Whole School Approaches to Mental Health and Wellbeing

Promoting Resilience: Stacking the Odds in Kids’ Favour
6-7 September 2012

Jill Pearman
Acknowledgement of Country
an ethos of resilience
young people flourishing
using multiple strategies
having a unifying purpose
all stakeholders...
...parents, students, staff and the community
creating a protective environment
promoting mental health
increasing levels of social and emotional skills
MindMatters promotes a Whole School Approach so schools can:

- Embed promotion, prevention and early intervention activities for mental health and wellbeing in schools
- Develop school environments where young people feel safe, valued, engaged and purposeful
- Assist young people to develop the social and emotional skills required to meet life’s challenges
- Create a climate of positive mental health and wellbeing
- Develop strategies to enable a continuum of support for students with additional needs in relation to mental health and wellbeing
- Enable schools to better collaborate with families and the health sector.
Adolescent protection

*Positive youth development depends on the quality of the environment - the available supports, messages, and opportunities young people find in the people, places and experiences in their lives.*

Benard, B, Resiliency: What we have Learned., USA, 2004
Do you know **what** to teach me?
Do you know my community?
Do you know how to engage me?
Do you know my strengths?
Do you know what I need to learn?
Are you preparing me to live in my world?
Do you really know me?
There is no magic recipe
Connection & Climate

School connectedness generally includes the sense of attachment and commitment a student feels as a result of perceived caring from teachers and peers.

Wilson, D, The interface of School Climate & School Connectedness Journal of School Health, USA, 2004
Risk and protective factors

• Protective factors can reduce exposure to risk and they may be compensatory, reducing the effect of risk factors

  » Rutter 1985

• The presence of more protective factors, regardless of the number of risk factors, has been shown to lower the level of risk

  » Resnick et al 1997
<table>
<thead>
<tr>
<th>Individual</th>
<th>Peer and student group</th>
<th>Whole School</th>
<th>Family and Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive (pro-social) relationships</td>
<td>Peer group with pro-social values &amp; activities</td>
<td>Fosters supportive relationships</td>
<td>Positive parent involvement</td>
</tr>
<tr>
<td>Positive self perception</td>
<td>Peer group respectful of cultural differences</td>
<td>Encourages authentic participation</td>
<td>Connections to caring &amp; competent adults &amp; role models</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>Inclusive group norms:</td>
<td>Valuing young people</td>
<td>Acknowledged responsibilities</td>
</tr>
<tr>
<td>Aptitudes valued by society</td>
<td>Mental health status</td>
<td>Maintains connections to competent and caring adults</td>
<td>Supervision &amp; support (incl. recreation time)</td>
</tr>
<tr>
<td>Coping skills</td>
<td>Same sex attraction</td>
<td>Promotes safe environment</td>
<td>Access to opportunities &amp; participation</td>
</tr>
<tr>
<td>Sense of personal choice</td>
<td>Disability</td>
<td>Promotes regular school attendance</td>
<td>Access to mental health care services</td>
</tr>
<tr>
<td>Belief life has meaning and hope</td>
<td>Open group membership</td>
<td>Flexibility of structures and systems</td>
<td>Celebration of diversity</td>
</tr>
<tr>
<td>Positive sense of own identity, cultural heritage &amp; community affiliations</td>
<td>Group activities that reaffirm/ build skills &amp; self esteem</td>
<td>High but realistic expectations</td>
<td>Collective cultural identity</td>
</tr>
<tr>
<td>Being physically healthy</td>
<td></td>
<td>Connections with families and communities</td>
<td>Safe community</td>
</tr>
<tr>
<td>Able to manage emotions</td>
<td></td>
<td>Creates opportunities for some success at school &amp; recognition of success</td>
<td>Connectedness to social institutions</td>
</tr>
<tr>
<td>Individual temperament/disposition</td>
<td></td>
<td>Recognition and respect for diversity</td>
<td>Positive attitude to help seeking</td>
</tr>
<tr>
<td>Regular school attendance</td>
<td></td>
<td>Positive attitude to mental health</td>
<td></td>
</tr>
<tr>
<td>Involvement in pro-social activities</td>
<td></td>
<td>Whole School Approach to social and emotional learning</td>
<td></td>
</tr>
<tr>
<td>Intrinsic motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conversation

Talk about a particularly resilient person you know or are aware of ...

