Teacher Education for Mental Health

The Banff International Conference on Behavioural Science

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Today's agenda

Teaching, leading and working in challenging times
- The professional role
- Education and development needs for mental health :
  - Teachers
  - Teacher education students
- Working with our values
- Mental health literacy
- The wicked problem of wellness
  - Mental health, distress and illness
  - What it looks like at school and work
- Trauma and Violence Informed Care
- Strategies and resources

What do you value?

Authenticity Achievement Adventure Authority Autonomy Balance Beauty Boldness Compassion Challenge Citizenship Community Competency Contribution Creativity Curiosity Determination Fairness Faith Fame Friendships Fun Growth Happiness Honesty Humor Influence Inner Harmony Justice Kindness Knowledge Leadership Learning Love Loyalty Meaningful Work Openness Optimism Peace Pleasure Poise Popularity Recognition Religion Reputation Respect Responsibility Safety Security Self-Respect Service Spirituality Stability Success Status Trustworthiness Wealth Wisdom…

Take a few minutes…

- And jot down 1 to 3 key values that influence what you do every day

- Think about how your work, your workplace, and the systems within which you work (education, health, family, faith…) support (or do not support) you in working authentically

- Share one or two of them with your table group.

The Wicked Problem of School Mental Health

- A problem that is difficult or impossible to solve because of incomplete, contradictory, or changing requirements that are difficult to recognize.

- "How can schools be an effective provider of mental health support to all students?"

The Role of Teachers

1. Promote Mental Health at universal levels
2. Collaboratively identify MH supports and work together at school to implement targeted interventions
3. Participate in referrals and support intensive, strategic interventions for selected students

   – Develop: mental health literacy
   – Build: relationships
   – Create: mentally healthy spaces
   – Notice: the wellness of self and others
   – Leverage: their relationships to help others on the pathway to care

The needs for education

Teachers, Systems

Boards:

- >80% indicated unmet student mental health (incl. substance use) needs in their board
- 85% indicated they were concerned or very concerned about student mental health and/or substance use

Teachers:

- Overwhelmingly want to know more
- Feel ill-equipped to meet the mental health needs of their students

Faculties of Education

- reviewed over 400 courses at 66 teacher ed programs
- identified 2 courses meeting 4 criteria
- Teacher educators and informants were clear about the need for support for teacher (and candidate) mental health support

Policy:

- Accreditation and Standards

Mental Health Literacy for Education

Understand and notice the wellbeing of people & our abilities to <u>work, learn, play and be in relationships</u>

Develop and leverage positive relationships in support of wellbeing

Reduce stigma

Promote positive mental health in the classroom

Identify risk factors & signs of change

Help students and colleagues along the pathway to care

Advocate for mentally healthy schools, staff and students

Engage in activism to support all of the above

Bachelor of Education at Western

The Basics

- 3 streams:
  - Primary-Junior
  - Junior Intermediate
  - Intermediate-Senior
- About 700 candidates across 2 year program
- Practica
  - 7 weeks Alternative Field Experience
  - 20 weeks in Classrooms

