

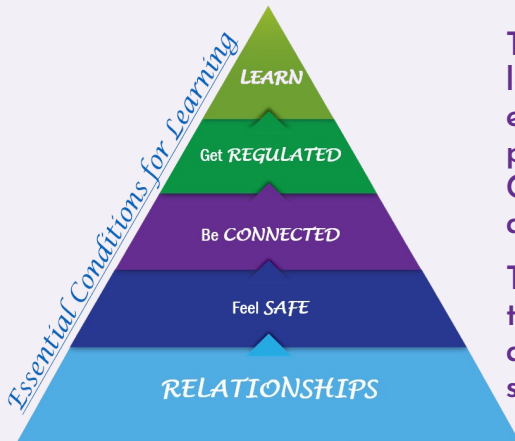
TOGETHER IN THE VALLEY

August/September 2022

Welcome to the 2022-2023 school year! The new school year brings excitement, energy, and opportunities! While there have been many aspects of the last two years that have challenged us, there has also been tremendous growth and innovation. To support students' academic and wellness goals, the Thames Valley District School Board has created a framework called the Essential Conditions for Learning.

In this special edition of the Together In the Valley, we introduce the Essential Conditions for Learning and provide links to short video presentations further describing each condition.

The Essential Conditions for Learning: Good For All



The Essential Conditions for Learning is a useful guide for creating a learning community where all students feel safe and supported to explore their interests, discover their strengths and realize their potential. Each condition - Relationships, Feel Safe, Be Connected, Get Regulated - is identified in the research as being necessary for academic achievement and for overall mental health and well-being.

The evidence-informed strategies school staff may use to establish the essential conditions complement current Thames Valley programs and resources, and support all ages/stages of development, and special and unique needs.

All underlined text is a hyperlink to additional resources.

Relationships: The Foundation

Relationships are the strongest predictor of overall well-being and learning.

A relationship between parents/caregivers, educators and students benefits everyone! You are the experts and bring a wealth of knowledge about your child's personality, tendencies and family life. Educators offer knowledge of the curriculum, school culture, and your child as a student and social being. When families and educators work together, students can see a team of adults on their side supporting their school experience and academic goals.



What are your hopes for the kind of relationship you would like with your child's school?
What partnership opportunities do you see between schools and parents/caregivers to develop relationships?

▶ WATCH: Supporting Every Student's Mental Health, Well-Being and Achievement.

The Essential Conditions For Learning: Feel SAFE

An emotionally safe classroom is where all children feel valued, supported and affirmed.

To learn and remain engaged students need to feel SAFE TO and SAFE FROM

Safety TO...

- Be themselves
- Take risks, make mistakes
- Trust adults and peers
- Ask questions, accept feedback

Safety FROM...

- Harm/Injury
- Discrimination
- Bullying
- Racism

▶ WATCH: The Essential Conditions for Learning: Feel SAFE

The Essential Conditions for Learning: Be Connected



Children require a healthy emotional bank account to feel connected and to learn.

Tranter, D., Carson, L., & Boland, T. (2018).

Being connected helps everyone feel valued, welcome, and treated with dignity and respect. The safer we feel in an environment or relationship, the deeper the connection. Creating positive and safe connections with students happens through specific, intentional acts, like emotional deposits, that eventually make a strong impact on the connections between and among staff and students.



"The most important tool in our toolbox is human connection."

Mona Delahooke,
Pediatric Psychologist

▶ WATCH: [The Essential Conditions for Learning: Be CONNECTED](#)

The Essential Conditions for Learning: Get REGULATED

The stressed brain cannot learn. Being aware of what triggers a child's stress response helps us:

- Share our calm, co-regulate with the child
- More accurately identify age and stage appropriate skills the child needs to develop to regulate their emotions and behaviours.
- Respond to a child's emotional needs first

Children and youth need caring adults to support them to develop and strengthen regulation skills so that they are better able to manage stress and strong emotions, and remain engaged in their learning.



