

4.7

GETTING ADDITIONAL SUPPORT



1 hour 30 minutes



Flipchart, paper, markers and pens, toy bricks (optional), [Handout 3: MHPSS Intervention Pyramid](#), [Handout 6: Common Signs of Psychosocial Distress in Children](#), [Handout 11: School Wellbeing Support Map](#), [Handout 12: School Wellbeing Support Map – Example](#)



By the end of this module, you will be able to:

- Describe existing mental health and psychosocial support (MHPSS) resources in the school and external networks and resources that support the school
- Demonstrate identifying MHPSS needs
- Develop a plan for referrals.

Note to facilitators

If possible, include a school psychologist/counsellor in Module 4.7. Support the development of a referral process or inform educators about an existing one.



Introduction




10 minutes



Flipchart, paper, markers and pens, toy bricks (optional),
Handout 3: MHPSS Intervention Pyramid



Whole group, small group, whole group

- ➔ Display the learning objectives for the session. Invite a participant to read them.
- ➔ Explain that during this session we will discuss how to connect students and caregivers (if applicable) to additional support. During the training, participants will have gained skills and knowledge to promote and protect the mental health and wellbeing of students and support those in distress.
- ➔ Explain that in this activity, they will brainstorm the skills and techniques they have learned during the training.
- ➔ Break the participants into groups of three or four (depending on the group size) and ask them to build (using their bricks if available or other play materials) or draw a skill and technique they have learned during the training to support children in distress.
- 
 Divide participants into virtual breakout rooms and ask them to draw or build skills they have learned and discuss them with their group members.

- ➔ Ask groups to share their responses and write them on the flipchart. Highlight any skills that you think are missing from the list (refer to the training modules).
 - Examples include play-based activities, classroom routines, the five components of learning through play, the guiding principles of the training course, how to create safe spaces, playing games that build social emotional and coping skills, normalization and generalization statements, active listening skills, etc.
- ➔ Explain that today we're going to discuss a very important piece of the puzzle, which is connecting students to additional support when needed. Ask participants to bring out their copy of Handout 3: MHPSS Intervention Pyramid from Module 2). Explain that, for the mental health and psychosocial support systems surrounding the child to function, teachers need to know about school psychologists/counsellors or other supports and how to refer to them so that children can access these services when needed.



Background / Theoretical Explanation



10 minutes



Flipchart, paper, markers, Handout 6: Common Signs of Psychosocial Distress in Children



Facilitator explanation

- ➔ Remind participants that in Module 3 they learned about the effects of conflict on children's wellbeing and learning and how each child will process conflict, war and stress differently. As an educator, their role is **not to be a mental health practitioner but rather the entry point for students who may need support.**

Say, for example:


"As an educator, you're looking for changes in behaviour (refer to Handout 6: Common Signs of Psychosocial Distress in Children). At times, you might not be certain if the child needs more support but it's best to err on the side of caution and connect with available supports that can assess the child and speak with them further.

"Difficult experiences can lead to impulsive and aggressive/irritable behaviour and to impaired concentration and memory. Sometimes it can be difficult to see because some children keep their 'inner life' to themselves making their response invisible in their behaviour. When children grieve, for example, they seem to move 'in and out' of the pain – sometimes playing and interacting as they would usually – and then, maybe because of a memory, word, smell or other trigger, react with outbursts of anger or sadness."



Practice: Developing a support map


 45 minutes

 Flipchart, markers, Handout 11: School Wellbeing Support Map, Handout 12: School Wellbeing Support Map – Example

 Whole group, small group, whole group

- ➔ Explain that in order to know what services are available for students and caregivers (if applicable), it's important for each teacher/school to have a support map available with the names, numbers and other important information about the services available.
- ➔ Give participants Handout 11: School Wellbeing Support Map and, if possible, group them by school/location and ask them to complete the support map to the best of their ability.

As facilitator, it's important to know what services exist to support participants to complete the map.

 Divide participants into breakout rooms and ask them to complete the support map on a virtual board.

➔ Ask participants to share their completed support maps and discuss what might be missing (see Handout 12: School Wellbeing Support Map – Example for examples).

➔ Ask participants to return to their groups and discuss any barriers they see to children accessing these supports.

Examples: transportation, parental consent, stigma, etc.

➔ Discuss as a group how these barriers might be addressed and ask the participants to use Handout 11: School Wellbeing Support Map to mark potential barriers and possibly solutions.

➔ Explain that each teacher and school administrator should have a copy of the support map that is agreed upon by everyone.

Note: In some countries, there are hotlines that offer free support from psychologists and counsellors.

Practice: developing a referral plan

 20 minutes

 Paper, markers and pens

 Whole group, small group, whole group

- ➔ In the previous activity, you developed a “support map”. If your school has a psychologist/counsellor, or if you have other service providers in the community, find out how to refer a child in distress to them.
- ➔ If possible, group participants by school or region, as they were in the previous activity. If there are school psychologists/counsellors at the training, divide them among the groups. Create a plan for how teachers should refer children in distress. Consider the following in your referral plan:
 - Discuss any confidentiality rules or protocols, review any forms used to make referrals, ensure that teachers have the school psychologists'/counsellors' emails, phone numbers, etc.

- ➔ If they're present, ask the school psychologist/counsellor to review the protocol for making a referral and agree how the teacher and the school psychologist/counsellor will continue to be in contact regarding the child. In addition, ask the school psychologist/counsellor to give an overview of their role and how they support and care for the mental health and wellbeing of students.

 Divide participants into virtual breakout rooms.

- ➔ Bring the whole group back together and ask each group to share their referral plan.

Conclusion



5–10 minutes



Classroom Wellbeing Portfolios, markers and pens



Whole group review, individual drawing/writing

- ➔ Recap what you've learned (ask questions of the group or invite one or two participants to provide a recap).
 - How will they use their support map to refer children who are in distress?
 - What resources are available in their community?



Invite participants to take five minutes to add notes in their Classroom Wellbeing Portfolio.

- How do they refer a student to the school psychologist/counsellor?
- What is their role versus the role of the school psychologist/counsellor?

