



# NLCPA

Newfoundland and Labrador Counsellors' and Psychologists' Association  
A Special Interest Council of the Newfoundland and Labrador Teachers' Association



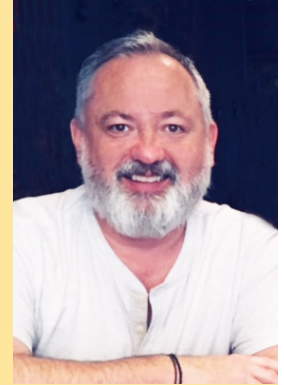
## Message from the President

I'm sure, like me, you are all looking forward to a well-deserved vacation. Hopefully, by the time the last day of school arrives the sun will be in full force and we can enjoy all that summer has to offer.

I'd like to take this time to bring you up to speed on the activities of your provincial executive over these past five months. We have been busy advocating for school psychologists and school counsellors, meeting with the NLTA, conference planning and putting together our new website.

Members of the provincial executive have met with NLTA executive and staff on a number of occasions to discuss our ongoing concerns regarding a variety of pressing issues. Firstly, we have spent a great deal of time addressing Recommendation #10 of the Premier's Task Force on Education. This recommendation could see School Psychologists removed from the education system and placed within the health care system. With very detailed information gathered by the School Psychologists' Committee, we were able to inform the NLTA of the distinct advantages of having School Psychologists attached to the school district and Department of Education, as opposed to the health care system. The NLTA was then better able to speak on our behalf when addressing the Premier's Task Force. With the help of the NLTA we were then able to present directly to two lead members of the implementation committee. Stephanie Keezer and I had the opportunity to present to these members and speak directly to the benefits of School Psychologists staying within the education system. Secondly, we continue to bring forth concerns relating to the clarification and protection of the role of the school counsellor. Finally, we continue to advocate on behalf of our membership when issues come to our attention. Recently, we have spoken with the NLTA regarding concerns relating to recent hiring patterns which combine IRT and counselling positions. With many counsellors not having training in Special Education, they would not likely pass initial screenings which look for such requirements. We have asked them to look into the prevalence of this practice and if qualified school counsellors are being overlooked. Additionally, we have also talked with

the NLTA about assessment reports completed by school counsellors not considered acceptable by other government agencies and organizations who receive government funding. If you have personal experience with any of these issues, I encourage you to put your concerns in writing and forward them on to me. I will make sure that they are brought to the attention of the NLTA.



Planning for our 2018 Conference is in full swing. This year we will be hearing from two keynote speakers on the topics of Mindful Anxiety Management and Gender Diversity. For the Pre-Conference we will be doing something a little different as we will be offering a half-day refresher on Suicide Intervention Strategies specific to School Counsellors and School Psychologists. This year the delivery of our professional learning will see a return to concurrent sessions with a variety of offerings related to such topics as: Biofeedback; Emotional Regulation and Self-Control; Early Career Development; Trauma and Emotional Arousal Regulation; Psycho-educational Groups for ADHD; Neurogenic Tremoring; and so much more!

Because we decided to go with a concurrent session format for the conference, a call went out to solicit potential presenters. This notice and application was sent to our membership and shared with other organizations and agencies, such as MUN Education and MUN Psychology, CCPA, APNL, and THRIVE. We received a tremendous response and ended up with more requests to present than we could accommodate. Things are shaping up for another wonderful NLCPA Conference!

Before I sign off, I'd like to draw your attention to the new NLCPA website at [nlcpa.nlta.ca](http://nlcpa.nlta.ca). The NLCPA executive and the staff at the NLTA have spent many hours creating this new site that reflects the history, the pride, and professionalism of our wonderful organization.

*Happy Summer Everyone. Enjoy!*

Boyd Perry  
President

**P.S. Save the Date for the 2018 Conference and AGM – October 24-26.**

# NLCPA-NLTA Position Paper on Educational Psychologists – Recommendation #10 Educational Psychologists – the value of keeping them with NLESD

“...School psychologists are the most highly trained mental health experts in schools. In addition to knowledge about prevention, intervention, and evaluation for a number of childhood problems, school psychologists have unique expertise regarding issues of learning and schools. It is [school psychologists’] ethical responsibility to become involved in programs aimed at problems that are broader than assessing and diagnosing what is wrong with a child. As the most experienced school professionals in this area, school psychologists must become invested in addressing social and human ills ... Although [school psychologists] will not ‘solve’ these ills, [they] must have a role in ameliorating their impact on the lives of children.” Sheridan, S. and Gutkin, T. (2000)

Educational Psychologists (referred to as “School Psychologists” in most of North America) in Newfoundland and Labrador are an integral part of collaborative teams in our school district. They provide an essential public service by offering universally accessible school-based mental health and learning support to all children and youth in our province. Educational Psychologists have training in assessment and diagnosis of a wide range of developmental, cognitive, learning and mental health difficulties. They collect and analyze data that can evaluate a student’s strengths and needs and use that information to design effective, evidence-based interventions. They address the academic, social, emotional and behavioral needs of students and work with teachers, parents and other professionals in the school community to enhance the learning environment.

As most mental health problems arise during the school years, Educational Psychologists have a critical role in prevention, early identification, intervention and treatment. Early identification and intervention into learning and mental health challenges is essential to improving functioning and mitigating the risk of future difficulties. As members of the school and/or district based team, Educational Psychologists can regularly consult with staff and have a unique access to children and youth which gives student’s a great advantage in accessing psychological services.

This brief will outline the distinct advantages of having Educational Psychologists attached to the School District and Department of Education, Training and Skills Development, as opposed to the Healthcare system.

