

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The main title is centered in a bold, purple, sans-serif font.

# ***POSITIVE MENTAL HEALTH & WELLNESS FOR YOURSELVES AND YOUR CHILDREN***

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# ***2 MINUTES OR LESS...***



- WHO ARE WE?
- BOARD MENTAL HEALTH AND WELLNESS STRATEGY – POSTED ON BOARD WEBSITE
- LOTS OF PROJECTS ON THE GO (FDK EMOTIONAL LITERACY PILOT)

# men-tal health *noun* \ˈment-əl\ \ˈhelth

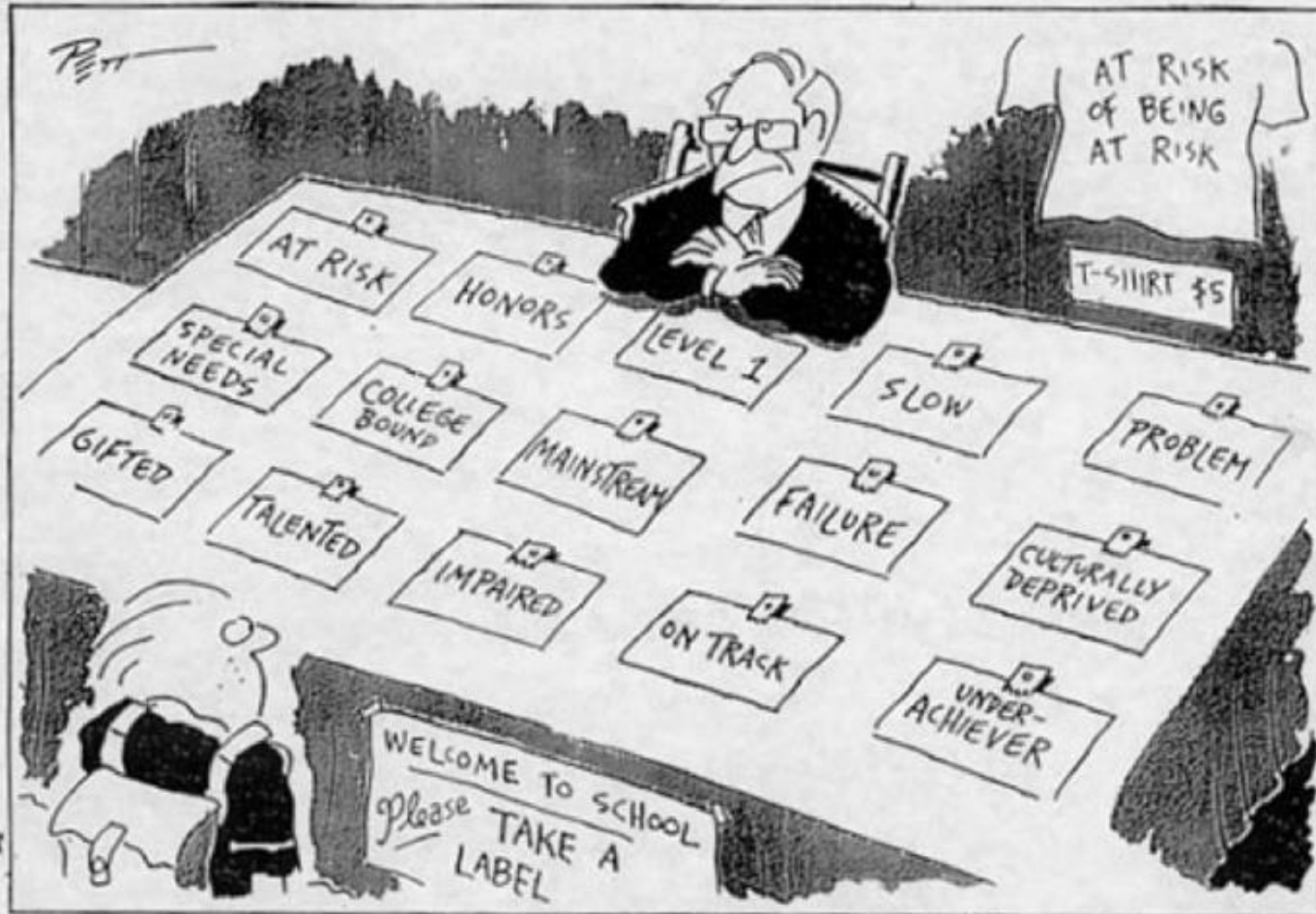
**Mental health** is a resource for living. **Mental health** is more than the absence of mental illness. **Mental health** is a positive concept. **Mental health** is our ability to manage life in ways that help us cope with stresses and reach our goals. **Mental health** is closely tied to physical health. **Mental health** is “the capacity of each and all of us to feel, think, act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity.” **Mental health** can also be called “mental or emotional wellbeing,” “emotional health,” “flourishing,” or “mental wellness.” **Mental health** is a “state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” **Mental health** is distinct from, but related to, mental illness. **Mental health** is a component of overall health. There is no health without **mental health**.

