

Western



Centre for School Mental Health

About Our Centre

Within school settings, there is both the opportunity and obligation to promote mental health for all children. The vision of effective School Mental Health (SMH) is one where a multidisciplinary group of professionals can offer services ranging from prevention to intervention, effectively removing barriers to learning and promoting mental wellbeing. Unfortunately, the reality of SMH has not yet caught up to the promise. Evidence-based practices are not implemented routinely, a comprehensive approach is lacking in most jurisdictions, and data-informed decision-making is virtually non-existent. The Centre for School Mental Health at Western University addresses those gaps between research, practice and policy. The centre seeks to promote an expanded concept of SMH through innovative research partnerships, high quality training opportunities, and a commitment to knowledge mobilization.

Associated Faculty Staff



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Adjunct Professor



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Director, CREVAWC



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Assistant Professor

Meet Our Team



Claire Crooks, Ph.D., C.Psych.
Director



Susan Dale,
Project Coordinator



Laura Orton,
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Research Associate



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Fourth R Uniting Our Nations



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Team Spotlight

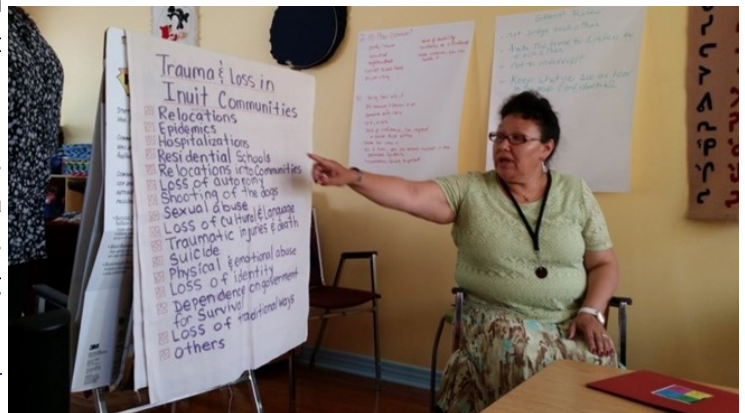
Marika Morris: Postdoctoral research with Inuit youth



Dr. Marika Morris

Marika is currently completing interesting participatory postdoctoral research with Inuit youth on violence prevention through social media. The project is funded by the Canadian Institutes for Health Research (CIHR). Although housed at Western's Faculty of Education, the research is taking place in Ottawa in partnership with Pauktuutit Inuit Women of Canada. The purpose of the action research is to find out what Inuit youth think and advise about violence prevention, document their social media use, so Pauktuutit can develop an evidence-based social media outreach strategy to Inuit youth on violence prevention. Representatives from Mamisarvik Healing Centre, Embrace Life Council, Ottawa Inuit Children's Centre and students from Nunavut Sivuniksavut helped to shape the project. A violence prevention focus group was held for Inuit aged 18-25 which both conducted research and provided culturally-appropriate violence prevention education led by Mamisarvik. An online survey gathered information from 75 Inuit aged 18-25 about their Facebook use. Inuit youth named the project Makilirit, which means "Rise Up" in Inuktitut. The project has a Facebook page (facebook.com/makilirit) and Twitter handle (twitter.com/Makilirit).

Marika earned her Ph.D. in Canadian Studies at Carleton University. Before doing her Ph.D., Marika was Research Coordinator at the Canadian Research Institute for the Advancement of Women (CRIAOW), where she worked with Indigenous, immigrant, racial and cultural minority communities on research to meet their communities' needs. She was also a researcher with the federal government and worked as a researcher for Members of Parliament. As her postdoc is ending, Marika is starting a research, communications and training consulting firm. Check out her academic website at carleton.ca/academia.edu/MarikaMorris.



Inuk elder and Mamisarvik Healing Centre Counsellor Reepa Evis-Carleton delivering the violence prevention portion of the focus group

*If you are hurting,
scared, lost, lonely,
whatever it may be,
your feelings matter.
You matter.*
- Inuit youth violence
prevention focus
group participant