- **Communication & Collaboration** Being part of the school team – both in theory and by physical location – gives the Educational Psychologist a unique advantage in their access to rich information about the students who have been re-

ferred for support. The Psychologist is easily able to access first-hand information from teachers, Student Assistants, Guidance Counsellors and administration. This allows the Psychologist to gather data that is essential in assessment, analyzing information, diagnosis and in planning intervention. The regular presence of the Psychologist in schools facilitates strong communication and collaboration among school professionals.

- **Financial Savings to Families** Students can access School Psychology services in their school. This prevents parents from incurring the financial burden of travelling to other centres or from having to take time off work. Students also miss much less school time than if they had to travel outside of the school setting. This is especially important in smaller and more remote communities where the Educational Psychologist regularly travels to the school to deliver Psychological services. Many Educational Psychologists report that they have worked with children and youth whose parents are unable or unwilling to take them to appointments for services through a health authority but are supportive of the referral to the Educational Psychologist.

- **Accessibility** Having a Psychologist a part of the school team means that mental health and learning services are accessible to **ALL** children and youth, regardless of their location, needs, or family or economic status. It removes barriers caused by geography, access to transportation or lack of adult support.

- **Seamless Service Delivery** Being present in the school allows the Psychologist to easily work and plan with parents, Guidance Counsellors, Instructional Resource Teachers, classroom teachers, Speech Language Pathologists, itinerants for Behavior, Deaf & Hard of Hearing, and Blind & Visually Impaired, English as Second Language teachers, curriculum Program Specialists and other district professionals. This allows the team to assess, identify and plan interventions in a timely manner with frequent opportunities to consult and update the plan and ensure the student is accessing the necessary supports. Service delivery is not interrupted by professionals in different locations trying to meet or by waiting for parents to take students to appointments.

- **Continuity of Care** Many Educational Psychologists deliver services to a family of schools and follow students from kindergarten to high school completion. This is a **tremendous advantage** to students who access services as they have

continuous support from the Psychologist throughout their schooling and through periods of transition. The Educational Psychologist is often the only professional who remains a part of the student's team throughout their schooling. They can assist the student's team by having first-hand knowledge of the students' strengths, needs and which supports are necessary for their success.

- **Efficiency of Service Delivery** When an Educational Psychologist visits a school they can maximize their time by supporting many students during their visit. They may consult, observe, assess, and provide intervention to many students in a short period of time. If a student who was scheduled for assessment is absent, the Psychologist is usually able to adjust their plan and see another student instead. Guidance Counsellors and IRT's often take advantage of the Psychologist's visit to consult on students or interventions and provide updates. Some of these interactions are unplanned and informal but provide opportunity to enhance the services for students.
- **Access to Student Information** As part of the school team, Educational Psychologists have excellent access to student data and information. They can access files, interview school staff, observe students in structured and unstructured settings and view the student's daily environment with relative ease, thus gaining rich information to inform assessments and interventions. This is a unique advantage of being school based – and something that is often missing from the assessments completed by Psychologists in private or hospital settings.
- **Support for School Staff** Being school/district based allows the Educational Psychologist to be a support for school staff. They take a lead role in comprehensive assessments and offer support to Guidance Counsellors and IRT's in their use of assessment tools. Educational Psychologists are also able to attend Service Delivery Team meetings and offer valuable input.
- **Additional School Supports** Educational Psychologists are a tremendous and immediate support to schools in times of crisis. They often take the lead in guiding schools through response to tragic and critical events. They can also provide debriefing and support after critical and/or tragic incidents. Educational Psychologists also assist in the implementation, review and programming for students who attend on partial days. Their knowledge of curriculum, school structure and behavioral interventions is an asset in helping to support students who require partial day programming.
- **Liaison with Community Organizations** Educational Psychologists often act as a liaison between schools and community based organizations such as Thrive, Stella Burry, TI Murphy Centre, and Waypoints. They can provide bridge support to children and youth as they await services from outside agencies.

- **Unique Skill Set** Most Educational Psychologists in Newfoundland and Labrador have had experience in other roles within the education system. Most are trained as teachers and many have previously been in the role of a classroom teacher, IRT or Guidance Counsellor. Their training and experiences give them an in-depth knowledge of the education system and a perspective that is not found in most Psychologists employed by other departments or in private practice. This knowledge and perspective is very important to providing the best care and service to our students.

Having Educational Psychologists employed by the school district and imbedded in school teams is a tremendous advantage to the students, families and schools that they serve. We hope that every effort is made to maintain this service and that Educational Psychologists continue to be available as a direct, accessible and contributing service for the children and youth of Newfoundland and Labrador. The most effective and efficient way to support this is by continuing to have Educational Psychologists attached to Education and employed by the school district.

# CCPA Greetings from Director Leah Lewis

Greetings NLCPA Colleagues,

Happy Spring all!

As I bring my first year of my provincial directorship with the CCPA to a close, I continue to feel appreciation and inspiration by our hard-working counsellors and psychologists in Newfoundland and Labrador. We have much to be proud of, and much to strive towards.

This past year, I have continued with my original mandate of prioritizing provincial regulation for counsellors, as well as community and student engagement.

On the first of these tasks, I am delighted to report that our FACT-NL (Federation of Associations of Counselling Therapists, Newfoundland and Labrador) have worked diligently together – including your president Boyd Perry – with our provincial regulatory body, and have successfully submitted our application request for regulation! The process has been a long and complex one, requiring thorough consideration and multiple revisions. Following the provinces already regulated – Quebec, Nova Scotia, New Brunswick, Ontario, and very soon Alberta – we were thankfully able to seek guidance from other FACT groups. It is a feat we are most proud of, and offer our special thanks and appreciation to Tracey Duffy for her sound leadership as chair of our FACT-NL committee.