# CHECK POINT



# Pett Peeves

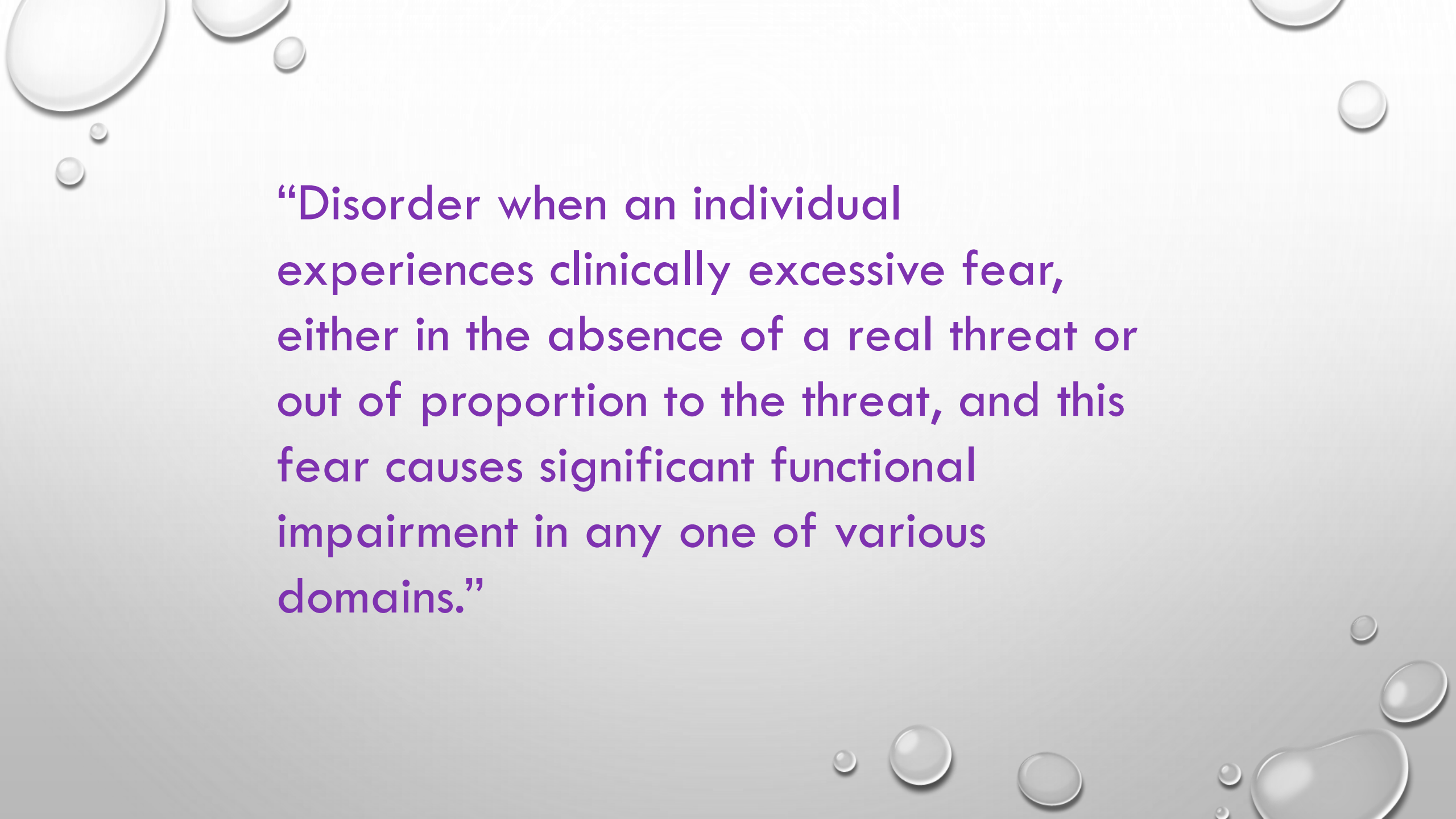
by Joel Pett



# *ANXIETY*

- A PHYSICAL SENSATION, THOUGHT, BEHAVIOUR AND FEELING. IT IS A HEALTHY AND ADAPTIVE RESPONSE TO DANGER THAT KEEPS US SAFE
- ONTARIO CENTRE FOR EXCELLENCE FOR CHILD & YOUTH MENTAL HEALTH

<b>HEALTHY</b>	<b>UNHEALTHY</b>
Subsides over time	Does not subside over time
Helps us function and/or does not impair	Impairs functioning



“Disorder when an individual experiences clinically excessive fear, either in the absence of a real threat or out of proportion to the threat, and this fear causes significant functional impairment in any one of various domains.”



# ***THE MOST PROMINENT SIGNS OF ANXIETY***

- PERFECTIONISM
- PERSISTENT QUESTIONING AROUND TIMELINES, ROUTINE
- PHYSICAL SYMPTOMS SUCH AS STOMACH ACHES OR HEADACHES. THESE SYMPTOMS CAN VARY FROM MILD TO SEVERE
- FREQUENT ABSENCES FROM SCHOOL
- DECLINE IN GRADES OR UNABLE TO WORK TO POTENTIAL
- EXCESSIVE WORRYING ABOUT HOMEWORK OR GRADES
- REFUSAL TO JOIN IN SOCIAL ACTIVITIES OR NEW SITUATIONS
- EXTREME NEED FOR REASSURANCE
- AVOIDANCE IN GENERAL TERMS, AND AVOIDANCE OF STRESSFUL SITUATIONS (TESTS, PUBLIC SPEAKING)



