicators have they developed? What areas, for the different strength groups, need development?

**How are you responding,** when students are struggling and vulnerable, to recognize growth and opportunities to nurture hopefulness, engagement and a sense of connection?

**Guiding Questions:** Do students view challenges as opportunities and manage challenges in healthy ways? Do they feel safe and in control of their environment? What resiliency and mental health indicators have they developed? What areas, for the different strength groups, need development?

**How are you responding,** when students are struggling and vulnerable, to recognize growth, opportunities to nurture the students' sense of empowerment and reinforce that they can be part of the solution?



## Building Key Components of Positive Mental Health and Resiliency Strengths

### A Culture of Trust and Growth Mindset

#### Belonging

- Believing change is possible
- Willingness to seek support

#### Growth Mindset

- Feeling valued and valuing others
- Recognizing supports are available

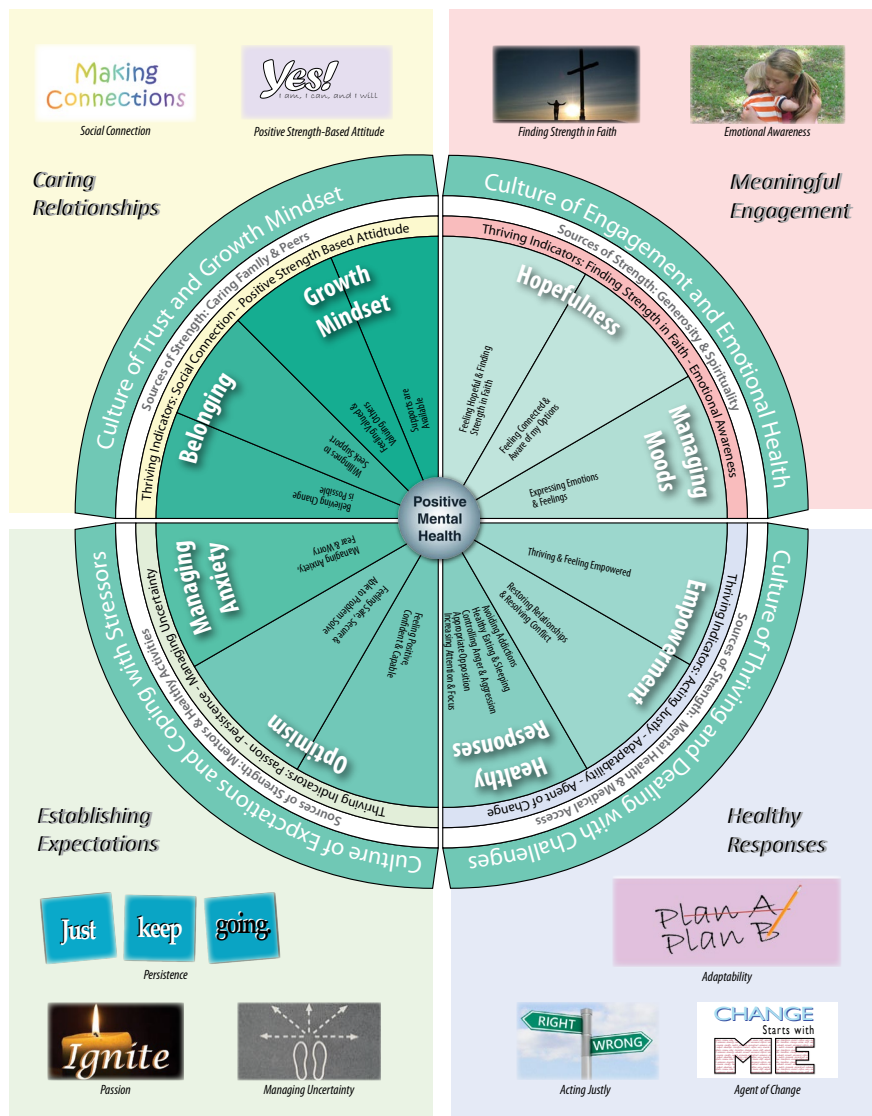
### A Culture of Expectations and Coping with Stressors

#### Optimism

- Feeling positive, confident and capable
- Feeling safe, secure and able to problem-solve

#### Managing Anxiety

- Managing anxiety, fear and worry



### A Culture of Engagement and Emotional Health

#### Hopefulness

- Feeling hopeful and finding strength in faith
- Feeling connected and aware of options

#### Managing Moods

- Expressing emotions and feelings

### A Culture of Thriving and Dealing with Challenges











#### Empowerment

- Thriving and feeling empowered
- Restoring relationships and resolving conflict

#### Healthy Responses

- Avoiding addictions
- Healthy eating and sleeping
- Controlling anger and aggression
- Non-oppositional behaviour
- Increasing attention and focus