"When we know how the brain works, we are better able to manage our emotions, our thoughts, our behaviors, our relationships - our mental health."

Dr. Dan Siegel

▶ WATCH: [Get REGULATED: Understanding the Brain](#)
[Get REGULATED: The Stressed Brain Cannot Learn](#)
[Get REGULATED: Misbehaviour Or Stress Behaviour?](#)
[Get REGULATED and LEARN: Co-Regulation](#)

Hand model of the brain, flipped lid, adapted from Siegel, D. J., & Bryson, T. P. (2016). The whole-brain child: 12 evolutionary strategies to nurture your child's developing Mind. Langara College.

Additional Resources

- [TVDSB Mental Health and Well-Being for Families](#)
- [TVDSB Mental Health and Well-Being for Students](#)
- [Family Well-Being Community Workshop Series](#)
- [Supports for Parents and Guardians](#)
- [How to Talk With Your Child About their Mental Health](#)
- [How to Support a Mentally Healthy Back to School](#)
- [TVDSB Safe Schools - Family and Caregivers](#)
- [Everyday Practices for Mental Health and Well-Being, TVDSB](#)
- [WATCH: Off to School: A Virtual Workshop for Parents and Students K-1](#)
- [On the Way to Kindergarten: Let's Get Ready for School](#)

▶ [The Essential Conditions for Learning: Video Series](#)

scan the code to view the video series



1. [Relationships are the Foundation](#)
2. [Feel Safe: Safety TO/Safety FROM, Availability and Accountability](#)
3. [Be Connected: Relationship Bank Accounts](#)
4. [Get Regulated: Understanding the Brain](#)
5. [Get Regulated: The Stressed Brain Cannot Learn](#)
6. [Get Regulated: Misbehaviour Or Stress Behaviour?](#)
7. [Get Regulated and Learn: Co-Regulation](#)

The Essential Conditions for Learning Video Recordings References

Alexander, J. (2019). Building trauma-sensitive schools: Your guide to creating safe, supportive learning environments for all students. Brookes Publishing.

Delahooke, M. (2020). Beyond behaviours: Using brain science and compassion to understand and solve children's behavioural challenges. Hachette UK.

Minahan, J. (2019). Trauma-Informed Teaching Strategies. *Educational Leadership*, 77(2), 30-35.

O'Drobinak, B., & Kelley, B. (2020). Teaching, learning, and trauma, grades 6-12. Google Books. Retrieved June 2022, from https://books.google.ca/books?id=Rz_QDwAAQBAJ&pg=PT55&pg=PT55&dq=is%2Bthe%2Bdownstairs%2Bbrain%2Bthe%2Bsame%2Bas%2Bthe%2Bautonomic%2Bnervous%2Bsystem&source=bl&ots=5xUSsBIFac&sig=ACFU3U1cSkYmQfGAmDMPXc8Vb6WiwKEICQ&hl=en&sa=X&ved=2ahUKEwiChouml-X3AhXWlCOKHctHBQEQ6AF6BAhJEAM#v=onepage&q=is%20the%20downstairs%20brain%20the%20same%20as%20the%20autonomic%20nervous%20system&f=false

Pacifera, G. (2022, July 4). Brain development. *First Things First*. Retrieved June 2022, from <https://www.firstthingsfirst.org/early-childhood-matters/brain-development/>

Siegel, D. J., & Bryson, T. P. (2016). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing Mind*. Langara College.

Siegel, D., & Payne Bryson, T. (n.d.). Retrieved June 2022, from https://uploads-ssl.webflow.com/60e4eec45f2723b891728a20/6126c56ef788b7ea5b1dd68f_Whole-Brain-Child-Workbook_PUB083550.pdf.

Souers, K. & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. ASCD.

