



Mental Health in Schools

Selma Smith
District Principal
Student Support



Welcome

I would like to acknowledge that we are all joining each other today from many places and would like to acknowledge the traditional owners and caretakers of those lands.

Who am I?

- District Principal in Student Support
- Oversight Elementary Counsellors, DRCs and liaison with Secondary Counselling Dept Heads, support Secondary Special Ed (BASES). EA/ABASW allocation secondary.
- K-12 Teacher, school counsellor, school- based admin, District Principal
- Registered Clinical Counsellor
- Doctoral student in Educational Leadership & Policy Studies- (University of Kansas)
- Newish to Surrey (it has been one year) but not new to the role.

UDL- MHiS & SEL-Multi-tiered System of Support

- School wide approach
- Tier 1- universal supports -classroom wide interventions
- Tier 2- smaller groups/ targeted supports/ CCW's/ Counsellors
- Tier 3- district supports, community supports
- Give students tools, strategies, coping skills, practice these!
- Doing this online.... All new for you and us

School counsellors

Currently, they are providing in person as well as virtual.

Referrals come from anyone- student, staff, parents.

Consent from parent/ guardian for counselling services

Zonal DRCs can support your schools:

- Crisis/ Critical Incident Response and prevention training
- Consultation on worrisome behaviours
- Support on initiating and working through the VTRA process
- Level 2 suspensions and possible new placement as outcome of suspension.

District Resource Counsellors by Zone:

- City Centre- Linda Dunlop
- Clayton/Cloverdale - Nancy Arends
- Guildford- Dannette Hoenisch
- Newton/ Fleetwood- Brigitte Bourassa-LeBlanc
- Panorama/ Sullivan- Jen Poole
- South Surrey/White Rock - Casey Chaulk

School Critical Incident Response Team

The School Team:

- led by the school Principal.
- assesses the likely impact of the incident, and the level of response needed.
- identifies tasks to be completed.
- reach out to your Assist. Sup, Safe Schools, DRC

District Critical Incident Response Team

- Zonal DRC and may include other DRCs and DP Student Support
- is available to assist when schools request.
- provides immediate assistance.
- can provide consultation, provision of materials, assistance with developing a plan, and provide direct support to students and staff.
- can assist with linking students and staff to outside resources.

From worrisome behaviour to VTRA

- Principal will contact DRC for support with a VTRA
- Principal will initiate contact with Safe Schools for support as well if needed.

A Risk Continuum Categories for Action

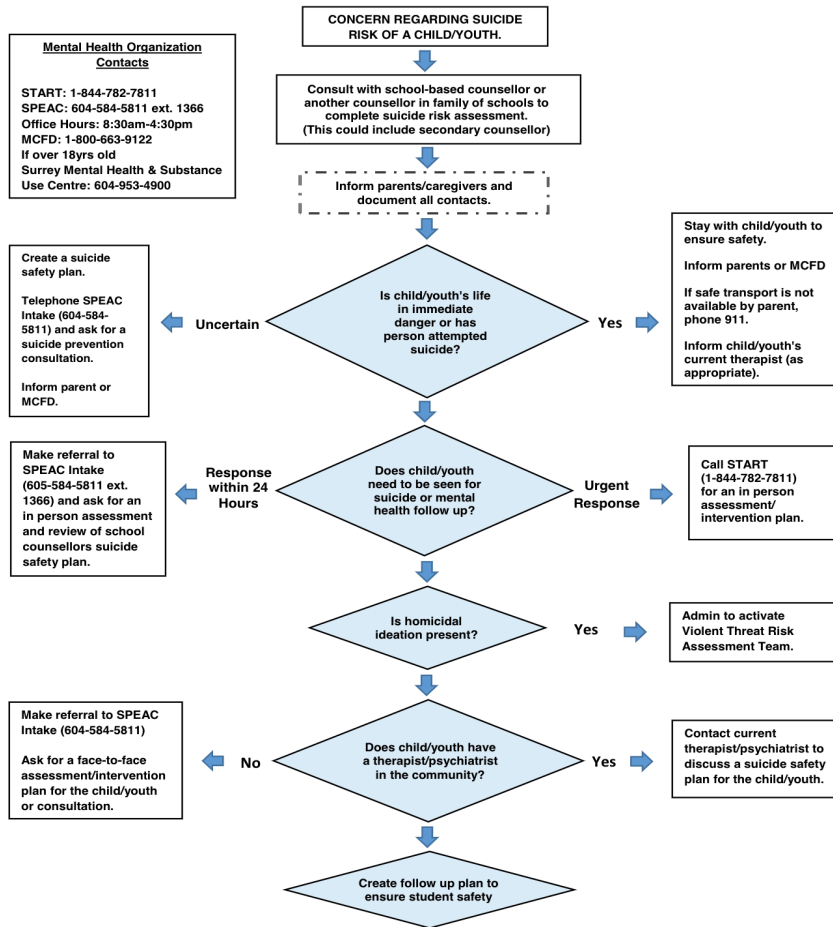


Purpose of a student violent threat risk assessment?

- To ensure the safety of students, staff, parents, and others.
- To ensure a full understanding of the context of the threat.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.



