

Whole School Approaches to Mental Health

**Generation Next
21st June 2013**

Carolyn May & Annette Bulling



A scenic view of a lake at sunset. The sky is a mix of orange, yellow, and blue. In the foreground, there are several trees with dark silhouettes. In the background, a wooden dock extends into the water. The text "Acknowledgement of Country" is overlaid in white, bold, sans-serif font.

Acknowledgement of Country



Australian Government
Department of Health and Ageing



**Principals
Australia
Institute**
Learning. Leading.

EDUCATION AND HEALTH TOGETHER

Theoretical underpinnings

- Model for mental health promotion, prevention and early intervention in schools

World Health Organization 1994

- Socio-ecological model (schools and families together)

Bronfenbrenner Ecological Systems theory 1977

- Risk and protective factors model

Commonwealth Dep't of Health and Aged Care 2000

- Whole school approach

Health Promoting Schools, World Health Organization 1986

- Think of an early positive memory of a school experience.
- Share
- Foundations of mental health - relationships

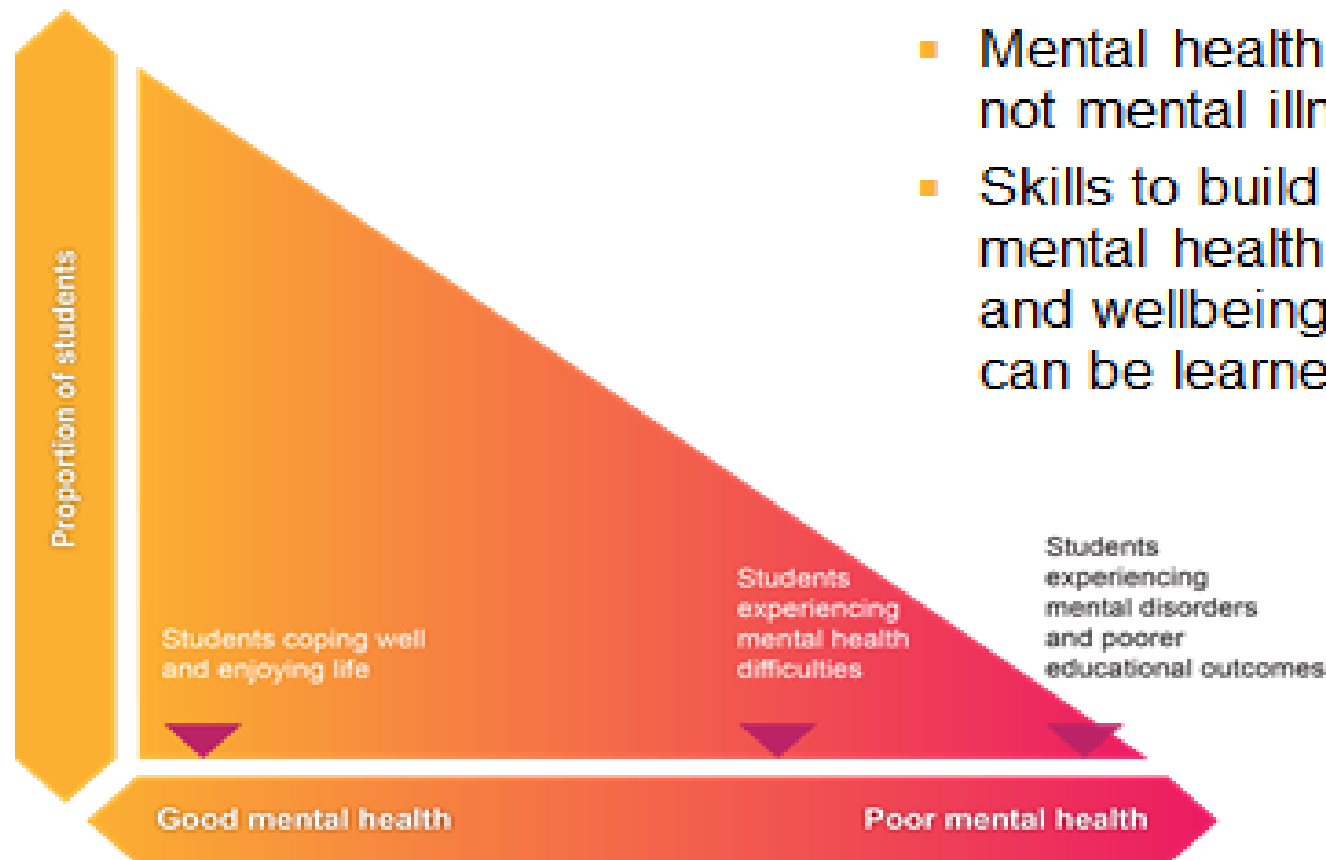


Conversation

- When we think of mental health we think of.....