# STRATEGIES

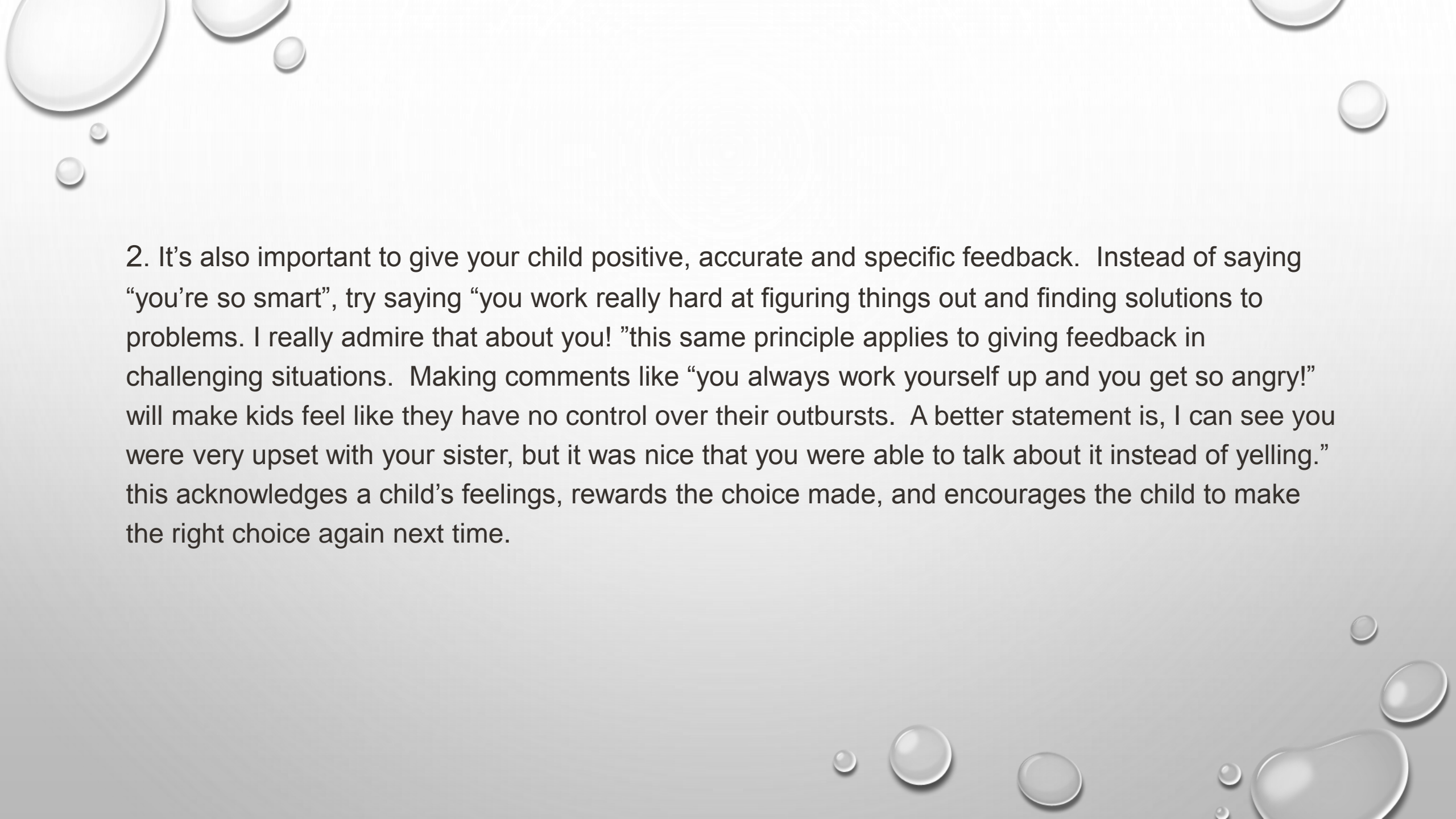
- Take care of the basics (sleep, eating, exercise)
- Share – let your child share their worries – some children prefer this conversation to happen casually others prefer in private
- Create a plan – let's think of what you could do in that situation
- Focus on the positives – if the first day of school is the fear, make a plan to manage but also ask about the positives “what are you most excited about?”
- Yourself – modeling, be supportive yet firm
- Identify your child's strengths
- Permission to take breaks

# ***BUILDING UP SELF ESTEEM***



1. Show confidence in your child that they can handle the situations they face. Offer support as needed to navigate those more difficult situations. Convey in your words and actions “I believe in you and your ability to handle this” and eventually, your child will to.

For instance, a child who does very well in school but struggles with writing may say, “I can’t write. I’m a bad student.” not only is this a false generalization, it’s also a belief that can set a child up for failure. Encourage your child to see a situation in a more objective way. A helpful response might be: “you are really good at math and your other subjects. we all have areas that we have to work harder at and writing is an area that you need to spend more time on, let’s work on it together.”