In other news, our annual conference in Winnipeg was yet another success in early May. Of particular interest is the CCPA's investment in responding to the Truth and Reconciliation Commission's (TRC) calls to action. The CCPA has struck a TRC action committee, in consultation with Indigenous Director Jamie Warren. The committee is made up of Indigenous CCPA board members and allies, with a goal of proactively responding with increased awareness and engagement with and about Indigenous communities and history across Canada.

It is also worth mentioning that this year's masters thesis award went to Memorial University's Counselling Psychology graduate, Heather Gower. Congratulations on your success, Heather!

We at the CCPA, in collaboration with the NLCPA and your president Boyd Perry, are passionately working towards access to mental health services nationwide. This in part has been in response to our provincial task force on mental health's recommendations via its report, *The Way Forward*, calling for improved services throughout the province. The report calls for accessible, inclusive, early and preventive mental health care that considers all people everywhere in our province; a sizeable task, but an important one. Regulation and training is part of this focus, so please keep updates on available trainings within our province, as well as webinars accessible via your CCPA membership portal.

CCPA membership continues to grow for Newfoundland and Labrador, including your colleagues in the NLCPA. If you are not yet a CCPA member, or may be eligible to apply for your CCC status, please do not hesitate. The benefits of this credential are increasing steadily, so you are encouraged. All information regarding the application process can be found at [www.ccpa-accp.ca/en/memberbenefits/certification/](http://www.ccpa-accp.ca/en/memberbenefits/certification/)

You are most welcome to contact me directly with any questions or queries. My board email is [ccpanldirector@gmail.com](mailto:ccpanldirector@gmail.com).

I wish you the happiest of springs, followed by the warmest of summers!

In good health and in solidarity,

Leah Lewis, PhD, M.Ed (C. Psych), CCC, RDT



# The School Counsellor is Key

submitted by Dean Ingram, NLTA President

In May, our province's school administrators hosted the Canadian Association of Principals National Conference. While attending this conference and listening to the presenters and speaking with delegates I couldn't help but reflect on my experiences as a school administrator. I always held that my right hand was my assistant principal. However, my left hand was my school counsellor as there is no doubt in my mind that the role of the school counsellor is a key one. In order for a school to meet its mandate, its prime directive if you will, time and also adequate supports for school counsellors must be available. After the Budget for 2018 was announced I was disappointed that there was no increase to allocations for school counsellors or a reversal of the previous cuts to school administration, and no commitment to address issues of class size and composition. The budget was a good first step in some areas, but there needs to be sufficient investment if our youth are to get the education that they need, and more importantly, deserve.

Without question, one of the most significant issues facing schools today is the mental health of our students. While this isn't anything that is news to you, we still can't underestimate the significance of this being identified – clearly identified – by numerous assessments of our schools. We have seen this issue raised previously by the NLTA, and most recently with the report from the Premier's Task Force. We know that the best path to providing mental health supports for youth is to deliver them where youth are – in schools. The best and most proactive measure that could be implemented is to ensure a reasonable access to school counsellors and school psychologists. We need a strategic investment in the area of mental health that will provide an opportunity to turn the tide and improve the outcome for our citizens and our future. I've seen firsthand the difference that counselling services can have on students. I am a parent of a student in the system who has at times had his own challenges, and it was the school counsellor that assisted him. I'm thankful for the work that was done for him – I'm thankful for the work that you all do for our province's students.

Teachers are the professionals that are key to finding and implementing strategies to benefit our students. The fact is, effective counselling programs are important to the school climate and a crucial element in improving student achievement. In today's educational climate, the need is even more obvious. The proposed changes to the Schools Act that were announced in May speak to how different our schools have become. Empowering School Districts to be able to take steps to ensure that schools are safe and caring spaces for all is a good thing. Having that same level of empowerment move to the school is the next logical step. The best educational decisions are made when educators are involved.

I have visited directly some 200 of our province's schools in the past few years, and it should be obvious to anyone who visits what the need is for both school counsellors and school psychologists in the system. Nationally the standard has been set. This standard was not an arbitrary number, but is grounded on the basis of what professionals see as being required to deliver what is necessary to receive not only what students deserve, but rather what is needed for their long-term health and safety. As the process of analysing and determining what is needed for the system is conducted, the NLTA will continue to strongly urge government to consider and implement these national standards. I have heard the argument that perhaps national standards are unaffordable. I would counter by saying that we can't afford not to move to these standards for the health of our students!



# Look Who's Retiring!



## DARYLL CHIPPETT

### *What are some of the fondest memories of your career?*

Meeting 'those' students two or three years after graduation and having them come across a parking lot or barber shop to shake my hand and say, "thanks for not giving up on me sir" and "thanks sir – I wouldn't have made it without you."

And... NLCPA stuff: Provincial Conferences (definitely!), local meetings of counsellors and psychologists at board office, sounding out difficult/conflicting responsibilities.

### *What advice would you give someone considering this career?*

If you need to share everything about your day – don't do this job. If you need to justify your day to your colleagues – don't do this job. But... if you want to feel like you helped young people through their worst scenarios and/or help them keep going after they have made some of their biggest mistakes – strap in, brace yourself, and hold on – it can be a wild ride: heart wrenching, heartwarming, meaningful, and unpredictable.

### *What will you miss the most?*

Knowing how 'those' students are doing. Seeing them graduate and be successful in life... despite their obstacles.

### *So, tell us about your retirement plans....*

My wife, Valerie, is a teacher with 4-5 years to go before retirement. I hope to use my skill set in some other capacity until she retires, at which time we will become snowbirds. In the meantime, my oldest son, Jordan (who HAD cancer) is just starting his career as a Nurse, getting married, and building a new house – that may yield a few projects for dear old dad. My youngest son, Josh, continues at MUN as a Mechanical Engineering student. Life is full and wonderful.