Thinking about mental health



- Mental health is not mental illness
- Skills to build mental health and wellbeing can be learned

Defining mental health and wellbeing

“A state of wellbeing in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.”

“There is no health without mental health”

World Health Organisation 2007



Promotion, prevention, early intervention

Who?

Whole-school community

All students

Students experiencing mental health difficulties

What does KidsMatter Primary do?

Creates an environment to promote positive mental health and wellbeing

Facilitates social and emotional learning (SEL) for students

Supports student engagement and connectedness at school and facilitates help-seeking for mental health difficulties

How?

Works with the whole community and provides support and information to staff, parents and carers

Through the curriculum, creates opportunities to practise skills and engages parents and carers

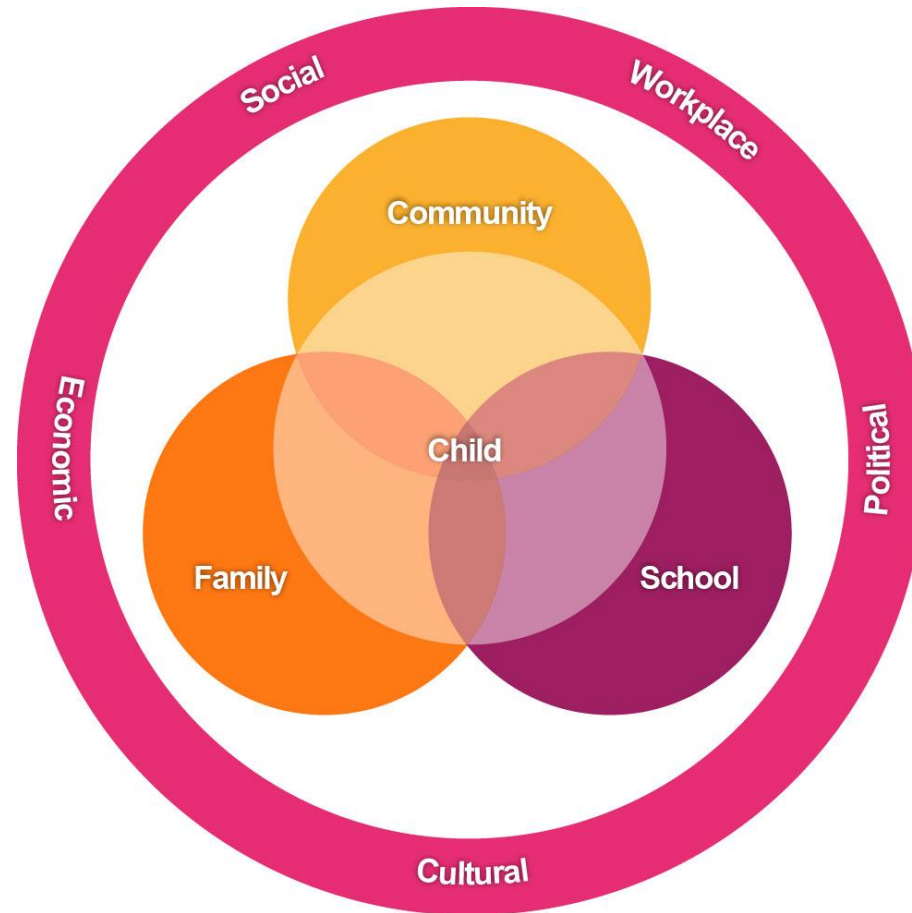
Supports children in school and develops clear processes and referral pathways (by working with parents and carers and health and community agencies)