Measuring What Matters: A New Way of Thinking About Skills

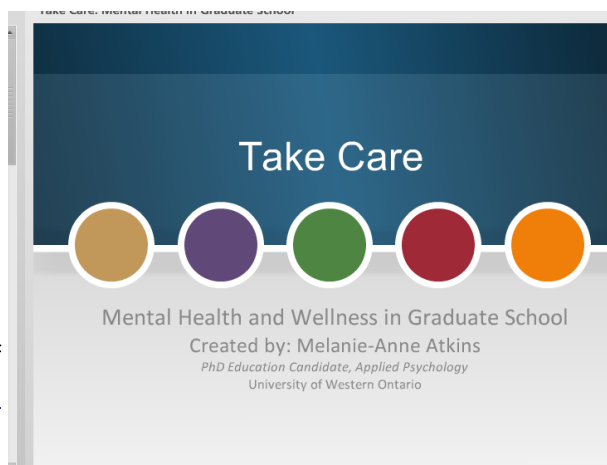
For too long we have valued some skills over others. The evidence is now unequivocal: young people need a broad set of foundational skills to succeed. People for Education – working with experts from across Canada - is leading a multi-year initiative to create a new way of thinking about skills, to find consensus on a new set of goals for education, and to develop a method of measuring schools' progress toward those goals. Western's Centre for School Mental Health's associated faculty Dr. Alan Leschied and Dr. Susan Rodger are closely involved with the initiative.



The goal of *Measuring What Matters* is to create a set of measures that are publicly understandable, educationally useful and reflect the broad skills students will need in the workforce and to take their place as engaged citizens.

Positive Mental Health... by and for Graduate Students

Melanie-Anne Atkins, a graduate student with the Centre for School Mental Health, is a Ph.D. candidate in Applied Psychology at the Faculty of Education, investigating cooperative ways to decrease the stigma of mental illness in schools. During her time as a doctoral student, Melanie-Anne was the Faculty of Education's first Lead TA, where she developed and presented on-site and online workshops for teaching assistants and other graduate students interested in teaching. One of these online workshops was redeveloped into a [graduate mental health literacy e-learning module](#) for Western's School of Graduate and Postdoctoral Studies.



The Fourth R: Healthy Relationships, Safe Choices, Connected Youth

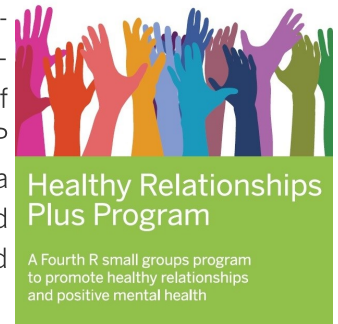
We are proud to announce that The Fourth R is joining Western Centre for School Mental Health. The



Fourth R is a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviours. We develop and evaluate programs, resources, and training materials for educators and other front-line professionals who work with youth. In particular, we work with schools, parents, and community organizations to promote the neglected "R" (for Relationships) and help build this Fourth R in school climates.

Healthy Relationships Plus National Implementation Study

The Healthy Relationship Plus Program (HRPP) applies the same core principles of skill building and awareness as the Fourth R classroom-based programs, but in a non-classroom setting. This project targets the prevention of violence through the promotion of positive, healthy relationships. The HRPP is a small groups program (6-25 youth) and has been enhanced to include a strengthened focus on mental health and suicide prevention, and drug and alcohol use. This program is intended for youth between the ages of 12 and 18.



In the spring of 2014, the Fourth R was awarded a grant through Health Canada's Drug Strategy Community Initiatives Fund to implement, evaluate, and scale-up the HRPP across Canada over three years. Through this grant, the Fourth R was able to provide HRPP training, implementation manuals, and ongoing support to program facilitators at no cost to schools or community agencies. During the 2014-2015

It helped to bring my students together and make the class feel like a community rather than a group of individual students. It also got my students thinking about a variety of subjects, and reflecting on their own thoughts and beliefs and the thoughts and beliefs of others.
- HRPP Facilitator

school year more than 1200 youth from Ontario, Saskatchewan, Alberta, and the Northwest Territories participated in the HRPP. We are continuing implementation of the HRPP during the 2015-2016 school year with over 55 groups participating so far. Research questions include a focus on implementation science, but also a realist evaluation. That is how group, facilitator and youth characteristics influence the effectiveness of the program. For information on the HRPP, please contact Susan Dale, Program Development and Implementation Coordinator, at 519-661-2111 ext. 82774 or at sdale25@uwo.ca.

The Fourth R: Promoting Readiness, Fit and Delivery System Capacity to Maximize Reach and Impact in Five Provinces and Territories

The Fourth R is an evidence-based program developed to promote healthy relationship skills and target risk behaviours through encouraging safe decisions about substance use, sexual relationships, bullying, and violence. Phase II of our Public Health Agency of Canada (PHAC) funded project included a major scale up of the Fourth R program. In terms of reach, more than 1,300 educators, 1,800 pre-service teachers and 21,735 youth participated in Fourth R programs in 7 provinces and territories. We developed several new programs, including the Healthy Relationships Plus Program (HRPP), a mental health promotion-enhanced small groups program. Our programs were also adapted and expanded to meet a variety of different contexts including particular Aboriginal groups, geographic settings, linguistic groups (French and English), different school systems (e.g., public versus Catholic), and different delivery contexts. Our evaluations included a cluster randomized controlled trial (RCT) of our grade 8 program in Saskatchewan, a multi-method cross-sectional evaluation of our First Nations, Métis, and Inuit (FNMI) programming, and a longitudinal evaluation of our FNMI programming.