It has been my privilege to 'help students help themselves' for the past few years. You do great things folks. You impact the future of so many people when you help your students navigate through the some of the worst moments of their lives - and keep going. When you were a junior high student – did you ever think you would have a job THIS important?



## JACKIE TAYLOR-MYLES

After more than 30 years in the education system, Jackie is set to retire this June. Her career has given her the opportunity to work in various settings and in a number of schools. Jackie began her career in 1986 in the school she herself graduated from, Menihek High School in Labrador City. While working there she taught Language

Arts and Social Studies to Grades 7 -11. She remained there for four years before moving with her husband, Jim, to St. John's in 1990. They settled in CBS and have remained there for 28 years. At the end of her second year substituting in St. John's and CBS, Jackie was offered the unique opportunity to teach Language Arts to young offenders in closed custody at the young offenders facility then located in Torbay. In 1992, when the new Newfoundland and Labrador Youth Centre for young offenders opened in Whitbourne, Jackie began her commute to Whitbourne where she remained for the next eight years. While teaching there, Jackie returned to MUN to pursue a Masters degree in Educational Psychology. And, as if working and studying were not keeping her busy enough, her daughter Alisha was born in 1998. Upon obtaining her degree in 1999, Jackie had several replacement positions in CBS, St. John's and Mt. Pearl before securing a permanent Guidance position at Mobile Central High School in Mobile in 2001. She remained there for the next nine years. In 2010 Jackie moved to Holy Cross Junior High in St. John's, where she stayed for next six years until 2016 when the school closed and she was reassigned to Macdonald Drive Junior High for the final two years of her career.

In addition to the roles and responsibilities of her job, Jackie was an NLTA representative for a number of years, she took on the responsibility of supervising and mentoring interns, was a Roots of Empathy facilitator, as well as a Beyond the Hurt facilitator and most recently was involved with the NLCPA as Treasurer for the St. John's branch for three years.

Jackie says along the way she has met some of the most colourful and interesting youth in the province. Her fondest memories are of times when she encounters students years after they have graduated and they talk about the impact a conversation made or the difference the support they were given has made to their lives. As counsellors it's sometimes difficult to see the positive side of what you do because it's not like a higher mark on a test that is seen immediately. Often the effects occur long after the students have left school, so it's very satisfying to learn you've had a positive impact on someone's life.



Best wishes are extended to  
**Sonya Abbott, Guidance Counsellor and  
Joyce Smith, Educational Psychologist,**  
on their upcoming retirements.

She also said she has been blessed to work with some of the best colleagues anyone could ever expect to work with while having made friendships that will last a lifetime.

Upon retiring, Jackie is looking forward to beginning the next chapter of her life. She plans to relax, travel and finally do things for herself, although her friends say it won't be long before she finds something to keep her busy!

## DEBBIE WALSH



Debbie Walsh is retiring after 34 years in the teaching profession. Debbie has spent her entire career on the Burin Peninsula in various roles with the majority of it spent in the primary/elementary setting.

Debbie graduated from Memorial University with a Bachelor's degree in Primary Education in 1984 and began her career as a kindergarten teacher. Several years later she moved into the role as special needs teacher after completing a Bachelor's degree in Special Education in 1992. Debbie's love for reading and the knowledge of children's literature as an important teaching tool led her to a diploma in School Learning Resources in 1993. It was after several years teaching students with learning difficulties and witnessing first hand the emotional needs of all students that she began to pursue her Masters in Education (Counselling Psychology) from Memorial. After graduating with her M.Ed. in 2012, Debbie began her role as a school counsellor at Sacred Heart Academy in Marystown, where she remains today.

When asked about her role as school counsellor at Sacred Heart Academy, Debbie says she is most proud of how the role of the school counsellor has evolved over the last 10 years. Gone are the days when the school counsellor sat in his or her office and worked in isolation. Today's school counselors help all students in the areas of academic, social, and emotional development, ensuring that they become the productive, well-adjusted adults of tomorrow. Debbie sees her role as an integral part of the education system and is visible in the school working closely with students, parents, and staff. She has worked hard to connect with the entire school community. Her door is always open for students, staff,

and parents. Debbie believes in a proactive approach and is busy visiting classrooms and working with students.

Debbie is also proud of the fact that each year for the last five years she has been able to deliver the "Friends For Life" program to all Grade 4 students in the school. The program teaches students to become confident and brave when handling life's challenges. It teaches them to understand their feelings, to accept that it is okay not to feel okay, to be a friend to themselves, and how to problem solve when faced with a difficult situation. In light of the mental health issues that persist in our schools and society today, Debbie strongly feels that this program and similar programs are fundamental in meeting the needs of all students.

When asked what advice she would give to someone considering this career, Debbie responded that... "As a school counselor we are trained with a very special skill set that enable us to make a difference in the lives of many students. We cannot underestimate the importance of our role and we need to embrace it each and every day. That being said, the job can be very overwhelming as it is multi faceted and you can be pulled in many directions on a daily basis. For this reason, we need to take care of ourselves. Just taking time to have your lunch break with colleagues, to spend time with family at the end of the workday, to take go for a walk or join a gym, keeping connected with other school counsellors in your area, being part of the NLCPA, all help with self-care."

As Debbie reflects on her career, she says that she will miss the children first and foremost. Being in the presence of children always bring a smile to her face and sharing in their journey as they overcome their challenges is more than rewarding.

On a personal level, Debbie was born and raised in Marystown and feels fortunate to be able to work and live there her entire life. Debbie is married to Dr. Beaton J. Walsh, who is a registered psychologist and operates a private practice in Marystown. Debbie and Beaton have two amazing daughters. Chloe, the oldest, is completing her Masters in psychology in Glasgow, Scotland. Their youngest daughter, Cailey has just graduated from Memorial with her Honours in Psychology and will be pursuing her Masters in Speech Language Therapy in Manchester, England.

