



UPCOMING EVENTS



Banff International Conferences on Behavioural Science - Mindfulness for Families, Schools and Communities: From Promotion to Intervention. Poster presentations by Dr. Claire Crooks, Dr. Karen Bax, Dr. Eli Cwinn, Dr. Maisha Syeda & Sue Kim. March 15-18, 2020 • Banff, Alberta.



Physical and Health Education (PHE) National Conference. Pre-Conference Workshop, The Fourth R with Toni Wilson. April 29-May 2, 2020 • Charlottetown, PEI.



Pan-Canadian Summit on K-12 Well-Being: Actionable strategies to improve staff well-being in Canada's schools and school districts. Speaker: Dr. Susan Rodger. May 11-13, 2020 • Edmonton, Alberta.



Trauma and Violence Intervention Research: Promoting safety and well-being across the lifespan. Pre-Conference Workshops & Conference Breakout Sessions by Dr. Claire Crooks, Dr. Karen Bax, Dr. Alicia Lapointe and Andrea Delaney. June 9-11, 2020 • London, Ontario.

WHAT'S INSIDE?

02 We've expanded! Meet our new team members

03 An update on our current projects

06 An update from The Fourth R

Centre for School Mental Health
Faculty of Education
1137 Western Road,
Room 1154 • London, ON N6G 1G7
www.csmh.uwo.ca
www.youthrelationships.org

WE'VE EXPANDED!

MEET OUR NEW TEAM MEMBERS

With a new year and growing projects, we've welcomed a number of new staff to our team.



Annaliese Loeppky

Annaliese Loeppky is the Project Coordinator for the LGBT2Q+ youth programs under the RISE-R project. She graduated from Ryerson University with a Bachelors of Arts in Arts and Contemporary studies. Annaliese started at CSMH in December 2019.



Eli Cwinn

Eli Cwinn is a Post-Doctoral Associate working on the MindUP and RISE-R projects. Eli is also an Acceptance and Commitment Therapy (ACT) and Compassion-Focused Therapy trainer and practitioner. He is developing and researching the first Compassion-Focused Therapy (CFT) protocol for children and teens.



Gina Kayssi

Gina Kayssi previously led the implementation of public education initiatives on gender-based violence and supported the integration of newcomer children into schools and communities at MRCSSI. At CSMH, Gina currently is the Project Coordinator of STRONG, leading the research and evaluation of the newcomer mental health intervention.



Haesoo (Sue) Kim

Sue Kim is the MindUP Project Manager. She is supporting the implementation and evaluation of MindUP within the London District Catholic School Board. She is interested in exploring the program's impact on children's social-emotional functioning and teacher well-being.



Jennifer Fawcett

Jen Fawcett is an Administrative Assistant, supporting the various project teams within the Centre. Jen holds a B.A. in Psychology from Western University and has worked at Western for 17 years. Outside the office, you can find Jen volunteering her time with animal rescue organizations.



Karmie Dhillon

Karmie Dhillon is the Project Manager for the RISE-R project. She joins the CSMH team with over ten years of experience in project management and teaching. Karmie is passionate about grassroots community research. Her research interests are positioned at the intersections of ethnography and phenomenology.



Kelsey Adams

Kelsey Adams is the Community Partnerships Coordinator for the RISE-R project. Kelsey completed her Masters in Women's Studies at Western University, and previously spent six years working in the gender-based violence sector as a youth educator.



Maisha Syeda

Maisha Syeda is a Post-Doctoral Associate at CSMH. Her research focuses on the areas of newcomer youth mental health and resilience. She is also interested in developing anti-oppressive and culturally safe practice frameworks to support intervention programming with vulnerable youth populations.



Meghan Fournie

Meghan Fournie is the Research Project Coordinator for the RISE-R Project. Meghan completed her Masters in Health Information Science at Western with a focus on implementation research. She joined the team in January 2019 and has worked in research at Western for over 10 years.



Morena Hernandez

Morena Hernandez is the Innovation and Scale Up Lab Coordinator. Prior to joining the team, Morena granted children's dreams at The Sunshine Foundation of Canada. She holds a BHSc from Western University and an MD from Universidad Evangélica de El Salvador.

PROJECT UPDATES



RISE-R: Resilience and Inclusion through Strengthening and Enhancing Relationships

RISE-R is in its second year of a five-year project. The focus of the project is to develop, implement, and evaluate evidence-informed mental health promotion and violence prevention programming for youth in different contexts. Specifically, we are co-developing programming to meet the needs of newcomer, LGBT2Q+, Indigenous, and other vulnerable youth. Much of our focus over the past year has been on cultivating local partnerships and national collaboration. Since February 2019, the project has seen a large growth in community partners. To date, this represents over 30 organizations across Canada.