When I think of mental health I think of..........
Mental health
A holistic sense of wellbeing

Emotional and spiritual resilience which enables us to enjoy life and survive pain, disappointment and sadness. It is a positive sense of well-being and an underlying belief in our own and others’ dignity and worth.

Health Education Authority, 1998 England
Resilience

The capacity to deal constructively with change or challenge, allowing the person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions.

Whole School Matters
Contexts for resilience

Resilience is NOT a trait that a youth is born with or automatically keeps once it is achieved. Resilience is a complex interactive process that entails characteristics of the child, the family, extra-familial relationships and school/community factors.

Why mental health and wellbeing?

A detailed view of the literature finds that the creation of safe and supportive environments increases student engagement and attachment to school, and that these variables significantly influence student academic performance.

Create and maintain supportive and safe learning environments

Focus area

4.4 Maintain student safety

Career stages

Graduate

Proﬁcient

Highly Accomplished

Lead

Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.

Ensure students’ wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.

Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.

Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

Show Illustrations
Australian curriculum

Successful learner, confident and creative individual, and active and informed citizen

- Intercultural understanding
- Literacy
- Numeracy
- Ethical behaviour
- ICT capability
- Personal and social capability
- Critical and creative thinking

General capabilities in the Australian Curriculum
Other benefits?

- Evidence a resilience (MindMatters) approach is effective
  - ↑ resilience
  - ↓ smoking, alcohol and other drug use

- Evidence that an organisational change approach is critical

- Potential evidence a resilience approach impacts on other risks
  - physical activity
  - nutrition
  - safe sexual practice

- Potential evidence resilience impacts on educative outcomes
  - attendance
  - behaviour
  - academic achievement
Pilot program outcomes

- Proportion of students who reported being a current smoker

![Bar chart showing the proportion of students who were current smokers in 2002 and 2006. In 2002, 23% of students were current smokers, and in 2006, 11% were. The sample sizes were 1449 students in 2002 and 1205 students in 2006.](image-url)
Pilot program outcomes

- Proportion of students who reported binge drinking in the past four weeks

![Bar chart showing the proportion of students who reported binge drinking in 2002 and 2006. In 2002, the proportion was 34% with 1449 students surveyed. In 2006, the proportion was 17% with 1205 students surveyed.](chart.png)
Pilot program outcomes

- Proportion of students who reported use of marijuana in the last 3 months

![Bar chart showing proportion of students using marijuana in 2002 and 2006.]

2002: 16% (n=1449)
2006: 7% (n=1205)
Why MindMatters?

There is a steady and increasing recognition of the need for integrated community responses to comprehensively address the needs of children and young people and build sustainable links between youth focussed mental health services and schools. MindMatters is conceived and implemented to support this shift.

Universal approach

Targets the entire school population with the goals of enhancing strengths so as to reduce the risk of later problem outcomes and/or to increase prospects for positive development.

Weiss et al 2005 Promoting and Protecting Youth Mental Health Through Evidence-Based Prevention and Treatment, *American Psychologist*
MindMatters Intervention Planner

- **Year 7**: Entire school community, all staff and students
- **Year 8**: Whole school environment, part of curriculum
- **Year 9**: 20–30% of students
- **Year 10**: Students needing additional support
- **Year 11**: 3–12% of students
- **Year 12**: Students needing mental health interventions

Adapted from WHO, 1994 by Helen Broomhall and Robyn Hearl.
MindMatters Implementation Model for a whole school approach to mental health
Hear from schools

http://www.youtube.com/watch?v=rN5BNqUcbpE

Maximise student achievement

Philosophy of care

Provide support for staff

Empower young people to lead mental health promotion

Support individual students
ACER Evaluation – use of MM resources

All high schools

70% use MindMatters

52% use MindMatters as a key resource

18% (2006) 38% (2010) use MindMatters as a whole school organiser

Source: ACER National Survey of Health and Well being Promotion Policies and Practices
MindMatters has had a significant impact on school ethos and culture. The view that mental health and wellbeing was an integral part of the school ethos and culture was greater in schools that used MindMatters as a key resource than in other schools.
Student Outcomes