Debbie plans to continue with her role as a Certified Canadian Counsellor by entering into practice with her husband. Both her and her husband like to travel and with their two daughters in the UK, she is excited about the possibilities. Debbie is also fortunate to have her two parents still living and plans on spending more time with them. Debbie likes to spend time outdoors, whether it's gardening or hiking and is looking forward to spending more time with her husband and enjoying these activities. Debbie is expecting to be one of those people who say, "I don't know where I had the time to work".

## AUDREY ATKINS

My teaching career has had many special memories! I have presented many programs over the years, but my fondest memory was Roots of Empathy. The students couldn't wait for the baby to come to school and we loved playing games with the baby and watching the baby grow. My advice to a school counsellor would be to enjoy each moment since time does fly and be open to change. I will miss the smiling faces of the children and the many hugs that I have received over the years. My plans for retirement are still revolving but travel is one of them. Thanks to my colleagues, we shared many laughs, and to my students who showed me respect over the years. I will miss you all!!



## NLCPA Branch Updates/Initiatives

### Avalon East Branch

submitted by Sharon Brenton (Branch President)

On May 15th, we held our annual Spring Professional Learning Session. Each year our numbers are growing, with 65 participants registered for this event! This year, during the am session, Michael Charron from Pearson Canada Assessment provided us with an overview on the WISC-V and Q-Interactive. In the afternoon there were two breakout sessions to choose from: April Miller facilitated a session on *ADHD Coaching: Strategies & Resources*, and myself and Krista Jones hosted a session on *Stress Reduction Strategies, Relax, Refresh, Renew*. This session provided a walk-through of the development and implementation of a six-session group “program” which focused on relaxation strategies, mindfulness activities, and an introduction to tapping (Emotional Freedom Technique), and with a specific emphasis on helping students deal with presentation/performance anxiety.

### Recommended Resources (PL “prizes”):

- *Smart but Scattered: The Revolutionary Executive Skills Approach to Helping Kids Reach Their Potential* by Peg Dawson, Richard Guare
- *Late, Lost, and Unprepared: A Parents' Guide to Helping Children with Executive Functioning* by Joyce Cooper-Kahn, Laurie Dietzel
- *Mindfulness Skills for Kids & Teens: A Workbook for Clinicians & Clients with 154 Tools, Techniques, Activities & Worksheets* by Debra Burdick
- *The Tapping Solution for Teenage Girls: How to Stop Freaking Out and Keep Being Awesome* by Christine Wheeler

During the lunch hour, we hosted our AGM. Although most of our Executive positions remained the same, a vacancy existed

for Treasurer as Jackie Taylor-Myles will be retiring in the coming year. The meeting resulted in the following executive membership:

**Sharon Brenton:** President

**Gerilynn Devereaux:** Vice-President

**Niki Christian:** Secretary

**Krista Jones:** Treasurer (Newly Elected/New member)

Executive Members (At-Large):

**Tracy Reardon**

**Julia Warren**

**Nicole Doyle**

**Lori Chaytor**

**Kyle Buckle** (New Member)

### Pink Day 2018 at Burgeo Academy

submitted by Ruby Penney, School Counsellor

Burgeo Academy held a different kind of Pink Day this year. The theme was “Things that cost nothing, but mean EVERYTHING”. The focus of the day was to help students realize that one of the best ways to stand up for someone was through random acts of kindness and reaching out to connect with





those around them. The focus of the day was also to help students and staff understand the importance of self-care – doing little things to improve our overall mental health!

The day started off with everyone in the gym for the opening ceremonies of our Pink Day. Wearing a sea of pink t-shirts (sponsored by the local HELP Committee), students and staff did a read aloud from the story “Bucket Filling From A-Z”. Following this, students wrote random acts of kindness that they would commit to doing this year. These were written on pink hearts and one by one, students came forward and dropped their hearts in a pink bucket. Students and staff then joined in a unity reading of a “Pledge to Kindness”. The mayor of Burgeo then opened with the Mayor’s Proclamation (dedication of the town to help end bullying and violence).

Students were then divided into groups and spent the remainder of the morning taking part and having fun in “Feel Good Stations”. Students completed six stations (15 minutes at each station). The stations were:

**Stress Relievers:** Students made their own personal lava lamps

**Be Kind to Yourself Corner:** Students enjoyed relaxation techniques taught by our Mental Health and Addictions Counsellor, Kathy Cutler.

**Energy Boost Station:** Students went flat out with fitness on Go Noddle for 15 minutes with Guidance Counsellor, Mrs. Ruby Penney.

**Kindness Centre:** Students were given blank pink leaves and they had to write on them, “things that cost nothing, but mean EVERYTHING!” (i.e. hug, smile, kind word, etc. ). Leaves were glued to a ‘Kindness Tree’.

**Project Connect:** Students had to get creative and write “ways to show more kindness in our school and community” on pink strips of paper and then join the strips to make a paper chain that went all the way around the first floor of the school!

**Pink Photo Booth:** Students were given the opportunity to dress up in various pink items (hats, scarves, shirts, boas, etc.) and pose for a funny pic to put on Facebook or Twitter!

At recess, all students went to the gym for a **Caring Café**, where the HELP Committee served pink cupcakes and pink smoothies! Yummy!

After lunch, Michael Gaultois presented to all students and staff, by telling them about his life story. Michael told of the



verbal bullying and exclusion he endured because of his facial and body scars and how he had to rely on the kindness of others to not only survive his injuries, but to become resilient and want to live. Michael now makes it a point to reach out to students and adults from across our province, bringing the message of safety and anti-bullying everywhere he goes.

