



Seeing Kids “At-Potential”: A New Perspective

October 30th, 2015

Resiliency

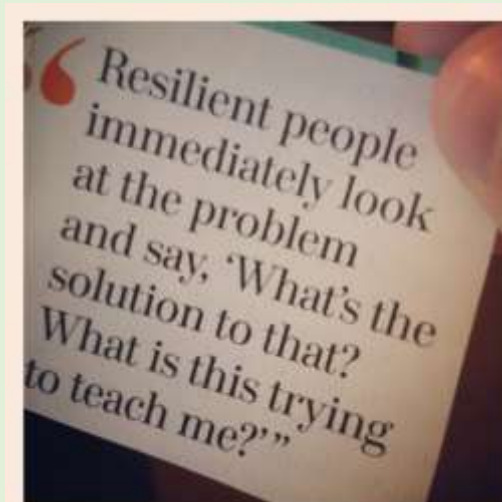
The reason some individuals succeed when faced with risks and adversity is resiliency....



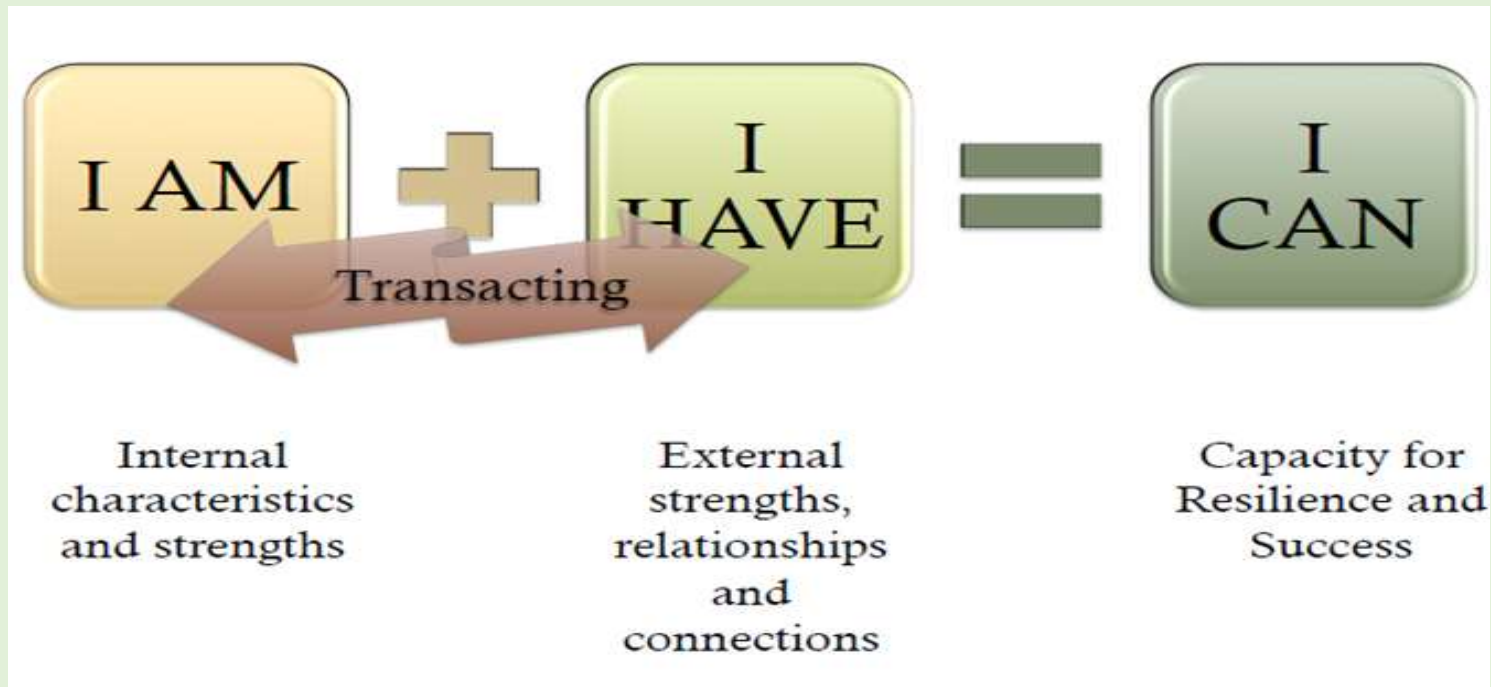
People who are resilient tend to:

- Effectively cope
- Be empathic
- Be good communicators
- Be problem solvers
- Have a strong interest in school/work
- Be driven to achieve goals
- Be involved in meaningful activities
- Be hopeful about the future
- Have solid relationships
- Live in safe and well-functioning families
- Take less risky behaviours

Source: Growing Up Resilient: Ways to build resilience in children and youth- CAMH, 2007



Resiliency



Resiliency Frameworks in LLG

- Resiliency Initiative's "31 Developmental Strengths"



Resiliency Frameworks in LLG

- Search Institute's "Developmental Assets®"
- 40 assets- Building Blocks of Healthy Development
- <http://www.search-institute.org/research/developmental-assets>



Discovering what kids need to succeed



Commonalities: A Strengths-Based Approach

From . . .