The Course

- Mandatory
- Case studies
- 12 weeks, .25 credit
- Completely online
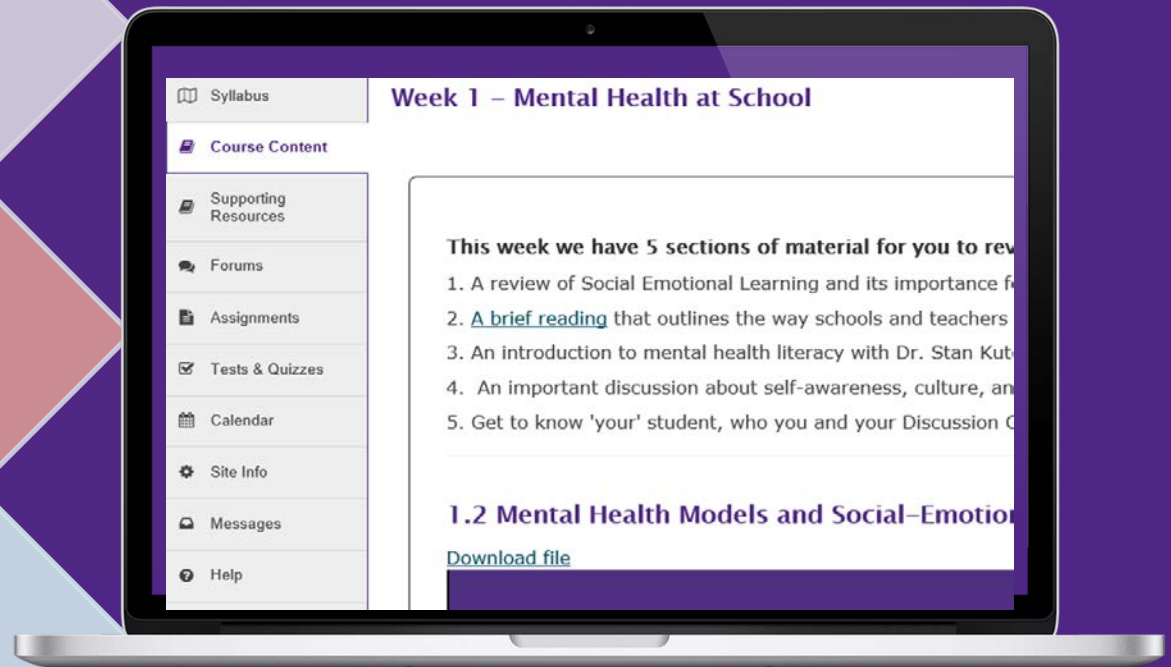- Addresses healthy schools, teachers & students

And..

- Teacher WB Committee
- Conferences

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WHAT WE DID: CURRICULUM

Comprehensive Curriculum Framework

(Weston et al., 2008)

Aligned and Integrated Model

(AIM; SMHO)

Teach Mental Health National Curriculum Project

(Kutcher et al., 2015)

Syllabus

Course Content

Supporting Resources

Forums

Assignments

Tests & Quizzes

Calendar

Site Info

Messages

Help

Week 1 – Mental Health at School

This week we have 5 sections of material for you to rev

1. A review of Social Emotional Learning and its importance f
2. A brief reading that outlines the way schools and teachers
3. An introduction to mental health literacy with Dr. Stan Kut
4. An important discussion about self-awareness, culture, an
5. Get to know 'your' student, who you and your Discussion C

1.2 Mental Health Models and Social–Emotior

Download file

The Preservice Course

A: Learning

1. Mental Health at School:
2. The Context of the Lives of Children, Youth and Teachers
3. Mental Health in the Classroom
4. Trauma and Violence Informed Teaching I
5. Trauma and Violence Informed Teaching II
6. Stress (Students and Teachers)

B: Applying

7. Learning, Teaching and Working
8. Building Relationships (Caring for students: Building Resilience and Support
9. Caring for ourselves: Building Resilience and Support
10. Creating and Leading the Mentally Health Classroom
11. Creating and Leading a Mentally Healthy Classroom (

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Mental Health Literacy Questionnaire for Education (MHLQ-E)

- 4 factors, 45 items:
  - Teaching and Learning in a Mentally Healthy Classroom
  - Expectancies
  - Professional Relational Skills
  - Role Clarity

Results

Mental Health Literacy (MHLQ; 4 factors)

- ❑ Teaching & Leading F (1, 257) = 121.6, p<.001
- ❑ Expectancies F (1, 257) = 2.18, p>.05
- ❑ Professional Relational Skills F (1, 257) = 34.7, p<.001
- ❑ Role Clarity F(1, 257) = 3.78, p=.053

Teacher Efficacy for Inclusive Practice F(1, 230) = 2553.3, p<.001

Opening Minds Stigma Scale F (1, 230) =8.35, p<.05

Knowledge F(1, 230) = 1.8, p>.05

-quartile split, looking at those who scored less than 85% on the pre-test t (107)= 4.1, p<.001

Ways of Coping

- ❑ Self Control t(252) = 2.174, p<.05
- ❑ Seeking Social Support t (244) = 1.77, p>.05