## The Key Components and Thriving Indicators for Positive Mental Health

BELONGING	<p><b><i>Caring Relationships: Trust and Growth Mindset</i></b></p> <div>  <p><b>Social Connection</b></p> <ul style="list-style-type: none"> <li>• I find it easy to meet new people and make friends.</li> <li>• I have people in my life that are important and I feel supported by them.</li> </ul> </div> <div>  <p><b>Positive Strength-Based Attitude</b></p> <ul style="list-style-type: none"> <li>• I like who I am and I am important to others.</li> <li>• I feel sure in my skills and yet know when I need to ask for help.</li> </ul> </div>
HOPEFULNESS	<p><b><i>Meaningful Engagement and Emotional Health</i></b></p> <div>  <p><b>Finding Strength in Faith</b></p> <ul style="list-style-type: none"> <li>• I know there is something greater than me that has a positive influence on me.</li> <li>• I feel it is important to explore and develop the spiritual part of me.</li> </ul> </div> <div>  <p><b>Emotional Awareness</b></p> <ul style="list-style-type: none"> <li>• I am aware of my feelings and find it easy to express them in good ways.</li> <li>• I can sense how others are feeling and offer to help them when needed.</li> </ul> </div>
OPTIMISM	<p><b><i>Establishing Expectations and Coping with Stressors</i></b></p> <div>  <p><b>Passion</b></p> <ul style="list-style-type: none"> <li>• I know what motivates me to achieve my goals.</li> <li>• I lose track of time when I am involved in certain subjects, interests or activities.</li> </ul> </div> <div>  <p><b>Persistence</b></p> <ul style="list-style-type: none"> <li>• I can stay focused on completing a project or task even if it gets difficult or boring.</li> <li>• I am not discouraged by setbacks.</li> </ul> </div> <div>  <p><b>Managing Uncertainty</b></p> <ul style="list-style-type: none"> <li>• I am okay with feeling worried when I have to make a decision that might not have a clear answer.</li> <li>• I know there may be more than one answer to a problem.</li> </ul> </div>
EMPOWERMENT	<p><b><i>Healthy Responses and Dealing with Challenges</i></b></p> <div>  <p><b>Acting Justly</b></p> <ul style="list-style-type: none"> <li>• I think it is important to tell the truth, even when it may not be easy.</li> <li>• I have strong feelings of what is right and wrong. This helps me decide and choose what to do.</li> </ul> </div> <div>  <p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>• I learn from my mistakes and always do the best I can.</li> <li>• I find it easy to come up with different answers if what I am doing is not working.</li> </ul> </div> <div>  <p><b>Agent of Change</b></p> <ul style="list-style-type: none"> <li>• I feel it is important to be a good example when with others and in the community I live.</li> <li>• I believe that I should be part of the answer and I team up with others when faced with a challenge.</li> </ul> </div>

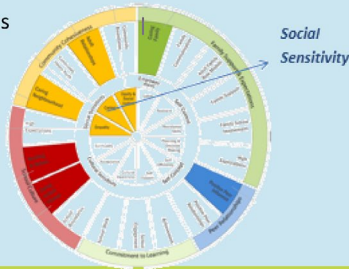
## Building Resiliency and Positive Mental Health

# Belonging - Culture of Trust and Growth Mindset

**Caring Relationships:** *"I care about others and feel cared for."*

CONNECT

- Caring Environment
- Open communication
- Nurturing potential
- Celebrating successes
- Affirming strengths



## Growth Mindset

- Feeling valued and valuing others
- Believing change is possible
- Recognizing that caring people are there to help you
- Willingness to seek support

*"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around."*

*-Leo Buscaglia*

## Caring Relationships

**Belonging  
Trust**

Belief That Things Can Get Better  
Social Connectedness  
Positive Strength-Based Attitude

*"A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another."*

*-John 13:34-35*

## Student without Trust or Growth Mindset

Isolation  
Loneliness  
Hurt  
Indifference  
Pessimism

# The Role of Educators in Supporting Students' Mental Health and Well-Being

## Creating a Positive Classroom Environment

One cannot underestimate the power of relationships. As educators, you hold an amazing power to foster a positive relationship with a student. [Students who feel like they belong have an easier time trusting, believing that things can get better, are able to feel more connected and in tune with others, and are more apt to develop a positive strength-based attitude.](#) Likewise, those students who feel like they do not belong are more prone to feeling isolated, lonely, hurt, indifferent, and pessimistic.

[By fostering a culture of trust and growth mindset in your classroom, students gain a sense of belonging, feel valued, value others, and recognize that supports are available when needed.](#) Students need to develop a growth mindset believing that change is possible, and be willing to seek support when required. Resilient students demonstrate empathy, caring, and a sense of equity and social justice. They need to feel safe at school, and feel staff provide them with a caring place to learn. Students should perceive that they live in a caring family and community, have adults who value and trust them, and whom they also value and trust. It is also important that they have peers who influence them in positive ways.

Since children and youth spend more than six hours a day and more than 190 days a year in school, what happens at school can have a significant influence on a student's well-being. [Schools can be key players in promoting the mental health, resiliency, and overall healthy development of students.](#) You are privileged to have the opportunity to connect with students at such a critical point in their development. Some strategies to promote this kind of culture in your classroom include:

- When a student speaks to you, [stop and listen – really listen.](#) When students feel like they are valued and value others, their growth mindset is nurtured.
- [Greet students at the doorway of your classroom.](#) Establish eye contact with each student as you wish them “Good morning”.
- Next to their name on the attendance sheet, [write down one positive personal trait for each student](#) (e.g., Sally is a gifted dancer, Billy is great at playing soccer, etc.). Occasionally bring up those “other” strengths exhibited by the students which are not always evident in the classroom setting.
- [Celebrate classroom successes](#) on a display board or by having an awards ceremony.
- [Remind students that you are there for them](#) when support is needed.
- [Offer behaviour-specific praise.](#) Saying “Good job” isn't nearly as effective as saying “Good job sitting still, Michael”, or “Excellent work in showing how you solved that fraction problem, Naomi”.
- [Engage parents and the community](#) by providing opportunities for these adults to volunteer or mentor the children/youth.



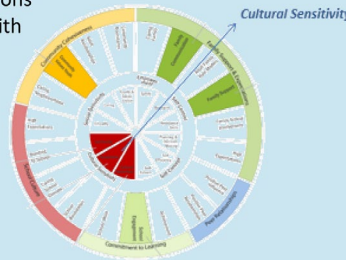
## ***Belonging - Trust and Growth Mindset***

# Hopefulness - Culture of Engagement and Emotional Health

**Meaningful Engagement:** *"I feel I can make a difference and others respect me and believe in me."*

- Connectedness
- Shared responsibility
- Meaningful contributions
- Finding strength in Faith
- Sense of acceptance
- Feeling invited
- Having a voice

**INSPIRE**



## Emotional Health

- Feeling positive and connected
- Reflecting, meditating, praying
- Dealing with emotions and feelings
- Managing moods, sadness or depression

*"Every child, every person, needs to know that they are a source of joy; every child, every person, needs to be celebrated. Only when all of our weaknesses are accepted as part of our humanity can our negative, broken self-images be transformed."*

*-Jean Vanier*



## Meaningful Engagement

**Hopefulness**  
Validation  
Acceptance  
Finding Strength in Faith  
Emotional Awareness

*"Through Him we have also obtained access by faith into this grace in which we stand, and we rejoice in hope of the glory of God. More than that, we rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character, and character produces hope, and hope does not put us to shame, because God's love has been poured into our hearts through the Holy Spirit who has been given to us."*

*-Romans 5:2-5*

## Student's Emotional Health Suffers

Hopelessness  
Lack of Interest  
Disconnection  
Depression  
Withdrawal



## Supporting Students to Feel Engaged and to Manage Moods or Depression

By providing our students with opportunities for meaningful engagement, educators can foster hopefulness, validation, acceptance, faith, and emotional awareness. By expressing their emotions and feelings, students are able to manage their moods. Cultural awareness, acceptance, and spirituality are strengths that resilient students possess. They need to enjoy being engaged in their own learning at school, feel valued by their communities, and supported by their families. Open communication needs to be encouraged and modelled. When students feel like they do not have a voice and are not accepted as they are, they may experience hopelessness, they may become withdrawn, and may even suffer from depression. By **inspiring** students through a culture of hopefulness, we can help our students develop and maintain a positive outlook.