Young people's problems
Professionals' work
Young people absorbing resources
Programs alone
Troubled young people
Incidental asset building
Blaming others

To . . .

Young people's strengths
Everyone's work
Young people as resources
Relationships
All young people
Intentional asset building
Claiming responsibility

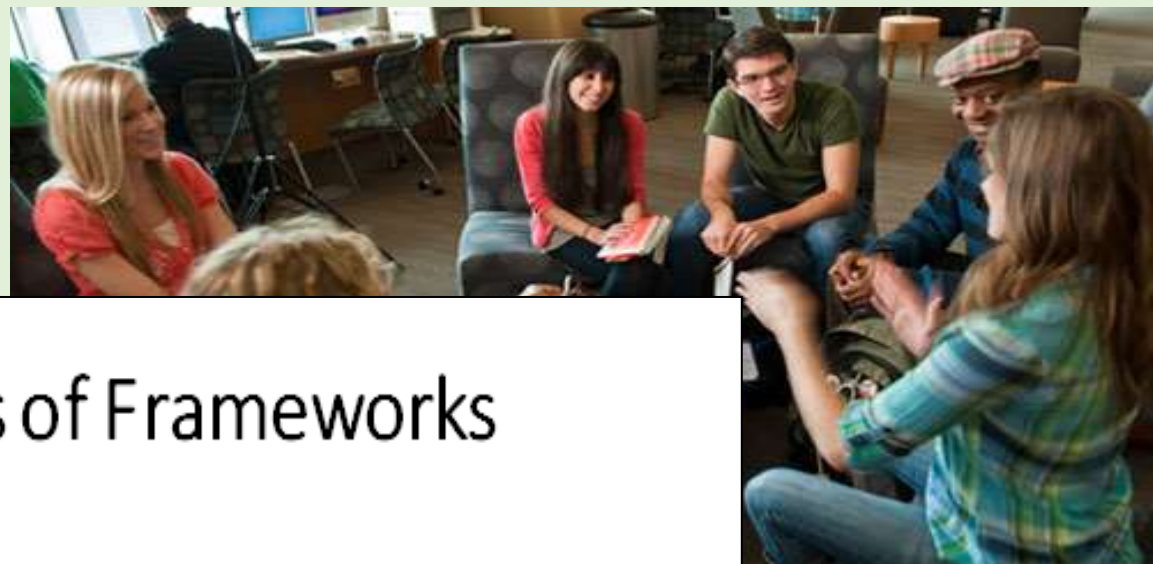




<https://www.youtube.com/watch?v=CNhYbJbqg-Y>

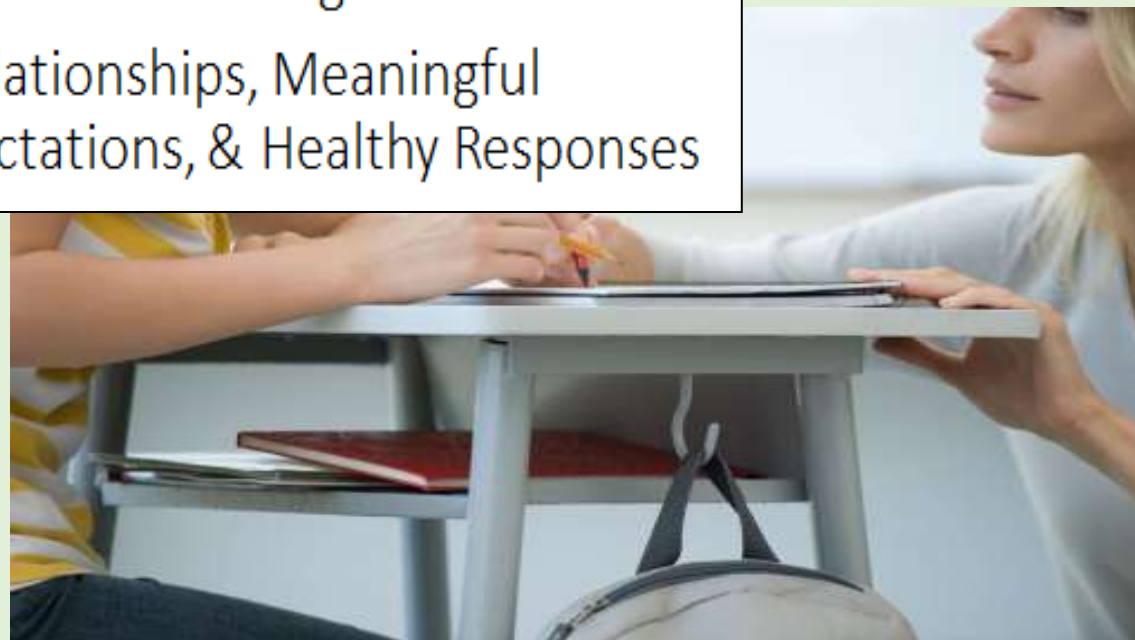
Commonalities of Frameworks

- Goal of building healthy, caring, responsible, resilient children and youth