Suicide Prevention Protocol



LEADERSHIP IN LEARNING

Surrey Schools – Student Support Department 14033 92nd Avenue, Surrey, B.C. V3V 0B7
Tel: (604) 595-6104 Fax: (604) 595-6105 www.surreyschools.ca

Suicide risk assessment and response

Consultations (Suicide Risk Assessments and CYMH Referrals)

- SPEAC - 604 581- 5811
- START - 1 844 782 7811
- Fraser Health Crisis Line (24 hr.) - 604 951-8850
- CYMH - Wednesday Intakes



ICMs- Guide to Inclusive Ed

INTEGRATED CASE MANAGEMENT (ICM) PROCESS

Integrated Case Management (ICM) is characterized by advocacy, communication and resource management. The BC Ministry of Education sets forth a clear path through which to understand and address student needs when children and youth are experiencing social/emotional and/or learning challenges at school despite receiving Target Group interventions. During the early stages, school and district-staff connect with parents, focus on student strengths, make inquiries, explore, problem solve, assess, and intervene. When children and youth continue to experience challenges in spite of various interventions, educators reach out to community partners (e.g., pediatricians, psychiatrists, social workers, psychologists).

ICM Principles		
➤ Student centred service	➤ Recognizing diversity	➤ Participation
➤ Building on strengths	➤ Collaboration	➤ Accountability
➤ Advocacy (self)	➤ Mutual respect	➤ Holistic approach
➤ Continuity	➤ Transition planning	➤ Least intrusive and intense intervention

Enablers to ICM	
➤ Honest, trusting relationships with the other participants.	➤ Rationalization of the documentation required on each file.
➤ Having several strong 'champions' of ICM.	➤ Having the ICM case conference chair possess strong group facilitation/conflict resolution skills.

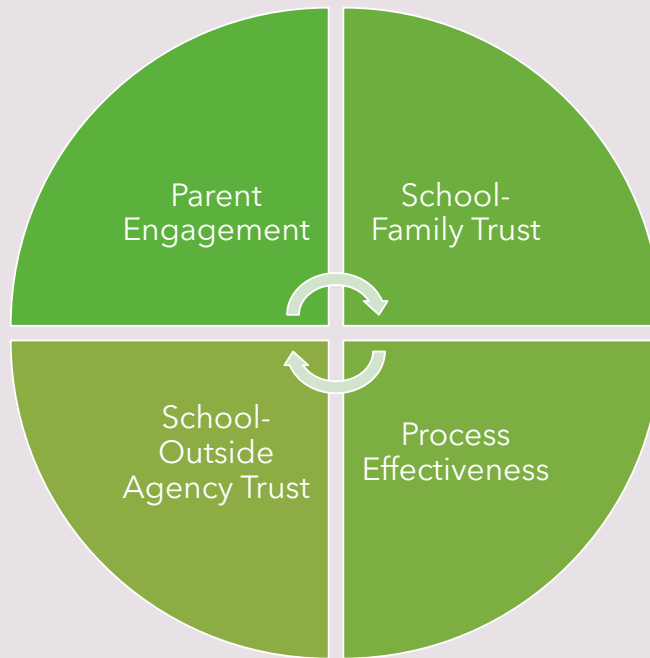
Barriers to ICM	
➤ Different disciplines may have different language, perspectives, experiences, and philosophies, as well as limited understanding of each other's role and responsibilities.	➤ Differing beliefs and comfort regarding student/family involvement.
➤ Key people missing.	➤ Lack of resolution and agreement on

ICM Meeting (*Sample format*)

- 1. Introductions.** As the case manager, introduce yourself. Ask members of the team to sign in, introduce themselves and explain their role.
- 2. Review successes.** Ask members of the team to share general successes of the past month, taking time to celebrate progress made.
- 3. Discussion.** Go through the following areas, reflecting on the student's strengths first, then "stretches" since the last meeting:

- Health	- Family & Social	- Emotional & Behavioural
- Self-care Skills	Relationships	Development
- Educational goals	Social Presentation	Other
- Identity		
- 4. Identify strengths/stretches.** Review identified strengths and "stretches" and use them as a jumping off point for developing goals for the upcoming month(s). For example:
 - *Can we build on existing skill sets to support identified challenges?*
 - *Are there some challenges that overlap? Can we combine them into one goal?*
- 5. Goal setting.** Identify with the team a few key goals for the upcoming month. For example:

Culturally Responsive Practice



Quick links to some resources:

- [EASE](#) (Everyday Anxiety Strategies for Educators)
- [Dr. Stan Kutcher Teen Mental Health Literacy](#)
- [Heart Mind Online](#)
- [BC New Curriculum - Core Competencies](#) **TOOLS**
- [Canadian Self Regulation Initiative](#)
- [UBC Social Emotional Learning Resource finder](#)
- [Random Acts of Kindness](#)
- [The Trauma Toolkit](#)
- [Surrey Student Support Zonal contacts 2020-2021](#)



Thank you

Selma Smith, District Principal

Student Support

Smith_Selma@surreyschools.ca

778-231-8786 (Cell)

Twitter: selmahsmith