



Mental Health Reimagined from Promotion to Crisis

PONDA

MAY 14 2021



Opening Remarks from the PONDA Mental Health Committee

We encourage you to join the
committee

Please contact

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AGENDA

- Thinking in Tiers: Mental Health Promotion, Prevention and Intervention
- F-Words
- Mental Health Protective Factors and Risks
- Case Study
- Breakout Sessions
- Large Group Discussion (Learning and Unlearning)
- Where do we go from here?

Thinking in Tiers: Mental Health Promotion Prevention & Intervention

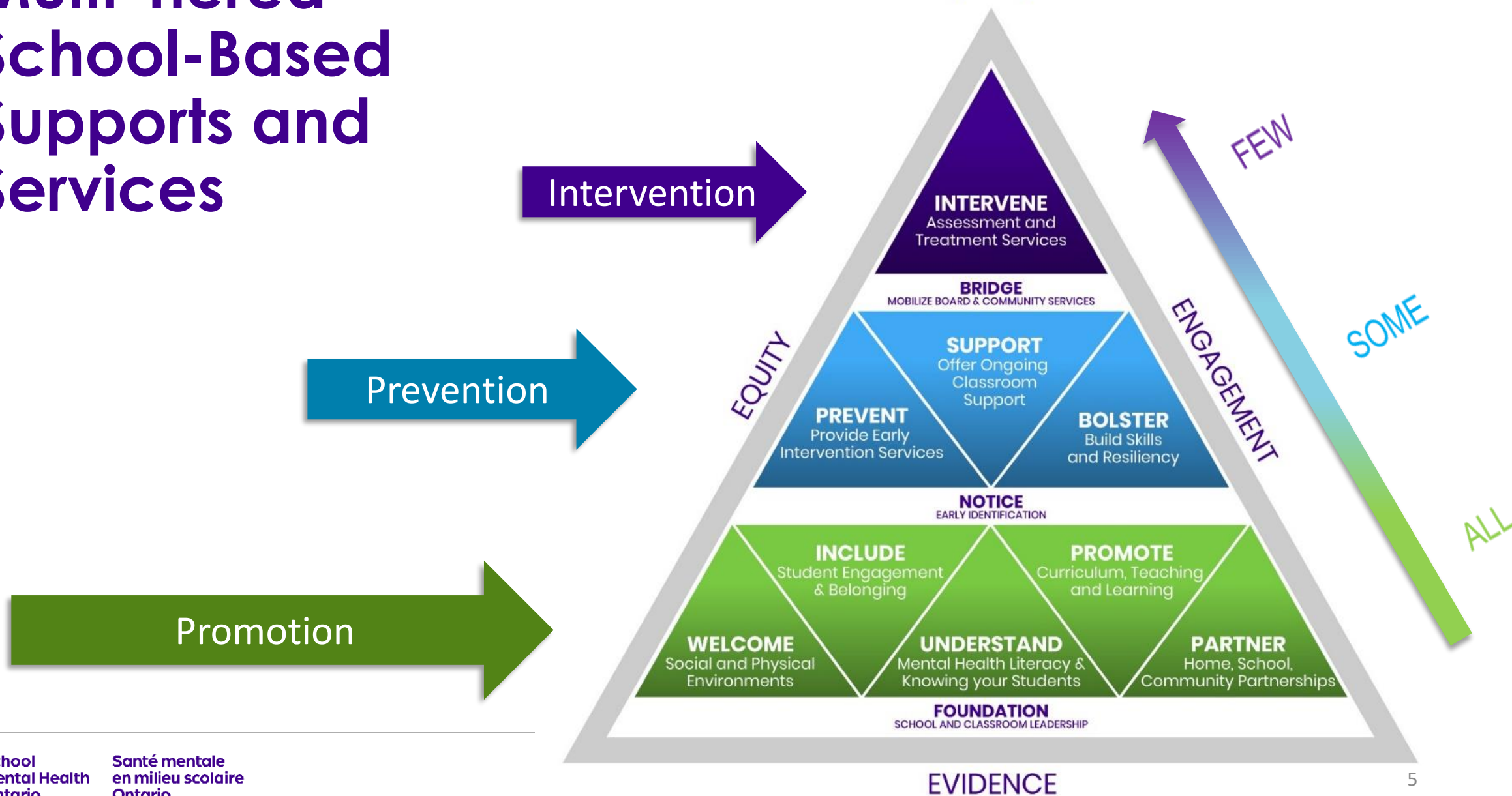
ALL children and families will benefit from mental health promotion. We all have a role to play in supporting good mental health practices that foster social and emotional growth as well as self-care

SOME children/youth may be more at-risk for a mental health problem and will benefit from targeted skill building and bolstering of resources and protective factors to prevent the onset of a more serious problem