- Every one can build assets/ strengths- “It takes a village to raise a child”
- What kids need to succeed and thrive are positive experiences, skills, opportunities, qualities and values



Commonalities of Frameworks

- Focus on building internal and external strengths or assets
- Common categories: Caring Relationships, Meaningful Engagement, Establishing Expectations, & Healthy Responses

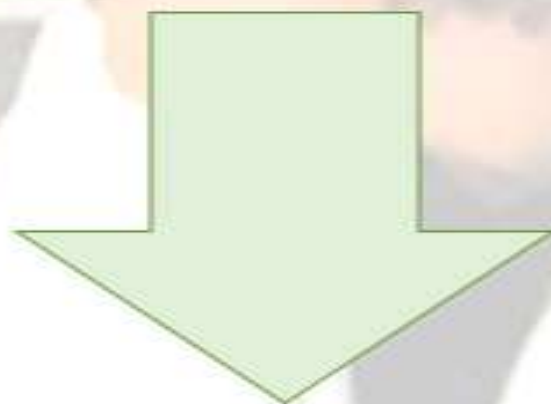


Caring Relationships



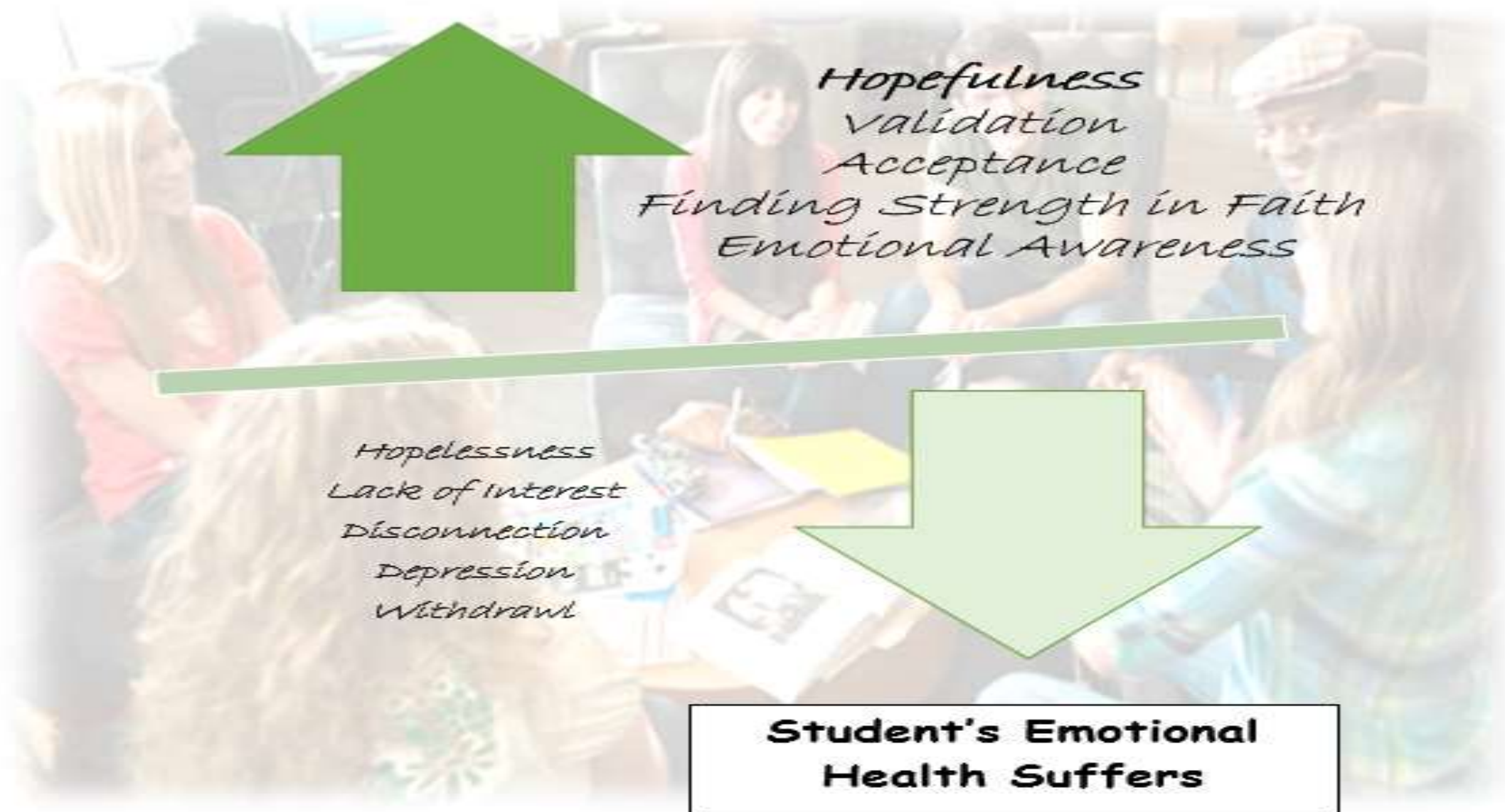
Belonging
Trust
Empathy
Belief that things can
get better
Social Connectedness
Positive Strength-Based
Attitude