PROMOTION

PREVENTION

EARLY INTERVENTION

SOCIO-ECOLOGICAL



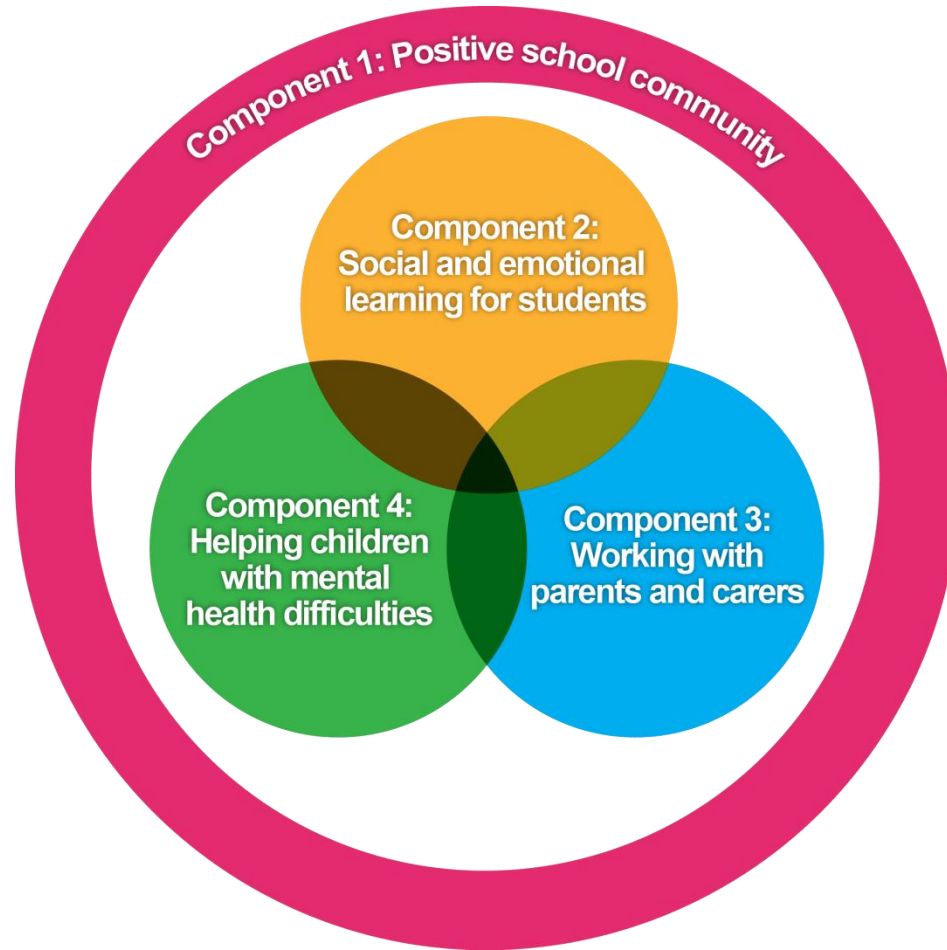
Adapted from Bronfenbrenner Ecological Systems theory 1977