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Outcomes

New

1. Teaching for Trauma: ARTIC (Attitudes Related to Trauma Informed Care)
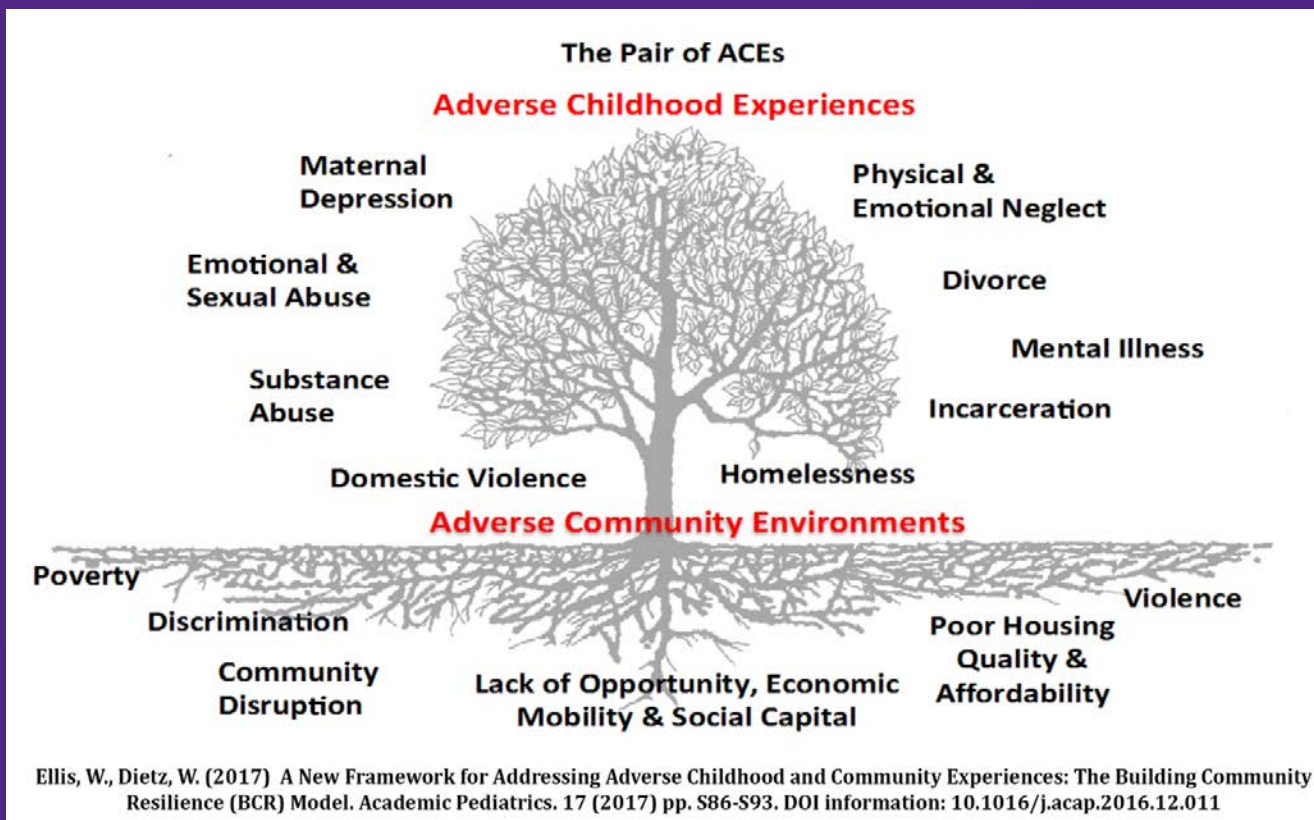2. Teacher Well-Being

Student reflections

- *"... I have learned the many different ways in which you are able to help your students who may be suffering from a mental illness/stressor. As an educator, if you are able to notice this signs and help your students, you are enabling them to become more successful in and out of the classroom. This course has taught me how to look for specific signs and symptoms, and how to successfully help your students when they are in need" (Course participant).*

- Students reported that they found the student profiles to be helpful in applying the course content to a case study reflecting the realities of teaching:

- *"I really liked the idea of having one student to focus on and having more of his story revealed throughout the 10 weeks. It made the readings more interesting when we had a situation to relate them to" (Course participant).*

Trauma- and-**violence** informed care in schools

Goes beyond individual pathology, risk factors or exceptionalities

Takes ONGOING (and historical) violence into account

Takes structural violence (e.g. systemic racism, poverty, stigma, discrimination) into account

The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression

Physical & Emotional Neglect

Emotional & Sexual Abuse

Divorce

Mental Illness

Substance Abuse

Incarceration

Domestic Violence

Homelessness

Adverse Community Environments

Poverty

Discrimination

Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital

Violence

Poor Housing Quality & Affordability

Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. Academic Pediatrics. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011

Not "what is wrong with you" but "what has happened (and may still be) to you?"

