

Mentális egészség, prevenció, tanulói jóllét: A Többszintű Támogatási Rendszer (MTSS) szerepe

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2025.03.21. BUDAPEST



Kókai Czapár Mária az ELTE pszichológia szakán diplomált és doktorált.

Kanadában a Torontói Katolikus Tankerületi Iskolatanács (Toronto Catholic District School Board) iskolapszichológusaként dolgozott, majd főpszichológusként 14 éven át felügyelte és irányította a tankerület 90 ezer diákja számára 50 pszichológus által nyújtott pszichológiai szolgáltatásokat, valamint részt vett a különböző rendszerszintű intervenciós programok kiválasztásában, végrehajtásában és értékelésében. Támogatta a más szervezetekkel való együttműködést a kutatás, a szolgáltatásnyújtás és a képzés terén. Vezető szerepet töltött és tölt be különböző szakmai szervezetekben.

2018-tól a Canadian Psychological Association Oktatási és Iskolapszichológiai Szekciójának vezetőségében dolgozik (jelenleg mint volt-elnök https://cpa.ca/sections/Educational/). Több szakmai protokoll és szakcikk szerzője illetve társszerzője. Társszerkesztésű könyve, melynek címe *Mental health consultation and interventions in school settings: A scientist-practitioner's guide.(Szerk.: Ester Cole és Maria Kokai)* 2021-ben jelent meg (*Hogrefe Publishing Ltd.). https://www.hogrefe.com/us/shop/consultation-and-mental-health-interventions-in-school-settings-93630.html*

Mai témák:

- Kontextus: Iskolapszichológia Ontárióban (Kanadában)
- Alappillérek:
  - Konzultáció, “Tiered model”, Multidiszciplináris Team
- Többszintű Támogatási Rendszer (MTSS)
  - Alkalmazása a konzultációs és intervenciós modell keretében
  - T1 fókusz



Kontextus:Iskolapszichológia Ontarióban

Canadian Psychological Association
Educational and School Psychology Section

https://cpa.ca/sections/Educational/

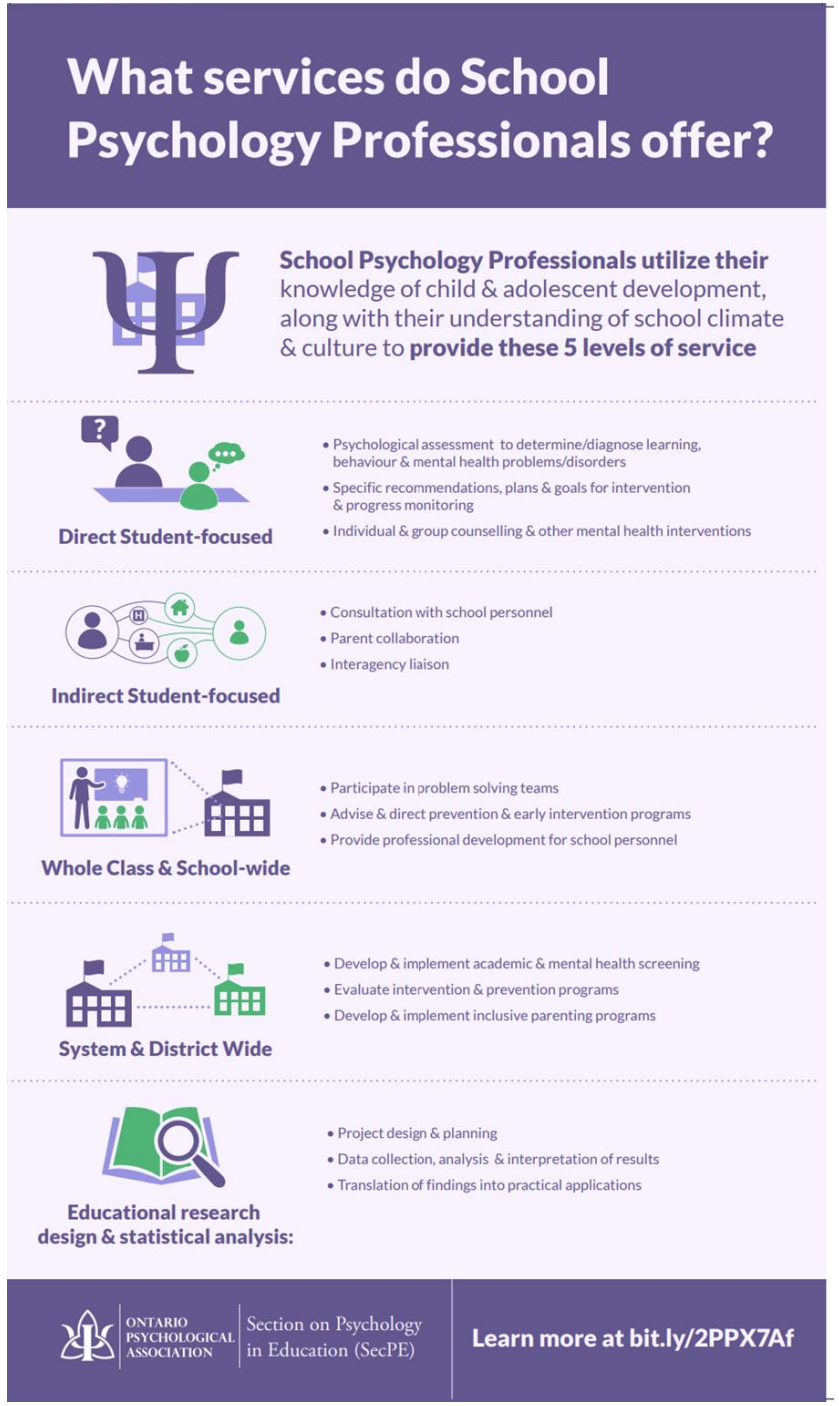


Canadian Psychological Association CPA Educational and School Psychology Section

https://cpa.ca/sections/educational/advocacy-and-outreach-resources/

- https://youtu.be/Tf6Osk51PgA?si=ts16APStYURik7vP



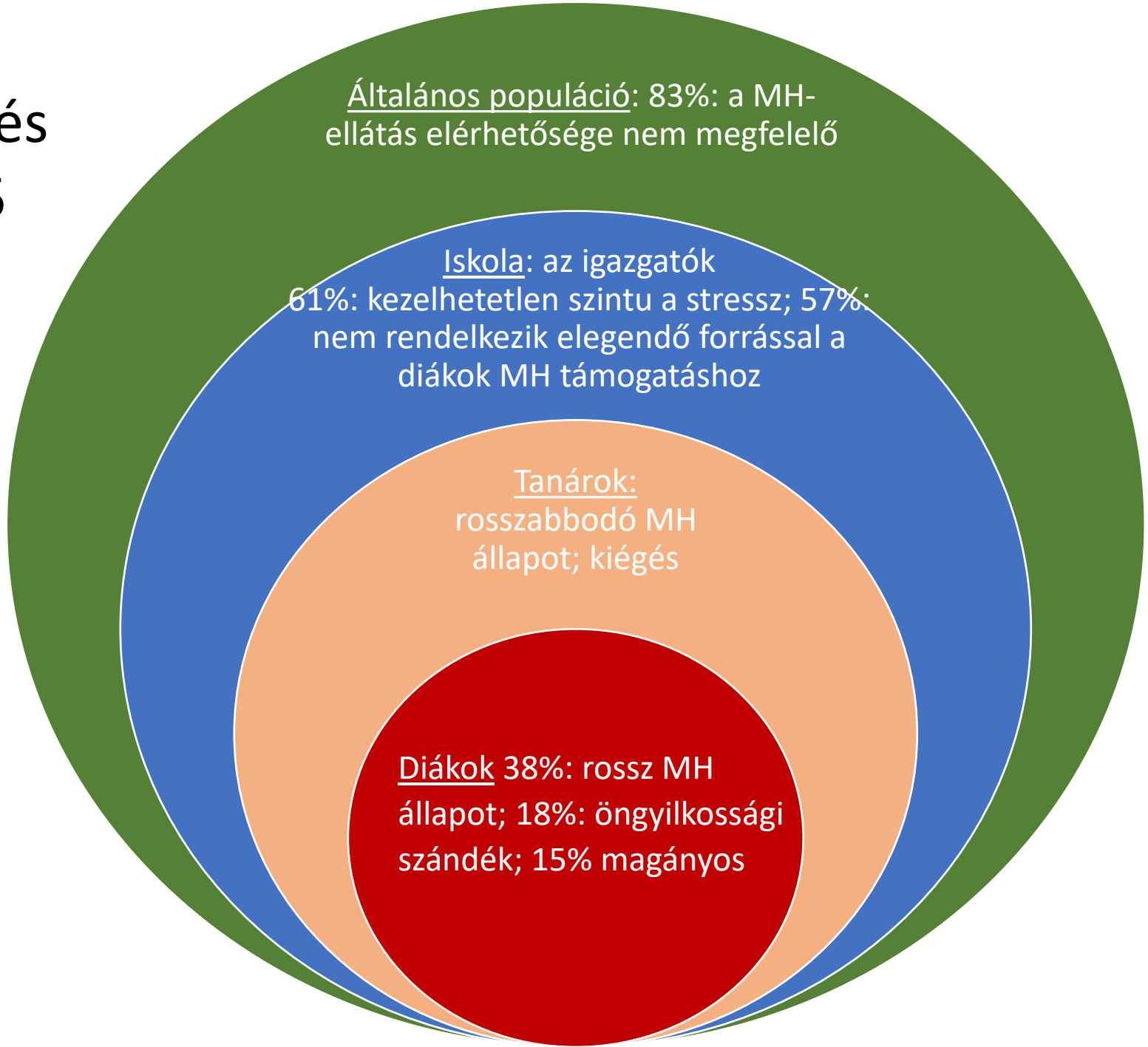


Ontario Psychological Association Section on Psychology in Education

Iskolapszichológiai munka:

- közvetlen (direkt) tanulóra fókuszált
- közvetetten tanulóra fókuszált
- egész osztály, vagy iskola fókusz
- iskolarendszer-szintű
- kutatás, értékelés
- https://www.psych.on.ca/getmedia/1f3a1e4f-2f67-4f9e-ad6d-0c398d96f75d/Professional-Practice-Guidelines-for-School-Psychologists-in-Ontario-2013-2015-update.pdf

Mentálhigiénés krízis 2024-25 (Ontario)



Mentálhigiénés krízis…..“ Miért éppen iskolapszichológia???”

- Az iskola ideális helyszín a mentálhigiénés (MH) szolgáltatásokhoz
- MH promóció, megelőzés, beavatkozás → pozitív mentális egészség
- Pozitív mentális egészség → iskolai teljesitmény növekedése
- **Az iskolapszichológusok szakértelme lehetővé teszi a mentálhigiénés szolgáltatások teljes skálájú folyamatos biztosítását**

NASP.(2020).Mental Health and Academic Achievement (Research summary). Bethesda, MD: Author.

Mentálhigiénés támogatás az iskolában????

- A tanulók mentálhigiénés szükségleteinek előtérbe kerülése (tanulói teljesitmény **ÉS jóllét**)

- Az iskolarendszer szerepe ebben
- School Mental Health Ontario https://smho-smso.ca/

- 2021 Royal Society of Canada:
- *„Ki kell dolgozni olyan országos stratégiát, amely a gyermekek mentális egészségét fontosnak tartja az élet sikeressége szempontjából, és ezt olyan kontextusba kell tenni, amelyben a gyermekek a legkönnyebben hozzáférhetők – az iskolákban.”*
- Vaillancourt at al., 2021