### STRATEGIES THAT CAN HELP ALL STUDENTS DEVELOP AND MAINTAIN A POSITIVE OUTLOOK

- Engage in proactive circles in your classroom.
- Encourage students to write three positive things that happened that day.
- Allow for opportunities in class for meditation, reflection, and prayer.
- Support class-wide use of coping strategies and problem-solving skills.
- Provide all students with information about normal growth and development, and ways to cope with stress (e.g., ways to address peer pressure, build friendships, address depressive feelings, maintain good sleep hygiene, build exercise into each day).
- Model and teach optimistic and positive attitudes, language, and actions.
- Provide students with responsibilities and tasks that they may enjoy (e.g., allow students who enjoy computer use to incorporate a computing component into tasks; allow art-loving students to choose illustrated reading materials).
- Provide a space in the classroom for students to go to when they are feeling overwhelmed.

(Based on information from: Evans et al., 2002; Hincks-Dellcrest-ABCs, n.d.)



## Strategies for Supporting Students with Difficulty Managing Mood Symptoms

### Classroom Strategies

- Encourage the student to engage in positive self-talk and catch and limit themselves participating in negative self-talk.
- Provide the student with opportunities for social interaction. Students with difficulty managing moods tend to feel isolated and alienate themselves from friends and the activities they previously enjoyed. Encourage opportunities for students to work together to solve problems or discuss topics being covered in the classroom.
- Provide the student with opportunities to participate in making decisions about class activities and assignments to help increase his/her motivation, interest, and feelings of success.
- If a student is returning to school after a hospitalization or a prolonged absence, be prepared to develop a plan for the student's reintegration and create a manageable strategy (both for the teacher and student) for catching up on classes and assignments and addressing potential issues related to stigma among peers.
- Establish a support person whom the student can contact and who will check-in with the student.



# Optimism - Culture of Expectations and Coping with Stressors

**Establishing Expectations:** *"I feel capable of setting and reaching goals and my family and school encourages and supports me."*

## FACILITATE

- Vision of success
- Clarity of expectation
- Mutual expectations of support
- Modeling behaviours
- Encouragement and support given
- Experiencing Joy



## Coping with Stressors

- Feeling secure and capable
- Confident goals are reachable
- Purposeful planning and problem solving
- Responding to fear, anxiety and worry

*"My friends, love is better than anger.  
Hope is better than fear.  
Optimism is better than despair.  
So let us be loving, hopeful and optimistic.  
And we'll change the world."*

*-Jack Layton*

## Establishing Expectations

Optimism  
Confidence  
Passion  
Persistence  
Managing Uncertainty

## Student Lacks Ability to Cope with Stressors

Uncertainty  
Disinterest  
Worry  
Anxiety  
Fear

*"Have I not commanded you? Be strong and courageous.  
Do not be frightened, and do not be dismayed, for the Lord  
your God is with you wherever you go."*

*-Joshua 1:9*

# Supporting Students to Cope with Stressors, Worries, Fear and Anxiety

By **facilitating** a culture where students feel like they can truly succeed and meet expectations, students maintain optimism and a belief that they can cope with stressors. Students need to feel positive, confident and capable of reaching their objectives without feeling overcome with anxiety, fear or worry. It is important that students feel safe, secure and able to problem-solve successfully. Resilient students demonstrate the ability to plan and make decisions. They need to feel self-efficient, knowing that they can do a variety of things well, and feel positive about themselves and their futures. It is important that school holds high expectations for them, and they feel capable of meeting their learning goals. Their families need to also be involved in their learning and hold high, yet achievable, expectations. By creating such a culture in your classroom, anxiety can be alleviated, which is one of the most common mental health disorders experienced by children, adolescents, and adults alike (Merikangas et al., 2011).

## STRATEGIES TO REDUCE STRESS FOR ALL STUDENTS

- Create a learning environment where mistakes are viewed as a natural part of the learning process.
- Provide predictable schedules and routines in the classroom and ensure advance warning is given when there is a change in routine. Providing and explaining visual schedules can help them know what to expect.
- Provide the students with guidance on how to organize and plan the day (e.g., use of a checklist or agenda).
- Provide simple relaxation exercises that involve the whole class.
- Encourage students to take small steps towards accomplishing a feared task.
- Maintain a vision of success.
- Ensure students understand what your expectations are. Rubrics can help facilitate this.
- Be aware and mindful of how you respond to anxiety – your students are watching!
- Provide an easily accessible quiet area within your classroom where students can go to when overwhelmed or anxious.
- Provide various fidget items which are available for all students.

(Based on information from: CYMHIN-MAD, 2011; Hincks-Dellcrest-ABCs, n.d.)



## Specific Strategies for Supporting Students with Anxiety-Related Symptoms

### Classroom Strategies

- Work with parents, the school team, and others involved with the student to establish consistent expectations for the student at school, at home, and in other areas of activity. This provides predictability and reduces confusion for the student.
- Reward brave, non-anxious behaviour. Notice when the student is being brave in attempting something he/she finds challenging. Encourage and reward all positive steps in managing anxiety.
- Check-in with the student at the beginning and end of each day (e.g., check with the student that assignments have been written down correctly).
- Learn what situations the student can handle and determine how to respond when she/he is unable to cope.
- Reduce schoolwork and/or homework based on information from parents and the school team about how much stress the student can handle.
- Maintain the student's regular schedule as much as possible.
- Ask the student's parents what strategies work at home to relieve the student's anxiety.
- The student may need to be taught what anxiety is and how it feels in their bodies.
- Encourage the students to think of a time he/she has successfully overcome a challenge. What did he/she do that time that worked?
- Help the student develop a toolbox of things he/she can do to self-regulate. Teaching the student relaxation, such as deep breathing or taking a break when he/she is calm, may help when the student experiences anxiety.