Many Examples of Traumatic Events

Interpersonal Trauma

- Child abuse and neglect
- Abandonment
- Sexual assault
- Intimate partner violence
- Sudden Death of a loved one
- Torture or confinement
- Elder abuse

- War
- Being a victim of crime
- Unexpected job loss
- Being a refugee
- Extreme poverty
- Homelessness
- Natural disasters
- Accidents

Structural/Situational Trauma

Historical trauma (e.g. colonialism, residential schools)

Principles of TVIC (EQUIP)

1. Be trauma and violence aware (prevalence and effects)

2. Create safe environments

3. Foster student choice, collaboration, connection

4. Adopt strengths-based and capacity-oriented approaches (for students and staff)

Equiphealthcare.ca

What can we do?

- examine not only the effects of ongoing violence, but also social structures and practices that can be harmful, and look for ways to improve practices, and consider social conditions, to provide a better, safer educational environment.

- examine our own experiences, power & assumptions, and adjust these to provide the safest and most appropriate learning environment.

But bottom line…

Teacher education and professional development needs to be:

- a curriculum, not courses;

- Evergreen and lifelong;

- Part of professional identity;

- Inclusive (people, context, critical issues);

- Relevant to education and educators, and;

- Supported.

Design time

1. Design Part 1:
   1. Who is your target audience for some PD about mental health in schools?
   2. What are the *needs?*
   3. What are the *wants?*
   4. What do you need to account for in terms of access, recruitment and participation?
   5. What resources do you have?

Let's Talk

- What are the priorities you've identified?
- Who is going to participate?
  - Why this group?
  - Why this?
- How will you bring their voices forward in your work?

Learning Objectives

- What will you provide?
  - E.g. presentation, materials, peer learning…..
- What will you target?
  - E.g. knowledge? Skills? Attitudes? Values?….
- What level of learning do you expect?
  - E.g. knowledge, application, critical understanding
- How will you know if they have achieved it?
  - Test results, motivation, planned behaviour….

Learning Objective

Given a brief presentation and discussion time

The learner will understand how mental health influences effective learning for students

To the extent that they can name 2 key learning outcomes when mental health is poor, and 2 other learning outcomes when mental health is good