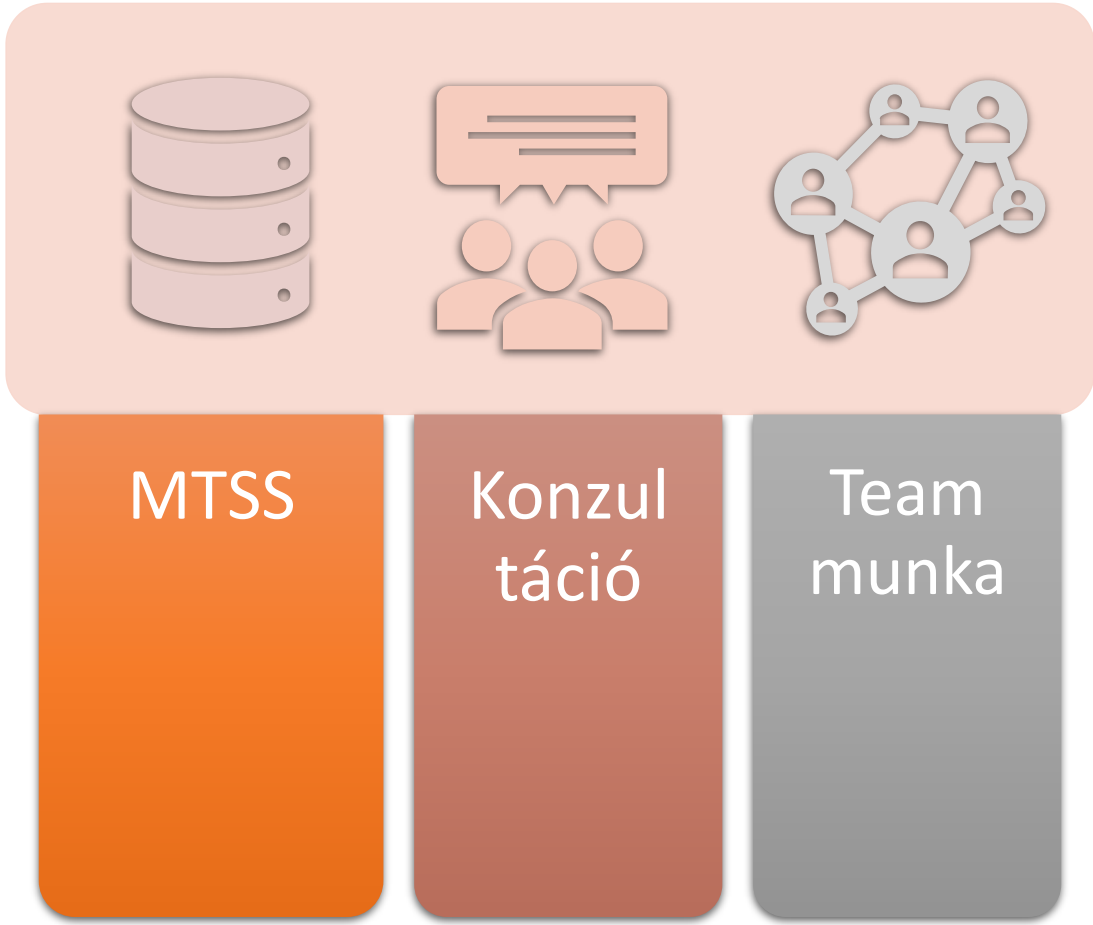


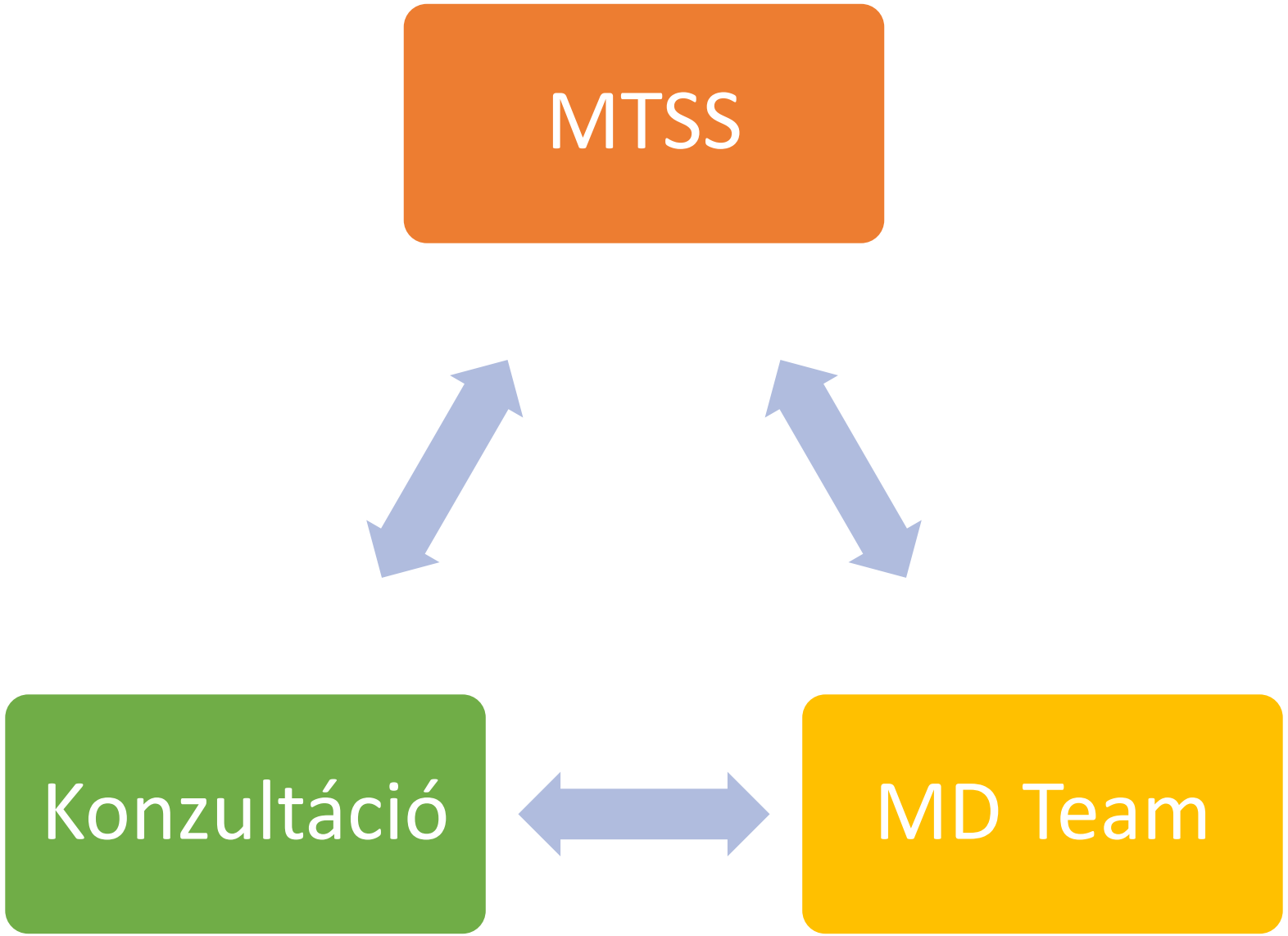
Az iskolapszichológiai gyakorlat fő alappillérei



Az iskolapszichológiai gyakorlat fő alappillérei

- “Tiered” (“Stepped care”) modell - MTSS
- Konzultáció
- Multidiszciplináris team




MTSS
Konzultáció
MD Team

Alapelvek

- Kölcsönös együttműködésre épül
- Megelőzésre fókuszál
- Lényege a közös problémamegoldó folyamat
- A szakértelem és források megosztása



- **Newman, D.S., & Rosenfield, S.A. (2019). *Building Competence in school consultation: A developmental approach.* New York: Routledge.**



Többszintű Támogatási Rendszer (MTSS)

Ester Cole & Maria Kokai (Eds.). (2021).Mental health consultation and interventions in school settings: A scientist-practitioner's guide. Hogrefe Publishing GmbH.



Népesség-egészségügyi intervenciós modell: APA*

- “Population health focuses on improving the health, health equity, safety, and wellbeing of entire populations, including individuals within those populations.” (p.1)

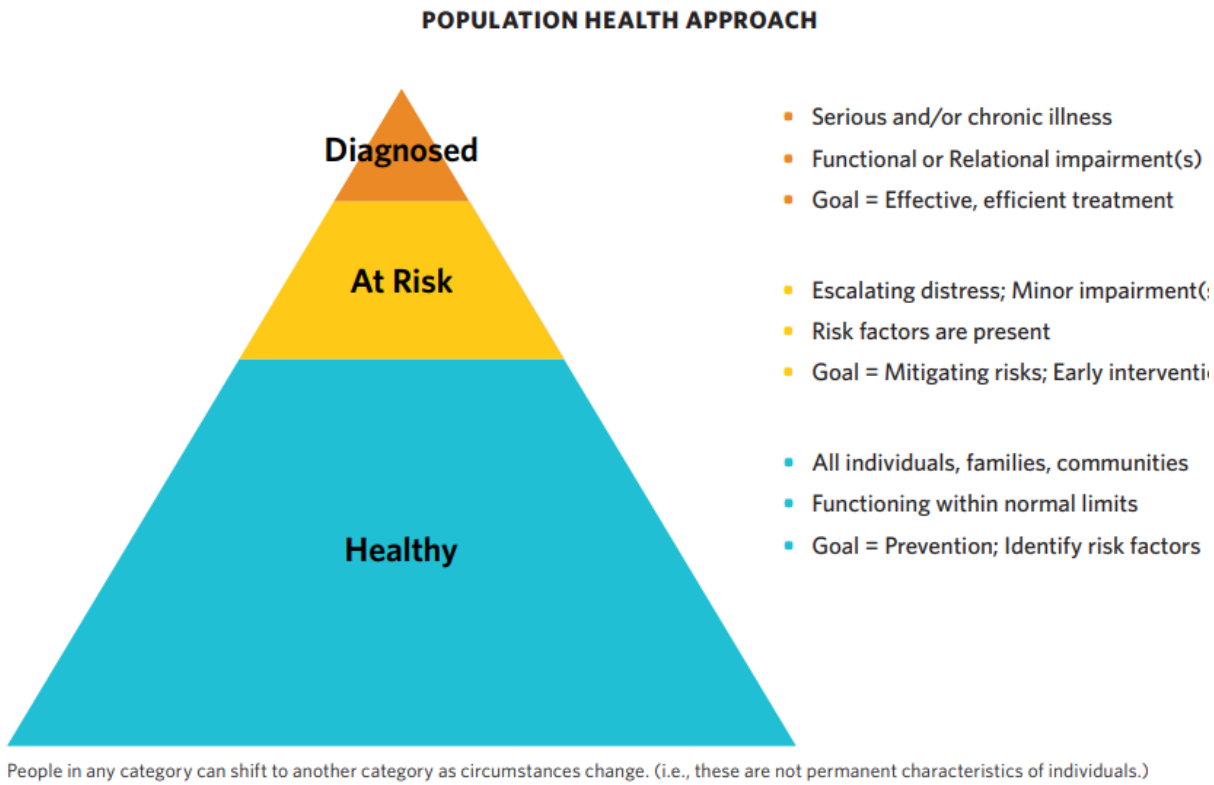
- A népesség-egészségügy a teljes populáció egészségére, egészségének javítására összpontosít.

*APA. (2022). Psychology's role in advancing population health. https://www.apa.org/about/policy/population-health-statement.pdf

Népesség-egészségügyi intervenciós modell: APA*

A mentális egészség többszintű intervenciós megközelítése

- Négy alapelv:
  - együttműködés rendszerkenen belül és azok között
  - megelőzés (“upstream”)
  - ismeretterjesztés a népegészségügyi megközelítésről
  - közösségi partnerek széleskörű bevonása

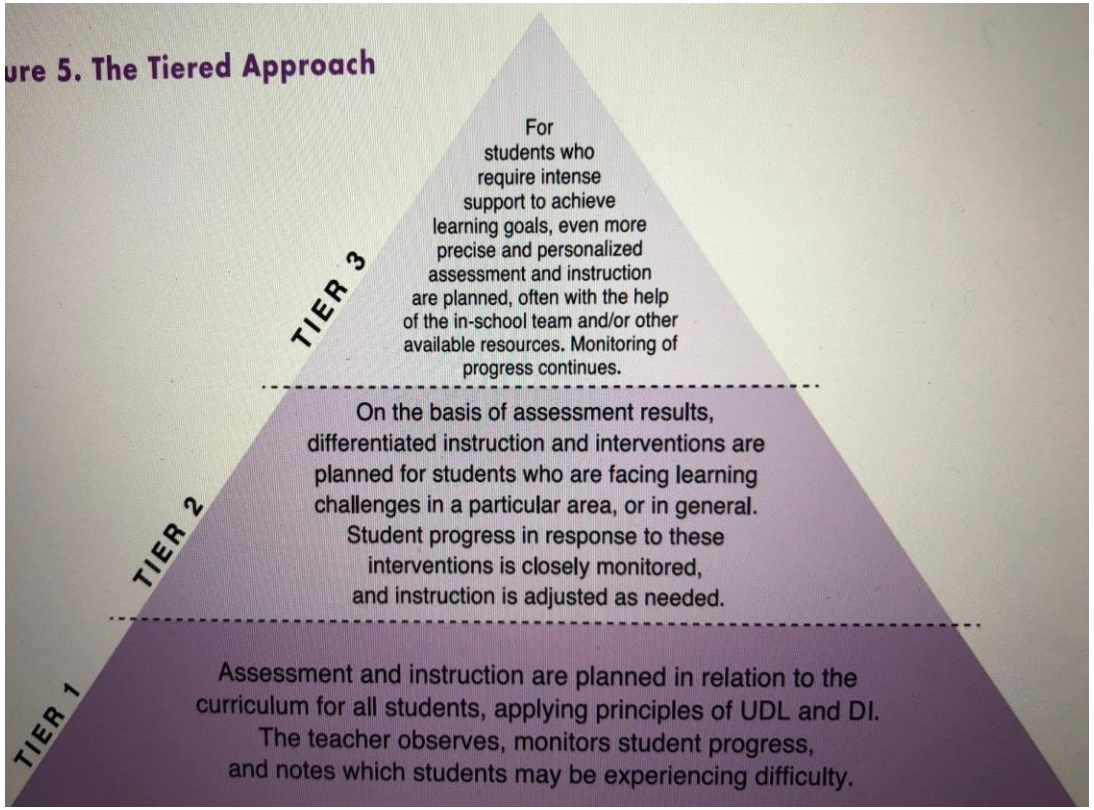


*APA. (2022). Psychology's role in advancing population health https://www.apa.org/about/policy/population-health-statement.pdf

“Tiered” (“Stepped care”) modell

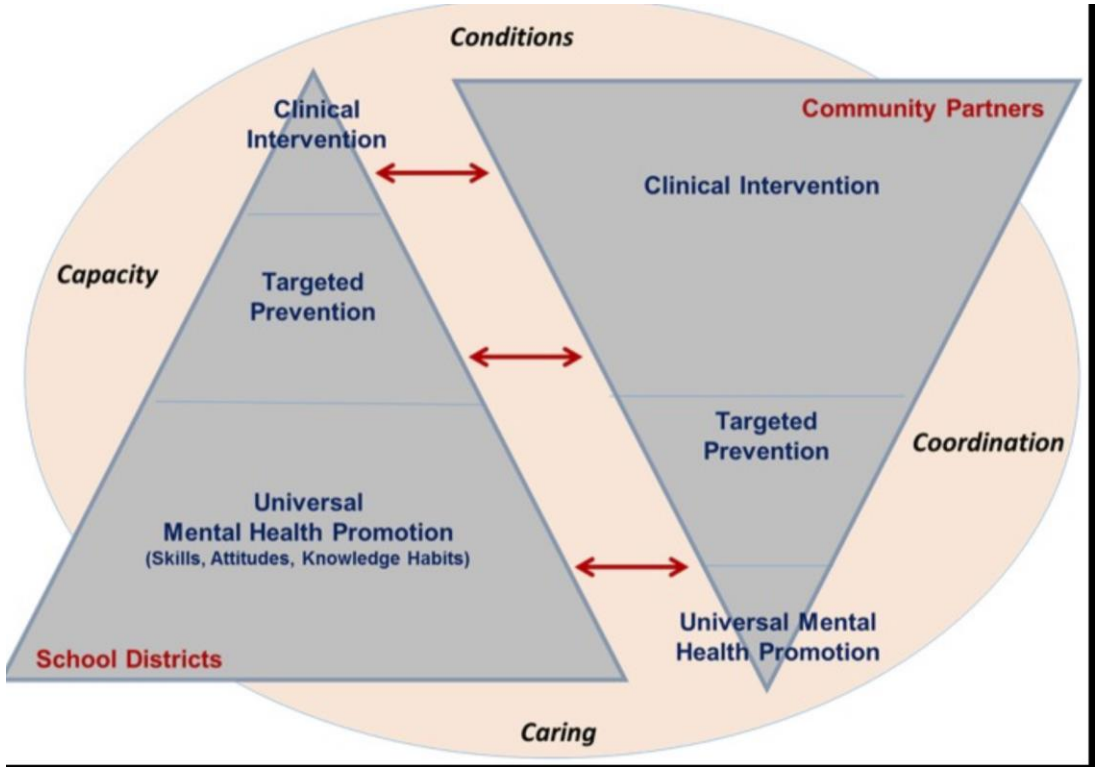
Oktatási Minisztérium, ON *LEARNING FOR ALL*