# Empowerment - Culture of Thriving and Dealing with Challenges



*"How would your life be different if...You could control the outcome of your day, your week, your year? Let today be the day... You embrace the truth that you DO have such control to label every event in your life, and create an agreement with reality that empowers you and propels you to greatness."*

*-Steve Maraboli*



## Healthy Responses

**Empowerment**  
Self-Control  
Respecting Boundaries  
Acting Justly  
Adaptability  
Agent of Change

*"Now for this very reason also, applying all diligence, in your faith supply moral excellence, and in your moral excellence, knowledge, and in your knowledge, self-control, and in your self-control, perseverance, and in your perseverance, godliness, and in your godliness, brotherly kindness, and in your brotherly kindness, love."*

*-2 Peter 1:5-9*

## Student is Unable to Deal with Challenges

Impulsivity  
Opposition  
Explosiveness  
Aggressiveness  
Eating Disorders  
Addiction



# Supporting Students to Thrive, Deal with Challenges and Make Healthy Choices

*"Students do well when they can"* – Greene, R.W., 2008. We need to **empower** students to be the best they can be. They need to feel capable of restoring relationships and resolving conflicts successfully without resorting to unhealthy behaviours such as drugs and alcohol or aggression. Resilient students feel a strong sense of safety, demonstrate the ability to show restraint, and are able to say "no" to people who put them at risk. It is important for them to develop their commitment to learning and to work hard to complete assignments. At their schools and in their communities, they need to have clear boundaries, rules and expectations. They require positive role models, and positive friendships based on respect. Every time a student chooses a healthy response over an unhealthy response, their sense of empowerment and self-control are fostered.

## STRATEGIES THAT PROMOTE POSITIVE BEHAVIOUR AMONG ALL STUDENTS

- Provide predictable schedules and routines in the classroom. Develop these expectations together as a group during your first proactive circle of the year.
- Focus the students' attention before starting the lesson.
- Make a positive phone call home. See <http://www.edutopia.org/blog/power-positive-phone-call-home-elena-aguilar> for more info about what this call might look like.
- Create an inviting classroom environment that may include a quiet space, with few distractions, to which a student can retreat.
- Catch a student being good. When a student chooses a healthy response, point it out to them.
- Model positive behaviour and healthy eating.
- Arrange a quiet, safe place where students can go to calm down when angry or frustrated.

(Based on information from: CYMHIN-MAD, 2011; Hincks-Dellcrest-ABCs, n.d; Lee, 2012)



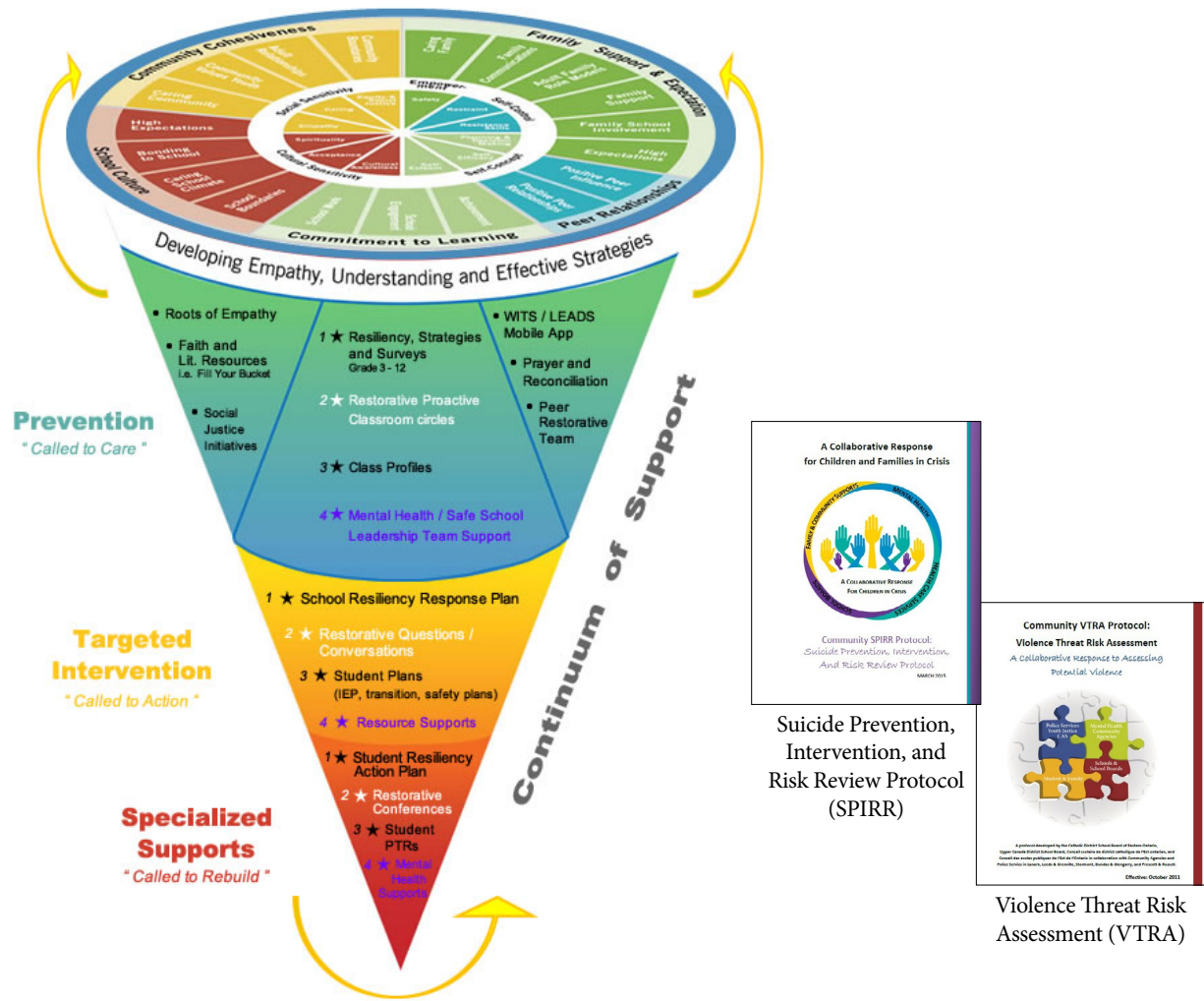
## Strategies for Supporting Students with Behaviour-Related Symptoms