Positive relationships
Attachment to school
Social and emotional skills
Help seeking behaviour
Improved learning outcomes
Accessing appropriate services
School outcomes

Mental health literacy of staff
Implementation of evidenced based programs
Appropriate support provided to students with emerging or high mental health needs
Improved attendance
Community Outcomes

Mental health literacy of school community
Partnerships established which support students with high mental health needs
Community participation is increased
Indigenous and other cultural groups are acknowledged and supported
Increasing staff understanding of Mental health
Inspire Foundation
Reach Out Teachers Network
Webinars
Black Dog Institute Headstrong workshops
beyond blue SenseAbility workshops

MH curriculum content
Inspire Foundation
Reach Out resources
Black Dog Institute Headstrong resources
beyond blue SenseAbility modules and resources

Referral pathways
headspace website
bb Service directory
ReachOut.com website
ReachOut Pro website

External pathways
headspace centres

Extending leadership
headspace, ReachOut, beyondblue & Black Dog youth ambassadors, presenters & consumers

Examples of other key programs mapped to the MindMatters Framework

Draft April 2011
Australian Partners in Wellbeing for Secondary Schools

**mindmatters.edu.au**
MindMatters: a whole school mental health and wellbeing framework, offering tools and free professional learning for all secondary school communities. Implemented by Principals Australia Institute.

**beyondblue.org.au/senseability**
SenseAbility: a strengths based resilience program with modules and resources designed for those working with young Australians aged 12-18, from beyondblue.

**teachers.reachoutpro.com.au**
ReachOut Teachers Network: mental health and wellbeing teaching resources and online training activities; an initiative of the Inspire Foundation.

**headstrong.org.au**
HeadStrong: the creative way of thinking, talking, and teaching about mood disorders and resilience. A free to download curriculum resource for Health and Physical Education teachers, from the Black Dog Institute.

**responseability.org**
Response Ability: aims to promote the social and emotional wellbeing of children and young people; an initiative of the Department of Health and Ageing, implemented by the Hunter Institute of Mental Health.

**headspace.org.au**
headspace: the National Youth Mental Health Foundation. headspace School Support provides information and assistance to Australian secondary schools affected by suicide.
mindmatters

Measure the wellbeing of your school

Online Interactive Surveys

www.mindmatters.edu.au
Online learning module

Leading a Whole School Approach for Mental Health
Professional Learning Online

If you are new to MindMatters, this module will provide you with an overview of the MindMatters framework, processes, and tools which support a whole school approach to mental health and wellbeing.

Already started? Choose a section below:
- Introduction
- Leadership for mental health
- Understanding mental health
- Understanding a whole school approach
- Strengthening the plan
- Developing outcomes
Staff resilience

“Kids can walk around trouble, if there is some place to walk to and someone to walk with”
McLaughlin et al 1994

“To create these places and to be that ‘someone’ we must, first and foremost, support our own resilience.”
Bonnie Benard 1996
What is your best ever health and well being tip for sustaining yourself and being able to ‘bounce back’?

Explain your tip to your neighbour
**Staff Matters**

The Staff Matters website provides information and professional development ideas for promoting staff mental health and wellbeing.

The resources on the site use a universal and health literacy approach within the educational context.

Staff Matters is a key Focus Module of the professional development program and the MindMatters school implementation and recognition process. Consult the Professional Development Calendar for specific dates in each state and territory.

Mental Health Help for pressing and individual mental health and work issues should be obtained directly from national helplines and mental health information and/or employer and union websites.
• is student centered
• has developed over 12 years
• covers the breadth of what schools do
• creates a platform for service provision
• provides and extensive range of professional learning, resources, tools and support for high schools
Fostering mental health and resilience...

• Develop appropriate school policies and procedures for everyday functions
• Create alliances between the school, parents, caregivers, families and services
• Promote resilience among staff as well as students
• Encourage help-seeking
• Deliver coherent social and emotional curriculum
• Focus on caring and encouraging relationships
• Enhance protective factors
Why MindMatters?

After the 2 day workshop I decided to see someone about how I was feeling and if I didn't attend the workshop I probably wouldn't be where I am today. Knowing who I could go to for support helped me receive the support I needed.

Yr 11 student, Seaview HS 2005
Thank you and feedback

www.mindmatters.edu.au

MindMatters Australia

mind__matters