https://files.ontario.ca/edu-learning-for-all-2013-en-2022-01-28.pdf



School Mental Health Ontario*

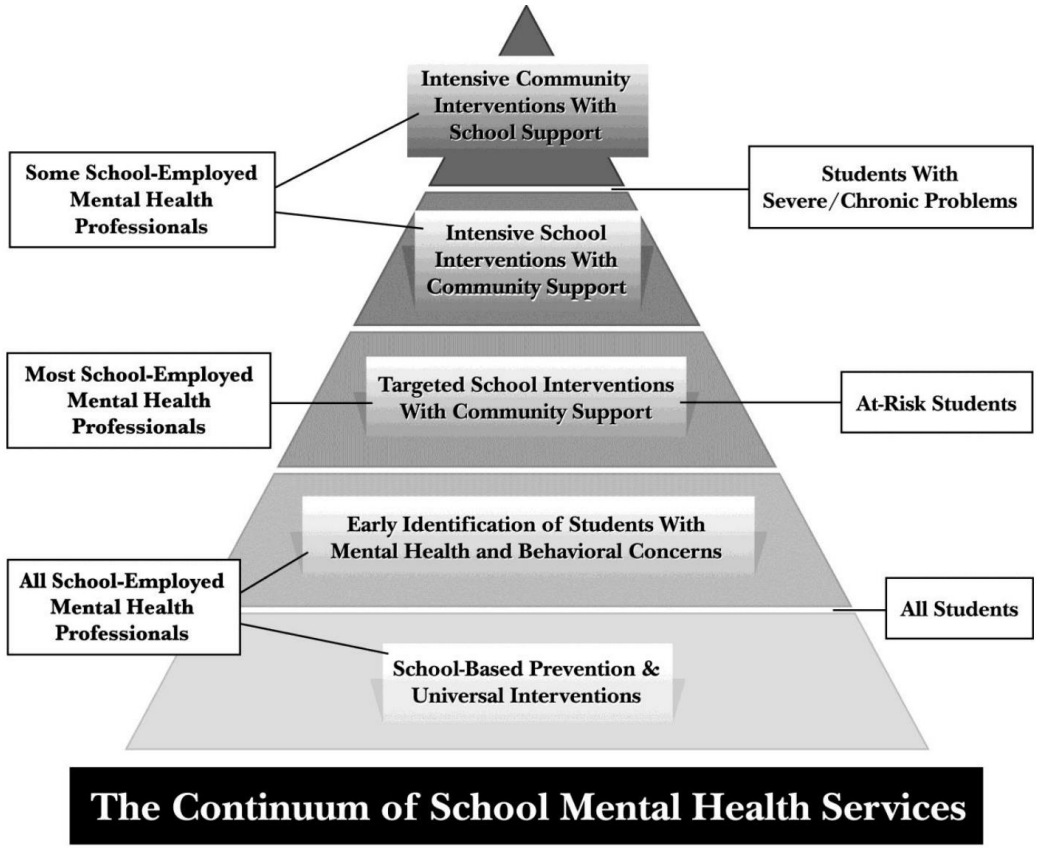
https://smho-smso.ca/about-us/our-approach/



*Short KH. Intentional, explicit, systematic: Implementation and scale-up of effective practices for supporting student mental well-being in Ontario schools. Int J Ment Health Promot. 2016 Jan 1;18(1):33-48. doi: 10.1080/14623730.2015.1088681.

“Tiered” (“Stepped care”) modell

- NASP

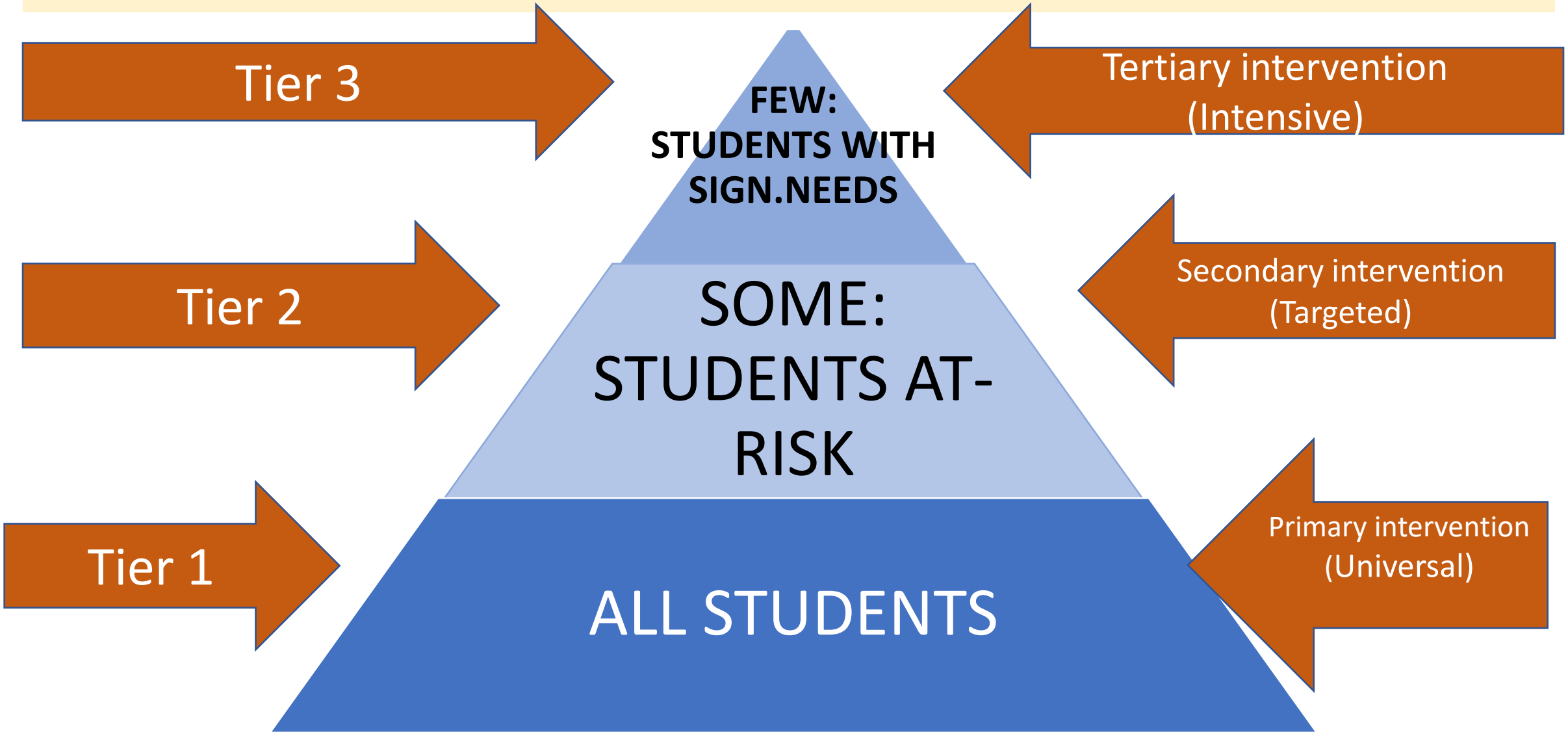


The Continuum of School Mental Health Services

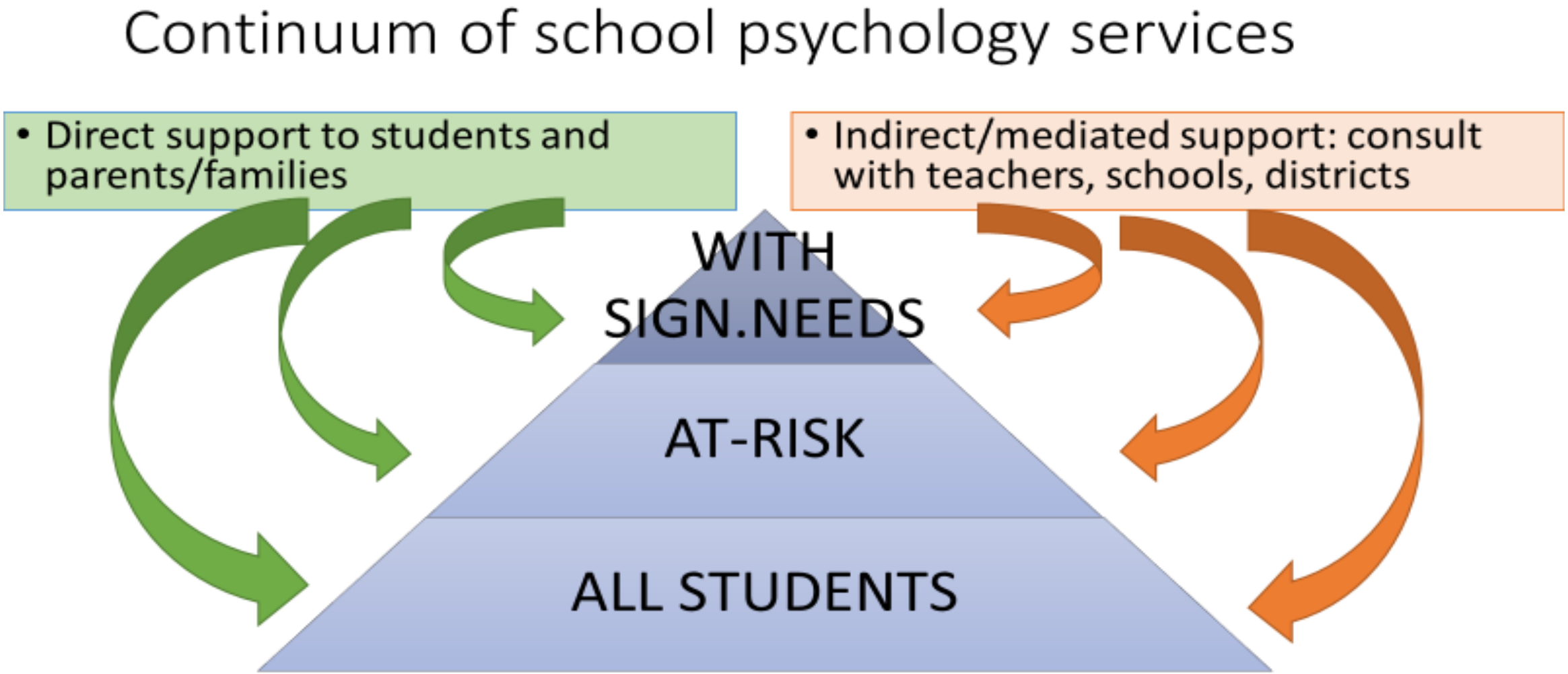
Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communiqué*, Vol. 35, No. 1. National Association of School Psychologists, 2006.

©2016, National Association of School Psychologists, 4340 East West Hwy. #402; Bethesda, MD 20814, www.nasponline.org, phone (301) 657-0270, fax (301) 657-0275, TTY (301) 657-4155

“Tiered” (“Stepped care”) modell az iskolapszichológiai gyakorlatban



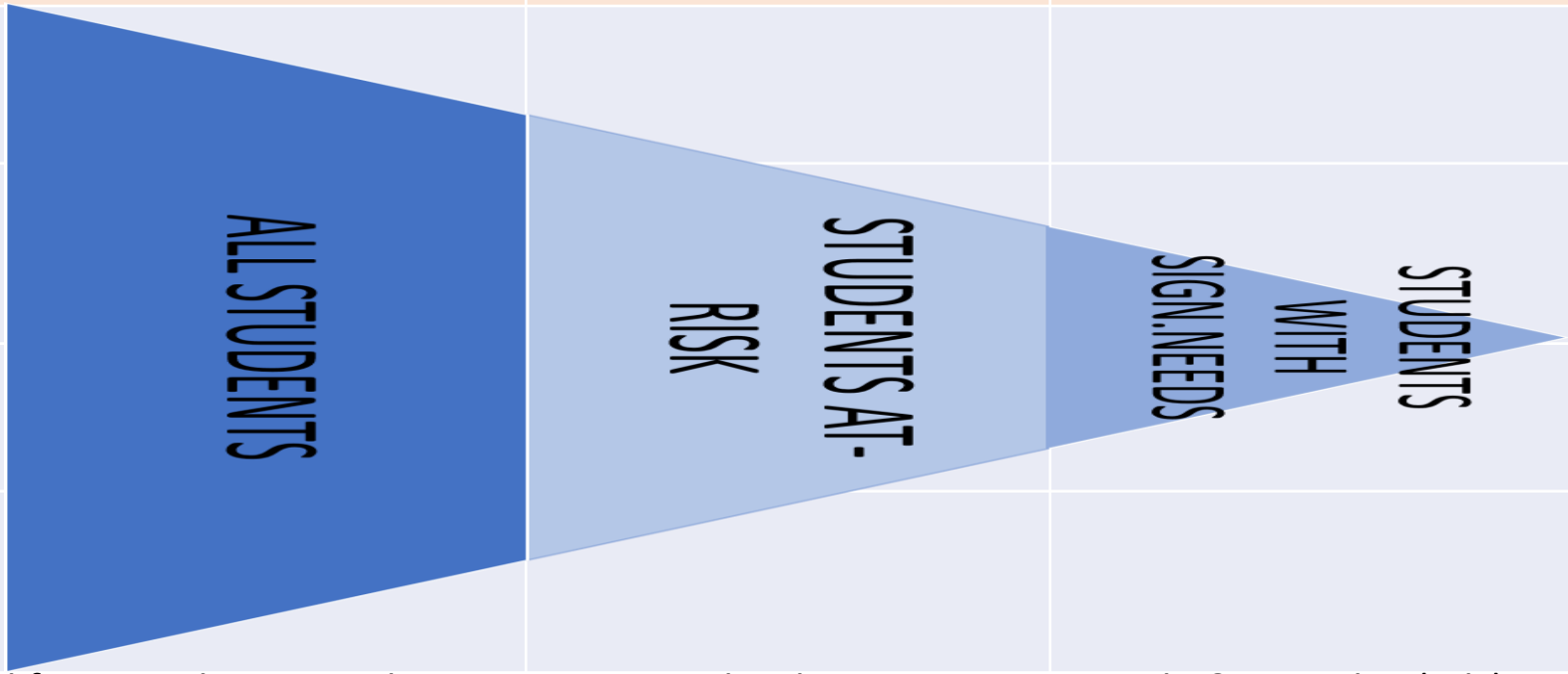
Az iskolapszichológiai szolgálat kontinuuma