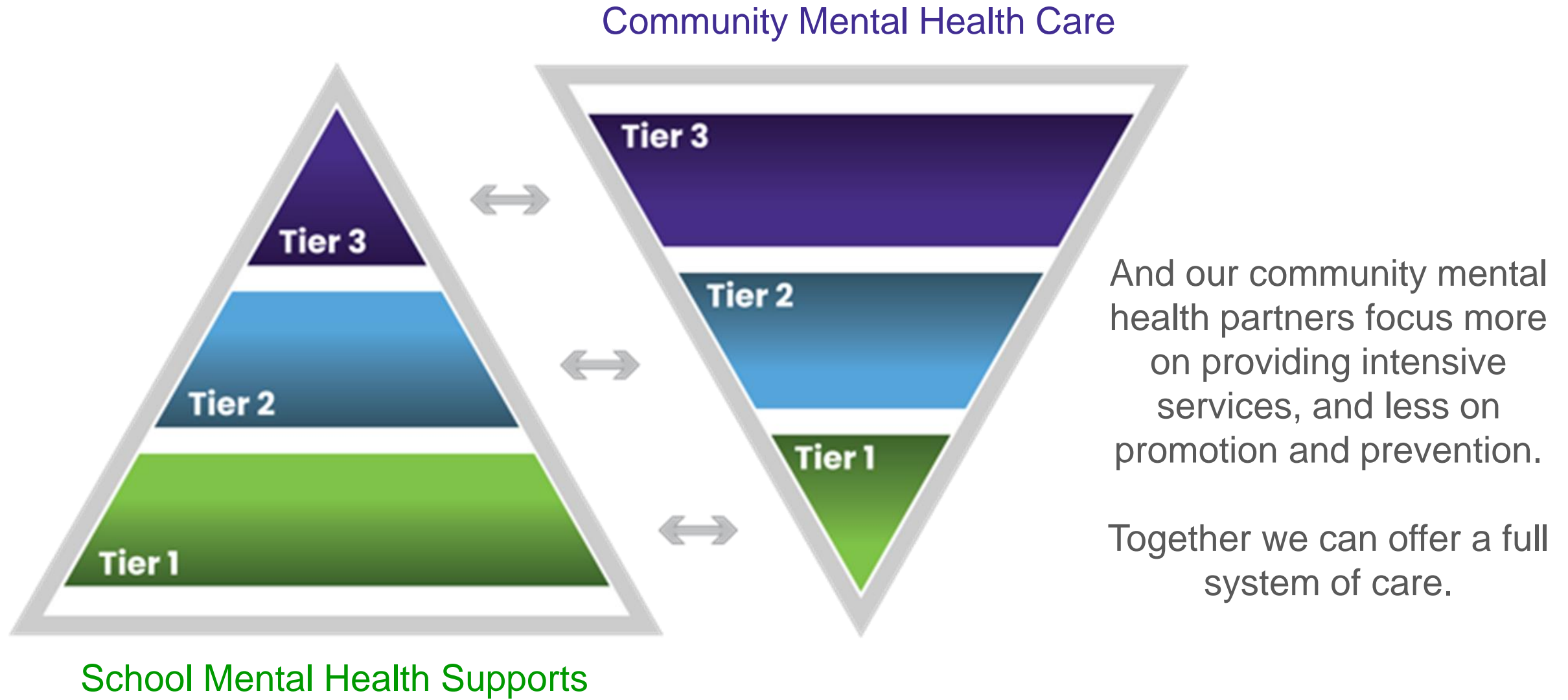
A FEW children/youth will require targeted interventions for specific mental health disorders. They will still continue to benefit from mental health practices, self-care, and support

Multi-Tiered School-Based Supports and Services

Aligned & Integrated Model (AIM)



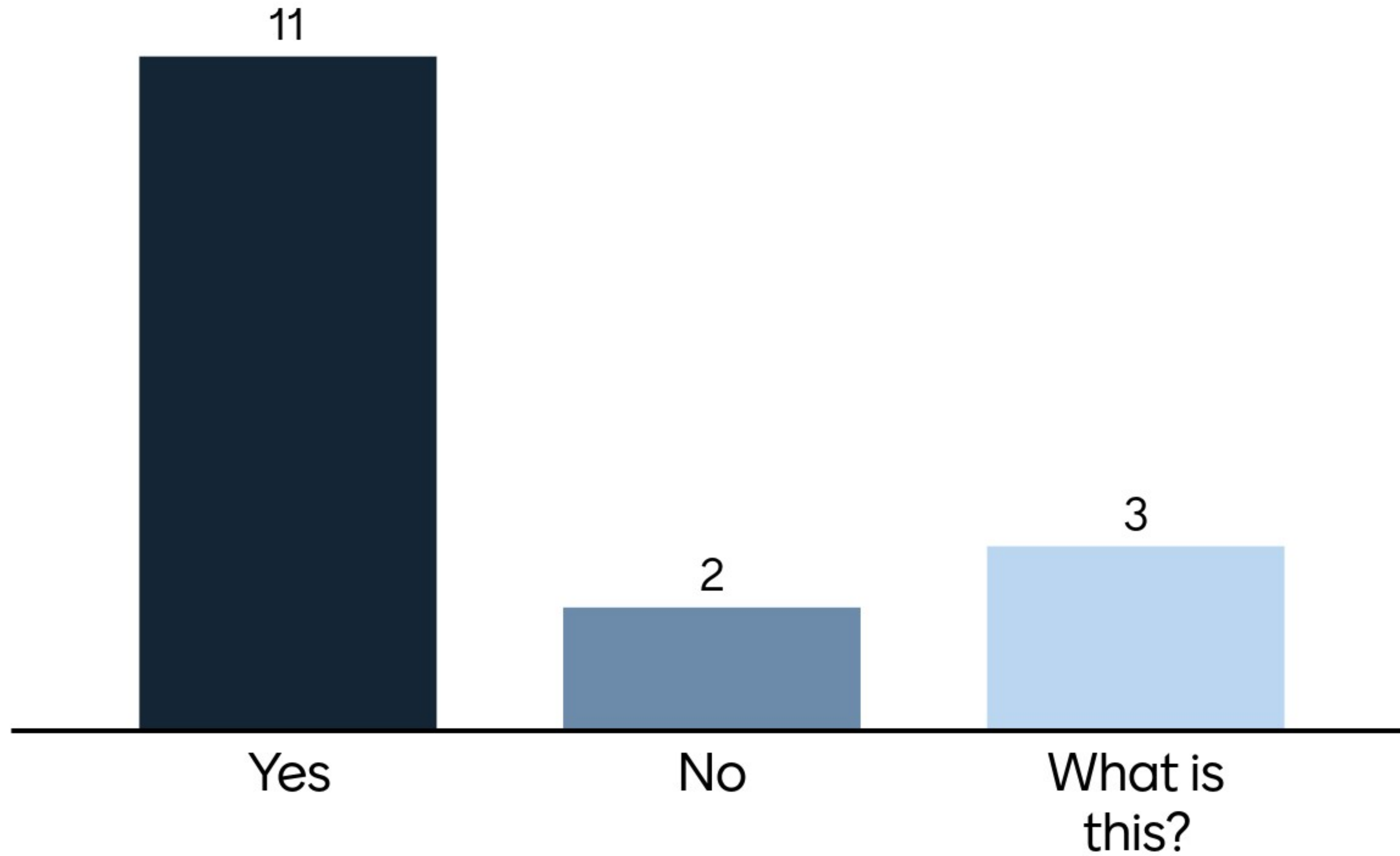
Working together as a system



How many of
you are
currently using
the F-words in
your practice?



Are you using the F-words?



F-WORDS

The ICF Framework and the F-Words

Body Structure and Function



Everyone needs to stay fit and healthy, including me! Help me find ways to keep fit.

Fitness

Activity



I might do things differently but I CAN do them. How I do it is not important. Please let me try!

Function

Participation



Having friends is important. Please give me opportunities to make friends with my peers.

Friends

Environmental Factors



They know me best and I trust them to do what's best for me. Listen to them. Talk to them. Hear them. Respect them.