Adapted from Bronfenbrenner Ecological Systems theory 1977

Risk and protective factors



Four components for a whole school approach

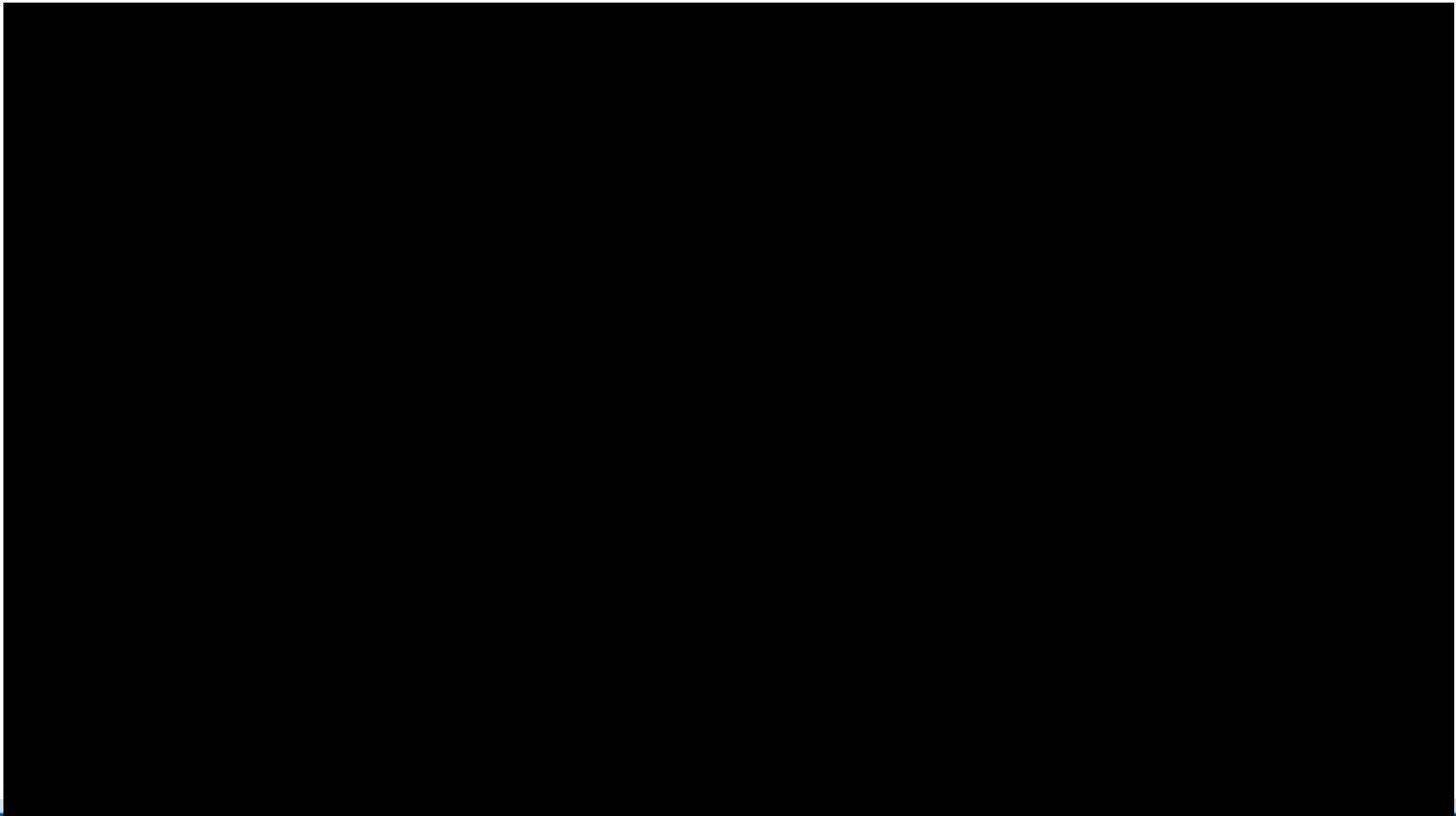


Benefits of KidsMatter: students

Benefits for students included:

- Increased positive mental health (eg optimism and coping)
- Reduced mental health difficulties (eg emotional symptoms, hyperactivity, conduct problems and peer difficulties)
- Improvements in behaviour and motivation for students already experiencing mental health challenges

Kids Matter through the Eyes of Children



Mental Health Promotion in Schools



- Schools are one of the most important settings for promoting the mental health of young people
- Schools provide a socialising context that has a significant influence on:
 - positive youth development
 - sense of connectedness with family, community and broader society
 - reaching children who experience mental health problems

Professor Margaret Barry, Perth 2013

Help seeking



Adult behaviours and help-seeking

- Strongest predictors of a 'yes' to help-seeking
 - smiles at me
 - says hello to me
 - talks to me
 - shows he/she is proud of me and
 - takes an interest in what I do

- Moderate predictors of a 'yes' to help-seeking
 - organises fun activity
 - notices my effort
 - sets interesting work
 - encourages me to join in
 - helps me learn from my mistakes.

» Youth Perspectives on Relationship and learning conference presentation Helen Cahill, Australian Youth Research Centre, The University of Melbourne

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

*mind***matters**
Leading mental health and wellbeing

What can you do in your role to contribute to a culture of help seeking?