Recipients of Service	Goals of Service		
	Primary Prevention/ Intervention Universal: all students Tier 1	Secondary Prevention/ Intervention Targeted: Students at risk Tier 2	Tertiary Prevention/ Intervention Intensive: for students with significant needs Tier 3
• School system or school Provide information, consult, advise			
• School staff Provide information, consult, advise			
• Students/Parents (Mediated) Provide information, consult, advise			
• Students/Parents (Direct) Group and individual counseling; Assessment; Consultation			

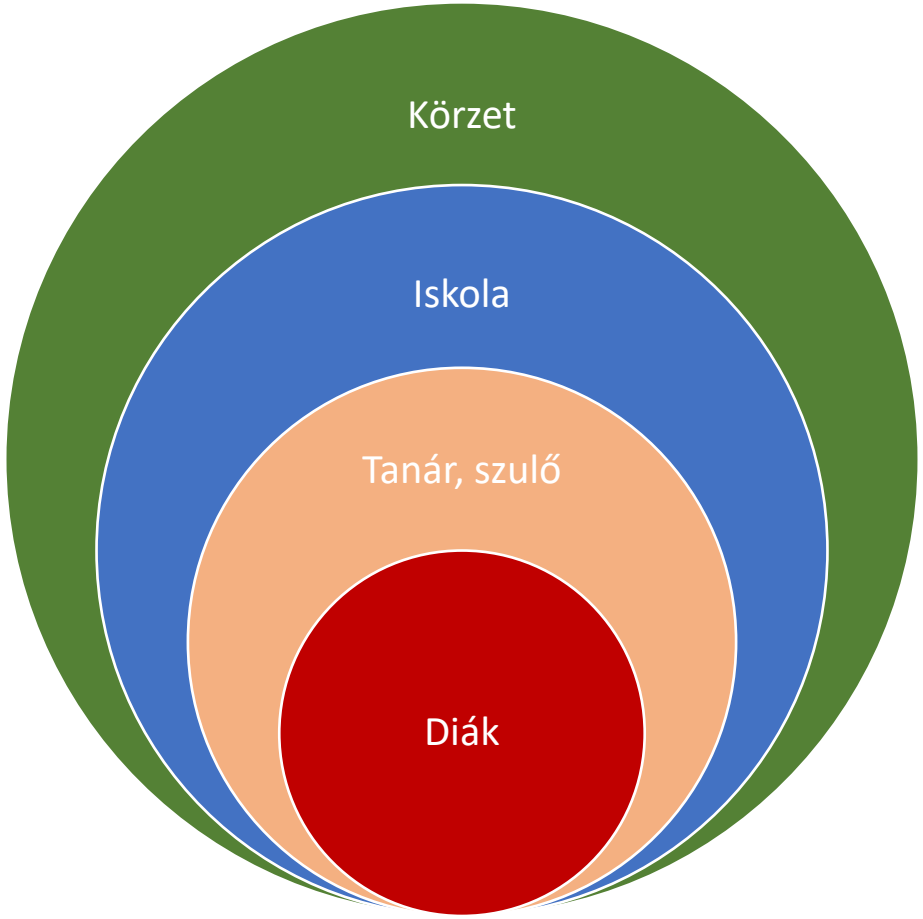
- Cole, E., & Siegel, J. A. (Eds.) (2003). Effective Consultation in School Psychology (2nd revised and expanded ed.). Toronto: Hogrefe & Huber

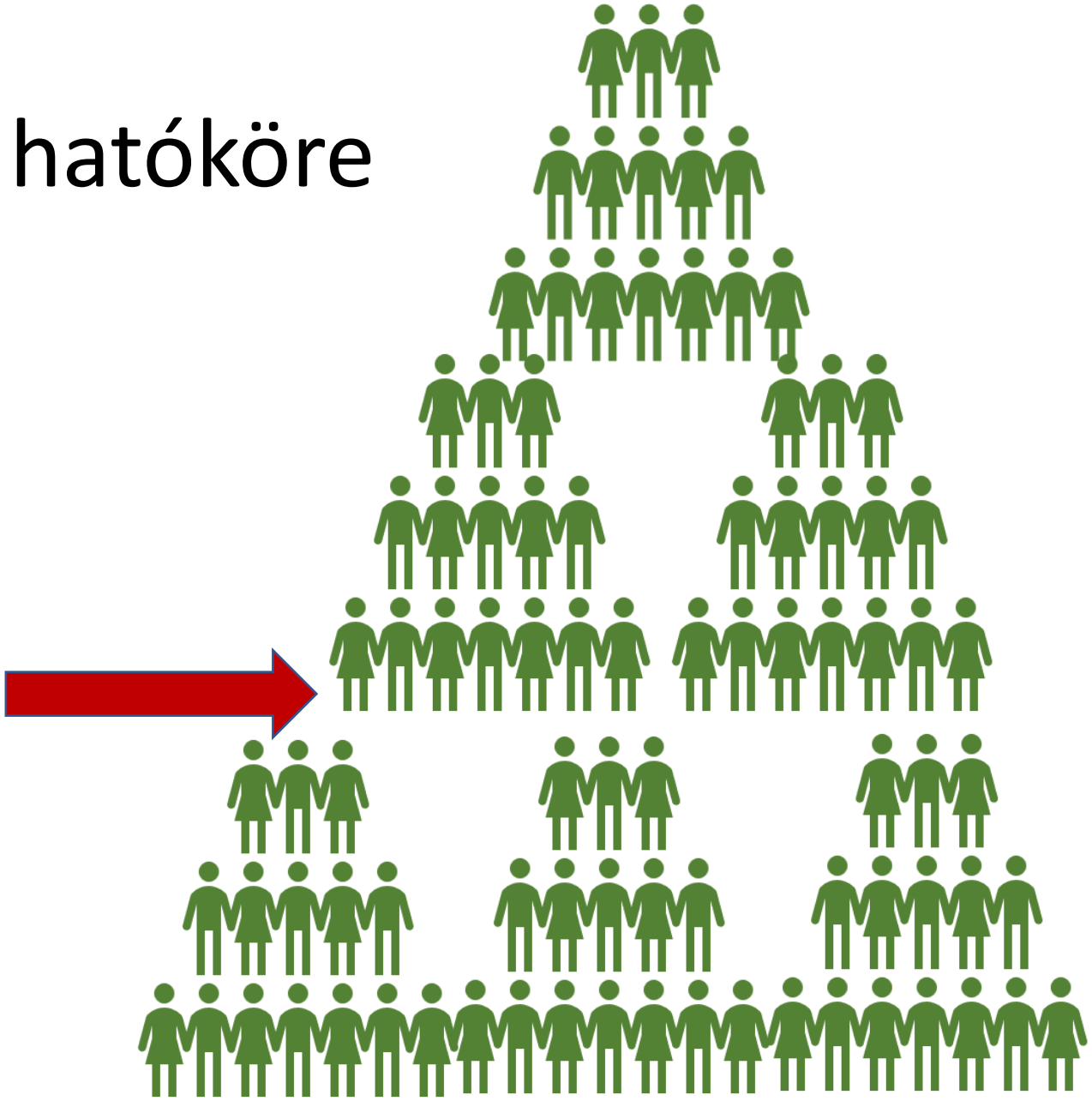
Recipients of Service Szolgáltatás igénybevevői	Goals of Service Szolgáltatás céljai		
	Primary Prevention/ Intervention **Universal: all students** **Tier 1**	**Secondary Prevention/ Intervention** **Targeted: Students at risk** **Tier 2**	**Tertiary Prevention/ Intervention** **Intensive: for students with significant needs** **Tier 3**
• **School system or school** **Provide information, consult, advise**			
• **School Staff** **Provide information, consult, advise**			
• **Students/Parents (Indirect)** **Provide information, consult, advise**			
• **Students/Parents (Direct)** **Group and individual counseling; Assessment; Consultation**			

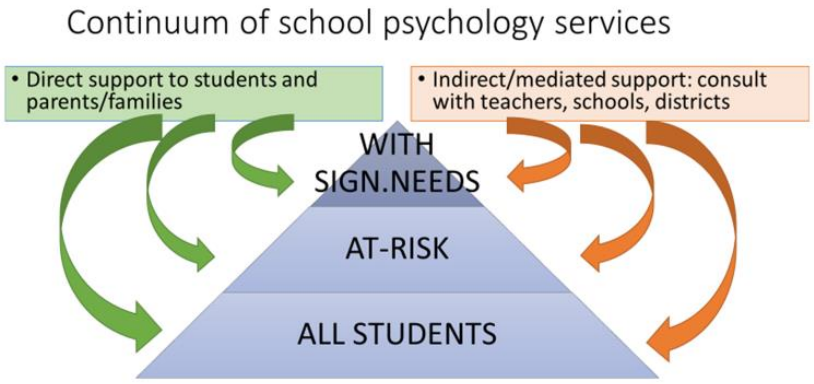


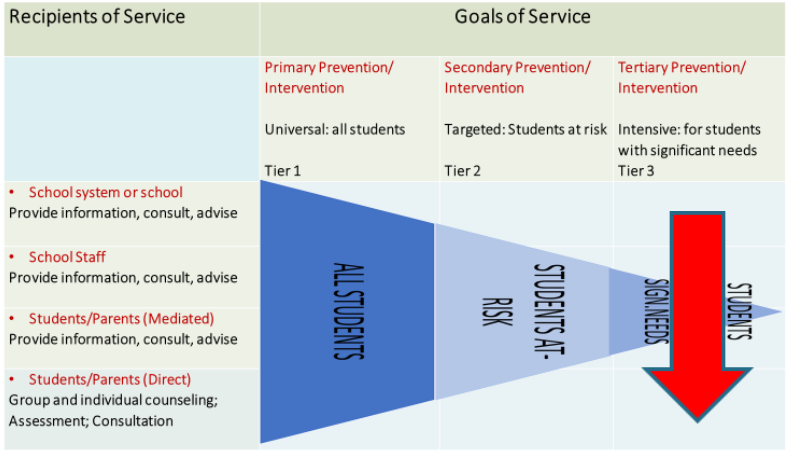
Kokai,M.&Cole,E. (2021).A comprehensive model for consultation and intervention in school settings. In In E. Cole & M. Kokai (Eds). Mental health consultation and intervention in school settings: A scientist-practitioner's guide. Hogrefe Publishing GmbH.

Az iskolapszichológia hatóköre



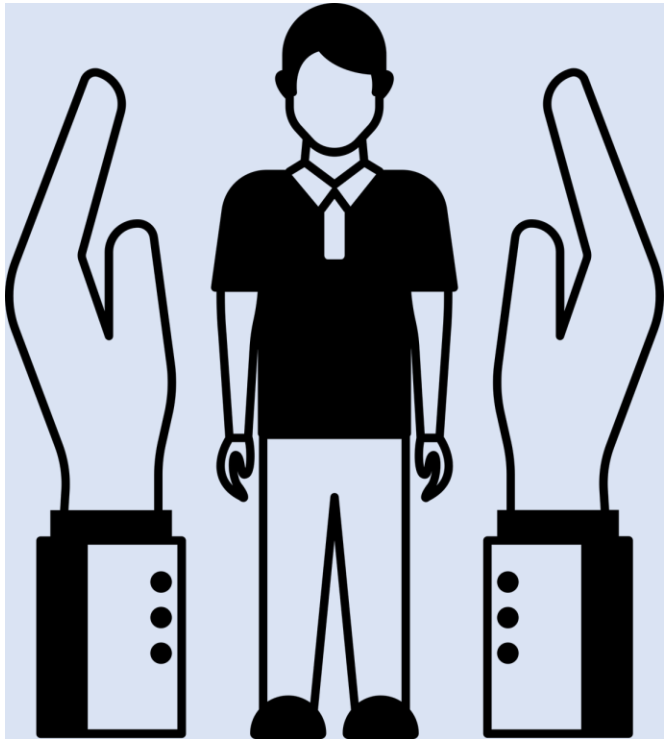


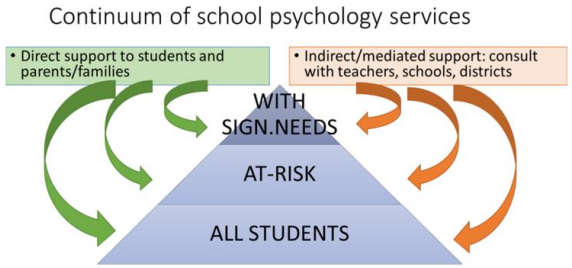




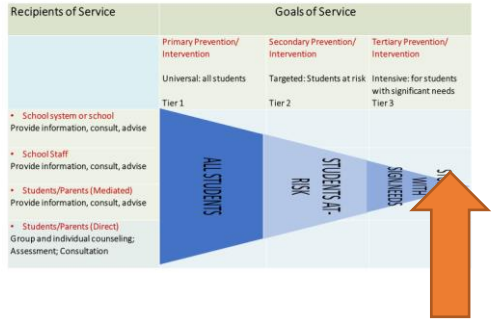
T-3 (intenziv) beavatkozás

- **Tanulók komoly problémával**





T-3 (intenziv) beavatkozás



Pszichológiai vizsgálat

A mögöttes okok azonosítása (Dx)