Family

Personal Factors



Life is about having fun. Please help me do the activities that I find the most fun.

Fun

Future

I will grow up one day, so please find ways for me to develop independence and be included in my community.



For more information visit the F-words Knowledge Hub:
www.canchild.ca/f-words



1) World Health Organization. (2001) *International Classification of Functioning, Disability and Health (ICF)*
2) Rosenbaum P & Gorter JW. (2012). The 'F-words' in childhood disability: I swear this is how we should think! *Child Care Health Dev*; 38.

How might the F-Words be an indication of mental health?

How might we use the F-Words to promote mental health and well-being?

F-words Tools created by/with parents

Danijela's F-words Collage



FUNCTION **FAMILY** **FITNESS**

FUN **FRIENDS** **FUTURE**



 (Grahovac, 2015)

Alfie's F-words Agreement



By: _____ Age: _____

☺ Please consider these things when we work together ☺

FUNCTION - I want to do stuff! It may not matter if I don't do it like everyone else!

FAMILY - They know me best and I trust them to do what's best for me. Listen to them. Talk to them. Hear them. Respect them...

FITNESS - Everyone needs to stay fit and healthy and I am no different. I might need to use different ways of getting fit and staying fit and need help to do this...


FUN - Whatever floats my boat!....

FRIENDS - to meet, get to know, have fun with, to learn with, to grow old with....

FUTURE - The future is Now - Tomorrow is what I make of today. I don't want opportunities to pass me by. Help me achieve what I can today.

Thank you



 **My F-words Goal Sheet** 

Name: _____ Today's Date: _____

Instructions: Please use this form to write down one goal for each of the F-words – Function, Family, Fitness, Fun, Friends & Future and explain why this goal is important to you. These can be goals you would like to work on at home, in therapy, in school, and/or in the community. Together let's work on the goals that are meaningful to you!

FUNCTION:

Goal: _____

Why? _____

FAMILY:

Goal: _____

Why? _____

FITNESS:

Goal: _____

Why? _____

FUN:

Goal: _____

Why? _____

FRIENDS:

Goal: _____


Why? _____


FUTURE:

Goal: _____

Why? _____

(Adapted from Fuller & Susini Goal Sheet, 2015)

's F-words Profile 



Birthday: _____

Town: _____

Languages: _____

FUNCTION (My strengths or how I do 'stuff'...):


FAMILY (My family is...):

FITNESS (I stay fit by...):

FUN (I like...):

FRIENDS (My friends are...):

FUTURE (My goals are...):

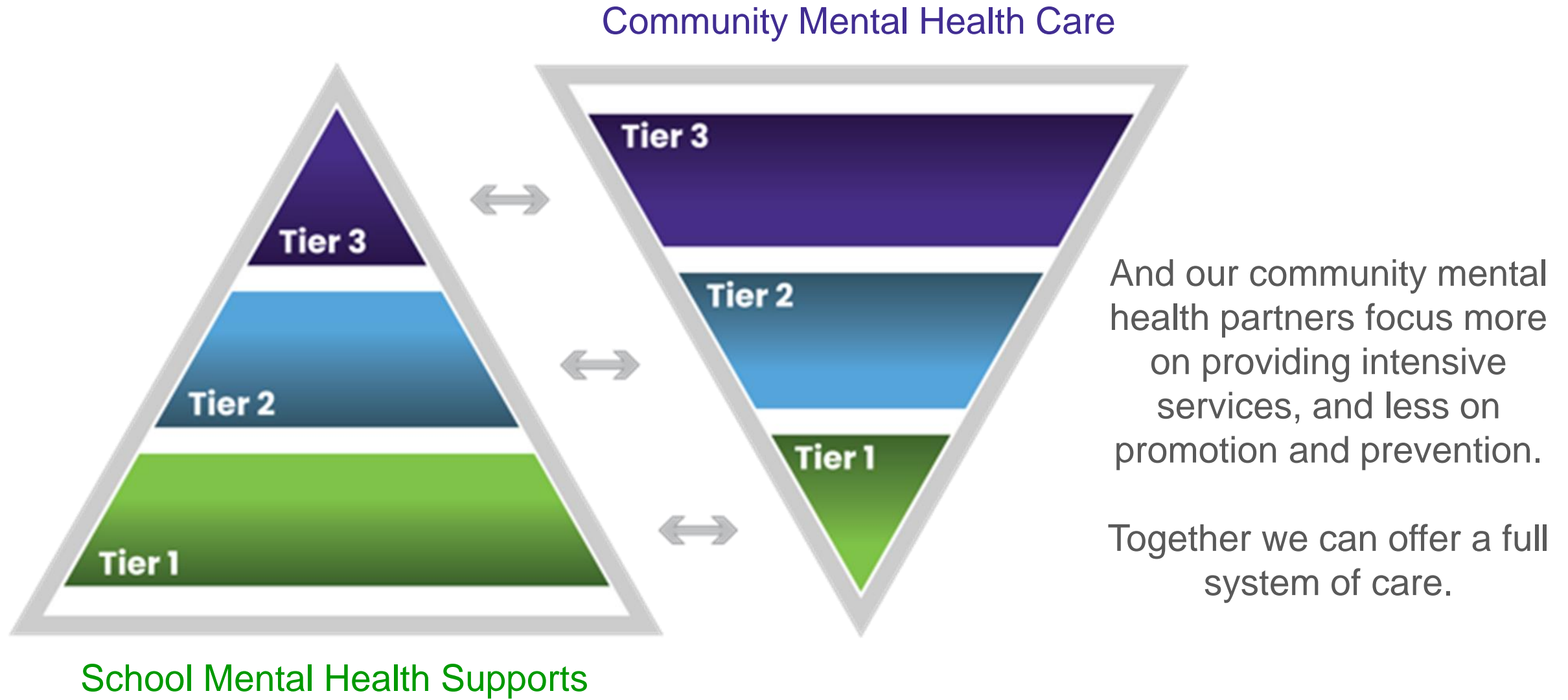
 © A. Cross, D. Grahovac, I. Brocklehurst, D. Kay 2017

<https://canchild.ca/en/research-in-practice/f-words-in-childhood-disability/f-words-tools>