As evaluated by their peers

Design Time 2

- In your groups develop:
  - A topic for your PD session or series
  - A title that will inform and draw people in
  - 1 or 2 learning objectives
- Don't forget to focus on:
  - the connection between your priorities and your plan
  - The change you want to see, and how you will know if you are seeing it
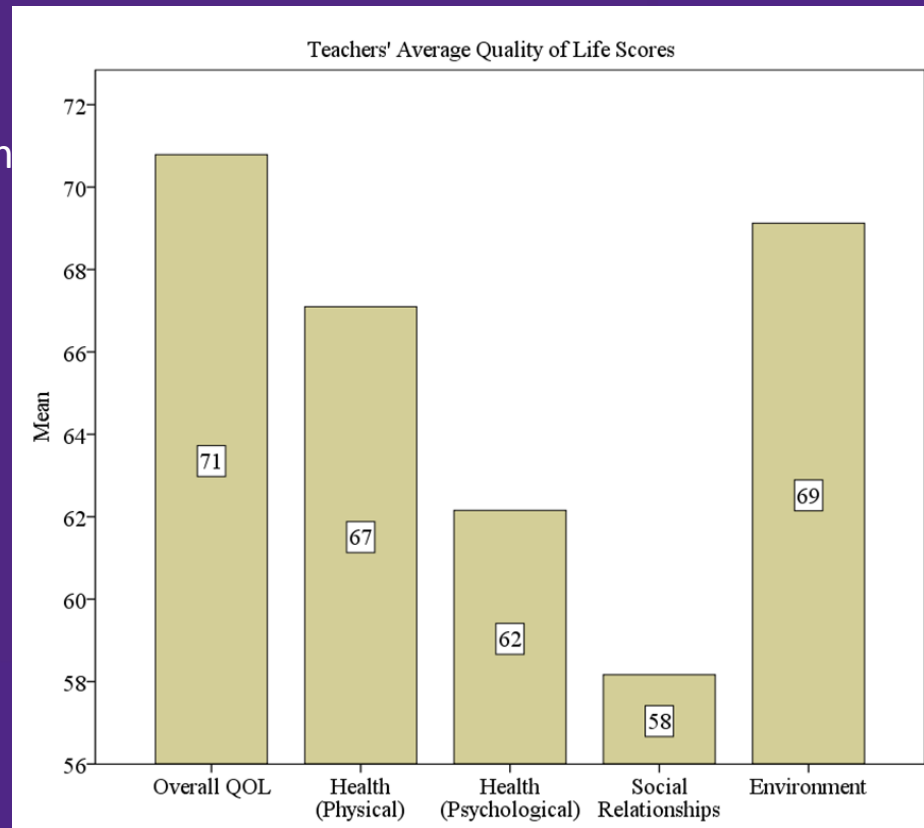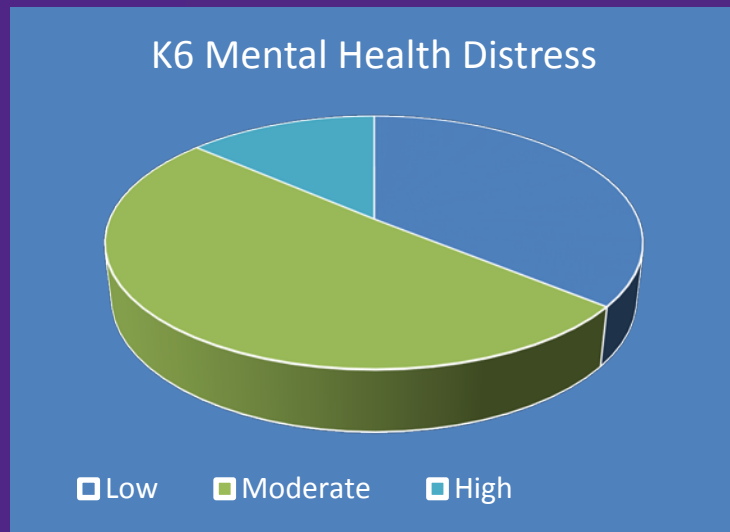
Critical Issues