Community Building: Over the last year, three partners' days (February/June 2019 and February 2020) welcomed 15 different organizations from the province of Ontario. This was further represented by 29 unique individuals. In addition, Thunder Bay, a collaborator, has trained over 105 individuals in the delivery of "Healthy Relationship Program Plus."

Community meetings, site visits, partner days and consultation meetings have included: Newcomer agencies, LGBT2Q+ advocates, child protection and youth justice experts, as well as public health workers and school board employees. Collectively, sharing unique community narratives related to "Healthy Relationship Programming" (HRP-E). Community narratives are really important to our research model.

In sum, the project continues to provide guidance and resources related to the adaptation of HRP for Newcomers, Indigenous and LGBT2Q+ populations. Together we are stronger!

For more information on this project, visit our [RISE-R project page](#).

Financial contribution by Public Health Agency of Canada

MINDUP™ for Young Children

The MindUP for Young Children project is currently in its fourth year of implementation and evaluation of the mindfulness-informed, social and emotional learning (SEL) program within the London District Catholic School Board (LDCSB). The project is co-led by Dr. Claire Crooks and Dr. Karen Bax. Through 15 teacher-led lessons which integrate neuroscience, mindful awareness, and positive psychology, MindUP targets five core SEL competencies

(i.e., self-awareness, self-management, social awareness, relationships skills, and responsible decision-making).

Results from the 2017-2018 school year revealed that students who received MindUP exhibited significant decreases in behavioural problems and executive functioning deficits, and significant increase in adaptive skills. Educators also noticed positive changes in their teaching style, attitudes, and well-being as a result of implementing MindUP.

During the 2019-2020 school year, we are focusing on Grade 3 students, measure SEL and academic skills, and have added self-report measures. We are supporting MindUP implementation in LDCSB schools by providing training, resources, and support for teachers. To ensure sustainability of MindUP beyond the research partnership, we have trained nine LDCSB MindUP District Trainers to facilitate future training within the school board.

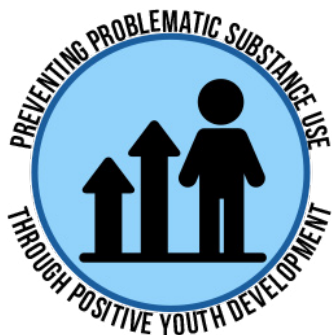
For more information on this project, visit our [MindUP project page](#).

LDCSB MindUP District Trainers

*"I love it. I love teaching the kids. Kids love it. I think I'll do it forever."
LDCSB Educator*



Financial contribution by Public Health Agency of Canada



Preventing Problematic Substance Use Through Positive Youth Development

Supporting Canadian school stakeholders to build on programs that work for positive youth development and prevention of problematic substance use

FINAL RESOURCES AVAILABLE NOW!

INFOGRAPHIC

**RESEARCH
BRIEFS**

**WHITEBOARD
VIDEOS**

NEWSLETTERS

This project aimed to increase Canadian school stakeholders' interest and engagement to adapt and extend effective interventions that are aimed at youth between 11-18 years of age. These interventions addressed upstream risk and protective factors related to early and frequent use of cannabis, broader problematic substance use, as well as other adverse social and health outcomes like violence and risky sexual behaviours.

The Centre for School Mental Health at Western University and the Public Health Agency of Canada (PHAC) partnered to develop a series of resources for school communities to promote positive youth development (PYD) through school-based initiatives. Following an extensive literature review and consultations from diverse stakeholders, three key themes emerged to guide the development of these resources: (1) promoting well-being, (2) creating welcoming environments, and (3) effective programming.

For a full list of resources, available in English and French, visit our [CSMH project page](#) or the [Government of Canada website](#).

teachresiliency

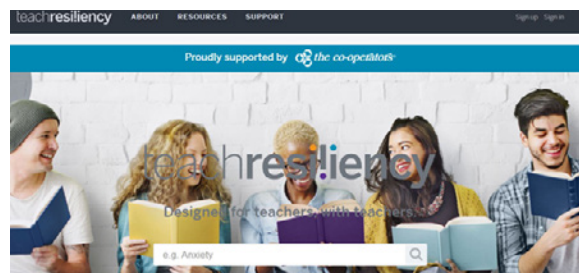
In recent years, we have seen increases in the prevalence of students struggling with mental health disorders and distress in classrooms. Classroom teachers often remain unsupported in their attempts to support students' mental health and contribute to their wellness.

Teach Resiliency provides tools, resources, and information that help teachers to support their students' mental health, establish wellness in their classrooms, as well as maintain well-being among themselves.

In 2019, PHE partnered with the Centre for School Mental Health (CSMH) to continue the development and evolution of Teach Resiliency under the direction of Dr. Maisha Syeda. Teach Resiliency originally launched in 2017 in partnership between PHE Canada, Centre for Addiction and Mental Health (CAMH) and Dr. Susan Rodger at the Faculty of Education, Western University.