F-Words Drawings by a 7-year old



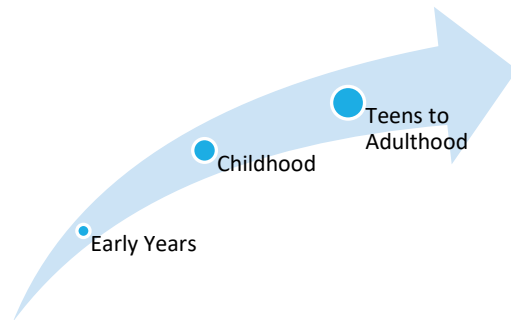
Working together as a system



TIER 2 PREVENTION

Thinking upstream instead of “watching and waiting” for resolution

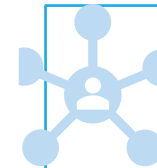
- When red flags emerge
- When problems are still manageable
- Before the next developmental stage
- When risk factors are present, or protective factors are few



Child



Family

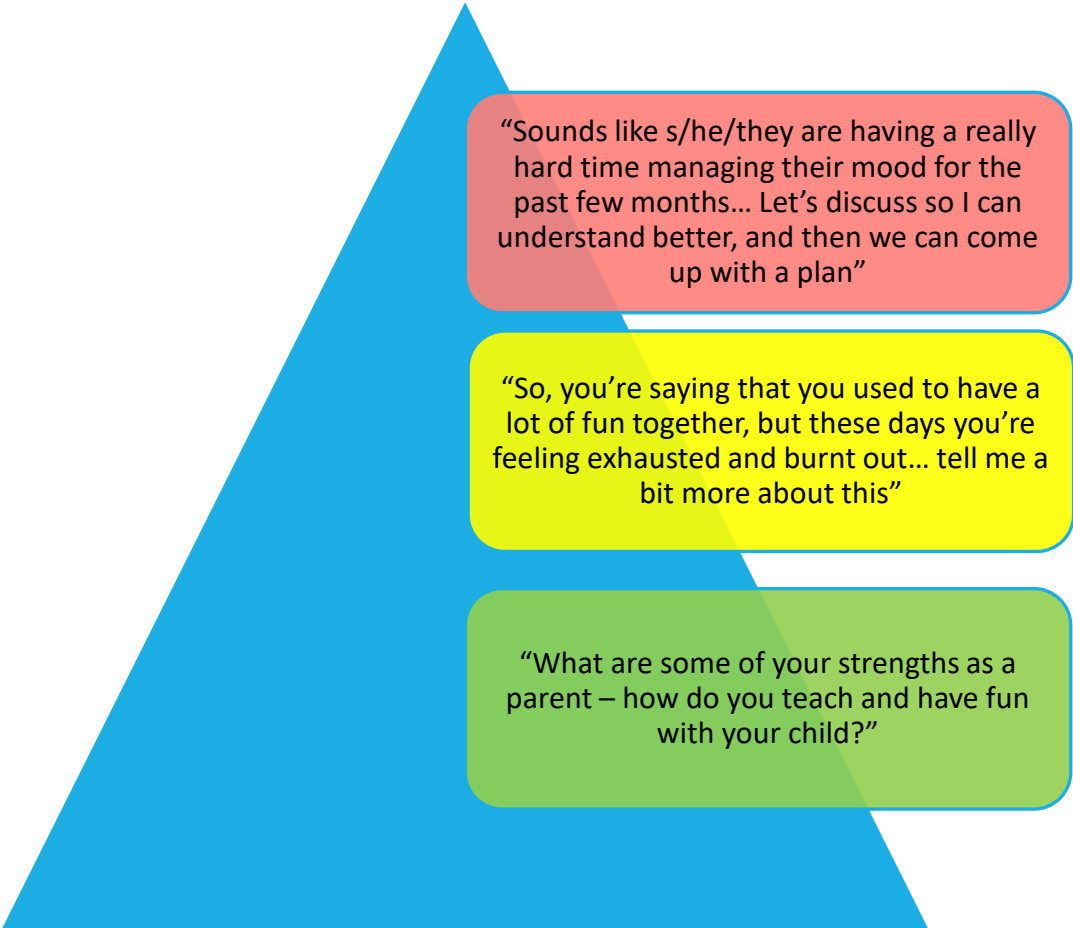


School
Supports
Community

MH Risk and Protective Factors

Pivoting from a strength-based health promotion model, to

Strength-based, tailored and targeted prevention



"Sounds like s/he/they are having a really hard time managing their mood for the past few months... Let's discuss so I can understand better, and then we can come up with a plan"

"So, you're saying that you used to have a lot of fun together, but these days you're feeling exhausted and burnt out... tell me a bit more about this"

"What are some of your strengths as a parent – how do you teach and have fun with your child?"

Evidence-Based Risk & Protective Factors

FITNESS

- Physical fitness & participation
- Mental fitness – coping, problem-solving, re-framing, positive
- Sleep quality, sleep hygiene for all family members

FUNCTIONING

- School engagement, inclusion & accommodation
- Coaching in adaptive functioning
- Self-regulation skills

FUTURE

- Aspirations
- Vocational training and family planning, resources and supports
- Interpersonal goals, family well-being
- Housing

Kristy A. Anderson, Anne M. Roux, Alice Kuo, Paul T. Shattuck. Social-Ecological Correlates in Adult Autism Outcome Studies: A Scoping Review *Pediatrics* Apr 2018, 141 (Supplement 4) S306-S317; DOI: 10.1542/peds.2016-4300H; Woodman, A. C., Smith, L. E., Greenberg, J. S., & Mailick, M. R. (2016). Contextual factors predict patterns of change in functioning over 10 years among adolescents and adults with autism spectrum disorders. *Journal of autism and developmental disorders*, 46(1), 176-189.; D, Culpin I, Heuvelman H, et al. Association of Autistic Traits With Depression From Childhood to Age 18 Years. *JAMA Psychiatry*. 2018;75(8):835–843. doi:10.1001/jamapsychiatry.2018.132;

Evidence-Based Risk & Protective Factors

FRIENDS

- Friendship quality (vs. quantity)
- Bullying, and association with unsupportive or risky peers
- Relationship and sexual education & supports

FUN

- Involvement in recreation with appropriate monitoring
- Relationship quality and quality time within home

FAMILY

- Social and relationship support; parenting; parent-child interactions
- Parenting stress and mental health
- Socioeconomic stressors; community supports

Rai D, Culpin I, Heuvelman H, et al. Association of Autistic Traits With Depression From Childhood to Age 18 Years. *JAMA Psychiatry*. 2018;75(8):835–843. doi:10.1001/jamapsychiatry.2018.132;

TIER 2 PREVENTION INTERVENTIONS

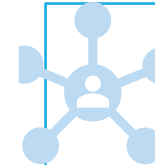
- Some RCTs of self-regulation, PEERS programs and others
- Strong evidence for positive parenting programs
- Long-term follow-up generally lacking
- Stay tuned!



