

# **Mental Health Capacity Building in Saskatchewan Schools**

## **Orientation Session**



Saskatchewan  
**Health Authority**

*Saskatchewan!*

# Fire Department





*SMOKEY SAYS—*

**Care will prevent  
9 out of 10 forest fires!**

# What is **Mental Health Capacity Building** in Saskatchewan Schools?

- ▶ A *collaborative initiative between schools and communities* that is guided by the Saskatchewan Health Authority, with support from the Ministries of Health and Education.
- ▶ Is an evidence-based prevention and mental health promotion program.

# What is **Mental Health Capacity Building** in Saskatchewan Schools?

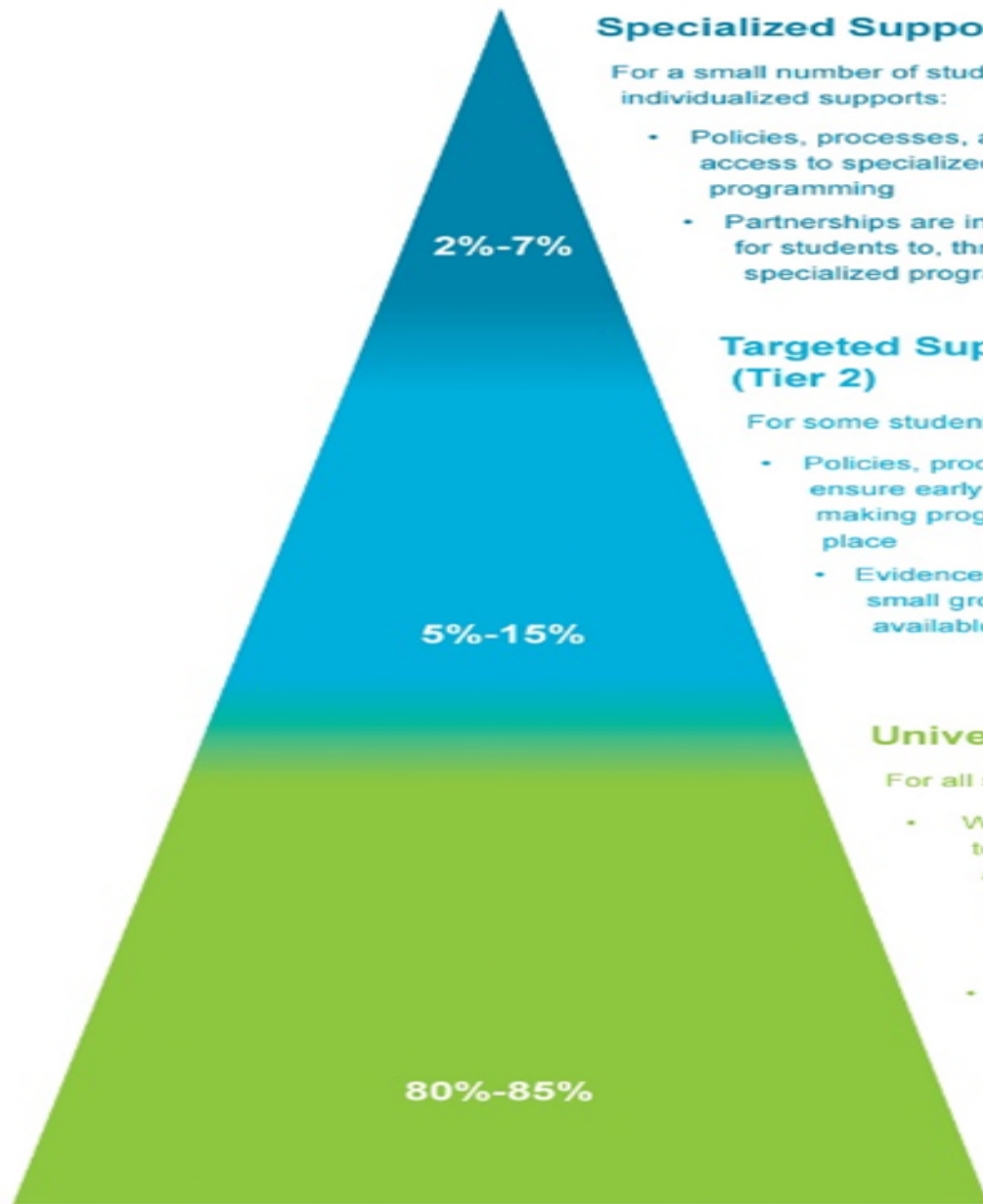
- ▶ Utilizes a Comprehensive School Community Health framework to address student wellness and mental health promotion.
- ▶ Increases knowledge, skills and confidence in students, parents, school staff and community partners.