- Wellness and capacity for this work
  - Educators, leaders
- Access to resources and support
  - Within and outside education
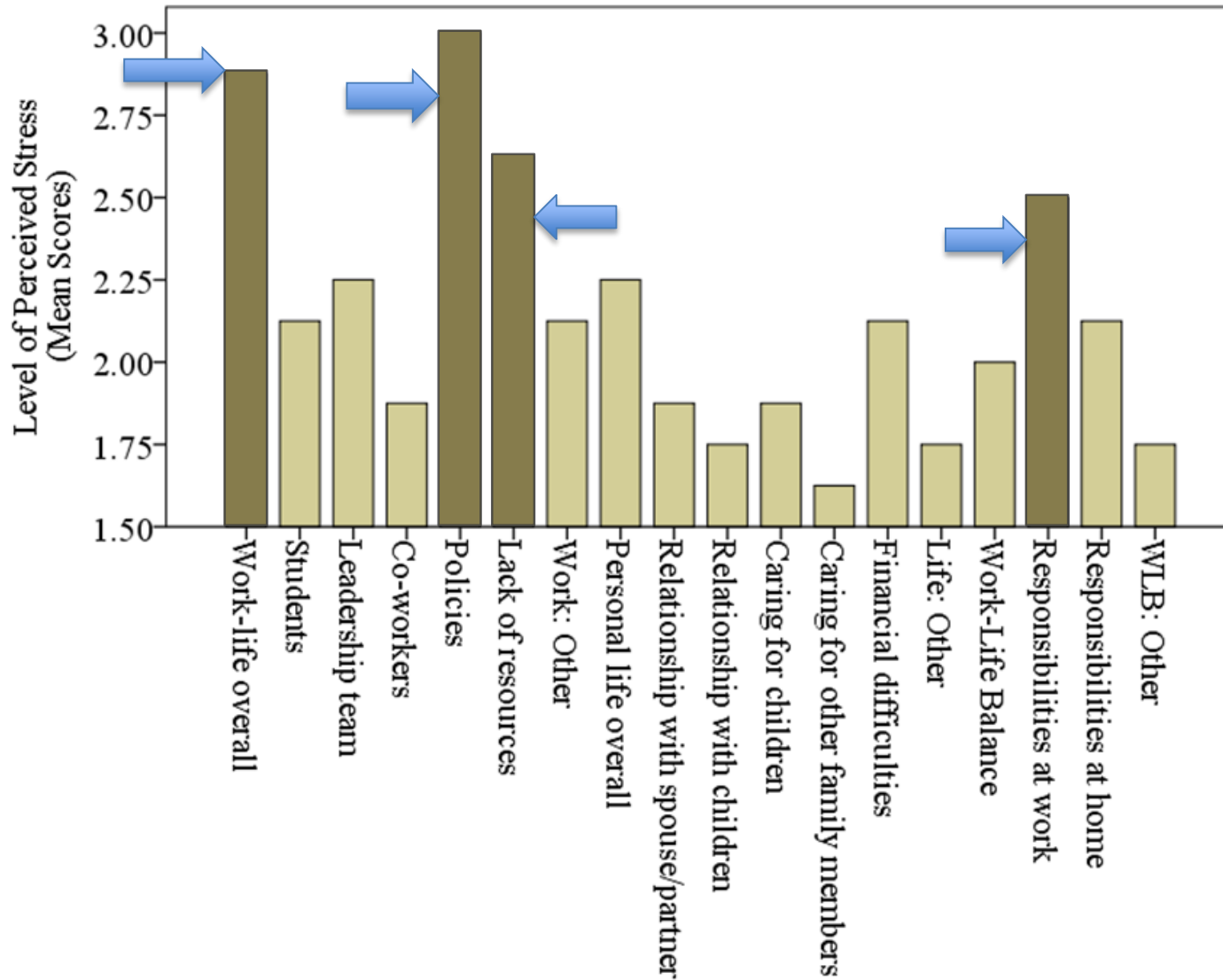
What is it about *teaching*?

- Being the expert. All the time. From the start.
- Work intensification.
- Being in the classroom/office. All day. Isolation.
- The relationships with students & families, over time.
- Balancing all components: the workplace, the school community, pedagogy and policy
- High levels of stress
- Gaps in initial teacher education and professional development opportunities
- Job market
- The public perceptions: "getting summers off" and other popular myths

Teacher Wellness

- n = 467
- Average 43 years old, 68% female
- Caregiving: 70% child, 21% adult, 13% both
- Average # years teaching = 15.5
- 48% taught in two levels in past year
- 58% taught in at least 3 schools
- Volunteering: 81% at school, 46% outside

K6 Mental Health Distress

Low Moderate High

Teachers' Average Quality of Life Scores

Overall QOL	71
Health (Physical)	67
Health (Psychological)	62
Social Relationships	58
Environment	69

Teachers' Sources of Stress (Self-Report)

Where does the stress originate?
(scale 0→3)

Emotional Labour

- The systems we work in don't always support the kinds of work we want to do

- The ways we are expected to work may not align with the values that brought us into the work

- The daily effort to reconcile these mismatches adds to the "emotional labour" already required in the caring professions

> *Emotional labour... involv([es] the regulation and management of emotion ... [it] is about action and reaction, doing and being, and can be demanding and skilled work. The labourer is expected to respond to another person in a way which is personal to both of them but like other aspects of care it develops from the social relations of carer and cared-for and is shaped by the labour process.*

James, N. (1992). *Sociology of Health & Illness* 14(4). 488-509.

Emotional labour

- Surface acting:

  - When we pretend to feel a certain way during a work interaction

- Deep acting:

  - When we adjust the way we feel in response to a situation at work

- The impact of emotional labour:

  - Exhaustion, distancing, dread, self-doubt

  (Kerr & Levine Brown, 2016)

WHAT IS BURNOUT?