Self-Regulation
Social Skills Training
Cognitive-behaviour Therapy
Treating impulsivity etc



Family-Centered Interventions
Positive Parenting

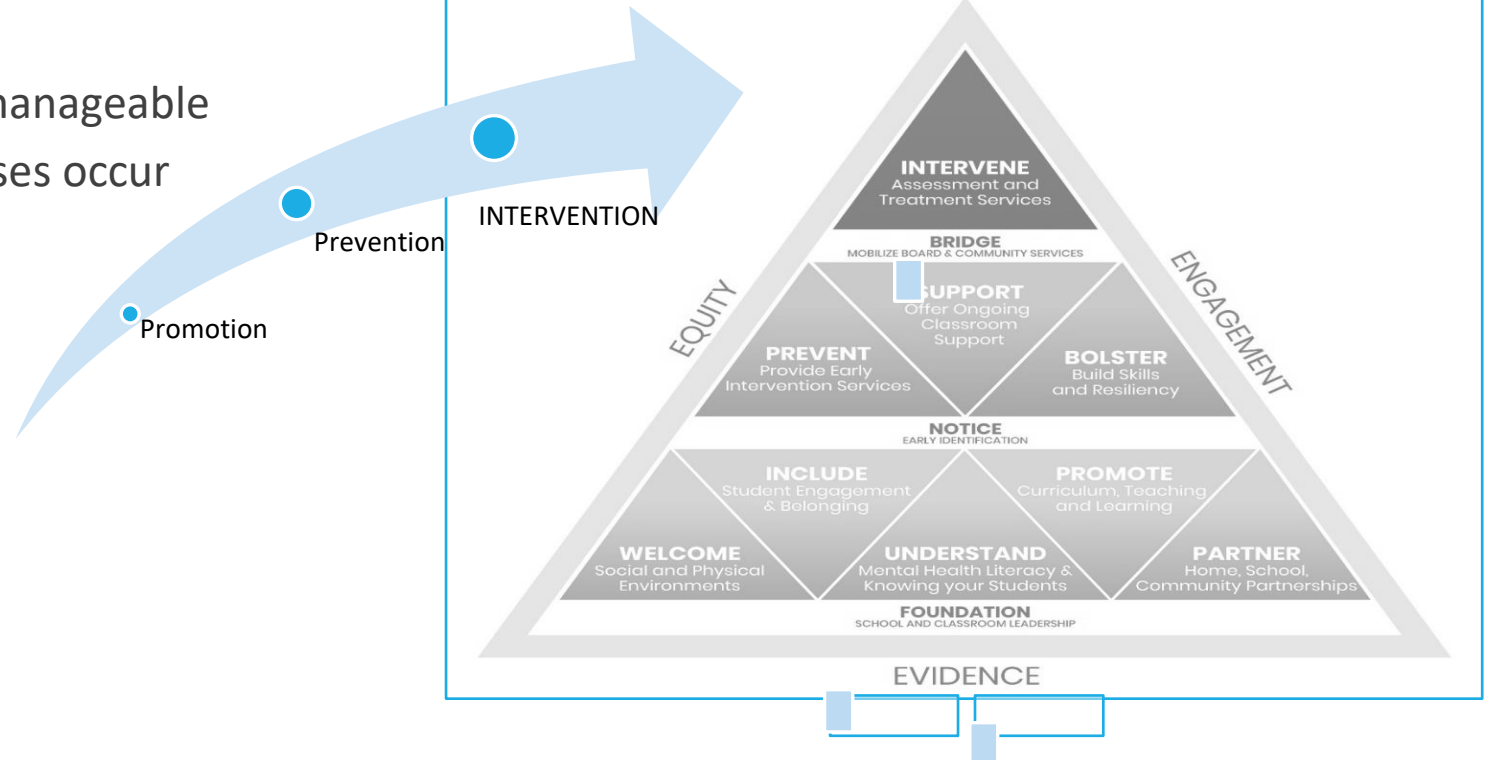


Vocational Training
School engagement and supports

TIER 3 INTERVENTION

Functioning is in jeopardy...

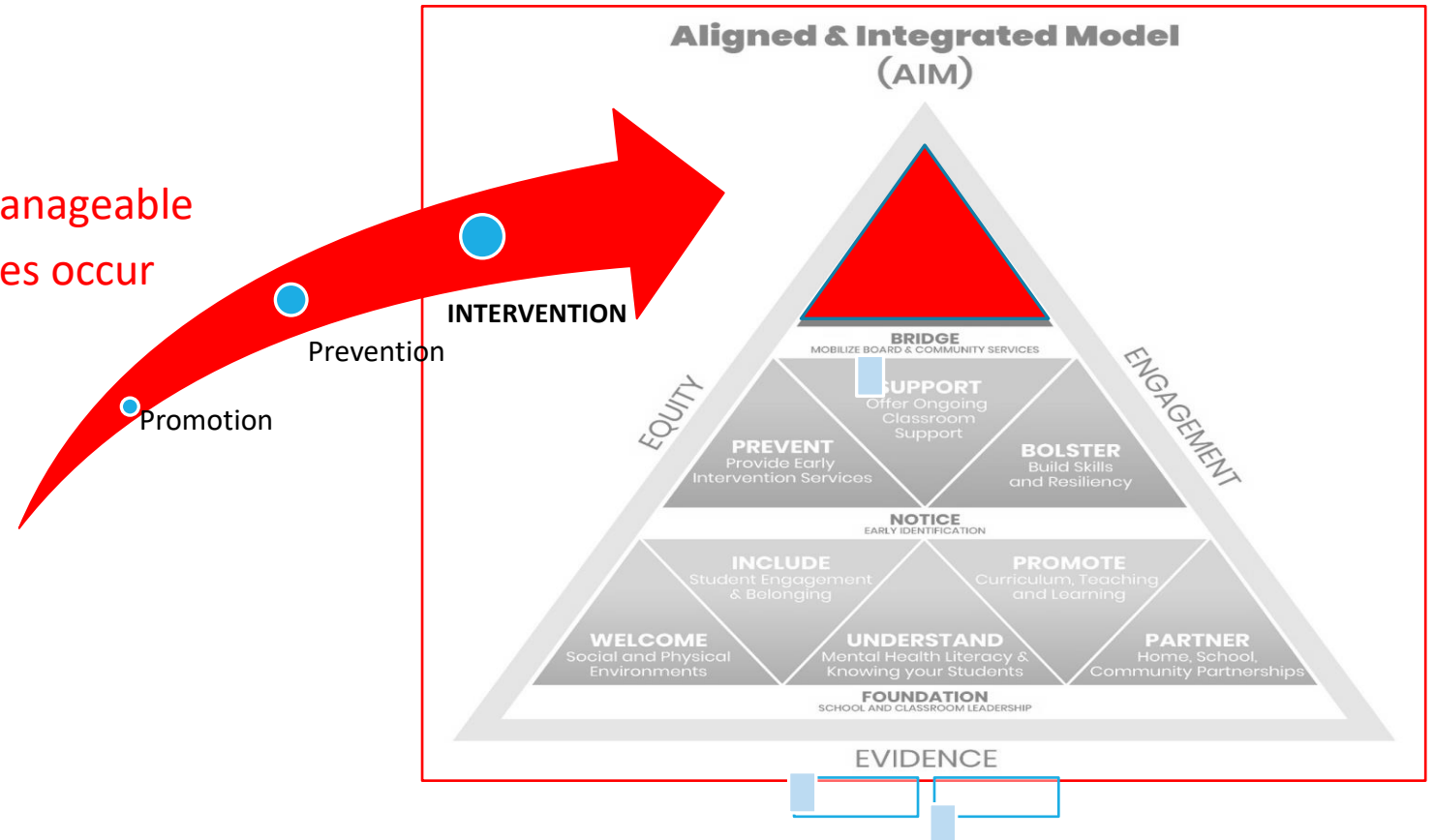
- When red flags signal distress
- When problems seem less/unmanageable
- When risk is present and/or crises occur
- HELP takes intervention