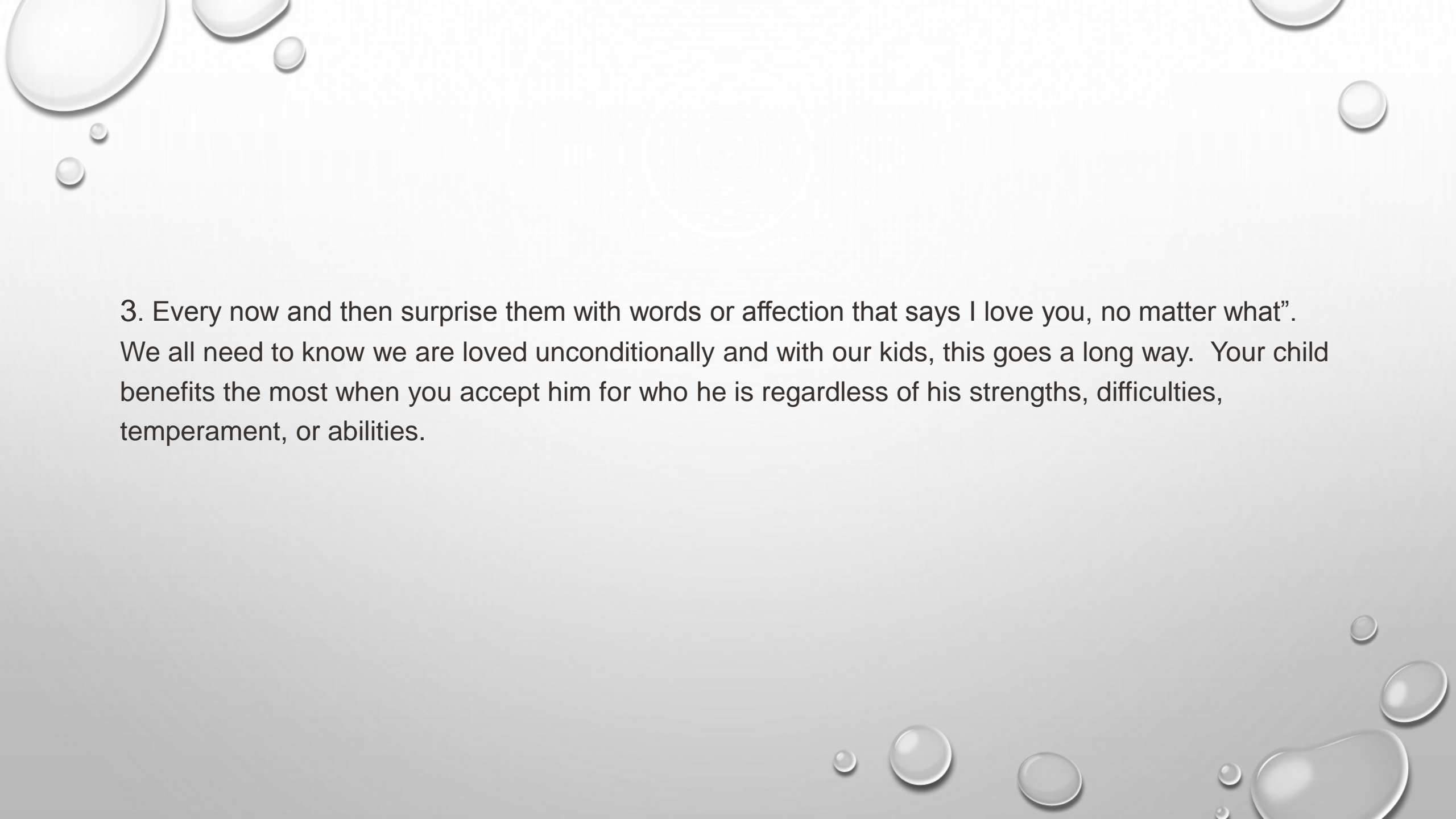


2. It's also important to give your child positive, accurate and specific feedback. Instead of saying "you're so smart", try saying "you work really hard at figuring things out and finding solutions to problems. I really admire that about you!" this same principle applies to giving feedback in challenging situations. Making comments like "you always work yourself up and you get so angry!" will make kids feel like they have no control over their outbursts. A better statement is, "I can see you were very upset with your sister, but it was nice that you were able to talk about it instead of yelling." this acknowledges a child's feelings, rewards the choice made, and encourages the child to make the right choice again next time.