"A prolonged response to chronic emotional and interpersonal stressors on the job. . . defined by the three dimensions of **exhaustion, cynicism**, and **inefficacy**." *Maslach and colleagues (2001)*

- Experienced among those in helping professions: teachers, first responders, nurses
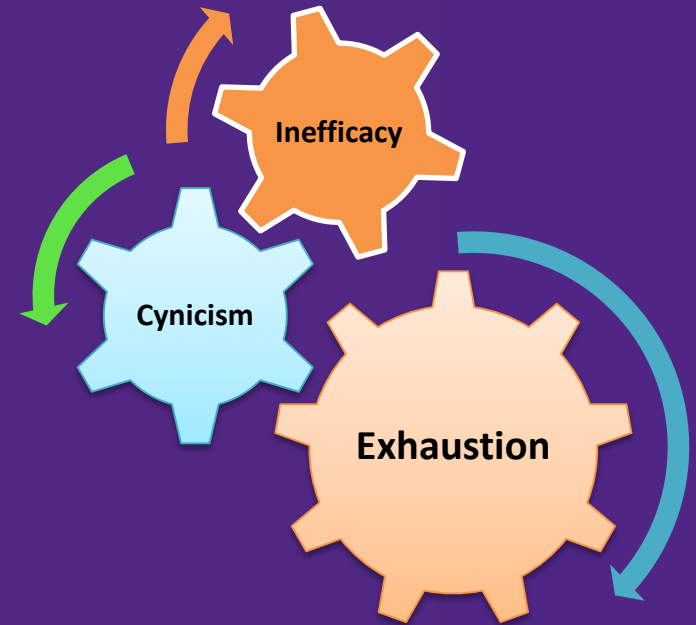
Burn*out*

- Leads us to focus on what's wrong
- Contributes to negative thinking and stress

Burn*in*

- Leads us to focus on what's right
- Contributes to positive thinking and *resilience*

FLIP IT: BURNING IN

- Another way to think about preventing burnout is to instead go after **burnin**.

- Feeling burned-in means that:
    - **You are engaged in your work as a teacher— that you feel positive about your students and teaching, that you are fulfilled, dedicated to, and absorbed by the work.**

BURNING IN OR BURNING OUT

The people most prone to burnout are not those who are the least committed. You can't burn out if you've never been alight. The ones who burn out are often those who care the greatest, give the most. When you've too many people to see, you can go home feeling you've never seen enough of them. When you're deluged by paper, it's hard to be devoted to all your people.

~Hargreaves (From Burned in: Fueling the fire to teacher. Audrey A. Friedman & Luke Reynolds, eds, 2011. Teachers College Press: Columbia University, New York, NY, p. 19)

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Outcomes Measurement

- How do you know you are getting where you want to go?
  - Ideas & experience with outcome measurement?

Design Time 3

- Design a workshop!
  - Timetable
  - Activities
  - Measurement
- Each group will get a few minutes to share what you've done!

teachresi!iency

www.teachresiliency.ca

Can you find it?

- Go to teachresiliency.ca and find:
  1. The Blog entitled "The Change We Need"
  2. The Resource "Mental Health Literacy"
  3. Knollwood Public School's winning submission in the Share2Care competition
  4. The podcast "**The good teacher and the bad teacher: Myths and legends**"
  5. **The "Anxieties Strategies Chart" (SMH-Assist)**

Resources

Teach Mental Health: Mental Health Literacy for the Classroom
http://pdce.educ.ubc.ca/teach-mental-health/

Online, self-paced resource: Pre-service and current teachers can take this 7-module course in its entirety or simply the modules they are most interested in.

Module 1: Introduction & Background

Module 2: Stigma & Mental Health

Module 3: Human Brain Development

Module 4: Understanding Mental Health, Mental Illness & Related Issues in
              Young People

Module 5: What is Treatment?

Module 6: Seeking Help & Providing Support

Module 7: Caring for Students & Ourselves

Participation in this online course is FREE.

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teen mental health.org

Are we ready to tackle this wicked problem?

- An Innovative approach
- Knowledge & Competencies
- Agency
- Values
- Relationships
- Partnerships
- Resources

Resources

- Wellahead.ca
  - Focused on integrating social and emotional wellbeing into K-12 education

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