CSMH is currently evaluating the acceptability, utility, and the benefits of Teach Resiliency as reported by pre-service teachers, classroom teachers and related professionals working in schools. The findings from this evaluation will guide recommendations in ways Teach Resiliency can be further developed to make it more accessible and useful for teachers.

For more information on this project, visit our [Teach Resiliency project page](#).





Well at Work initiative - Addressing teacher well-being & burnout

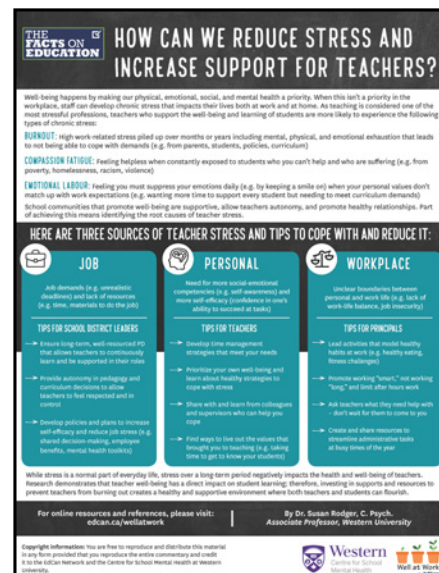
Stress and burnout is on the rise in Canadian K-12 educators. Are educators being supported?

Developed by EdCan Network in collaboration with Dr. Susan Rodger and additional researchers, colleagues and graduate students, the Well at Work initiative calls on education leaders to commit to a healthy and encouraging workplace. Every educator, no matter the position, has the responsibility to create supportive school cultures where staff look after, not only their own well-being, but the well-being of colleagues as well. The goal of this Well at Work initiative is to give education systems the tools needed to improve working conditions for everybody.

As a result, Dr. Rodger and colleagues developed a fact sheet, two videos and a podcast to contribute to:

- building awareness and shared understanding around the need to invest in staff mental health and well-being in ways that challenge mindsets and assumptions
- amplifying educators' stories and lived experiences of what well-being means and what it looks like at work
- supporting school districts and provinces who are seeking solutions and making well-being a priority

For a full list of resources, visit our [Well at Work by the EdCan Network project page](#).



The Screen Challenge: Youth, Social Media and Safety

60-minute
face-to-face
presentation for
parents K-12



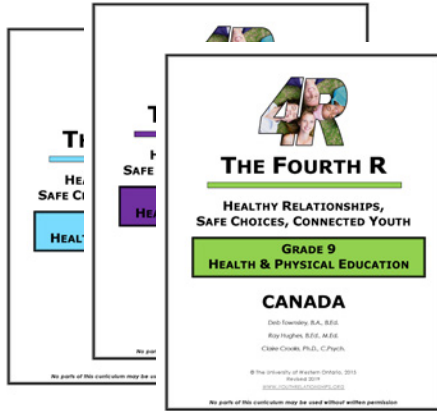
Addresses
current issues
associated with
youth on social
media



Customizable
presentation
based on desired
topics

Visit our [Screen Challenge: Youth, Social Media and Safety project page](#) for more information and to book a presentation.

THE FOURTH R



UPDATED - Grade 7, 8 & 9 Health Physical Education curriculum documents NOW AVAILABLE!

The Fourth R resources for Grades 7 and 8 have been completely revised and now meet the new 2019 expectations as laid out by the Ontario Ministry of Education. Canada-wide, these documents have also been updated and match province-specific education guidelines. Grade 9 updates in Ontario and across Canada have been made to include updated information related to Canada's Food Guide, cannabis and vaping and STBBIs.

Visit [The Fourth R website](#) to purchase these up-to-date documents.



CASE STUDY: Uniting Our Nations - A Culture-Focused Mentoring Approach

MENTOR is a U.S.-based organization working to fuel the quality and quantity of mentoring relationships for young people and to close the mentoring gap for the youth who grow up without critical support.

In their 2019 case study titled Social and Emotional Development in Early Adolescence: Tapping Into the Power of Relationships and Mentoring, The Fourth R Uniting Our Nations program is featured as one of four promising mentor models for middle school-aged students.

Visit [the MENTOR website](#) for the full article.

Training modules and website resources are now available in French!

With the growing demand for The Fourth R in French, The Fourth R team has developed a [French webpage](#) including whiteboard videos, lesson plan previews, training modules, skills videos for facilitating, newsletters, research snapshots and reports.

In addition, we have also translated [our trainings into French](#). Our online training modules are recommended as an excellent refresher for teachers/facilitators to refer to after having participated in a face to-face-training. Our training participants indicate that they prefer in-person training whenever possible, particularly when discussing “relationships. However, when in-person training is not possible, then online modules also provide an alternative to receiving the training.





STAY CONNECTED:

www.csmh.uwo.ca • www.youthrelationships.org



Western
Centre for School
Mental Health



@fourthrnews