# MHCB Objectives

- ▶ Utilize the Comprehensive School Community Health framework.
- ▶ Use evidence-based and innovative programming to enhance mental health and well-being in students and families by:
  - ▶ Building and strengthening awareness, knowledge, skills and confidence (e.g., self-regulation and interpersonal skills); and,
  - ▶ Creating a school culture that fosters a sense of belonging and safety.
- ▶ Build capacity of school staff through professional development.
- ▶ Support early interventions and facilitate access to supports.





### Specialized Supports and Services (Tier 3)

For a small number of students requiring intensive or individualized supports:

- Policies, processes, and pathways are in place to ensure access to specialized expertise, service providers and programming
- Partnerships are in place, including transition strategies for students to, through and from services, treatment and specialized programming

### Targeted Supports and Interventions (Tier 2)

For some students requiring additional supports:

- Policies, processes and practices are in place to ensure early identification of students who are not making progress when universal supports are in place
- Evidence-informed, short-term, individual and small group supports and interventions are available within the school setting

### Universal Supports (Tier 1)

For all students:

- Whole-school approaches are in place to create welcoming, caring, respectful and safe learning environments (e.g., comprehensive school health, positive behaviour supports, trauma-informed practice)
- Quality instruction responds to a diverse range of learning strengths, needs and challenges
- Social-emotional learning is part of instruction, classroom activities and school practices

25

# Core Indicators of Student Wellness

**Core Indicators Model (CIM)**

	Environmental Indicators	Health Indicators	Educational Indicators	
			Personal Growth:	Academic:
<b>Affective/Social-Emotional</b>	Inclusive School Environment	Mental Health and Well-Being	Identity Development	Academic Motivation
<b>Behavioural</b>	Sustainable Adult Engagement and Partnerships	Health and Health Behaviours	Youth Engagement	Academic Participation
<b>Cognitive</b>	Understanding of Comprehensive School Health	Health Literacy	Intellectual Growth	Academic Achievement