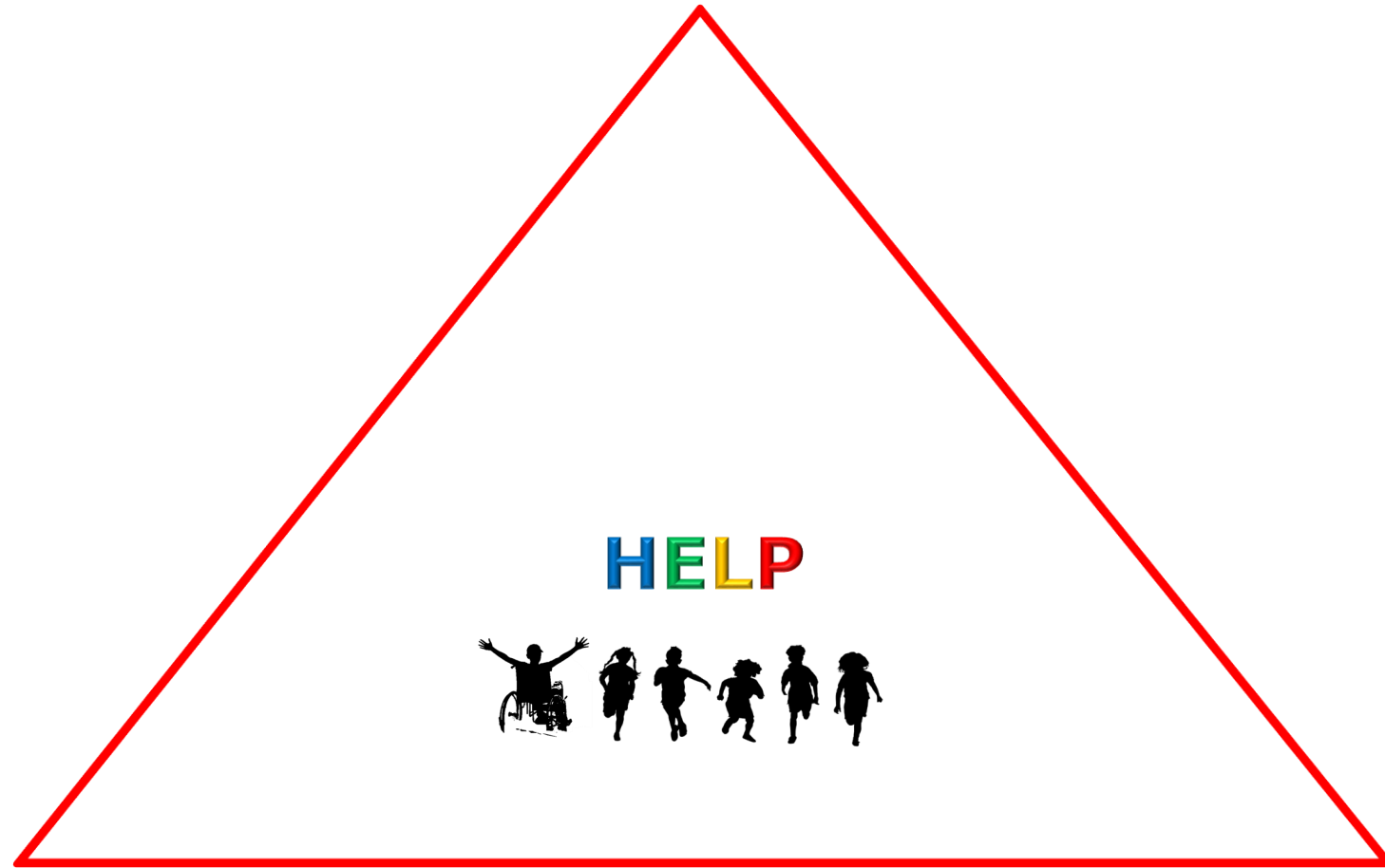


TIER 3 INTERVENTION

Functioning is in jeopardy...