### Classroom Strategies

- Use non-verbal cuing, such as hand gestures, proximity, facial expressions, or other signals to let a student know in a low-key way (without drawing the attention of the whole class) that the behaviour is not acceptable.
- Use low-profile interventions for minor problems so that students are not rewarded for misbehaviour by becoming the centre of attention.
- Ensure the student is provided with opportunities to experience success. For example, a teacher can focus a lesson on something he/she knows a struggling student is passionate about further emphasizing this students' strength.
- Work with the student to solve problems, to encourage the student to take responsibility for, and ownership of, his/her behaviour.
- Use a neutral, non-confrontational tone (e.g., "I notice that you have been...") when talking about behaviour with the student.
- For the aggressive student: Encourage him/her to participate in sports activities.
- For young children: Help them to express their anger or frustration verbally.
- Help the student to practice using "self-talk": to talk him/herself through times when things are going wrong. For example, "I have the right to be mad, but I am not going to lose it."
- Give positive reinforcement to the student for showing self-control in situations that would normally make him/her angry, annoyed, or upset (e.g., give a tangible reward such as a classroom privilege or free time).
- When conflicts arise, use Restorative Practices so that students may restore relationships and resolve conflicts with success.
- Provide a quiet space away from peers where the student can work independently (but do not isolate the student as a form of punishment).
- Teach alternative ways of dealing with anger or frustration (e.g., walking away, talking).
- Help the student to explore the reasons why he or she is using the substance(s) and facilitate a referral to addiction services (see the Checkered Flags Document or resource list included).



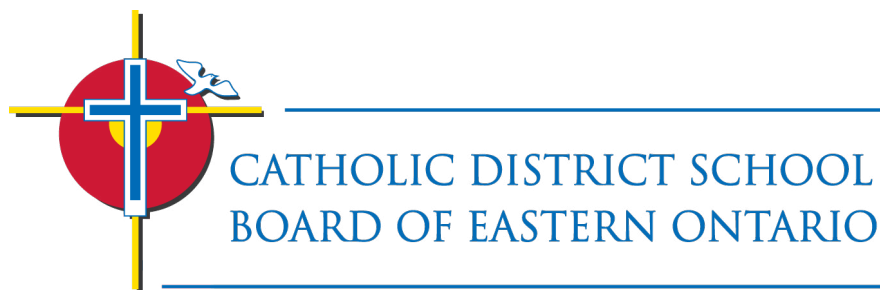
# Building Student Resiliency and Positive Mental Health



A Continuum of Support providing Prevention, Targeted Intervention, and Specialized Supports for students to develop resiliency, also serves as the Board Bully Prevention and Intervention Plan. It is based on developing a Whole-School Faith Community that is safe, inclusive and accepting, utilizing our Gospel values and reconciliation.

A strength-based approach is taken to building Resiliency and Positive Mental Health of students, by developing students' empathy, understanding and use of effective strategies to prevent and respond to bullying, if it occurs, in ways that will stop future bullying. The plan promotes prevention by "Call to Care", with targeted interventions by "Call to Action" and a "Call to Rebuild" through specialized supports.

Specific Prevention Programs, Targeted Interventions and Specialized Supports provide a continuum of support for students. Restorative practices, including proactive classroom circles, restorative questions/conversations and formal restorative conferences, enable schools to create environments in which bullying behaviours are reduced and students are empowered to resolve conflicts and deal with difficult situations.



## Mental Health and Addiction Support Provided in Schools



### ***CCAC Mental Health and Addiction Nurses***

**1-800-538-0520**

School based support for students dealing with mental health and addiction issues is provided by CCAC Mental Health and Addiction Nurses.

### ***Community Mental Health Counselors in each High School***

Schools teams work with agency partners to ensure students receive support from mental health counselors, when required, in order to deal with mental health and addiction issues.

*"...it is crucially important for us to be aware of mental health issues amongst our students and to be able to direct or provide resources for parents and students, so that we can ensure they are getting whatever assistance they need."*

*Wm. J. Gartland, Director of Education*

Our Partner Agencies provide a vital service to support students needing Specialized Supports and to give more children, youth, and their families the services they need, more quickly and more effectively. This prevents and reduces the personal, social and economic costs of mental health and addiction problems.

The following partner agencies work with staff, students and families to provide necessary interventions and supports:



**Lanark - Open Doors for Lanark Children and Youth**

**1-877-232-8260**



**Children's Mental Health of Leeds and Grenville**

**1-800-809-2494**



**Valoris for Children and Adults of Prescott Russell**

**1-800-675-6168**



**Children's Mental Health Services of SD&G**

**1-613-932-1558**



**Children's Hospital of Eastern Ontario (CHEO)**

**1-613-737-7600**



**Hotel Dieu Hospital**

**1-613-544-3310**

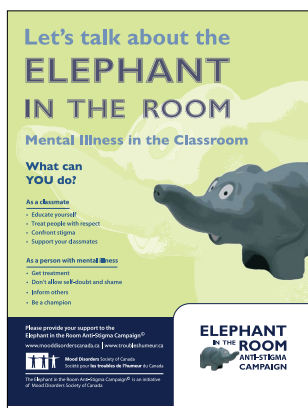
## **Resources - Where to go for Help**

## Stormont, Dundas and Glengarry

Service Category	Name of Agency	Telephone Number
<b>Community Mental Health Agencies</b>	Child and Youth Counselling Services	613-932-1558
	Children's Treatment Centre	613-933-4400
	CMHA - Champlain East	1-800-493-8271
	Counseling and Support Services of Stormont, Dundas & Glengarry	613-932-4610
	Youth Services Bureau	1-877-377-7775
<b>Addiction Treatment Services</b>	Cornwall Community Hospital (Lead Agency)	613-936-9236
	Dave Smith Youth Treatment Centre	613-594-8333
	Rideauwood Addiction Services	613-724-4881
<b>Family Health Teams and Health Centres</b>	Centre de santé communautaire de l'Estrie Community Health Centre	613-937-2683
	Seaway Valley Community Health Centre	613-936-0306
<b>Hospitals</b>	Children's Hospital of Eastern Ontario	613-737-7600
	Cornwall Community Hospital (Lead Agency)	613-938-4240
	Glengarry Memorial Hospital	613-525-2222
	Royal Ottawa Health Care Group	1-800-987-6424
	Winchester District Memorial Hospital	613-774-2420
<b>Police</b>	Cornwall City Police	613-933-5000
<b>Youth Probation Services</b>	Laurencrest	613-933-6362
	Youth Probation Services	613-933-7674
	YouTurn	1-877-469-6650
<b>Youth Engagement Services</b>	Big Brothers Big Sisters	613-933-8035
	Boys and Girls Club	613-935-9015
	Youth For Christ	1-303-843-9000
	YouthNet	613-737-7600
<b>Other</b>	Baldwin House	613-938-2958
	Bereaved Families of ON - Cornwall	613-936-1455
	CAS of Stormont, Dundas & Glengarry	613-933-2292
	Champlain CCAC - MHAN program	1-800-538-0520
	Eastern Ontario Health Unit	613-933-1375
	Hopewell Eating Disorder Centre	613-241-3428
	Metis Nation of Ontario	1-800-263-4889
	Mohawk Council of Akwesasne	613-575-2250
	Naomi's Family Resource Centre	613-774-2838
	Ontario Centre of Excellence for Child/Youth Mental Health	613-737-2297
	Parents' Lifeline of Eastern Ontario	1-855-775-7005
	Roberts Smart Centre	613-728-1946
	Salvation Army - Cornwall	613-932-7515
	Separation and Divorce Resource Centre	613-837-9025
	Single Point Access	613-938-9909
	Victim Services of Stormont, Dundas & Glengarry	613-938-8900
	Victim/Witness Assistance Program	1-888-216-2192
	Wholistic Health and Wellness	613-575-2341 Ext. 3100
	Youth Transition Improvement Program (YTIP)	613-936-9236 ext. 104

## Prescott - Russell

Service Category	Name of Agency	Telephone Number
<b>Community Mental Health Agencies</b>	CMHA - Champlain East	1-800-493-8271
	Mental Health Community Centre for Prescott-Russell	1-800-267-1453
	Valoris (Lead Agency)	1-800-675-6168
	Youth Services Bureau	1-877-377-7775
<b>Addiction Treatment Services</b>	Centre Royal Comptois	613-632-0139
	Dave Smith Youth Treatment Centre	613-594-8333
	Prescott-Russell Substance Abuse Community Treatment Program	1-855-624-1415
	Rideauwood Addiction Services	613-724-4881
<b>Family Health Care Teams and Health Centres</b>	Clarence-Rockland Family Health Team	613-446-7677
	Centre de santé communautaire de l'Estrie Community Health Centre	613-937-2683
	Lower Outaouais Family Health Team	613-636-0971
	Plantagenet Family Health Team	613-673-4318
<b>Hospitals</b>	Children's Hospital of Eastern Ontario	613-737-7600
	Hawkesbury and District Memorial Hospital	613-632-1111
	Royal Ottawa Health Care Group	1-800-987-6424
<b>Police</b>	Ontario Provincial Police	1-888-310-1122
<b>Youth Probation Services</b>	You Turn	1-877-469-6650
<b>Youth Engagement Services</b>	PFLAG- Rockland	1-888-530-6777
	YouthNet	613-737-7600
<b>Other</b>	CCAC - MHAN program	1-800-538-0520
	Eastern Ontario Health Unit	613-933-1375
	Hopewell Eating Disorder Centre	613-241-3428
	Interlude House	613-632-1131
	Metis Nation of Ontario	1-800-263-4889
	Ontario Centre of Excellence for Child/Youth Mental Health	613-737-2297
	Parents' Lifeline of Eastern Ontario	1-855-775-7005
	Prescott-Russell Victim Services	1-877-632-7530
	Roberts Smart Centre	613-728-1946
	Separation and Divorce Resource Centre	613-837-9025
	Tungasuvvingat Inuit	613-565-5885



In collaboration with the Mood Disorder Society of Canada (MDSC) the **ELEPHANT IN THE ROOM** Anti-Stigma Campaign was developed to help students build awareness, take action and seek help.

By displaying the blue elephant, we show that we care about the wellness of others and that THIS is a safe place to talk about mental health problems without fear of being looked upon differently.

*"By partnering with the MDSC and participating in the **DEFEAT DEPRESSION** campaign, our schools come together to raise awareness and money for local mental health and addictions agencies!"*