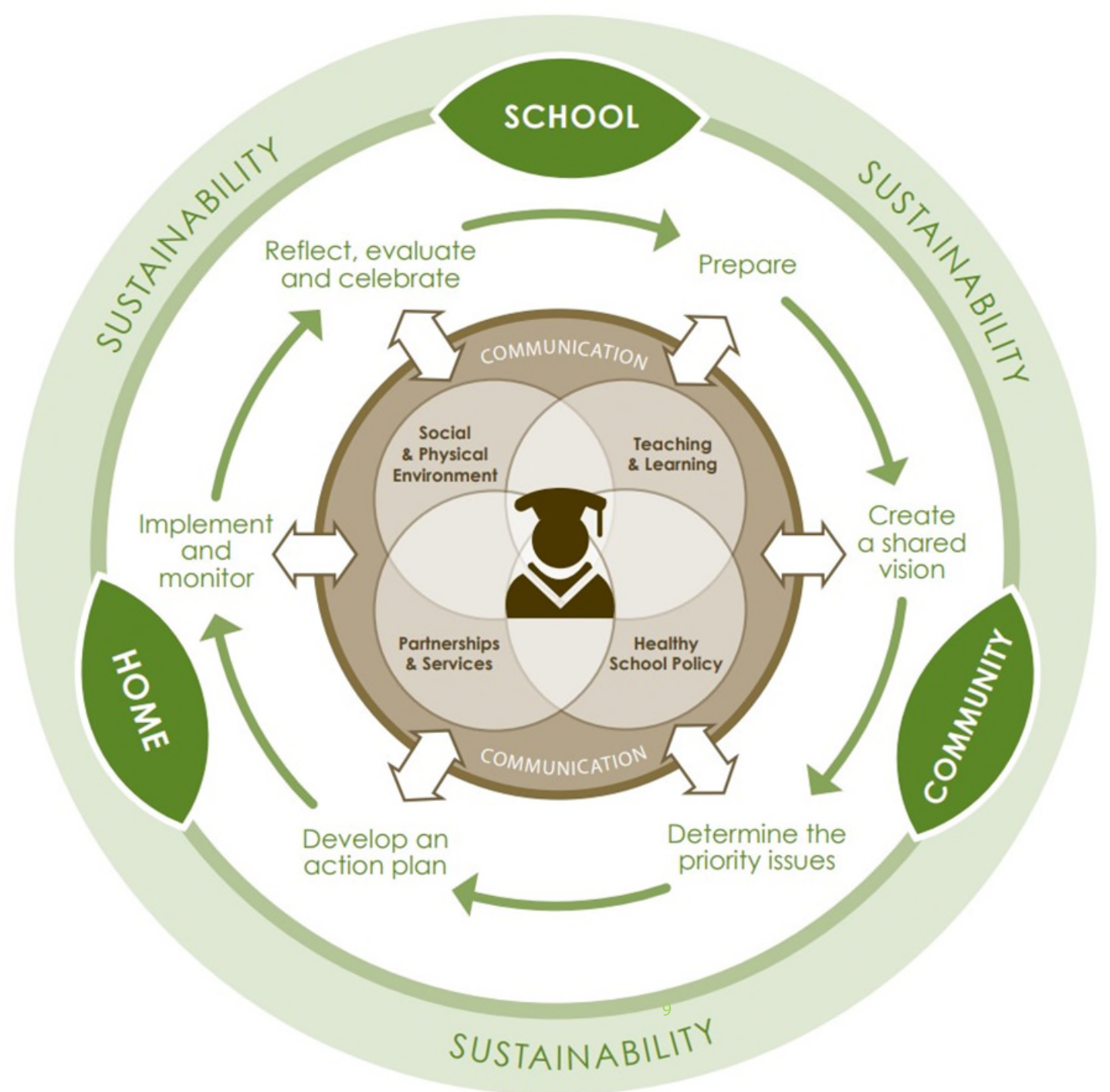
# Mental Health Capacity Building

Process Model that Supports the Development of Comprehensive School Community Health



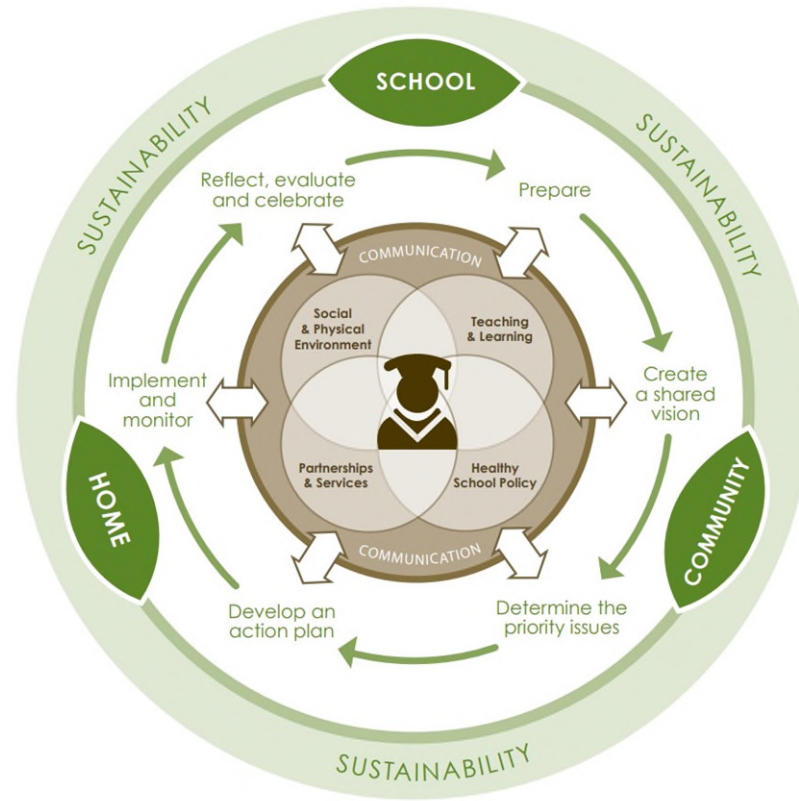
Saskatchewan Health Authority

Saskatchewan!



# Prepare & Create a Shared Vision

- ▶ Assess readiness of school staff
- ▶ Create MHCB Team
- ▶ Review Division and School's Well Being & Mental Health Plan
- ▶ Utilize MHCB Mapping Tool to complete resource analysis
  - ▶ To be completed by MHCB Coordinator with support from school administrators.