The day concluded by having the students visit the local RCMP detachment, where Corporal Henely and Constable Roach celebrated anti-violence by decorating the detachment pink!!

## Get REAL Movement Visits Southwest Coast Schools

submitted by Adriana Sacrey



On Thursday, May 17, Grades 7-9 students from two schools on the southwest coast – LeGallais Memorial in Isle aux Morts and Grandy’s River Collegiate in Burnt Islands – attended an hour-long session with the facilitators of the Get REAL Movement. Get REAL is a Canadian non-profit organization whose mission is to energize LGBTQ+ youth and their allies to voice their stories. During the presentation, students learned about diversity, inclusion and kindness. Their school counsellor, Adriana Sacrey, organized the event and is seen in the photo, along with Chris and Max from the Get REAL movement, as well as the students from LeGallais Memorial.

## Mental Health Awareness Week in Stephenville

submitted by Nancy MacDonald

Several students from Grades 6-7-8 at Stephenville Middle School joined other community members at the annual Proclamation Signing promoting town events and activities pertaining to Mental Health Awareness Week. Students got to talk with the local Canadian Mental Health Association worker and meet Tom Rose, the Town Mayor. Refreshments – particularly the cupcakes – were enjoyed by all after the official signing. A number of activities, guest speakers and events were planned throughout the week at their school.



## Roots of Empathy

submitted by Nancy MacDonald

This year we have been fortunate to have the Roots of Empathy program in the Grade 3 class at Belanger Memorial. Baby Sarah has been our teacher and guide for the past ten months and the students have made such a connection with her during this time. She has truly been an inspiration to us and has made the Grade 3 classroom a more empathetic and positive place as a result. She has taught us that we are all different and that is what makes each of us unique and special. She has also showed us that by loving ourselves and accepting each other's differences, we can create a more caring, peaceful, and united world. Thank you so much to Baby Sarah Cooper and Mr. and Mrs. Cooper for this wonderful opportunity.



## Roots of Empathy on the Southwest Coast

submitted by Joanne Morgan, School Counsellor

The Grade 4 students at Lourdes Elementary in Lourdes, NL have been participating in the Roots of Empathy program this year. They are enjoying watching baby Rylee grow and reach milestones. They are always excited when baby Rylee is coming, and in the process they learn about brain development, temperaments, feelings and so much more.



## Mental Health Week and Mindfulness Practices

Submitted by Debbie Walsh, School Counsellor

The Peer Helpers at Sacred Heart Academy participated in Mental Health Week by bringing awareness to mindfulness practices. During the week of May 7 to 13 the Peer Helpers were challenged to visit all classes in the school and to share with the students a mindfulness practice.

Prior to their visit, Ms. Walsh, the school counsellor, visited each class and discussed with students what mental health meant and the importance of looking after our mental health just as we do with our physical health. Students were also introduced to mindfulness. They were taught that mindfulness meant being aware of what we're thinking, how we're feeling, and what is happening in the environment around us. The benefits of mindfulness was also discussed. People who practice mindfulness have stronger immune systems, have



more positive emotions and less stress, and have better focus and memory. The students reflected on how this could help them in their role as a student and came to the conclusion that students who practice mindfulness may miss less school because they are healthier, may be happier and able to cope with stressful events such as a test, and may be a better student in school because they are more focused and remember what they learn.

The peer helpers enhanced Ms. Walsh’s presentation by visiting each class and introducing the students to mindful practices such as mindful breathing, mindful sound observation, making a gratitude list, mindful body scan, and mindful yoga poses. The students all enjoyed the demonstrations and anxiously awaited the next visit from a peer helper. At the end of the week, the entire school population, 475 students, were exposed to 18 different mindful practices.

### Avalon West Region Professional Development Session

Submitted by Kerri Morgan, School Counsellor, Amalgamated Academy

There is never a shortage of words when school counsellors and school psychologists get together! We found this out during a recent regional School Counsellor and School Psychologist Professional Development day.

It started with a discussion of how it had been years since we had formally gotten together to discuss things that needed to be addressed. That got the wheels turning in our heads and thus, the regional NLCPA executive started the planning process.

When preparing for a professional development session, your first thought generally goes to “Who can we get to present?” We quickly realized that we, ourselves are our best resources. We sent out an email to see what topics were of interest and the agenda took shape from there. As a result, 15 of our col-



leagues got together on May 3rd to discuss the following topics: the Pervasive Criteria, the Student Support Services referral process, considerations for diagnosing SLD’s, matching accommodations to exceptionalities, and how to enter data into



PowerSchool. Snacks and coffee were provided and we all went out to dinner together, where we continued to further discuss issues that were important to us.

The day was well received by all. Thoughts and ideas were shared and common resources were distributed to make our work life a little easier. One of the attendees sent an email

after the session which stated, “I had a fantastic day. It was the best PD I have had in a long while. Discussing information with the other school counsellors was so beneficial. I received some great tips from the others about protocols, keeping organized and being accountable. Very glad I went.” We hope this is something that will continue from year to year.



# Mental Health Resources

## The Top 10 Mental Health Apps

Published Monday, January 8, 2018

(from *Medical News Today*)

by Hannah Nichols

Approximately 48.3 million adults in the United States are faced with a mental health condition each year, and 9.8 million of those are serious conditions that limit the activities of everyday life.

Exercising regularly and eating a healthful diet can boost mental health and well-being significantly, help to reduce symptoms of depression, anxiety, and stress, and increase endorphins responsible for happiness.

Apps focus on protecting or improving mental health using methods including meditation, hypnosis, cognitive behavioral therapy (CBT), and providing a valuable support network.