Phase III started in May 2015 and focuses on the continued expansion in reach of our multi-faceted programming. There is an emphasis on creating the conditions for sustainability by addressing scale up factors and readiness and fit in the Northwest Territories, Alberta, Saskatchewan, Ontario, and Nova Scotia. Our research objectives include evaluating the successes and barriers to scale up in different delivery system contexts and developing an assessment for schools and divisions to provide suggestions to build organizational capacity.

Single Ceiling Children's Mental Health Simplified



Single Ceiling is an innovative cross-sectoral initiative that represents a new approach to children's mental health and well-being. The goal of Single Ceiling is to improve care for children and their families by demonstrating an alternative community collaborative model of mental health delivery, all under one roof. Assessment is the cornerstone of appropriate intervention planning and decision-making and the Single Ceiling provides simplified, community-based mental health assessment using the InterRAI Child and Youth Mental Health (ChYMH) to better inform the promotion, prevention, and intervention needs of children and families. Partners collaborating on this new initiative include the Faculty of Education at Western University, the local public school board, community agencies, and children and families living in a high-risk community. This demonstration site is committed to comprehensive assessment and research to move research into action and will serve as a model for community advocacy as well as systemic and structural reform in children's mental health.

This phase of Single Ceiling will include children 4 to 12 years of age (and their parents) who attend Lord Nelson Public School or live in the Argyle community. Participating families will be asked to complete a short questionnaire, an Interview using the InterRAI ChYMH, and a standardized questionnaire asking about their child's behavior and feelings (BASC-3). This phase will be completed between Fall 2015 and Summer 2016. The initial assessment phase of Single Ceiling was generously supported by The London Foundation-Community Vitality Grant. For more information, contact info@singleceiling.ca.



Uniting Our Nations



Uniting Our Nations includes a range of programs developed in partnership with the Thames Valley District School Board. Uniting Our Nations programs focus on healthy relationships and are developed within a culturally relevant context.

Although the programs range from one-day conferences to year-long weekly sessions there are underlying commonalities. Common themes include a focus on healthy relationship development, the provision of culturally-relevant experiences, and an emphasis on mentoring. The inclusion of culturally-relevant experiences has been identified as a best practice in programming. Mentoring has also been identified as an effective and important mechanism for supporting Aboriginal youth. The common elements help to ensure the programs are complementary and reinforce each other, but are not redundant for youth who participate in multiple programs. Currently the Centre for School Mental Health delivers Uniting Our Nations Program in Thames Valley DSB Schools.

2014—2015 Publications by Faculty and Students

The Centre for School Mental Health team publish in a wide range of area related to child and youth development, aggression, school psychology, teacher mental health literacy, and school mental health. Our faculty and post-doctoral fellows have published refereed journal articles, reports, and books and chapters. Our graduate students have also published research snapshots to bring our research and evaluation to a wider audience.

Armiento, J. S., Hamza, C. A., & Willoughby, T. (2014). [An examination of disclosure of nonsuicidal self injury among university students](http://dx.doi.org/10.1002/casp.2190). *Journal of Community & Applied Social Psychology*, 24(6), 518-533. doi:http://dx.doi.org/10.1002/casp.2190

Baiden, P., Stewart, S. L., & den Dunnen, W. (2014). [Childhood abuse and cannabis use among adolescents with mental health needs in Ontario, Canada](http://dx.doi.org/10.3109/14659891.2012.727522). *Journal of Substance use*, 19(1-2), 18-24. doi:http://dx.doi.org/10.3109/14659891.2012.727522

Brady, D. I., Saklofske, D. H., Schwan, V. L., Montgomery, J. M., McCrimmon, A. W., & Thorne, K. J. (2014). [Cognitive and emotional intelligence in young adults with Autism Spectrum Disorder without an accompanying intellectual or language disorder](http://dx.doi.org/10.1016/j.rasd.2014.05.009). *Research in Autism Spectrum Disorders*, 8(9), 1016-1023. doi:http://dx.doi.org/10.1016/j.rasd.2014.05.009