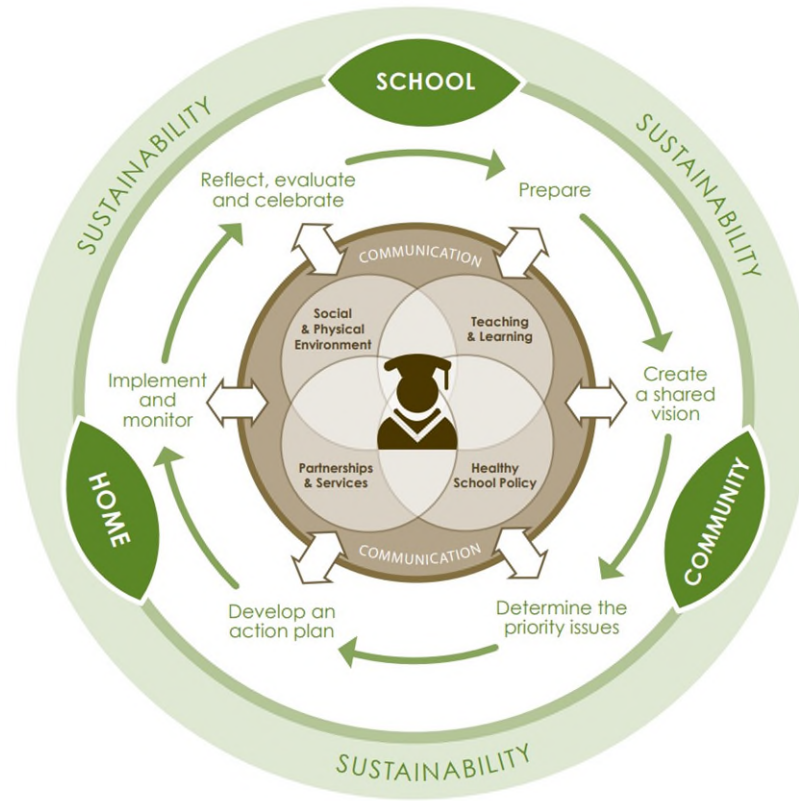


# Mental Health Capacity Building Mapping Tool

	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Tier 1 Universal Supports</b>														
<b>Tier 2 Supports &amp; Interventions</b>														
<b>Tier 3 Specialized Supports &amp; Services</b>														

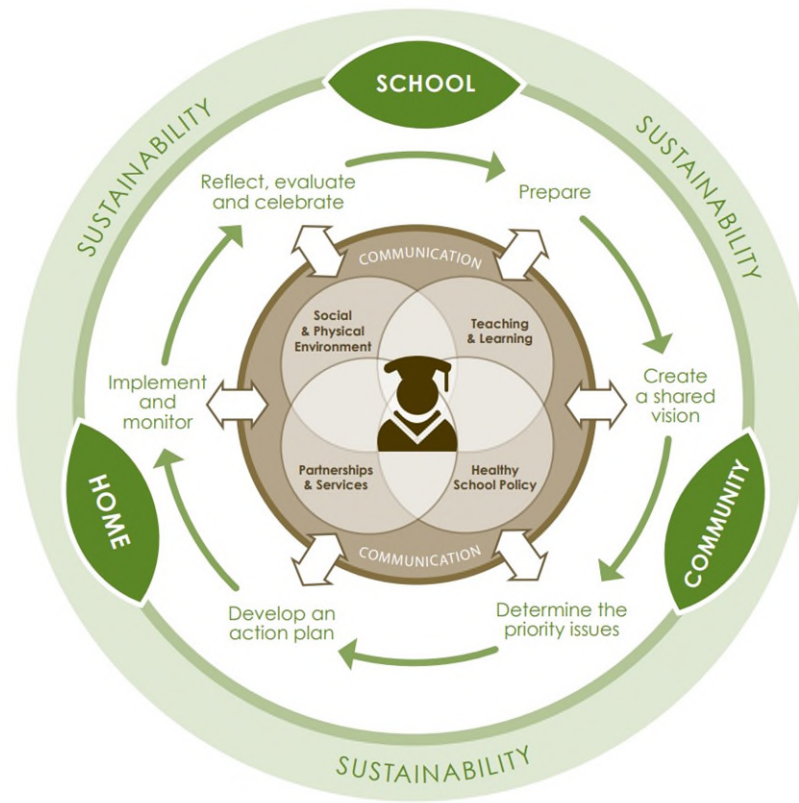
# Determine Priority Issues

- ▶ Complete OurSCHOOL Data Analysis (Notice and Wonder)
- ▶ Ensure MHCB Priorities are linked to OurSCHOOL Key Indicators of Student Wellness
- ▶ Compare results with MHCB Mapping tool
- ▶ Bring data back to staff, students and families for feedback.



# Common Priority Issues

- ▶ Mental Health Literacy
- ▶ Trauma Informed Practices
- ▶ Self-Regulation and Co-Regulation



# Elements for Success!

1. Authentic Student Involvement
2. School Autonomy
3. High Level Support
4. Utilizing Evidence Based Tools and Data
5. Dedicated Champions
  - ▶ Students, School Staff, Parents and Partners
6. Professional Development
  - ▶ Knowledge, Skills & Confidence