Michelle Neville, CDSBEO Mental Health ASSIST Lead

## Lanark

Service Category	Name of Agency	Telephone Number
<b>Community Mental Health Agencies</b>	CMHA - Ottawa	613-737-7791
	Lanark, Leeds & Grenville Addiction and Mental Health Services	613-342-2262
	Open Doors for Lanark Children and Youth	1-877-232-8260
	Youth Services Bureau	1-877-377-7775
<b>Addiction Treatment Services</b>	Dave Smith Youth Treatment Centre	613-594-8333
	Lanark, Leeds & Grenville Addiction and Mental Health Services	613-342-2262
	Rideauwood Addiction Services	613-724-4881
<b>Family Health Teams and Health Centres</b>	North Lanark Community Health Centre	613-259-2182
	Ottawa Valley Family Health Team	613-256-9370
	Rideau District Community Health Centre	613-269-3400
<b>Hospitals</b>	Almonte General Hospital	613-256-2500
	Carleton Place District Memorial Hospital	613-257-2200
	Children's Hospital of Eastern Ontario	613-737-7600
	Hotel Dieu Hospital	613-544-3310
	Perth and Smiths Falls District Hospital	613-267-1500
	Royal Ottawa Health Care Group	1-800-987-6424
<b>Police</b>	Ontario Provincial Police	1-888-310-1122
	Smiths Falls Police Service	613-283-0357
<b>Youth Probation Services</b>	Cornerstone Landing	613-285-9292
	Lanark County Community Restorative Justice	613-925-5977
	RNJ Youth Services	1-866-349-0538
	You Turn	1-877-469-6650
<b>Youth Engagement Services</b>	Big Brothers Big Sisters	613-283-0570
	Core Youth Services	613-257-8901
	Lanark Community Programs	613-257-7619
	North Highlands Youth Centre	613-259-2012
	Smiths Falls and District Centre for Youth	613-284-1784
	Yak Youth Centre	613-264-8381
	YouCan	613-230-1903
	YouthNet	613-737-7600
<b>Other</b>	Bereaved Families of Ontario - Ottawa	613-567-4278
	CCAC - MHAN program	1-800-538-0520
	Family and Children's Services of Lanark, Leeds & Grenville	613-498-2100
	Healthy Communities Partnership	613-283-2740
	Hopewell - Eating Disorder Support Centre	613-241-3428
	Lanark Interval House	1-800-267-7946
	Lanark, Leeds & Grenville District Health Unit	613-345-5685
	Metis Nation of Ontario	1-800-263-4889
	Ontario Centre of Excellence for Child/Youth Mental Health	613-737-2297
	Parents' Lifeline of Eastern Ontario	1-855-775-7005

## Leeds & Grenville

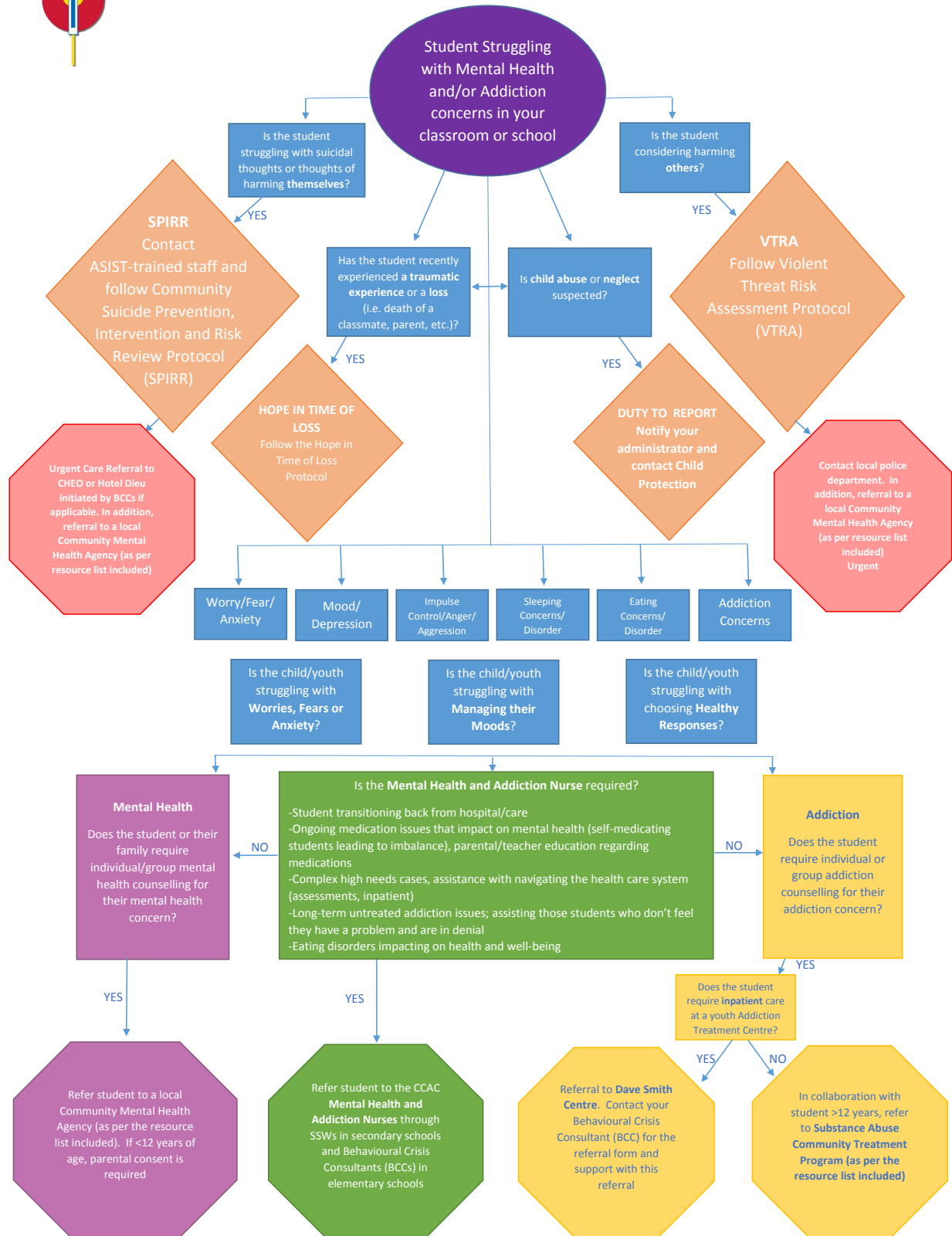
Service Category	Name of Agency	Telephone Number
<b>Community Mental Health Agencies</b>	Children's Mental Health of Leeds & Grenville (Lead Agency)	1-800-809-2494
	CMHA - Ottawa	613-737-7791
	Lanark, Leeds & Grenville Addiction and Mental Health Services	613-342-2262
<b>Addiction Treatment Services</b>	Dave Smith Youth Treatment Centre	613-594-8333
	Lanark, Leeds & Grenville Addiction and Mental Health Services	613-342-2262
	Rideauwood Addiction Services	613-724-4881
<b>Family Health Teams and Health Centres</b>	Athens District Family Health Team	613-924-2623
	Country Roads Community Health Centre	613-272-3302
	Prescott Family Health Team	613-925-9577
	Rideau District Community Health Centre	613-269-3400
	Upper Canada Family Health Team	613-423-3333
<b>Hospitals</b>	Brockville General Hospital	613-345-5645
	Children's Hospital of Eastern Ontario	613-737-7600
	Hotel Dieu Hospital	613-544-3310
	Kemptville District Hospital	613-258-3435
	Royal Ottawa Health Care Group	1-800-987-6424
<b>Police</b>	Brockville Police Service	613-342-0127
	Gananoque Police Service	613-382-4422
	Ontario Provincial Police	1-888-310-1122
<b>Youth Probation Services</b>	RNJ Youth Services	1-866-349-0539
	St. Laurence Youth Association	613-384-4869
	You Turn	1-877-469-6650
<b>Youth Engagement Services</b>	Big Brothers Big Sisters	613-345-0281
	Boys and Girls Club of Gananoque	613-382-6792
	Connect Youth	613-918-0173
	Girls Inc	613-345-3295
	Kemptville Youth Centre	613-258-5212
	Prescott Youth Centre	613-925-2004
	YouCan	613-230-1903
	Youth for Christ	1-303-843-9000
	YouthNet	613-737-7600
<b>Other</b>	Art and Soul - Art Therapy	613-863-7685
	Assault Response and Care Centre of Leeds and Grenville	613-345-3881
	Bereaved Families of ON - Ottawa	613-567-4278
	CCAC - MHAN program	1-800-538-0520
	Family and Children's Services of Lanark, Leeds & Grenville	613-498-2100
	Healthy Communities Partnership	613-283-2740
	Hopewell - Eating Disorder Support Centre	613-241-3428
	Leeds and Grenville Interval House	613-342-4724
	Lanark, Leeds & Grenville District Health Unit	613-345-5685
	Metis Nation of Ontario	1-800-263-4889
	Ontario Centre of Excellence for Child/Youth Mental Health	613-737-2297
	Parents' Lifeline of Eastern Ontario	1-855-775-7005