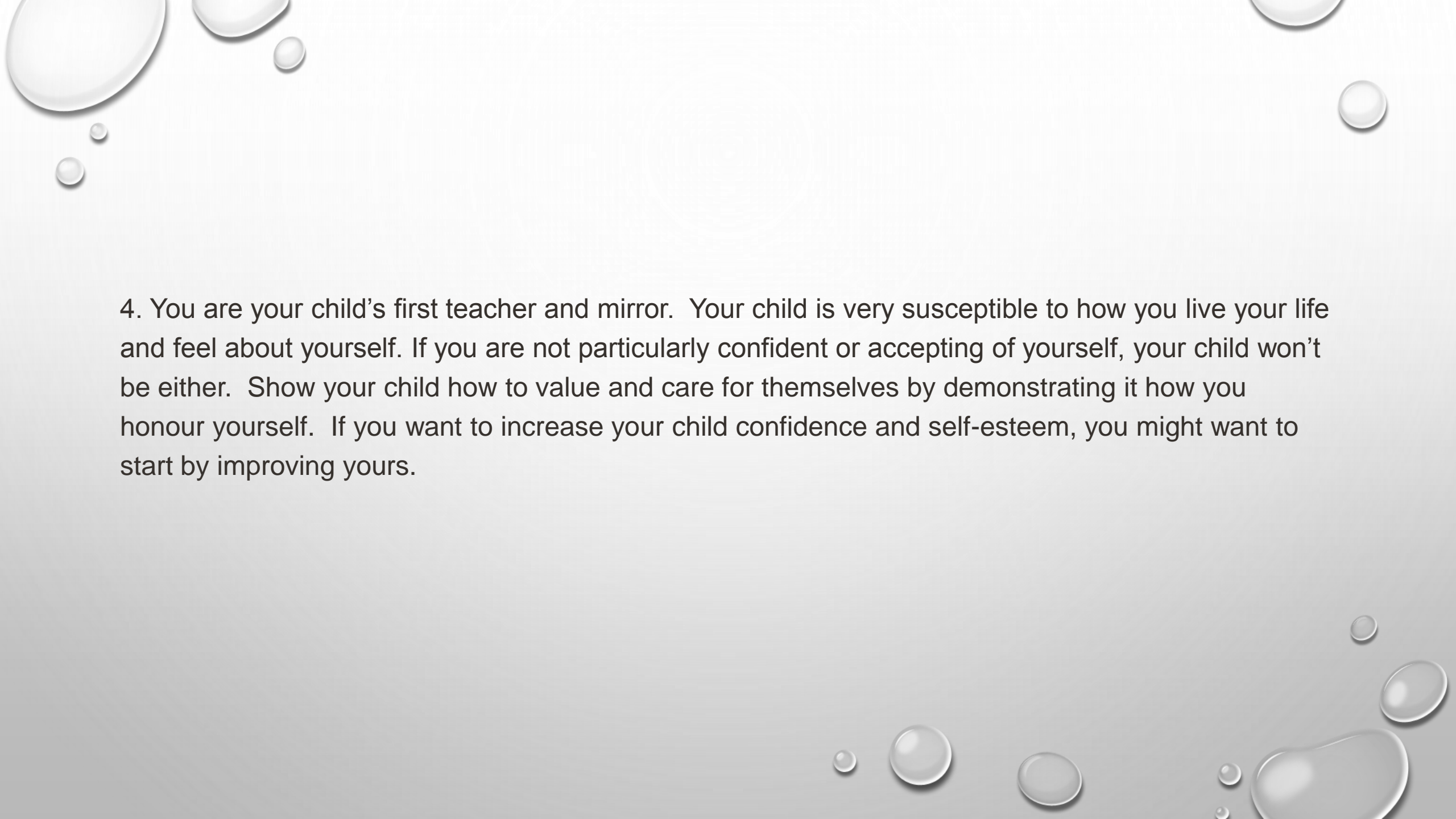
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**“Why is an A or B better than a C or D?  
Aren’t all letters equal in the eyes of God?”**



3. Every now and then surprise them with words or affection that says "I love you, no matter what". We all need to know we are loved unconditionally and with our kids, this goes a long way. Your child benefits the most when you accept him for who he is regardless of his strengths, difficulties, temperament, or abilities.




4. You are your child's first teacher and mirror. Your child is very susceptible to how you live your life and feel about yourself. If you are not particularly confident or accepting of yourself, your child won't be either. Show your child how to value and care for themselves by demonstrating it how you honour yourself. If you want to increase your child confidence and self-esteem, you might want to start by improving yours.





5. Helping your child become involved in constructive experiences and activities that encourage cooperation rather than competition are helpful in fostering self-esteem.

For example, mentoring programs in which an older child helps a younger one learn to read can do wonders for both kids. Volunteering and contributing to your local food bank or senior citizen home can have positive effects on self-esteem for everyone involved.