### Calm

Calm was branded as Apple's "App of the Year" in 2017. The app is designed to reduce anxiety, improve sleep, and help you to feel happier. Calm focuses on the four key areas of meditation, breathing, sleep, and relaxation, with the aim of bringing joy, clarity, and peace to your daily life.



### Pacifica

Pacifica is an app with anxiety and stress in mind. It helps you to break cycles of unhelpful thoughts, feelings, and behaviors through methods such as CBT, mindfulness meditation, mood tracking, and relaxation.



### Anxiety Relief Hypnosis

Anxiety Relief Hypnosis can decrease anxious thoughts and enhance your response to relaxation, which, in turn, resets your behavior and enables an improved response to stress. It provides an audio session read by a certified hypnotherapist together with calming music and sounds from nature to aid relaxation.



### Headspace

Headspace uses mindfulness and meditation to help you perform at your best each day. The app's mission is to provide you with the essential tools to achieve a happier, healthier life.



### SuperBetter

SuperBetter is a game focusing on increasing resilience and the ability to remain strong, optimistic, and motivated when presented with challenging obstacles in life. It has the potential to help you beat depression and anxiety, cope with chronic illness, and recover from post-traumatic stress disorder.



### Happify

Happify is a space to overcome negative thoughts and stress and build resilience. It employs techniques and evidence-based interventions in the areas of CBT, positive psychology, and mindfulness to help you break old and unhealthy patterns and form new, healthful habits.



### Moodnotes

(iPhone: \$3.99)

Moodnotes is a thought journal and mood diary. The app can be used to capture your feelings and improve your thinking habits through the implementation of CBT and positive psychology.



### 7 Cups

If you are feeling lonely, sad, stressed, or worried, 7 Cups could be the perfect app for you. It provides online therapy and emotional support for anxiety and depression. There are more than 160,000 trained listeners and licensed therapists who are available to anonymously speak with 24/7.



### Talkspace

Talkspace is a counselling and therapy app that connects users with a convenient, affordable, and confidential way to deal with anxiety, stress, depression, relationship issues, and chronic illness.



### Moodpath

Moodpath asks daily questions in order to assess your well-being and screen for symptoms of depression. The screening progress aims to increase your awareness of your thoughts, emotions, and feelings.

# Mental Health Resources

## Consider these facts

- One in five people experience a mental health problem at some point in their life.
- We all know someone who has a mental illness.
- Mental illness affects more people than cancer or heart disease.
- What is mental illness? Depression, bipolar disorder, schizophrenia, anxiety disorders, personality disorders, and eating disorders are all mental illnesses.
- Most people with depression respond well to treatment. Many don't seek the help they need.
- Persons with a mental illness are not weak, lazy, unintelligent, or dangerous.
- "Role overload" – Over half of Canadians report that the stress of maintaining a balance between work, home, family and social responsibility has affected their mental health.
- The myths about mental illness can prevent people from seeking help, and from finding stable employment and housing.
- Statistics show that as a group, those with mental illness are no more violent than any other group in the population.
- People with mental illnesses are at a higher risk of violence due to poverty, transient lifestyle and substance use problems.

## Your mental health

Consider these key characteristics when assessing your own mental health:

**Ability to enjoy life** – Are you focused on the past? On things you cannot change?

**Resilience** – Do you recover quickly from hard times? Do serious life events cause you to lose hope and your sense of perspective?

**Balance** – Do you feel that your life is out of control? Do you focus too much on one part of life, ignoring others? Are you able to make changes to return balance when needed?

**Self-actualization** – Do you recognize and develop your strengths? Do you lack the drive to reach your full potential?

**Flexibility** – Do you express different emotions? When problems arise, can you change your outlook – of life, others, yourself – to solve the problem and feel better?

### Mental fitness tips

Like physical fitness, achieving and maintaining good mental health is something that we all have to work at! Here are some simple ways to practice mental fitness:

- Daydream
- "Collect" positive emotional moments
- Do one thing at a time
- Exercise
- Enjoy hobbies
- Set personal goals
- Keep a journal
- Share humor
- Volunteer
- Treat yourself well

## Contact CMHA-NL

For more information, please contact us.

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Toll free: 1-877-753-8550  
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Email: western\_office@cmhanl.ca

Website: [www.cmhanl.ca](http://www.cmhanl.ca)

Twitter: @CMHANL

Find us on Facebook!



Canadian Mental Health Association  
Newfoundland and Labrador

## Mental health for all!



Canadian Mental Health Association  
Newfoundland and Labrador  
Mental health for all

[www.cmhanl.ca](http://www.cmhanl.ca)

## About CMHA-NL



Canadian Mental Health Association  
Newfoundland and Labrador

The Canadian Mental Health Association, Newfoundland and Labrador Division (CMHA-NL), is a voluntary, non-profit, charitable organization established in 1964 to promote a better understanding of mental health and mental illness throughout our province.

As a division of the national CMHA, our mission is to facilitate access to the resources people require to maintain and improve mental health and community integration, build resilience, and support recovery from mental illness.

This mission is accomplished through building capacity, influencing policy, providing services, and developing resources.

CMHA-NL division's provincial office is in St. John's, and we also have two regional offices located in Grand Falls-Windsor (Central) and Stephenville (Western). We are governed by a volunteer board of directors from all over the province.



## What we do

We carry out our mandate in a variety of ways, including but not limited to the following:

We develop and deliver education programs and give presentations on issues related to mental health and mental illness to a wide variety of audiences in different settings.

We influence public policy to improve overall system barriers to good mental health and recovery from mental illness for all Newfoundlanders and Labradorians.

We strive for changes to services, and for improvements in factors such as income, housing, and social inclusion to improve living conditions of individuals recovering from mental illness.