Crooks, C.V., Burleigh, D., Snowshoe, A., Lapp, A., Hughes, R. & Sisco, A. (2015). [A case study of culturally relevant school-based programming for First Nations youth: Improved relationships, confidence and leadership, and school success](http://dx.doi.org/10.1080/1754730X.2015.1064775). *Advances in School Mental Health Promotion*. DOI: 10.1080/1754730X.2015.1064775

Crooks, C. V., Scott, K. L., Broll, R., Zwarych, S., Hughes, R., & Wolfe, D. A. (2015). [Does an evidence-based healthy relationships program for 9th graders show similar effects for 7th and 8th graders? Results from 57 schools randomized to intervention](http://dx.doi.org/10.1093/her/cyv014). *Health Education Research*. DOI: 10.1093/her/cyv014

Ellis, W.E. & Wolfe, D.A. (2015). [Bullying predicts reported dating violence and observed qualities in adolescent dating relationships](http://dx.doi.org/10.1177/0886260514554428). *Journal of Interpersonal Violence*, 30(17), 3043-3064. doi: 10.1177/0886260514554428

Hamza, C. A., & Willoughby, T. (2014). [A longitudinal person-centered examination of nonsuicidal self-injury among university students](http://dx.doi.org/10.1007/s10964-013-9991-8). *Journal of Youth and Adolescence*, 43(4), 671-685. doi:http://dx.doi.org/10.1007/s10964-013-9991-8

King, G., Specht, J., Petersen, P., Servais, M., Stewart, S., Young, G., & Brown, H. (2014). [The development of expertise in children's mental health therapists and teachers: Changes in perspective and approach](http://dx.doi.org/10.1080/00131881.2014.934553). *Educational Research*, 56(3), 277-294. doi:http://dx.doi.org/10.1080/00131881.2014.934553

Liu, J., Chen, X., Coplan, R. J., Ding, X., Zabatany, L., & Ellis, W. (2015). [Shyness and unsociability and their relations with adjustment in Chinese and Canadian children](http://dx.doi.org/10.1177/0022022114567537). *Journal of Cross-Cultural Psychology*, 46(3), 371-386. doi:http://dx.doi.org/10.1177/0022022114567537

Miller, J. L., Weiss, L. G., Beal, A. L., Saklofske, D. H., Zhu, J., & Holdnack, J. A. (2015). [Intelligent use of intelligence tests: Empirical and clinical support for Canadian WAIS-IV norms](http://dx.doi.org/10.1177/0734282915578577). *Journal of Psychoeducational Assessment*, 33(4), 312-328. doi:http://dx.doi.org/10.1177/0734282915578577

Morris, M., & Crooks, C. V. (2015). [Structural and cultural factors in suicide prevention: The contrast between mainstream and Inuit approaches to understanding and preventing suicide](http://dx.doi.org/10.1080/02650533.2015.1050655). *Journal of Social Work Practice*. DOI: 10.1080/02650533.2015.1050655

2014-2015 Publications Continued:

Ninan, A., Stewart, S. L., Theall, L. A., Katuwapitiya, S., & Kam, C. (2014). [Adverse effects of psychotropic medications in children: Predictive factors](#). Journal of the Canadian Academy of Child and Adolescent Psychiatry / Journal De l'Académie Canadienne De Psychiatrie De l'Enfant Et De l'Adolescent, 23(3), 218-225.

Oborne, D., Hoh, Y., & Hutchinson, L.R. (2014). [A teacher based checklist for the assessment of student learning and development](#). International Journal of Educational Policy & Leadership, 1-15.

Reid, G., Stewart, S. L., Zaric, G. S., Carter, J. R., Neufeld, R. W. J., Tobon, J. I., . . . Vingilis, E. R. (2014). [Defining episodes of care in children's mental health using administrative data](#). Administration and Policy in Mental Health and Mental Health Services Research, doi:http://dx.doi.org/10.1007/s10488-014-0609-6

Rodger, S., Hibbert, K., Leschied, A., Pickel, L., Stepien, M., Atkins, M-A., Koenig, A., Woods, J., & Vandermeer, M. (2014). [Shaping a mental health curriculum for Canada's teacher education programs: Rationale and brief overview](#). Physical & Health Education Journal, 80(3), 28-29.

Saklofske, D. H., Austin, E. J., Yan, G., & Smith, M. M. (2015). [Factor structure and correlates of the Mandarin version of the Managing the Emotions of Others \(MEOS\) scale](#). International Journal of Psychology. doi:http://dx.doi.org/10.1002/ijop.12147

Siegling, A. B., Vesely, A. K., Petrides, K. V., & Saklofske, D. H. (2015). [Incremental validity of the Trait Emotional Intelligence Questionnaire-Short form \(TEIQue-SF\)](#). Journal of Personality Assessment, 97(5), 525-535.