Cél a közvetlen beavatkozás

Több információforrás

Kulturális kompetencia

Eredmények és javaslatok

Szakmai/etikai normák

Tanácsadás/terápia/programozás

Klinikai és kulturális kompetencia

Egyénre szabott programozás a viselkedéshez

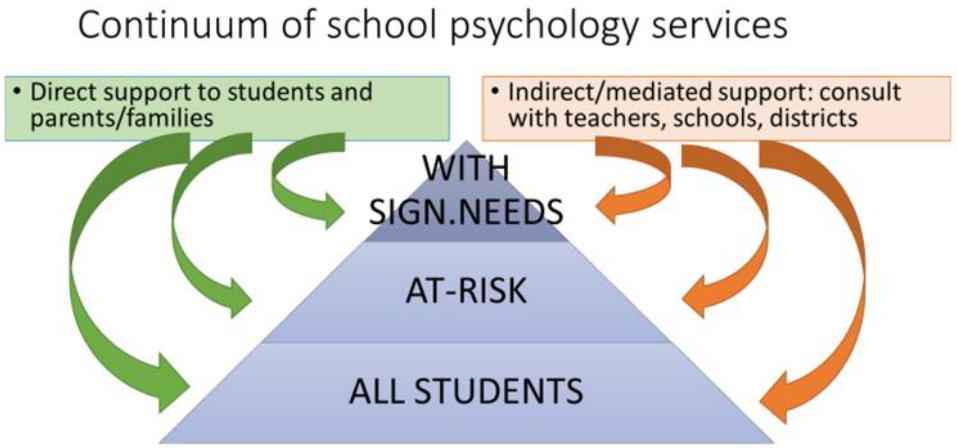
Szülői részvétel

Szakmai/etikai normák

(Iskolai vagy iskolán kívüli szakember)

Igénybevevő	T-3 (intenziv) beavatkozás- Tertiary Prevention/Intervention
Indirect **Students/** **Parents** **Diák/szülő**	Konzultáció problémás tanulókkal kapcsolatban Tanácsadás a pedagógusoknak krízishelyzetben
Direct **Students/** **Parents** **Diák/szülő**	Kommunikáció és találkozás a szülőkkel Egyéni vizsgálat, tanácsadás, terápia tanulókkal Együttműködés az iskolán kivüli szakemberekkel a tanulók támogatásában Krízisbeavatkozás a tanulókkal Öngyilkossági kockázat értékelése; Veszély- és kockázatértékelés

Igénybevevő	T-3 (intenziv) beavatkozás- Tertiary Prevention/Intervention
System/ Board/ Körzet	<u>Rendszerszintű MDT és konzultáció:</u> • Protokollok: pl. öngyilkossági kockázat felmérése, beavatkozások súlyos tanulási és viselkedési problémák esetén, stb. • Intenziv beavatkozás kiválasztása, értékelése alkalmazkodási nehézségekkel küzdő tanulók számára Együttműködés a közösségi intézményekkel Rendszerszintű programok alkalmasságának felmérése
School staff Iskola	Az iskolai dolgozók kapcsolatba léptetése a tankerületi és közösségi intézményekkel (iskolai szinten) Konzultáció specifikus tanulási v. viselkedés problémákról, alkalmazkodási nehézségekről

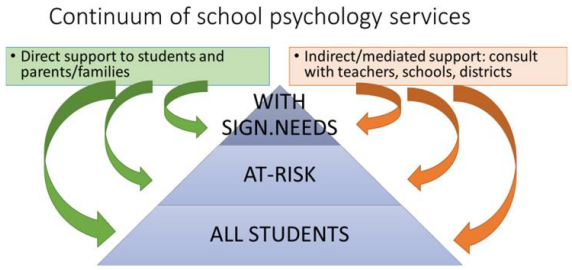


Recipients of Service	Goals of Service		
	Primary Prevention/ Intervention Universal: all students Tier 1	Secondary Prevention/ Intervention Targeted: Students at risk Tier 2	Tertiary Prevention/ Intervention Intensive: for students with significant needs Tier 3
• School system or school Provide information, consult, advise	ALL STUDENTS	STUDENTS AT	STUDENTS WITH SIGN.NEEDS
• School Staff Provide information, consult, advise			
• Students/Parents (Mediated) Provide information, consult, advise			
• Students/Parents (Direct) Group and individual counseling; Assessment; Consultation			

T-2 (célzott) beavatkozás

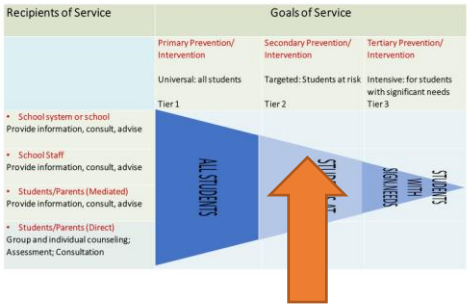
Bizonyos tanulók





T-2 (célzott) beavatkozás

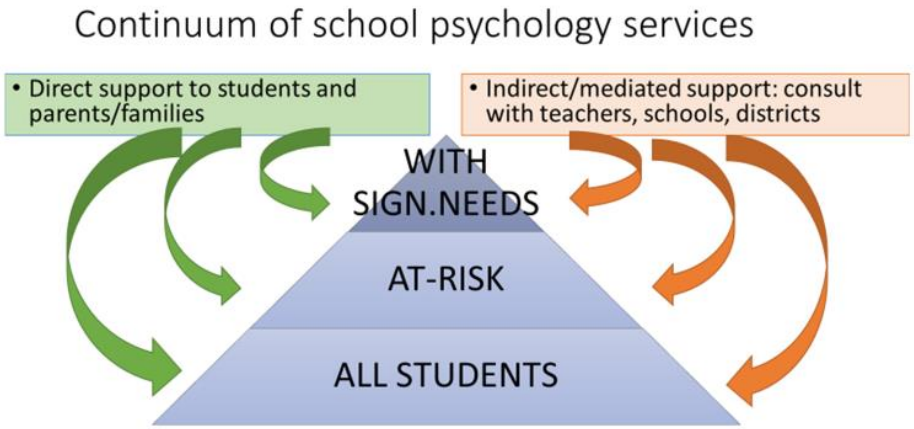
Bizonyos tanulók

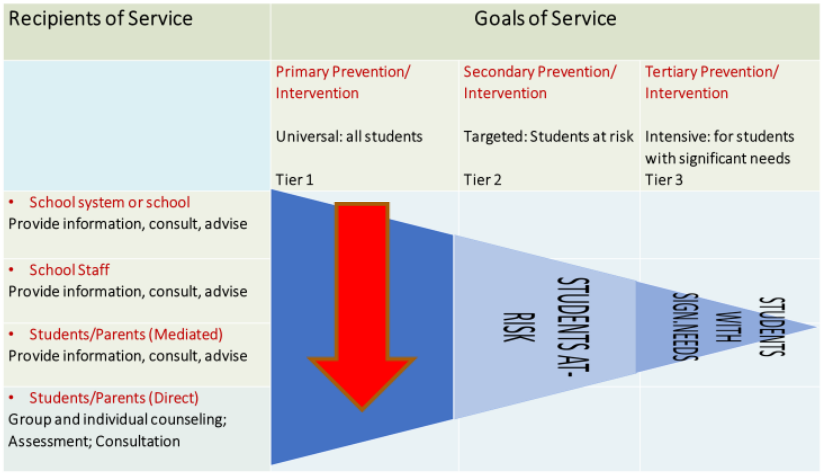


- Fókusz:
- sérülékeny tanulók, kockázati faktorokkal (traumát átélt; családjuktól elszakított; fogyatékossággal élő gyermekek; új bevandorlók, menekültek; stb.)
- Közösséggel való együttműködés

Igénybevevő	T-2 (célzott) beavatkozás -Secondary Prevention/Intervention
Indirect **Students/** **Parents/** **Diák/szülő**	Az iskolapszichológus konzultál (MDT): • Specifikus tanulókkal kapcsolatban (pl. 5:1) • Specifikus családok bavonásáról (pl. pozitiv üzenetek hazaküldése) • Specifikus tanulói rizikó faktorokról (válás, betegség, családi trauma, stb…)
Direct **Students/** **Parents** **Diák/szülő**	• Kommunikáció és találkozás a szülőkkel (tolmács) • Kiscsoportos “targeted” beavatkozás azonositott tanulókkal (szülői beleegyezés; fidelity) • Közösségi szervezetekkel való kapcsolat hasznositása

Igénybevevő	T-2 (célzott) beavatkozás -Secondary Prevention/Intervention
System/ Board/ Körzet	Az iskolapszichológus konzultál (MDT) és szakmai továbbképzést kínál : • veszélyeztetett tanulókkal kapcsolatos • az egész rendszerre kiterjedő támogatásokról Célzott beavatkozások kiválasztása, értékelése Együttműködés közösségi szervezetekkel/erőforrásokkal (szabadidős programok, könyvtár, cserkészet, sport vagy művészeti tevékenységek, stb)
School staff/ Iskola	Az iskolapszichológus konzultál és szakmai továbbképzést kínál pl.: • Traumainformált ellátás • Mentalhigiénés problémák felismerése az osztályban • Gyógypedagógiai problémák felismerése az osztályban • Családok bevonása Veszélyeztetett tanulók azonosítása Megfelelő beavatkozás kiválasztása, tervezése (MTD) Másodlagos trauma – “self-care”





T1 - univerzális beavatkozás

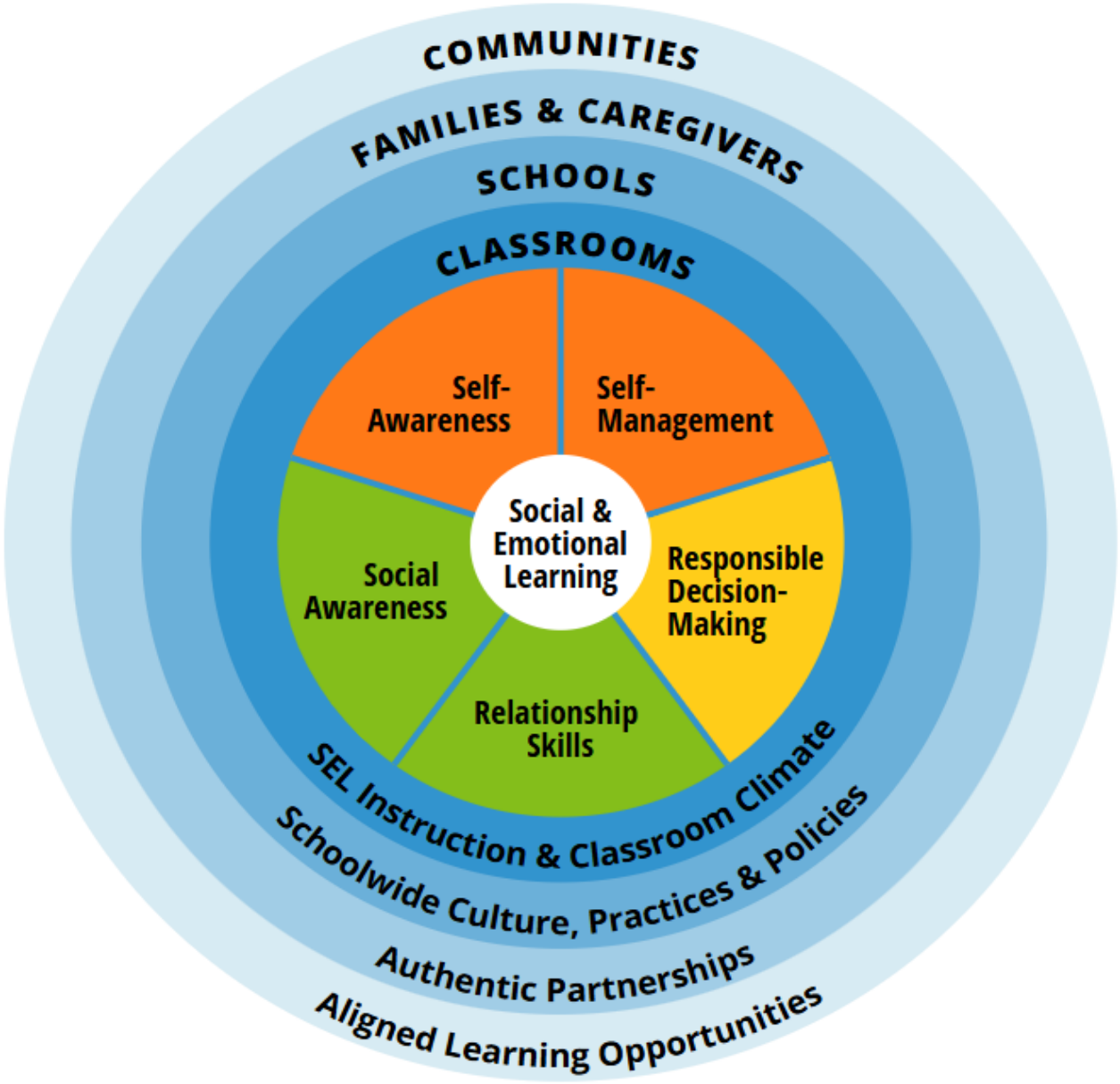
Minden tanuló



Igénybevevő	T1 – univerzális beavatkozás/Universal (Primary) Intervention
Indirect **Students/** **Parents** **Diák/szülő**	A pedagógusok támogatása: a diákok és a családok bevonásában az univerzális prevenciós programok használatában Együttműködés a tágabb közösség szervezeteivel
Direct **Students/** **Parents** **Diák/szülő**	Kommunikáció és találkozás a szülőkkel (iskolai események, “open house”) Előadások a szülőknek; diákoknak Univerzális prevenciós/beavatkozási programok vezetése az osztályban

T1: Társas-Érzelmi Tanulás -Social-Emotional Learning -SEL

- **Collaborative for Academic, Social, and Emotional Learning**
- **CASEL** https://casel.org/
- Önismeret
- Önszabályozás
- Felelősségteljes döntéshozatal
- Kapcsolatok
- Társas tudatosság
- https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/



T1: Társas-Érzelmi Tanulás - SEL

- **Collaborative for Academic, Social, and Emotional Learning**
- **CASEL** https://casel.org/
- **Kutatási eredmények:**
- Jobb tanulmányi teljesítmény
- pozitív viselkedés
- önbizalom
- iskolai elkötelezettség (engagement)
- Hosszú távon: növeli a jobb kapcsolatok, jobb mentális egészség és a karrier sikerének valószínűségét
- “every dollar invested in SEL there is an $11 return.”