Isolation
Loneliness
Hurt
Indifference
Pessimism



**Student without Trust
or Growth Mindset**

Meaningful Engagement



Establishing Expectations



Optimism
Confidence
Passion
Persistence
Managing Uncertainty

Uncertainty
Disinterest
Worry
Anxiety
Fear



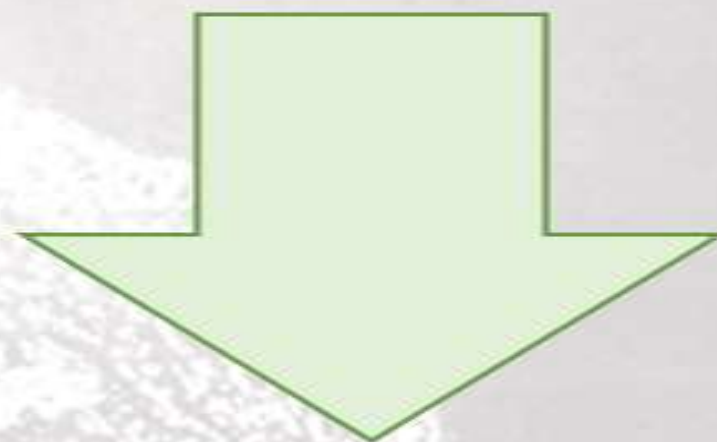
**Student Lacks Ability to
Cope with Stressors**

Healthy Responses



*Empowerment
Self-control
Respecting Boundaries
Acting Justly
Adaptability
Agent of change*