Siegling, A. B., Vesely, A. K., Saklofske, D. H., Frederickson, N., & Petrides, K. V. (2015). [Incremental validity of the Trait Emotional Intelligence Questionnaire-Adolescent Short Form \(TEIQue-ASF\)](#). European Journal of Psychological Assessment. doi:http://dx.doi.org/10.1027/1015-5759/a000267

Smith, M. M., Saklofske, D. H., Yan, G., & Sherry, S. B. (2015). [Perfectionistic strivings and perfectionistic concerns interact to predict negative emotionality: Support for the tripartite model of perfectionism in Canadian and Chinese university students](#). Personality and Individual Differences, 81, 141-147. doi:http://dx.doi.org/10.1016/j.paid.2014.09.006

Snowshoe, A., Crooks, C. V., Tremblay, P. F., Craig, W. M., & Hinson, R. E. (2015). [Development of a cultural connectedness scale for First Nations youth](#). Psychological Assessment, 27, 249-259. doi:http://dx.doi.org/10.1037/a0037867.

Stewart, S. L., Baiden, P., & Theall-Honey, L. (2014). [Examining non-suicidal self-injury among adolescents with mental health needs in Ontario, Canada](#). Archives of Suicide Research, 18(4), 392-409. doi:http://dx.doi.org/10.1080/13811118.2013.824838

Vesely, A. K., Saklofske, D. H., & Nordstokke, D. W. (2014). [EI training and pre-service teacher wellbeing](#). Personality and Individual Differences, 65, 81-85. doi:http://dx.doi.org/10.1016/j.paid.2014.01.052

Willoughby, T., Tavernier, R., Hamza, C., Adachi, P. J. C., & Good, M. (2014). [The triadic systems model perspective and adolescent risk taking](#). Brain and Cognition, 89, 114-115. doi:http://dx.doi.org/10.1016/j.bandc.2013.11.001

[Mental Health Education in Canada \(2014\)](#). Dr. Susan Rodger, Dr. Kathy Hibbert, Dr. Alan Leschied, Laurel Pickel, Adam Koenig, Magdalena Stepien, Jessica Woods, Melanie-Anne Atkins, and Matthew Vandermeer

[Western Foster Parent Project \(2015\)](#). Dr. Alan Leschied, Dr. Susan Rodger, Dr. Jason Brown, Melanie-Anne Atkins, Laurel Pickel, Nadine Bilawski, and Laura Bonnell

[Coming Soon... check our website for Research Snapshots... brief summaries of our published research](#)

Promoting Mental Health & Preventing Bullying: Tools That Work



Western Centre for School Mental Health is honoured to co-host Canada's premier conference on bullying prevention and promoting safe and healthy relationships for children in youth with Drs. Pepler and Craig from PREVNet. PREVNet—Promoting Relationships & Eliminating Violence Network—is Canada's authority on research and resources for bullying prevention, with a network of 122 leading Canadian research scientists and 62 national youth-serving organizations. The 8th annual conference takes place on Friday, November 13th at Toronto's Westin Prince Hotel. The one-day conference is designed for educators, social workers, counselors, law enforcement officers, volunteers, parents and others interested in preventing bullying. Five workshops will be held concurrently, with an overview of the topic and current evidence-based practice during the morning, followed by small group exercises to build skills. The workshops include:

- Classroom management to address bullying
- Healthy Relationships Plus Program for Youth
- Strategies for promoting positive mental health with Aboriginal youth and communities
- Promoting positive mental health through social-emotional learning
- Effective strategies for youth engagement

"My experience as a graduate student with PREVNet has been a unique and incredible experience. I have been fortunate to work with experts in knowledge mobilization and on both national and provincial projects that showcase PREVNet's ability to connect and partner with multiple organizations across Canada. PREVNet continues to demonstrate its creative ability as a network to focus on important youth issues and outreach, and as a member I have had the wonderful opportunity to be actively involved with numerous projects including the Canadian Red Cross, the RCMP, Family Channel/Disney, among others. I cannot wait for what the future holds!"

Jaspri (Jessy) Pandori, M.Ed., Ph.D Candidate

Upcoming Events

March 20-23, 2016

Banff International Conferences on Behavioural Science—Banff XLVIII: School Mental Health: Challenges and Emerging Opportunities



April 11-14, 2016

World interRAI Conference