T1: Társas-Érzelmi Tanulás – néhány példa

- THE PENN RESILIENCE PROGRAM FOR MIDDLE SCHOOL STUDENTS
- (University of Pennsylvania)

- 12 lecke
- gondolkodási stílusok, asszertivitás, megküzdési stratégiák, szociális készségek, döntéshozatal, szociális problémamegoldás
- PRP leckék leirása: https://ppc.sas.upenn.edu/sites/default/files/prplessons.pdf

Description of PRP Lessons

Lesson #1: Link Between Thoughts and Feelings

The first half of PRP Lesson 1 is devoted to introducing the students to the program, establishing rapport, and building group cohesion. The cognitive component of this lesson is based on the ABC model (Ellis,1962). Automatic thoughts are introduced as "conversations inside our heads", or "self talk", and students are encouraged to describe recent activating events, or adversities, and to recall what they "said to themselves". The final section of Lesson 1 focuses on the link between thoughts and feelings; the B-C of the ABC model. Students, with the aid of 3-frame cartoons, generate the automatic thoughts that make sense of specific emotional consequences, given the adversity.

Lesson #2: Thinking Styles

The focus of this lesson is on explanatory style, particularly the stable-unstable dimension. Optimism and pessimism, referred to as "thinking styles" in PRP, are presented to the students through a series of skits that they act out as a group. The students practice identifying permanent (stable) thoughts in similar skits. Activities in the lesson require the students to generate alternatives to the initial, explanatory style-driven thoughts of the actors. For homework, students use their knowledge of explanatory style to generate alternative explanations for events in their own lives.

Lesson #3: Challenging Beliefs: Alternatives and Evidence

After Lessons 1 and 2 the students are able to identify their pessimistic automatic thoughts and have come to understand that we often uncritically accept these thoughts as accurate. They have also practiced generating more optimistic alternatives. In PRP Lesson 3, the students consolidate the skill of generating alternatives and learn how to evaluate the accuracy of these beliefs and their initial, automatic thoughts.

The group leader reads a story to the students which presents the process of generating alternatives and evaluating evidence as analogous to the work of a detective. The story is about two fictional characters, Sherlock Holmes and Merlock Worms. Merlock Worms is a bad detective because he only comes up with one suspect (i.e., endorses his initial automatic thoughts and fails to generate alternatives) and overlooks evidence which is vital to the case (i.e., fails to evaluate the thought). Sherlock, however, is a good detective because he draws up a list of suspects (generates candidate beliefs) and looks for clues to narrow down the list (evaluates evidence).

T1:Társas-Érzelmi Tanulás – néhány példa

- **“STRENGTHS-BASED RESILIENCE”**
- Dr. Tayyab Rashid, Toronto

- Középiskolai pozitív pszichológia program, 14, 12, 10 és 8 órás változatok
- Fókusz: flourishing és az erősségek a hiányosságok helyett
- A tanulók erősségeinek azonosítása és fokozása
- A tanulók hangjának bevonása

T1:Társas-Érzelmi Tanulás – néhány példa

- **STRONG MINDS - STRONG KIDS -Psychology Canada**
  https://strongmindsstrongkids.org/en/

- Az önszabályozás elősegítése
- Hatékony stresszkezelési készségek és stratégiák oktatása
- Pozitív megküzdési készségek oktatása
- Érzelmi rugalmasság kialakítása

STRONG MINDS - STRONG KIDS -Psychology Canada https://strongmindsstrongkids.org/en/

- Kids Have Stress Too! Tools And Activities For Classrooms Grades 1 To 3
- Kids Have Stress Too! Tools And Activities For Classrooms For Grades 4 To 6
- Stress Lessons From Stress Out to Chilled Out for Grade 7 to 9
- Stress Lessons Tools for Resiliency Grades 9-12:

The programs

With the help of educators, psychologists and stress experts from across the country, the Psychology Foundation of Canada (PFC) has developed a range of curriculum-linked stress management programs specifically for the classroom. These evidence-based programs are designed to help educators, parents and caregivers become more aware of childhood stress, and to help students develop effective strategies to deal with stress.

These programs include:

- **Kids Have Stress Too!®**
  Preschool and Kindergarten Program
- **Kids Have Stress Too!®**
  Tools and Activities for Classrooms Grades 1-3
- **Stress Lessons®**
  For Grades 4-6
- **Stress Lessons®**
  From Stressed Out to Chilled Out – Grades 7-9

"The best approaches to improving executive functions and school outcomes… address stresses in students' lives, attempting to resolve external causes and strengthen calmer, healthier responses."

Adele Diamond, 2010



Kids Have Stress Too!® (KHST!) Preschool and Kindergarten Program

Provides a comprehensive introduction to key aspects of early childhood and brain development, as well as the crucial role caregivers and educators play in helping children learn effective stress-management strategies. Designed to meet the needs of early childhood educators and kindergarten teachers, the program contains evidence-based strategies to help young children learn how to become aware of and manage stress.

Kids Have Stress Too!® for grade 1-3 classrooms

Provides educators with strategies to help create an emotionally healthy environment in their classroom by promoting self-regulation and effective stress-management skills and strategies.

Stress Lessons® for grade 4-6 classrooms

Provides educators with practical, developmentally appropriate, engaging activities for students ages 9-12.

Stress Lessons® from Stressed Out to Chilled Out
Intended for those who work with youth in Grades 7-9



Program goals

- To support educators and students in learning how to recognize and deal with stress;
- To build students' capacity for self regulation;
- To provide educators with innovative ways of presenting required curriculum on social and emotional learning;
- To help create a calm, safe and stimulating classroom environment.

"Stress has an enormous impact on childrens' self-regulation. Self-regulation is increasingly being seen as key to successful learning in the classroom and beyond. Teaching students effective stress-management techniques can improve self-regulation and learning."

Stuart Shanker, 2012

What's included?

The programs feature:

- Skill-based activities ranging from 5-50 minutes in length that can be used in a variety of subject areas;
- Step-by-step lesson plans;
- Tips, facts and suggestions on how to extend or modify each activity;
- Inquiry/project based approaches
- Supplementary materials such as videos and handouts.

For more information or to download resources, please go to **www.psychologyfoundation.org**

Maximizing effectiveness

The programs work best if they are introduced early in the academic year, so that the activities can be repeated and become incorporated into daily classroom practice.

Additionally, because stress is part of the school environment, classroom-based stress-management programs (such as Kids Have Stress Too!® and Stress Lessons®) need to be positioned within a comprehensive whole-school approach to mental health promotion.

We've listed a variety of helpful, evidence-based resources related to comprehensive, whole school approaches.

See them on our site at: **www.kidshavestresstoo.org**





T1: Társas-Érzelmi Tanulás – néhány példa

- **FRIENDS for LIFE (Dr. Paula Barett, Ausztrália)**
- https://friendsresilience.org/friendsforlife
- **F**eelings (talk about your feelings and care about other people's feelings)
- **R**elax (do "milkshake" breathing, have some quiet time)
- **I** can try! (we can all try our best)
- **E**ncourage (step plans to happy home)
- **N**urture (quality time together doing fun activities)
- **D**on't forget – be brave! (practice skills everyday with friends /family)
- **S**tay happy

Társas-Érzelmi Tanulás – néhány példa

- **FRIENDS for LIFE (Dr. Paula Barett, Ausztrália)**
- https://friendsresilience.org/
- 3 verzió 3 korcsoportra
- “Evidence-based”
- WHO elismerte
- TCDSB alkalmazás: 2008-2014

Greater Good Science Center

University of California Berkeley https://ggsc.berkeley.edu/

- **Greater Good in Education:** ….” free resource hub for educators from UC Berkeley's Greater Good Science Center. Learn how to build happier, kinder schools and classrooms where everyone belongs through our growing collection of free practices for educators and students.” https://ggie.berkeley.edu/

- https://ggie.berkeley.edu/student-well-being/

Character Strengths

Developing character strengths helps students become the people they want to be. SEL and mindfulness help them put those strengths into practice.

Learn More about Character Strengths ▶

- **Empathy**
- **Kindness & Compassion**
- **Gratitude**
- **Forgiveness**
- **Self-Compassion**
- **Purpose**
- **Courage**
- **Humility**
- **Awe**
- **Growth Mindset**

Social-Emotional Learning

SEL skills help students put their character strengths into action and cultivate new ones.

Learn More about SEL Skills ▶

- **Self-Awareness & Self-Management**
- **Social Awareness & Relationship Skills**
- **Ethical Decision-Making & Social Responsibility**
- **SEL Kernels™**

Mindfulness

Practicing mindfulness helps students embody the SEL skills needed for drawing on their character strengths.

Learn More about Practicing Mindfulness ▶

- **Mindfulness**
- **Trauma & Trauma-Informed Schools**

Mindfulness

ACADEMIC INSTRUCTION | SCHOOL RELATIONSHIPS | ADULT WELL-BEING | STUDENT WELL-BEING | PROGRAMS FOR EDUCATORS | ALL PRACTICES

What Is It? | Why Is It Important? | All Related Practices

Practice Collections



Mindfulness for Lower Elementary Students



Mindfulness for Upper Elementary Students



Mindfulness for Middle and High School Students



Contemplation and Creativity

Practices



SEL for Students: The Basics of Emotions

What Are Emotions?

Why Are They Important?

Igénybevevő	T1 – univerzális beavatkozás/Universal (Primary) Intervention
System/ Board/ Körzet	Az iskolapszichológus konzultál (MDT) és szakmai továbbképzést kínál pedagógusoknak, szülőknek. Lehetséges témák: • Iskolai légkör javitása • Társas-Érzelmi Tanulás – Social-Emotional Learning SEL • Univerzális prevenció kiválasztása, értékelése • Traumainformált ellátás az iskolában • Szülők bevonásának módjai • Krizisintervenció megszervezése és protokolja • Rendszer-szintű, széleskörű szűrések megszervezése és protokolja Az iskolapszichológus részt vesz rendszer-szintű felmérésekben Az iskolapszichológus részt vesz pszichológia témájú hirlevelek kiadásában és események szervezesében
School/Iskola	

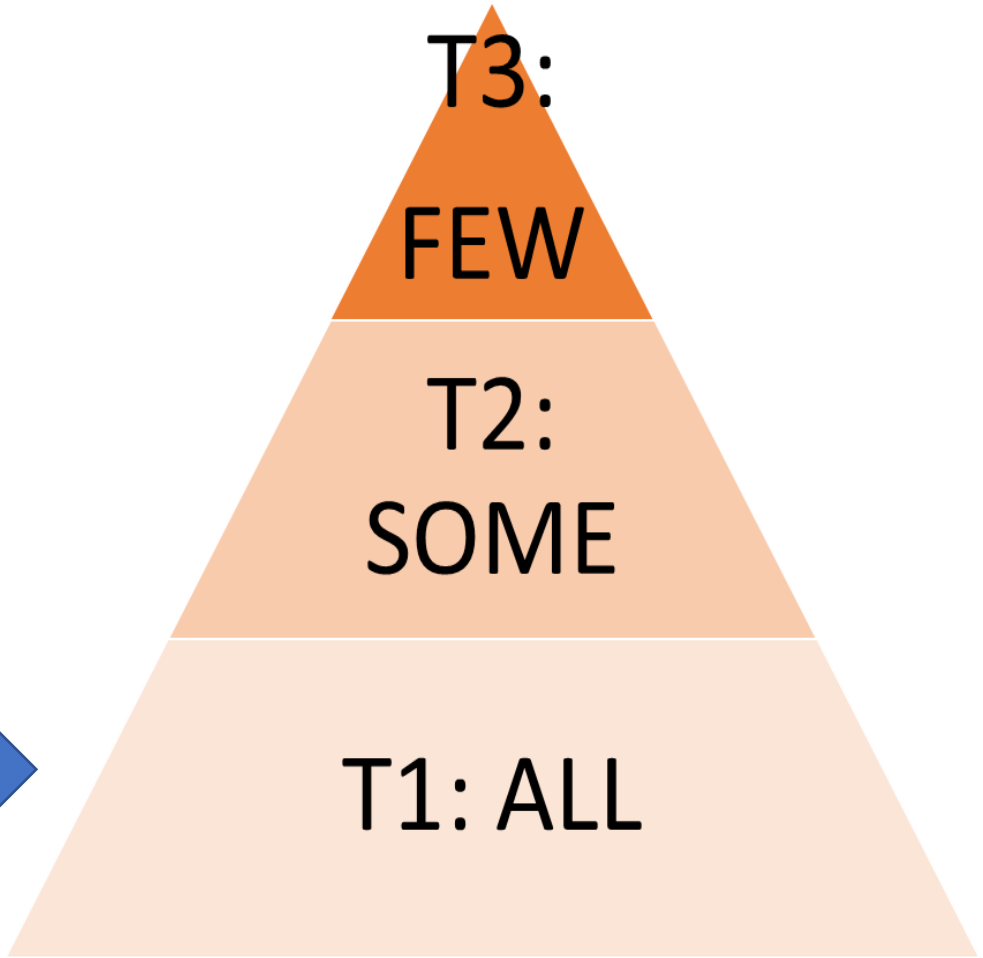
Az iskolai légkör javitása- Pozitív iskolai légkör komponensei:*

- **társas, érzelmi és fizikai biztonság** (magatartási kódex, iskolai szabályok meghatározása, közzététele, tanítása és megerősítése)
- **az iskolai tanulás**, “engagement” és társas-érzelmi tanulás /fejlődés támogatása
- **pozitív, gondoskodó, tiszteletteljes kapcsolat**; minden tanulónak legyen egy „gondoskodó felnőtt” az iskolában, akihez támogatásért fordulhat**
- **kapcsolodás az iskolához,** összetartozás érzés; pozitiv fizikai környezet (mindenki együttes hozzájárulása az iskola fizikai környezetének fenntartásához)
- Erős, támogató iskolavezetés és együttműködő kollektiva

* National School Climate Centre https://schoolclimate.org/school-climate/ **Harvard Graduate School of Education https://mcc.gse.harvard.edu/research-initiatives/relationship-mapping-initiative