We sit on committees and participate in consultation processes at the community, provincial and national levels that inform public policy and decision making.

We hold fundraising and awareness events during Mental Health Week (the first week of May), Mental Illness Awareness Week (the first week of October), and throughout the year.

We write articles and provide information for print media, and participate in television, newspaper, and radio interviews.

We work with the national CMHA office and other branches/divisions, and collaborate/partner with many mental health stakeholders throughout the province.

We participate in research related to mental health and mental illness.

We provide information on mental health, mental illness, and related resources and services to people throughout the province.

## Mental health for all!

Mental health is essential to overall well-being and is more than just the absence of illness. Good mental health is something that we can all have, regardless of whether or not one has a mental illness. Mental health is determined by many different but interconnecting factors, which is why CMHA-NL works together with people from many different backgrounds, such as government, health care, education, community and nonprofit, as well as persons with lived experience of mental illness and their families. We are all responsible for trying to improve mental health because there is no health without mental health!

Some of our current programs and areas of focus:

**Changing Minds:** Mental illness education

**The Justice Program:** Mental health in-reach services at Her Majesty's Penitentiary and community case management and support.

**Think Twice:** Anti-stigma program for youth.

**Seniors' Mental Health education**

**Workplace Mental Health:** Training, information resources, and consultation services to support employer/employee mental health and overall health and wellbeing in workplaces.

**At Work:** Assists individuals with mental health issues who are unemployed (or under-employed) to obtain and maintain competitive employment.

**Mindscapes:** Annual art exhibit and auction of works created by individuals with lived experience of mental illness and/or addictions.

**Contact your local CMHA-NL office for the most up-to-date information on our programs and services.**

## You can make a difference!

By making a donation to CMHA-NL, you are supporting our programs and services, and helping us achieve our mission in Newfoundland and Labrador.

**I pledge a monthly donation of:**  
 \$100  \$50  \$30  \$20  \$10 Other \_\_\_\_\_

**I pledge a one-time donation of:**  
 \$100  \$50  \$30  \$20  \$10 Other \_\_\_\_\_

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City/Town \_\_\_\_\_ Province \_\_\_\_\_  
Postal Code \_\_\_\_\_  
Phone \_\_\_\_\_  
Email Address \_\_\_\_\_

Please provide your email address if you would like to receive news and information from CMHA-NL.

### Payment Options:

**Cheque or money order** (Please make cheque or money order payable to Canadian Mental Health Association, NL Division.)

**Visa**  **MasterCard**

Credit Card # \_\_\_\_\_ Exp. date \_\_\_\_\_

Signature \_\_\_\_\_

Detach this form and mail to:

Canadian Mental Health Association  
Newfoundland and Labrador Division  
603 Topsail Road  
St. John's, NL A1E 2E1

Charitable Business No. 10686 3780 RR0001

To download a copy of the full brochure, visit the Canadian Mental Health Association website at [www.cmhanl.ca](http://www.cmhanl.ca).

# Awareness Days Calendar

## September

- Childhood Cancer Awareness Month (International)
- **September 10:** World Suicide Prevention Day (International)
- Second Sunday: Terry Fox Run (National)

## October

- Autism Awareness Month (National)
- Child Abuse Awareness Month (National)
- Learning Disabilities Awareness Month (National)
- Women's History Month (National)
- First Week: Mental Illness Awareness Week (National)
- Third Week: School Safety Week (National)
- **October 5:** World Teacher's Day (International)
- **October 10:** World Mental Health Day

## November

- Second Week: Addictions Awareness Week (National)
- Third Week: Bullying Awareness Week (National)  
[www.bullying.org](http://www.bullying.org)
- **November 25:** International Day for the Elimination of Violence Against Women
- 16 Days of Activism Against Gender-Based Violence: begins on November 25 and ends on December 10

## December

- **December 6:** National Day of Remembrance & Action on Violence Against Women
- **December 10:** International Human Rights Day

## January

- Third Week: National Non-Smoking Week
- Third Wednesday: Weedless Wednesday (National)
- **January 27:** Family Literacy Day (National)

## February

- Psychology Month (National)
- Black History Month (National)
- First Week: Eating Disorder Awareness Week (National)
- **February 6-10:** School Counselling Week (National)
- First Saturday: Safer Internet Day (International)
- **February 12:** Sexual and Reproductive Health Awareness Day (National)
- **February 15:** International Childhood Cancer Day
- Last Wednesday: Pink Shirt Day (Anti-bullying)(National)
- **February 20:** World Day of Social Justice

## March

- March: Music Therapy Awareness Month
- **March 1:** Self-Injury Awareness Day (International)
- **March 8:** International Women's Day/United Nations Day for Women's Rights & International Peace
- **March 21:** World Down Syndrome Day
- **March 26:** Purple Day for Epilepsy
- **March 27-29:** National 30-hour Famine
- **March 31:** International Transgender Day of Visibility

## April

- Third Week: Screen-Free Week (International)  
Campaign for a Commercial-Free Childhood
- **April 2:** World Autism Awareness Month
- **April 7:** World Health Day (International)
- **April 22:** Earth Day (International)

## May

- First Week: Mental Health Week (National)
- **May 7:** National Child & Youth Mental Health Day
- **May 15-19:** Schizophrenia Awareness Week
- **May 16-19:** CCPA National Conference in St. John's
- **May 17:** International Day Against Homophobia, Transphobia and Biophobia
- **May 31:** World No-Tobacco Day

## June

- **June 5:** World Environment Day
- **June 14:** World Blood Donor Day
- **June 21:** National Indigenous Peoples Day

# Happy Summer Vacation



*From Stephanie, Tamar, Craig, Amanda, Gary, Lesley, Boyd & Kelly*

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