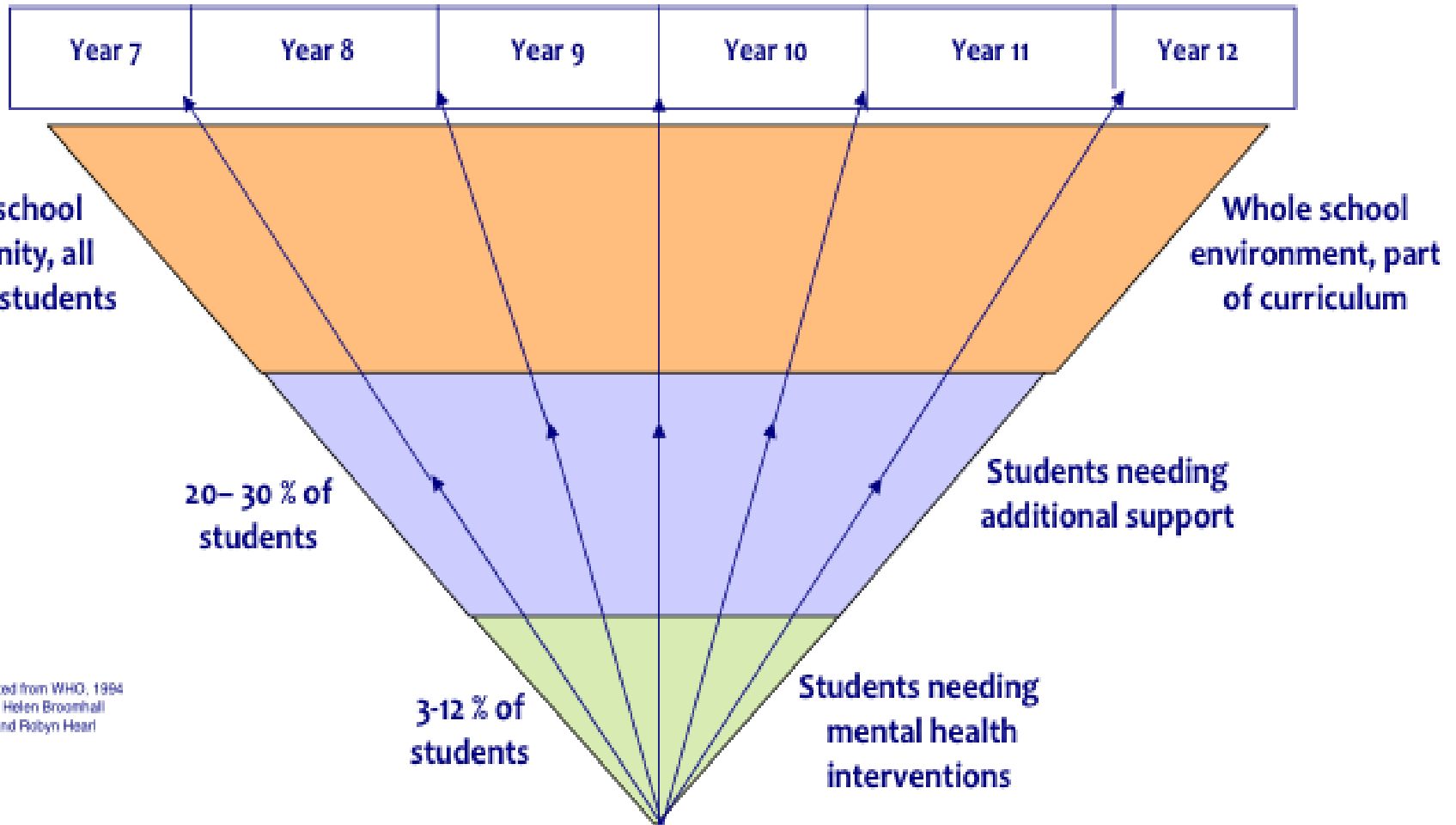


Building help seeking

- Talk about it as a strength
- link it to change
- be explicit
- model it

mind matters
Leading mental health and wellbeing

MindMatters Intervention Tool



Adapted from WHO, 1994
by Helen Broomhall
and Robyn Heari

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.

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



Outcomes from MM schools

Measured improvements in:

- NAPLAN Results
- Retention and completion of SACE/HSC
- Relationships and culture
- Motivation, engagements and academic achievement
- Attendance
- Behaviour – reduction in bullying and suspension

KidsMatter Primary

www.kidsmatter.edu.au/primary

MindMatters

www.mindmatters.edu.au

Thank you