The emotional bank account: Strategies to support belonging in schools (n.d.). Retrieved December 4, 2020 from *The Emotional Bank Account: Strategies to Support Belonging in Schools - Powerful Learning*

Tranter, D., Carson, L., & Boland, T. (2018). *The Third path: A relationship-based approach to student well-being and achievement*. Nelson Education.

Turner, W., & Souers, K. (2020, February 17). Culture of safety element 3 of 3: Consistency. *Fostering resilient learners. Culture of Safety element 3 of 3: Consistency – Fostering Resilient Learners*

Wiens, Kristin [@kwiens62] (2021, Sept. 13). Co-regulations boats: Mona Delahooke edition. [Tweet]. Twitter. <https://twitter.com/kwiens62/status/1437282120196521986>



TOGETHER IN THE VALLEY MENTAL HEALTH CRISIS RESOURCES



If you or a friend are experiencing a mental health crisis, please contact 911 or visit your local Hospital Emergency Department.



Resources For All TVDSB Students In The Valley

All underlined text is a hyperlink to additional resources

Reach Out 24/7 Crisis Support

Call or Text: 519-433-2023
Toll Free: 1-866-933-2023
Web Chat: reachout247.ca

Call, Text, Web Chat, or follow the underlined hyperlink to learn about Free Transportation to Mental Health Support for youth, 16yrs-25yrs, in Lucan, Parkhill, Strathroy, Exeter.

LHSC Virtual Emergency Clinic: Virtual clinic does not replace in-person visits. Parents/children can speak to an emergency doctor via video conference to discuss situation and determine next steps. Call toll-free 1-844-227-3844, seven days a week, 12 noon to 7 p.m., www.lhsc.on.ca/emergency-department

Black Youth Helpline: 1-833-294-8650; 9:00 am to 10:00 pm, daily, www.blackyouth.ca

Hope For Wellness (24/7 Indigenous Helpline): 1-855-242-3310, web chat: www.hopeforwellness.ca. Services available in English, French, Cree, Ojibway, and Inuktitut.

Naseeha (support for Muslim youth): 1-866-627-3342, daily 12pm - 12am, www.naseeha.org

YouthLine (peer support for 2SLGBTQQI youth): 1-800-268-9688 (phone), 647-694-4275 (text), www.youthline.ca (live chat), Sunday to Friday, 4:00pm- 9:30pm.

Kids Help Phone: 24/7, call 1-800-668-6868, Text 686868 (youth) or 741741 (adults), message at Facebook.com/CrisisTextLinepoweredbyKidsHelpPhone, www.kidshelpphone.ca

Asking for help can be hard. The first step is to start the conversation.

London and Middlesex:

Canadian Mental Health Association (CMHA): 24/7 walk-in support. Due to temporary address change (Sept 2021) call for location, 519-601-8055 or 1-844-360-8055, www.cmhamiddlesex.ca, 16 yrs +

Tandem (formerly CIT/Crisis & Intake): call (519)433-0334 for 24/7 crisis support, or to schedule in-person, phone, video appointments, for children/youth/families. Francophone services also available, www.tandemhelps.ca

Talk-In Clinics: Free counselling for children, youth and families. No appt/referral required. For clinic locations call 519-433-0334, 0-18 yrs

Oxford and Elgin:

Wellkin Child & Youth Mental Wellness: 24/7 crisis support, 1-877-539-0463, www.wellkin.ca

Oxford Walk-In Counselling: 1-800-859-7248 x 210, as of Sept 2021, pre-book free sessions either in person, virtually or by telephone.

Elgin Walk-In Support: Main Office, 110 Centre Street, St. Thomas, Mon- Fri, 8:30AM - 4:30PM, closed on holidays. St. Thomas Elgin General Hospital, Rm G700 - 189 Elm Street, St. Thomas, 7 days/wk, 8:00AM - 11:00PM, including holidays. No appt required.

Mental Health Websites

www.TVDSB.ca

www.mindyourmind.ca

www.jack.org

School Mental Health Ontario