# THE HOLISTIC APPROACH

- SLEEP – REGULAR BEDTIME ROUTINES, REMOVING STIMULI BEFORE BED I.E. CELL PHONES, COMPUTERS, TV. INSTEAD USE READING, RELAXATION BREATHING
- NUTRITION AND DIET
- EXERCISE – AT LEAST ONE HOUR PER DAY
- TIME IN NATURE
- RELATIONSHIPS \*\*\*
- RECREATION – ACTIVITIES
- RELAXATION AND STRESS MANAGEMENT – CHRISTIAN MEDIATION
- SPIRITUAL AND RELIGIOUS INVOLVEMENT – LESSONS FEATURED ON LOVE AND FORGIVENESS VS. PUNISHMENT OR WRONG DOING
- CONTRIBUTION AND SERVICE TO OTHERS – “HELPERS HIGH” (VOLUNTEERING TO HELP OTHERS)

# RESOURCES

- THE RESILIENCY INITIATIVES – DR. WAYNE HAMMOND

[WWW.RESIL.CA](http://WWW.RESIL.CA)

- RESILIENCY NEWSLETTER – FREE MONTHLY

[HTTPS://LI231.INFUSIONSOFT.COM/APP/FORM/2C138CF3875CFFC7C5A389F4967F961A?INF\\_CONTACT\\_KEY=D1063F1731398365DC64A9239E1A473529E41F4E44140398A7C40AF84D424A4C](https://li231.infusionsoft.com/app/form/2c138cf3875cffc7c5a389f4967f961a?INF_CONTACT_KEY=D1063F1731398365DC64A9239E1A473529E41F4E44140398A7C40AF84D424A4C)

- ANXIETY BC

[HTTP://WWW.ANXIETYBC.COM/](http://WWW.ANXIETYBC.COM/)

- EVERY MOMENT COUNTS

[HTTP://WWW.EVERYMOMENTCOUNTS.ORG/](http://WWW.EVERYMOMENTCOUNTS.ORG/)

- DR. MICHAEL UNGAR

[HTTP://WWW.MICHAELUNGAR.COM/](http://WWW.MICHAELUNGAR.COM/)

- THE PSYCHOLOGY FOUNDATION

[HTTPS://WWW.PSYCHOLOGYFOUNDATION.ORG/](https://WWW.PSYCHOLOGYFOUNDATION.ORG/)

# ***SCHOOL SOCIAL WORKERS AT WCDSB***

- MASTER OF SW; REGISTERED WITH OCSWSSW
- SPECIALIZED TRAINING – MENTAL HEALTH ASSESSMENT/TREATMENT, INDIVIDUAL/FAMILY/GROUP THERAPY, CHILD WELFARE, COMMUNITY SUPPORTS AND SERVICES, ETC.
- ONE SW PER FAMILY OF SCHOOLS (5 IN TOTAL)
- CONSULTATIVE MODEL
- SHORT-TERM INTERVENTION

# WHEN TO CONSULT WITH A SCHOOL SOCIAL WORKER

Mental Health	Family & Relationships
<ul style="list-style-type: none"><li>• Anxiety Concerns</li><li>• Mood Concerns</li><li>• Self-Injurious Behaviour</li><li>• Suicidal Ideation</li><li>• Anger</li><li>• Stress Management</li><li>• Drug, Alcohol, and Substance Misuse</li><li>• Disordered Eating/Eating Disorders</li><li>• Psychotic Disorders</li><li>• Trauma</li></ul>	<ul style="list-style-type: none"><li>• Bereavement</li><li>• Divorce/Separation</li><li>• Child Abuse and Neglect</li><li>• Domestic and Family Violence</li><li>• Dating and Healthy Relationships</li><li>• Parenting Support</li><li>• Student Pregnancy</li><li>• Financial Challenges</li><li>• Gender and Sexual Identity</li></ul>

# ***ROLE OF WCDSB SCHOOL SOCIAL WORKERS***

- CRISIS INTERVENTION
- CRITICAL INCIDENT RESPONSE
- COMPASSIONATE CARE
- CONSULTATION
- SINGLE SESSION THERAPY
- NEEDS ASSESSMENT
- VIOLENCE THREAT RISK ASSESSMENT (VTRA)
- ADVOCACY
- COMMUNITY REFERRALS
- WCDSB STAFF PROFESSIONAL DEVELOPMENT AND EDUCATION