T1: tanulói jóllét: Minden tanuló

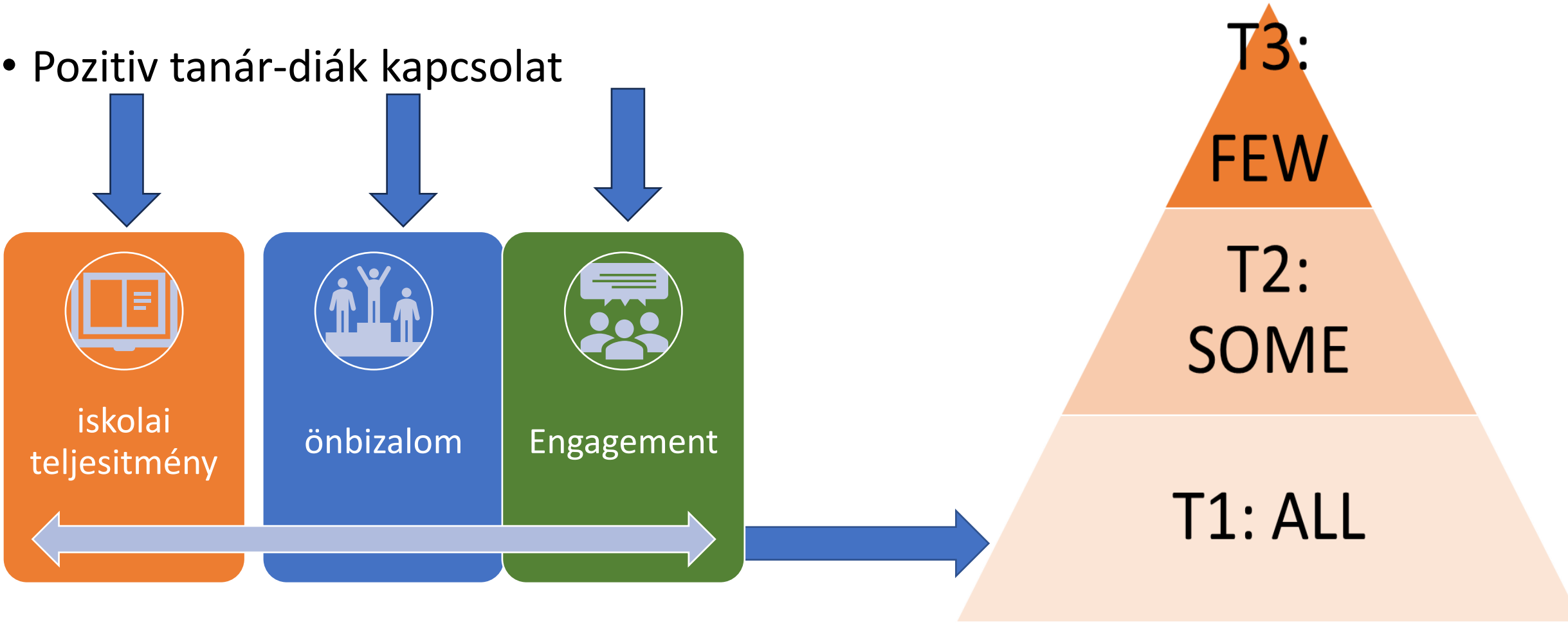
- Pozitív iskolai légkör
- Összetartozás érzés
- Reziliencia
- Mentális egészség



Sahib, A., Chen, J., Reynolds, K. J., & Cárdenas, D. (2025). The curative effect of schools: **A longitudinal study of the impact of school climate, school identification, and resilience on adolescent mental health.** School Psychology, 40(1), 13–23. https://doi.org/10.1037/spq0000571

T1: tanulói jóllét: Minden tanuló

- Pozitiv tanár-diák kapcsolat



Clayton R. Cook, Susanna Coco, Yanchen Zhang, Aria E. Fiat, Mylien T. Duong, Tyler L. Renshaw, Anna C. Long & Sophia Frank | (2018) Cultivating Positive Teacher– Student Relationships: Preliminary Evaluation of the **Establish–Maintain–Restore (EMR)** Method, School Psychology Review, 47:3, 226-243, DOI: 10.17105/SPR-2017-0025.V47-3

https://ggie.berkeley.edu/

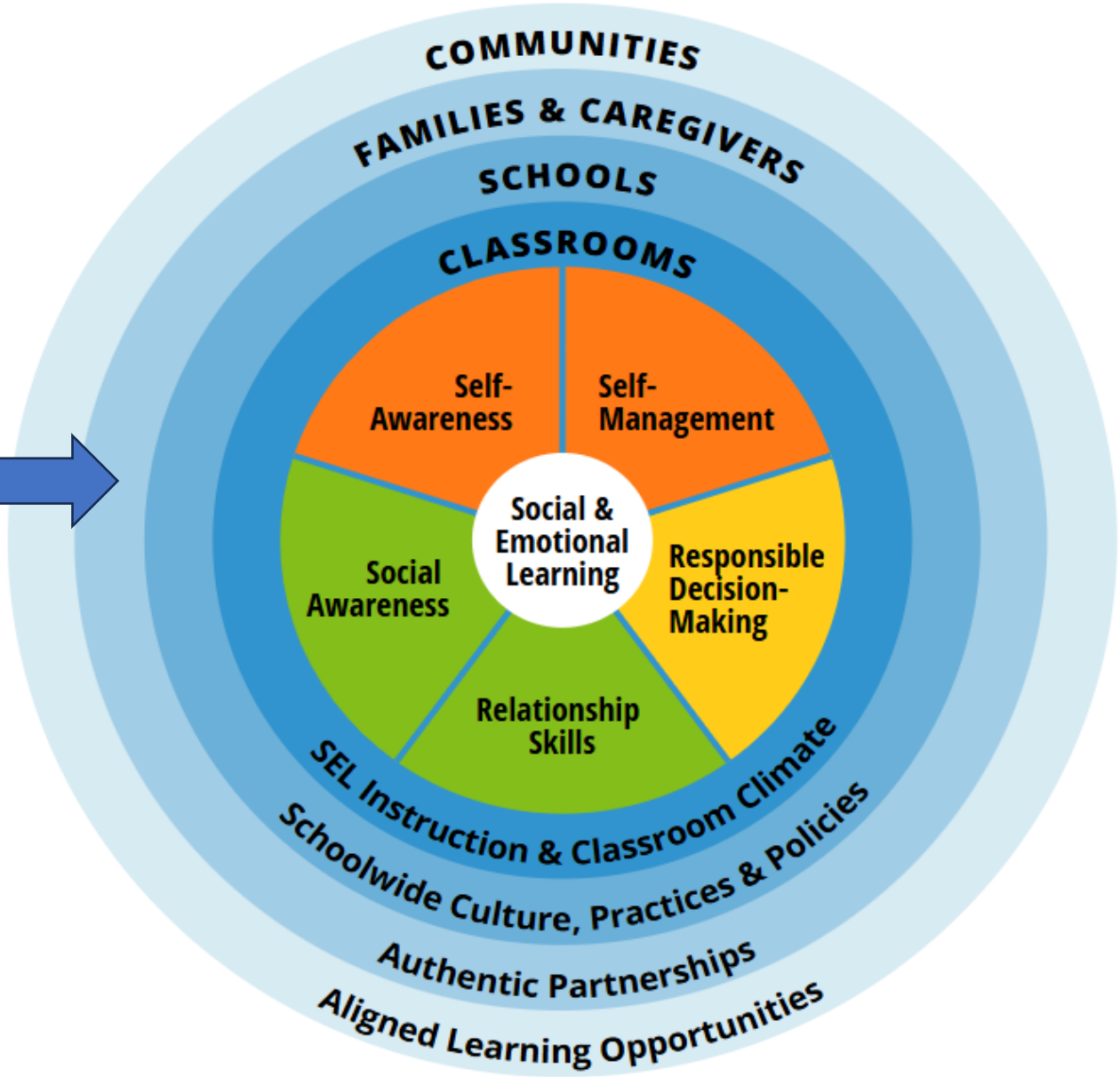
T1: Társas-Érzelmi Tanulás - SEL

- **Collaborative for Academic, Social, and Emotional Learning**

https://casel.org/systemic-implementation/sel-in-the-school/

Iskola/rendszer-szintű alkalmazás.

“bevonja az egész iskolai közösséget olyan gondoskodó, motiváló és méltányos tanulási környezet kialakításába, amely elősegíti a szociális, érzelmi és tanulmányi fejlődést.”



T1: Traumainformált ellátás az iskolában

Az iskolapszichológus fontos szerepet tölt be abban, hogy

- a pedagógusok
- jobban megértsék a trauma súlyos hatását a gyermekfejlődésre
- felismerjék a traumatikus élményekkel járó tüneteket
- jobban tudják támogatni az érintett tanulókat
- kompetensebbek legyenek a további segítségre szoruló gyerekek azonosításában

Szakmai tovabbképzés nyújtása

Konzultáció

“Screen time, social media”

*A GENERATION AT RISK: THE STATE OF YOUTH MENTAL HEALTH IN CANADA**

Fiatalok, akik hosszu időt töltenek képernyőn (6+ óra naponta), azok

<u>több mint 2-szer nagyobb valószínűséggel élnek át</u>:

- öngyilkossági gondolatokat
- alkohol és a kannabisz függőséget
- szorongást és súlyos mentális egészségi tüneteket.

<u>Kétszer magasabb:</u>

- a depresszió kockázata és
- a súlyos mentális zavarok valószínűsége.

MH and screen time, social media….

A GENERATION AT RISK: THE STATE OF YOUTH MENTAL HEALTH IN CANADA*

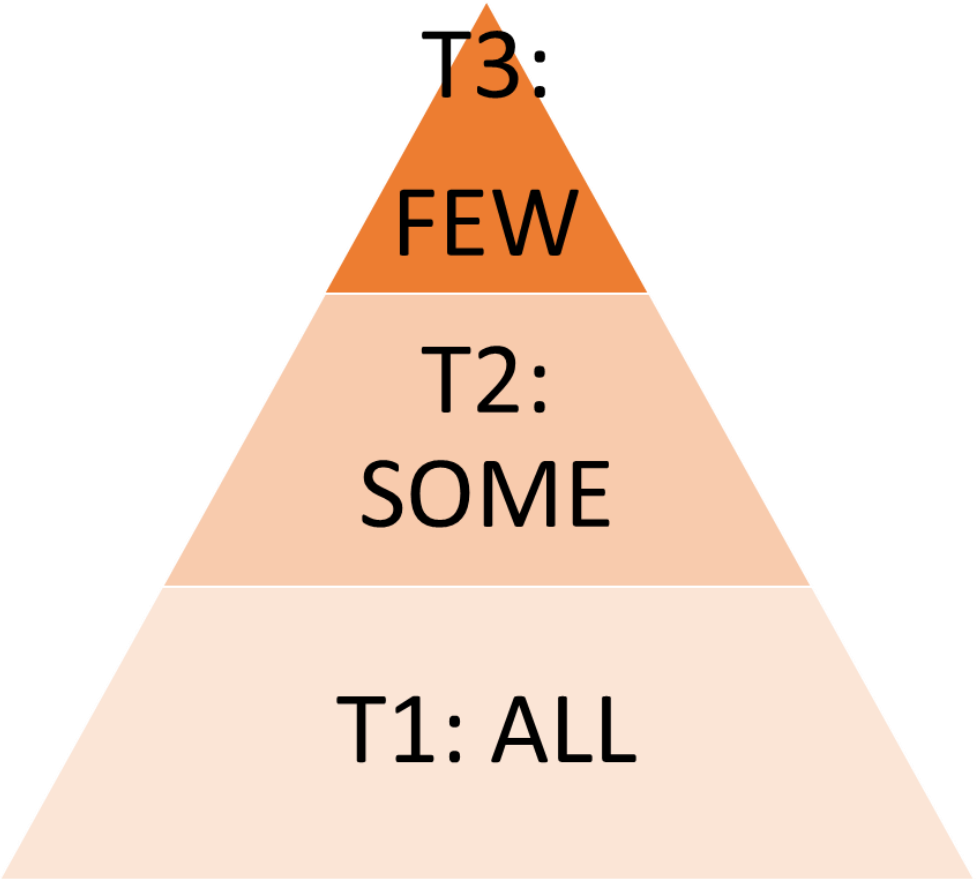
Youth with high personal screen time (6+ hours daily) **are 2.35 times more likely to experience suicidal ideation** (34% vs. 14%), alcohol dependency (12% vs. 6%), and cannabis dependency (18% vs. 6%). High screen time also correlates with a 2.5 times higher rate of self-rated anxiety (28% vs. 12%) and severe mental health symptoms (15% and 14% vs. 5% on GAD-7 and PHQ-9). Additionally, it's linked to a 2 times higher risk of self-rated depression (22% vs. 11%) and 3 times the likelihood of severe mental distress. [32]

- Mental Health Research Canada (MHRC) October 2024 https://www.mhrc.ca/youth-mental-health

T1: tanulói jóllét: Minden tanuló

- Center for Humane Technology – Youth Toolkit https://www.humanetech.com/youth#welcome
- The social dilemma (documentary)

https://www.humanetech.com/the-social-dilemma



T1: A szülők és a közösség bevonásának módjai: Az iskolapszichológus részt vesz pszichológia témájú hirlevelek kiadásában és események szervezesében

Példák a saját gyakorlatomból



T1: Szülők, pedagógusok, tanulók:

Az iskolapszichológus részt vesz pszichológia témájú hirlevelek kiadásában és események szervezesében

Néhány példa

Tematikus alkalmak:

- Mentális Egészség Hete
- Pszichológia hónap
- Iskolapszichológia hete

• Lokális alkalmak:

- Iskolai “Open House”
- Iskolai “PTA” gyűlés
- Iskolai hirlevelek

TODAY'S SPECIAL



Join Us for a Special Day in Support of Your Child

Drop by and visit information booths
Speak to our knowledgeable staff
Listen to presentations by Special Education experts

TODAY'S SPECIAL TOPICS:

- Getting Ready for High School: Preparing your child with a learning disability for transition
- Transition Planning for Students with Autism Spectrum Disorders: Transition to High School
- Development Services of Ontario - Planning Ahead for Adult Developmental Services Sector
- Understanding Your Child's Individual Education Plan (I.E.P)
- Hope, Support, Resilience: You are not alone... when a family member has a mental illness

GET FREE INFORMATION ABOUT:

Adult Support Services • Assistive Technology • Autism Spectrum Disorders • Blind and Low Vision Support • Deaf and Hard of Hearing Services • Early Language Interventions•Educational Resources • Gifted Programs • Identification, Placement and Review Committees (IPRC's) • Individual Education Plans (IEP's) • Intellectual Disability Resources • Learning Disability Supports • Mental Health Services • Transitioning to High School

NO REGISTRATION REQUIRED
Free underground parking at the Catholic Education Centre, 80 Sheppard Avenue East.
Easy access on TTC line (Sheppard Subway Station).
Interpreter/translator services also available. Please call **416-222-8282 ext. 2286** to request your language of choice.