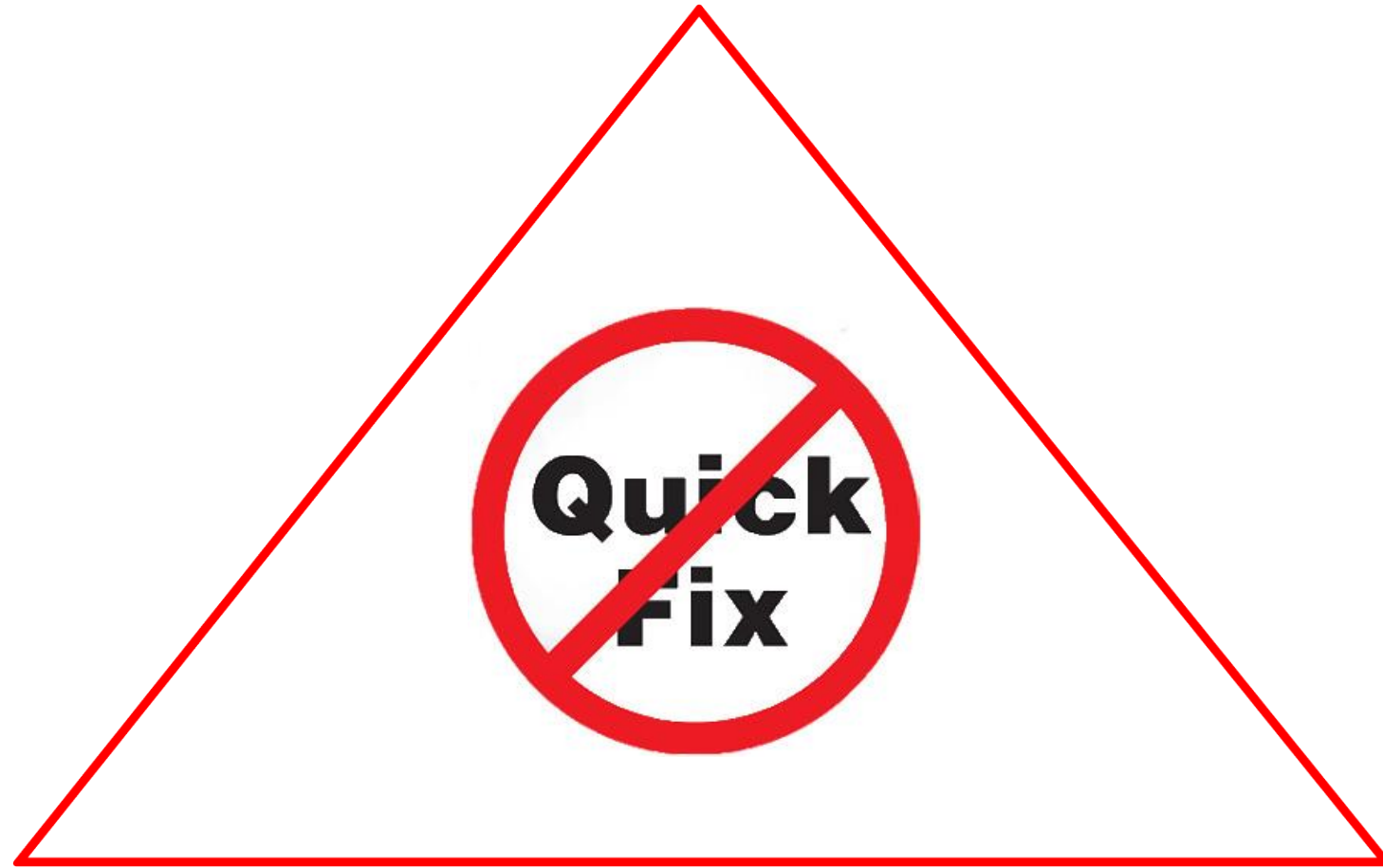
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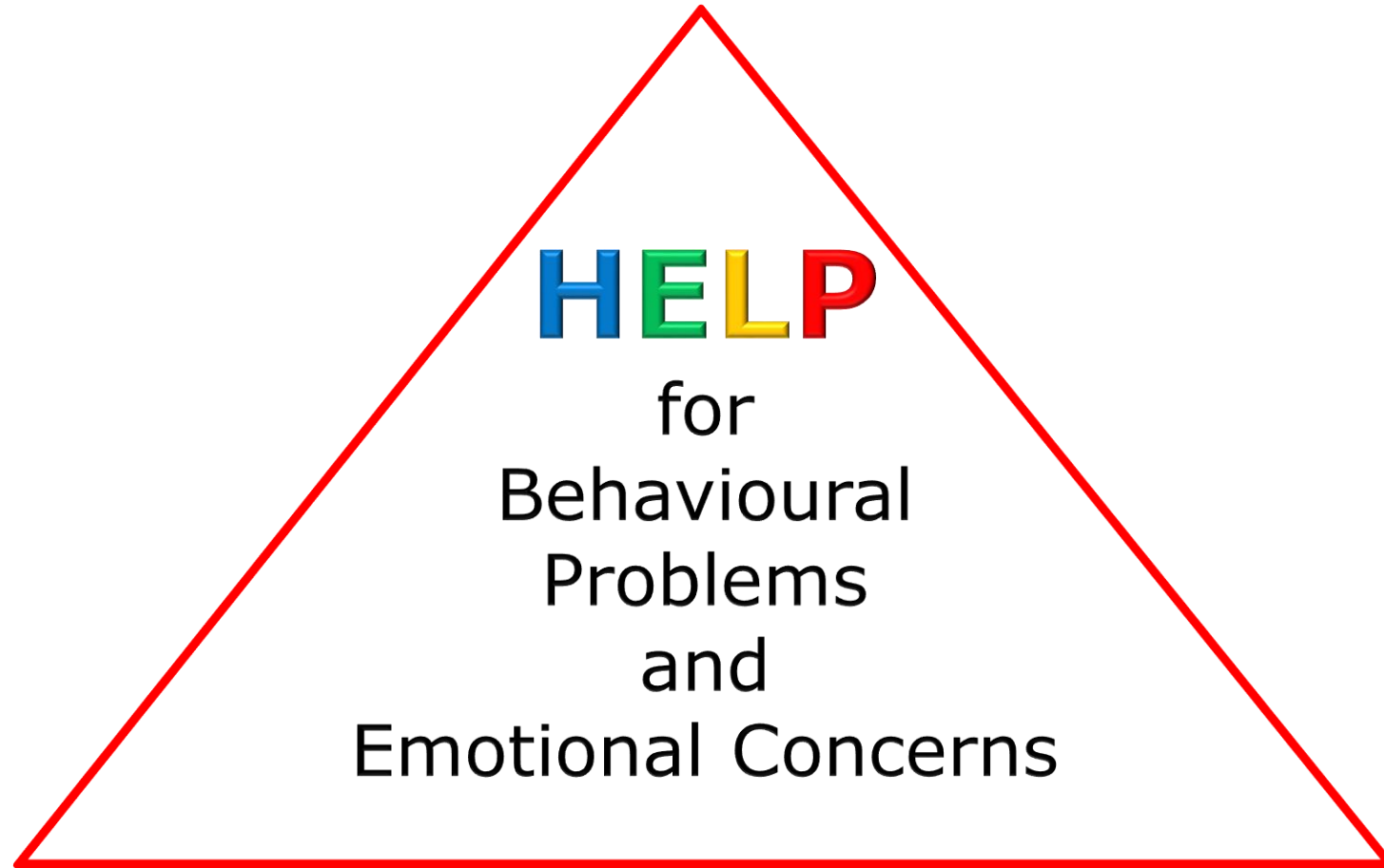