*The EMPOWER APP gives access to MHA HOPELINE which provides contact numbers for community supports and distress lines. This App also provides students and parents an avenue to quickly, conveniently and anonymously report incidents of bullying and victimization in schools, and to seek help.*



## Where Can I Refer My Students and Their Families?



### Other Resources:

- Provide the student with the number for **Kids Help Phone** (1-800-668-6868)
- If applicable, also provide parents with information about: **Triple P** parenting support (1-844-362-8593) as well as the **Parent's Lifeline of Eastern Ontario** (PLEO) peer support (1-855-775-7005)

### \*Regional-Specific Flowcharts Available

## Community Crisis List

### Community

### Crisis Lines

#### Stormont, Dundas and Glengarry

- **Mental Health Crisis Line (16+):** 1-866-996-0991
- **Child, Youth and Family Crisis Line:** 1-877-377-7775
- **Mental Health Helpline:** 1-866-531-2600
- **Kids Help Phone:** 1-800-668-6868

#### Prescott-Russell

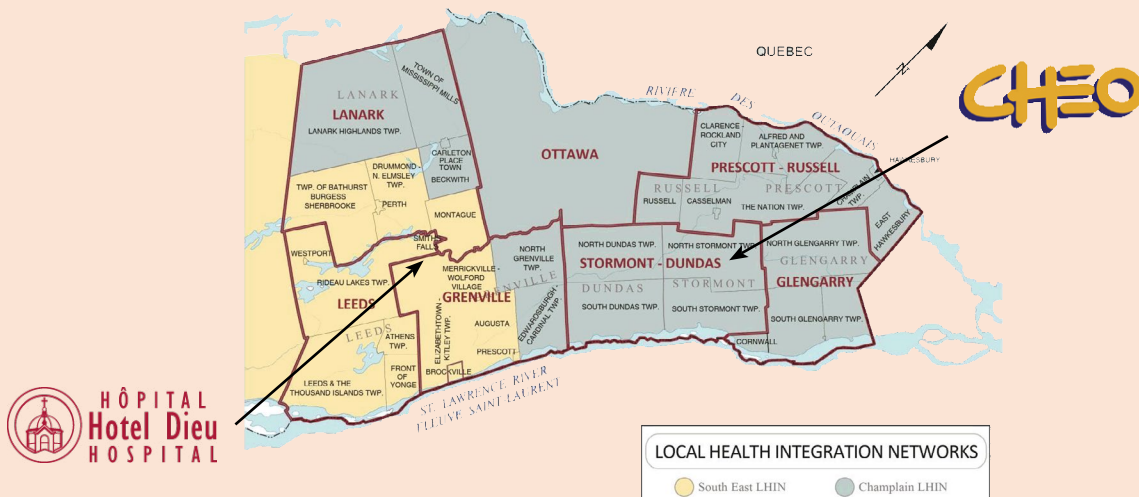
- **Mental Health Crisis Line (16+):** 1-866-996-0991
- **Child, Youth and Family Crisis Line:** 1-877-377-7775
- **Mental Health Helpline:** 1-866-531-2600
- **Kids Help Phone:** 1-800-668-6868

#### Lanark

- **Distress Centre (16+ - services available 5pm – 12am):** 1-800-465-4442
- **Child, Youth and Family Crisis Line:** 1-877-377-7775
- **Mental Health Helpline:** 1-866-531-2600
- **Kids Help Phone:** 1-800-668-6868

#### Leeds and Grenville

- **Distress Centre (16+ - services available 5pm – 12am):** 1-800-465-4442
- **Mental Health Crisis Line (16+):** 1-866-281-2911
- **Mental Health Helpline:** 1-866-531-2600
- **Kids Help Phone:** 1-800-668-6868



# ***Finding Your Heart***

*by Tom Krause*

*Do not be afraid - for even now God knows  
the yearnings of your heart  
and is sending you His answer to your prayers.*

*Though you may not know the ways of your journey -  
He is guiding you with His gentle touch.*

*He is perfecting you for a great service -  
one that will help others.*

*Be patient - you are not alone.  
For the Lord will hold you in His hands and protect you.*

*Someday His plan will become clear to you  
and in the end you will find peace.*

*Until such time walk in faith.*

*Remember - God loves you.*

*You are His child.*