*Impulsivity
Opposition
Explosiveness
Aggressiveness
Eating Disorders
Addiction*



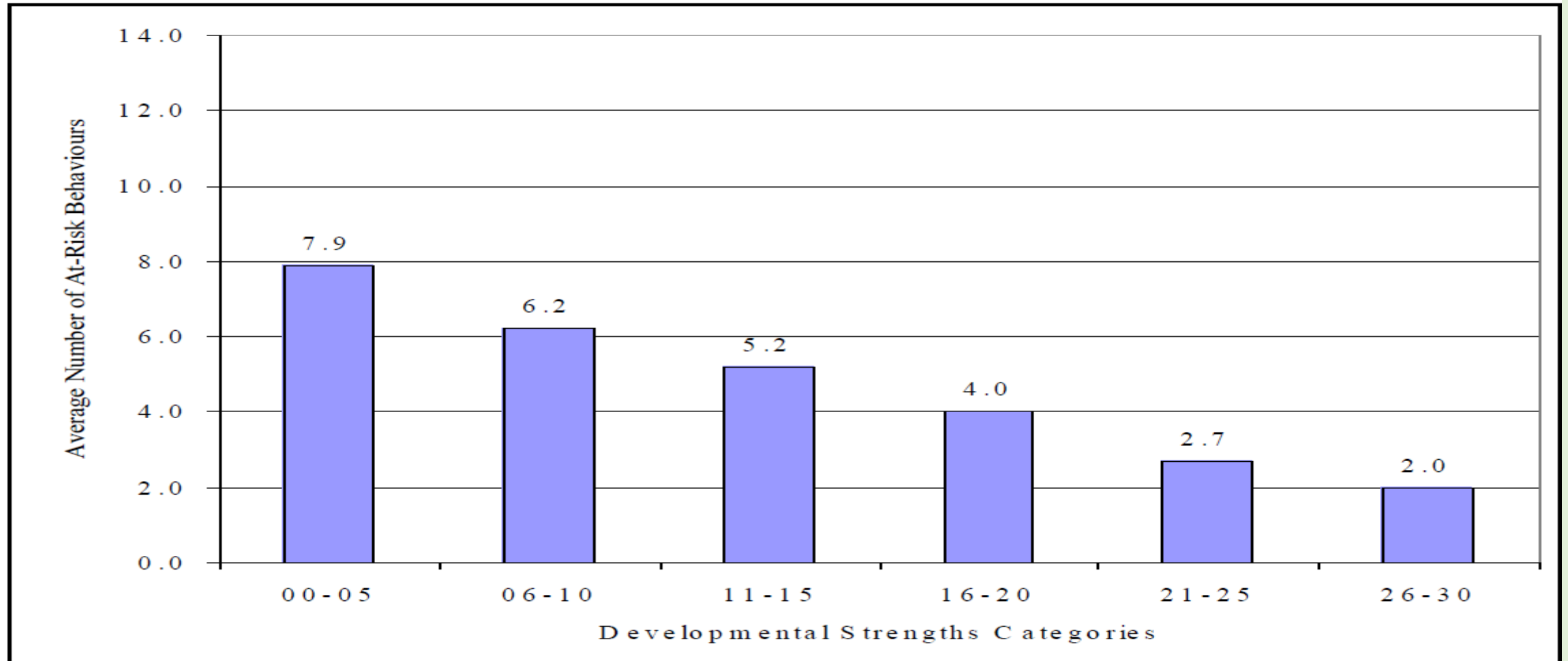
**Student is Unable to
Deal with Challenges**

Commonalities of Frameworks

- All children and youth already have assets/strengths
- Fundamental assumption that more assets/strengths is better!



Resiliency and Risk



“The idea is to collaboratively work to create an ‘ecology’ around children and youth that makes it increasingly difficult for certain high risk problems to survive”.

W. Hammond



Think back to your childhood...

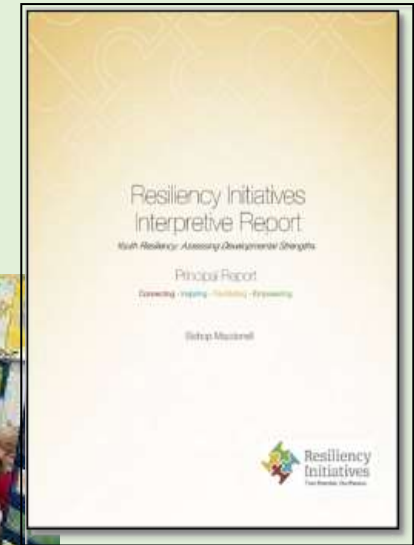
- Who made a positive difference in your life?
- Who was it?
- What did that person do?



Ensuring kids are resilient is EVERYONE'S responsibility



What are we doing at the school level??



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

CONNECT



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
- Sense of acceptance
- Finding strength in Faith
- Feeling invited
- Having a voice

INSPIRE



Emotional Health

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

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

FACILITATE



Coping with Stressors

- Feeling secure and capable
- 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

EMPOWER



Dealing with Challenges:

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





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Special Thanks to:	

<http://smh-assist.ca/mental-health-awareness-initiatives-decision-support-tool/>

Google: SMH ASSIST

Mental health awareness is mainly focused on mental health, rather than mental illness. It is designed to enhance knowledge about well-being, nurture healthy attitudes and beliefs, reduce stigma, assist with identifying signs of mental health and substance use problems, and promote help-seeking behaviours.



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



So what is this “Resiliency Questionnaire”??



What do we do with the results??



- In-service with all Mental Health Teams in our schools
- Each school reviews their own reports
- School Action Plans are created based on strengths and needs of each individual school

But What About the Kids??





Resiliency

High Expectations

Self-Concept

School Culture



"YOU'RE OFF TO GREAT PLACES.
TODAY IS YOUR DAY.
YOUR MOUNTAIN IS WAITING,
SO GET ON YOUR WAY."

- DR. SEUSS

Activity



**KEEP
CALM AND
PUT ON YOUR
THINKING
CAP**

Questions?



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