DATE	LOCATION	TIME	
02-11-13	CATHOLIC EDUCATION CENTRE 80 SHEPPARD AVENUE EAST TORONTO, ONTARIO	9:00 AM TO 1:00 PM	Hosted by the Toronto Catholic District School Board Special Services Department and Special Education Advisory Committee **Saturday November 2, 2013.**

DIRECTOR OF EDUCATION: ANGELA GAUTHIER CHAIR: ANN ANDRACHUK

PARENT INFORMATION FAIR



Psychology Month

February is Psychology Month

Psychology is rooted in science that seeks to understand our thoughts, feelings and actions. It is a broad field – some psychology professionals develop and test theories through research while others work to help individuals, organizations, and communities function better. Still others are both researchers and practitioners.

Psychology Month is celebrated every February to highlight the contributions of Canadian psychologists and to show Canadians how psychology works to help – people live healthy and happy lives, their communities flourish, their employers create better workplaces, and their governments develop effective policies.

KÉPZŐMŰVÉSZETI PÁLYÁZAT – POZITIV PSZICHOLÓGIA TÉMA

TCDSB Special Services Department, Psychological Services

INVITATION TO STUDENTS TO SUBMIT ARTWORK

for

PSYCHOLOGY MONTH IN FEBRUARY

The goal of national ***Psychology Month*** is to generate awareness of, and interest in the role psychology plays in the various aspects of our lives. During Psychology Month groups across Canada organize outreach activities to share with the public what they do and how it contributes to the overall well-being of their communities.



We are inviting students to submit their artwork
that portrays issues that relate to mental health, relationships, and healthy choices, e.g.

healthy relationships
peacemaking
stopping bullying
healthy body & healthy mind

Artwork will be displayed at the TCDSB Catholic Education Centre, Atrium during February 9-20, 2015.

The deadline for submissions is February 6, 2015. Please send student artwork to:
Nick P. Biagini, Program Coordinator-Physical Education and the Arts, 416 222 8282, Ext: 2509

SPECIAL SERVICES



HÍRLEVELEK

Témák: Néhány példa:

- Fifteen minutes each day to connect with your child
- Helping Your Child Succeed: Learning the Skills of Resilience to Overcome Challenges
- “Needs Improvement”…? Learning Skills, Work Habits and Executive Functioning
- *“Just not motivated enough…”* Enhancing motivation in your child
- The **Greater Good** free online magazine, “turns scientific research into stories, tips, and tools for a happier life and a more compassionate society. ” https://greatergood.berkeley.edu/



FEBRUARY IS PSYCHOLOGY MONTH

Psychology is for Everyone

“Just not motivated enough…”

Enhancing motivation in your child

This article was prepared by TCDSB Psychology staff based on the latest scientific research in the fields of psychology and child development

Parents are often heard saying “*My child is just not motivated enough to do well in school*” or “*My child isn’t motivated to try new things*” or “*My child isn’t motivated to do his household chores*”. It can be frustrating to see your child not completing homework, making excuses for not participating in an activity or arguing with you when it is time to take out the trash.

Researchers have made distinctions between internal motivation (when kids and teens do things simply because they want to do them), and external motivation (when kids and teens do things because adults tell them to). As adults, we engage in both internally and externally motived activities, such as when we clean the house because we want to, or when we go grocery shopping because we have to. Likewise, although we hope that our kids will eventually develop strong internal motivation to try hard, do well in school, and try new things, we often need to help them to become motivated in certain areas.

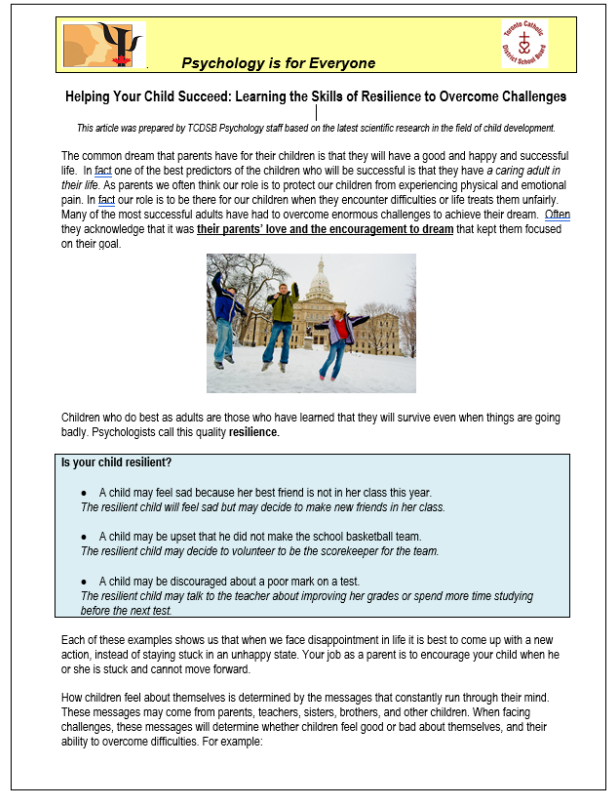
Understanding what can get in the way of your child’s motivation can help you assist your child in developing motivation.

Factors affecting motivation

What is important to adults is not necessarily important to kids and teens, such as having a clean bedroom, practicing piano, or getting bonus marks on an essay. Things that are not considered important to us are typically not internally motivating.

Schoolwork that is much too hard for a student can affect how that student sees him/herself, which then affects motivation to continue trying. If the student continually tries hard but meets little success, the student eventually gives up, saying: “What’s the point of trying? I’m going to fail anyway.”

During the adolescent years the impact of several factors on young person can be overwhelming, which can also affect motivation. Biological changes during puberty can have effec moods and attitudes. Transitions such as from elementary t school, or from high school to post-secondary can be scary, may affect students’ academic motivation and motivation to t new things. Social relationships and peer pressures can also affect motivation.



Psychology is for Everyone

Helping Your Child Succeed: Learning the Skills of Resilience to Overcome Challenges

This article was prepared by TCDSB Psychology staff based on the latest scientific research in the field of child development.

The common dream that parents have for their children is that they will have a good and happy and successful life. In fact one of the best predictors of the children who will be successful is that they have *a caring adult in their life*. As parents we often think our role is to protect our children from experiencing physical and emotional pain. In fact our role is to be there for our children when they encounter difficulties or life treats them unfairly. Many of the most successful adults have had to overcome enormous challenges to achieve their dream. Often they acknowledge that it was **their parents’ love and the encouragement to dream** that kept them focused on their goal.

Children who do best as adults are those who have learned that they will survive even when things are going badly. Psychologists call this quality **resilience**.

Is your child resilient?

- A child may feel sad because her best friend is not in her class this year.
  The resilient child will feel sad but may decide to make new friends in her class.
- A child may be upset that he did not make the school basketball team.
  The resilient child may decide to volunteer to be the scorekeeper for the team.
- A child may be discouraged about a poor mark on a test.
  The resilient child may talk to the teacher about improving her grades or spend more time studying before the next test.

Each of these examples shows us that when we face disappointment in life it is best to come up with a new action, instead of staying stuck in an unhappy state. Your job as a parent is to encourage your child when he or she is stuck and cannot move forward.

How children feel about themselves is determined by the messages that constantly run through their mind. These messages may come from parents, teachers, sisters, brothers, and other children. When facing challenges, these messages will determine whether children feel good or bad about themselves, and their ability to overcome difficulties. For example:

Információ forrás

- **“The Greater Good”** online magazin,
- „A tudományos kutatást történetekké, tippekké és eszközökké alakítja egy boldogabb élethez és egy együttérzőbb társadalomhoz.” https://greatergood.berkeley.edu/



How Educators Are Using Kindness to Transform Schools

As schools navigate rising stress among students and staff, some educators are turning to a simple yet powerful solution: kindness.

BY EMILY BROWER | FEBRUARY 24, 2025

When a few passionate community members approached members of the Bexley City School District in Ohio with the idea of teaching kindness, they weren’t sure what form it would take, but they knew it mattered.

At the heart of the district’s strategic plan are three pillars: learn with curiosity, demonstrate kindness, and embrace equity. While curiosity and equity had clear pathways in education, kindness felt more elusive.

That’s where Jason Caudill and Laura Moore, two dedicated educators, stepped in. With the support from the Carol Zelizer Stoff Memorial Fund for Human Kindness, they attended the Greater Good Science Center’s Summer Institute for Educators—a transformational experience designed to help educators turn research-backed principles of kindness into action.

- **KÖNYVTÁR**
- Pszichológia témájú könyvek kiállitása
- Könyv lista

PSYCHOLOGY DEPARTMENT CHILDREN'S BOOKS

Goodman, Michelle B. (1990). Vanishing Cookies: Doing OK when a Parent Has Cancer. Mississauga, ON: Benjamin Family Foundation.

Grass, Gayle (2001). Catch a Falling Star: A Tale from The Iris the Dragon Series. Smith Falls, ON: Iris the Dragon Inc.

Hale, Natalie (2004). Oh Brother! Growing Up with a Special Needs Sibling. Washington: Magination Press.

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National School Psychology Week (NSPW)

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During the week of November 11-15th, the National Association of School Psychologists (NASP) and schools across the United States will mark National School Psychology Week (NSPW). This week celebrates the contributions of school psychologists and the important role they play in schools and communities. NSPW is an annual opportunity to recognize school psychologists' work to help children thrive in school, at home, and in life. This year's theme, "Spark Discovery," recognizes the work that school psychologists do to help their communities seek out new ideas, effect change, and expand horizons for children and youth. Join us by taking this week to embark on a journey of discovery, explore how each person can celebrate the work of school psychologists, and learn how school psychologists help students, families, and communities every day.

Posters are available for order in limited quantities, and stickers are now SOLD OUT. Please contact communications@naspweb.org for more information.

NSPW 2024 Poster



Iskolán belüli és kívüli együttműködés

Mood Disorders Association of Ontario

Stop the Stigma Project

Project Components

TCDBS Mental Health Symposium

This event, held annually in November, engages school teams to expand their understanding of mental health issues and inspire them to share their knowledge of their school communities.

- For schools engaging in the *Stop the Stigma Project* for the first time, the MDAO speakers and workshops provide the 'kick off' for the implementation of the program in their schools.
- For 'alumni' *Stop the Stigma* schools and those considering joining the initiative, the symposium expands their knowledge base and underlines the importance of awareness building and early intervention in their schools.
- The 200 attendees include teams of, on average, 6 students and 1 staff person from each of the 32 high schools
- 2 MDAO keynote youth speakers with lived experience share their story with participants
- In addition to hearing keynote speakers, participants attend a variety of workshops, including two provided by MDAO on mental health issues and Stop the Stigma.

Workshops in schools

Workshops are delivered in individual high schools who request it.

- Attendees include teachers, parents, or youth
- Workshops include one, two or three speakers with lived experience plus a content presentation
- Presentations include Youth and Mood Disorders, Strategies for Teachers, Myth Busters

Stop the Stigma Week

Együttműködés Előnyei – TCDSB & MDA

Toronto Catholic District School Board

- Aktuális és releváns MH információkhoz való hozzáférés
- Hozzáférés MDAO forrásokhoz
- Együttműködés a MH szakemberekkel
- Támogatás diákok, tanárok és szülők számára

Mood Disorders Association

- Lehetőség 14-19 éves diákokkal és szülőkkel való együttműködésre
- Együttműködés a különböző iskolák munkatársaival
- Együttműködés a központi igazgatóság munkatársaival
- Korai beavatkozási üzenet közvetítése

Mentális Egészség Hete

- “Stop the stigma”
- Közös program

- Diák vezetők: iskolai programok
- Rendszer szintű

No Health Without Mental Health

The Guidance, Psychology, Physical & Health Education & Student Success Departments in collaboration with the Mood Disorders Association of Ontario Present A Mental Health Symposium for Students featuring Dr. Bruce Ferguson & Singer Song Writer Tom Barlow



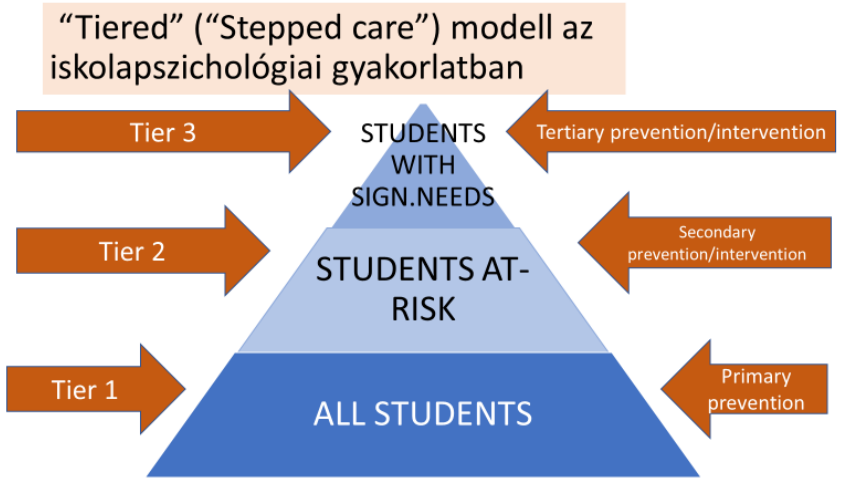
Keynote Speaker: Dr. Bruce Ferguson is the Director of the Community Health Systems Resource Group at The Hospital for Sick Children (SickKids). He believes that to promote success in children and youth you must consider all factors essential to well-being including health, mental health, home life, school life, community life and peer relationships. He created the Community Health Systems Resource Group (CHSRG) in an effort to advocate for the implementation of evidence-based interventions and standardized outcome measurement in health, mental health, social services and education, and to promote and facilitate integration and collaboration in service delivery. Over the past decade, Dr. Ferguson has worked in collaborative teams on the early leavers study and the study of the transition from grade 8 to grade 9.



Performer: Tom Barlow is a 3 x Juno Nominated Singer for his first CD which produced 2 top 10 Radio & Video Singles. He is the winner of the *Canadian Rising Star Award* and he was nominated for the *Canadian Radio Music Award*. He is a graduate from Brebeuf College and is currently releasing his new CD *The Beautiful Unknown.* Tom writes from the heart but not before thinking it through. In addition to all of these accolades Tom works with many organization to change the world through music.

Források: Néhány példa….

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??? Alkalmazás egy esetre??







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Köszönöm a figyelmet!