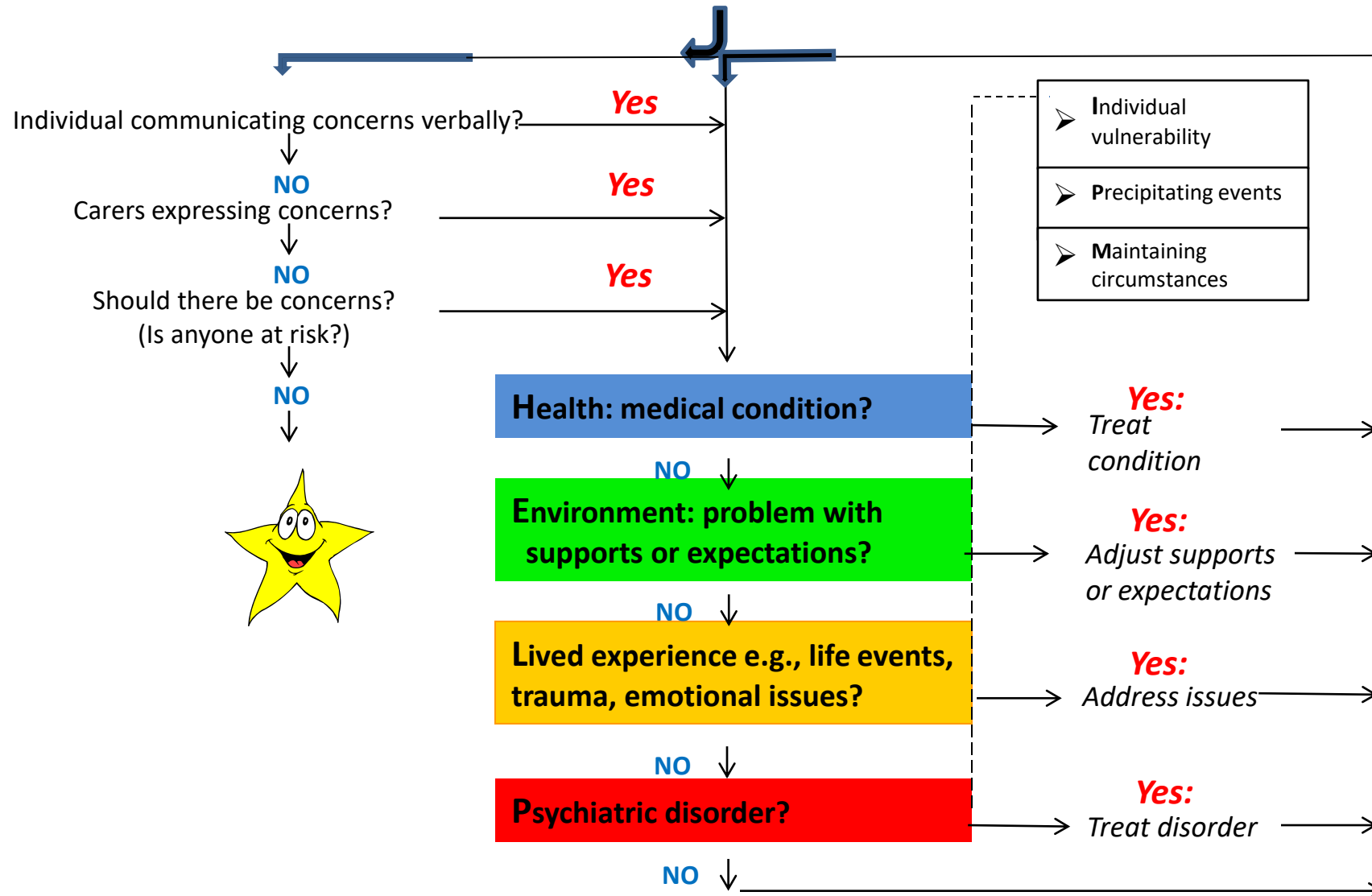








HELP



Hhealth: medical condition or medications?

Environment: triggers, expectations?

Lived experience: life event, emotional issues?

Psychediatric disorder and/or medications?



Thanks to Elspeth Bradley...

HELP



HELP

should be an F word!?



HELP Resources & References

HELP for Behavioural Problems and Emotional Concerns. Developmental Disability Primary Care Program [DDPCP-Behaviours That Challenge](#)

Dr. Elspeth Bradley describes HELP, Curriculum of Caring [CommunicateCARE.machealth.ca](#)

spotLight & friends HELP music video <https://vimeo.com/125914430>

HELP with Behaviours That Challenge. Bradley E & Korossy M. JODD, 2016.

HELP for behaviours that challenge in adults with IDD. Canadian Family Physician , April 2018
http://www.cfp.ca/content/64/Suppl_2/S23



Case Study Archie

- *12 yr-old male, eye contact and smiling, DX cerebral palsy*
- *uses wheelchair, camouflage-patterned AFOs, involuntary movement of arms and hands*
- *limited verbal exchange but tries to respond to questions*
- *new patient - moved from country to city*
- *mom (Maya - recently divorced), fidgets with phone and son's care, offers a few papers with notes and answers questions*
- *two siblings waiting in the van*

BREAK OUT DISCUSSIONS

Respond to what you heard about a tiered model of mental health and the F-Words

Do you see these ideas fitting into your practice?

How do you see a tiered model of Mental health applying to your practice?

Do you think you can use the F words to better understand children and families?

Using the F-words framework, what questions would you ask children and their families that would help you better understand the child's well-being and functioning?





Discussion



Next Steps: Where do we go from here?

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