# **Student Profile for Referrals**

# **Student Profile:**

- School aged children/youth and their parent(s)/caregiver(s)
- Mental health, social and emotional well-being concerns
- Mild to moderate symptoms\*
- Willingness to engage in voluntary treatment

# What a student can expect:

- Goal orientation service (e.g. goals are achieved as defined in the case plan)
- One-on-one and/or group service provided in the school setting, but may occur at home or in the community
- May include programming such as UP (Universal Protocol), Incredible Years, PP2H (Positive Parenting from Two Homes), One Circle, Triple P, PEERS, CBT (Cognitive Behavioral Therapy) and DBT (Dialectical Behaviour Therapy) Informed
- Reduction in barriers

<sup>\*</sup> This is a guideline only. Decisions are made on a case by case basis, whereby we may support a student with lower or higher needs until they are connected with other resources.



# **Examples of Service:**

The time frame for service is approximately 3 to 6 months.

## Outreach Workers

### Student

- Struggling with self esteem
- Recent separation of caregivers
- Lack of school engagement
- Lack of connection to positive role model
- Limited coping skills

#### Student

- Worries about things ex: forgetting their homework
- Difficulty in making, and keeping friends
- Struggles to recognize their own strengths
- Has big emotions a lot of the time

#### Student

- Not attending school
- Experimenting with marijuana
- Lack of attention to self-cares
- Difficult to engage

#### Student

- On all the sports teams at school
- Functions at a high level socially
- Academically successful
- Not sleeping well
- Has frequent headaches

# Family Support Workers:

#### Student

- Struggles to follow routines
- Behavior issues noted
- Arrives to school
   Into

# Grandparent

- Has custody of, or has an active caretaking role with grandchild
- Diagnoses (e.g., ADHD, ASD)
- Behaviors (home and school)
- Receives support at school
- Requires support and strategies for self-regulation as well as coping skills for change or routine transitions

## Parent(s)/ Caregiver(s) and Child

- Recently separated ed, or separated for some time but still working on making this easier for child
- 2 homes with different expectations
- Child "stuck in the middle"

# Parent(s)/ Caregiver(s) of Adolescent

- Struggles to follow routines
- Behavior issues noted
- Arrives to school late

# Social Workers and Registered Nurses

#### Student

- Struggles with self-harm in response to stress at home and school.
- Needs help identifying their feelings.
- Current supports are not providing enough help.

## Student and Parent(s)/ Caregiver(s)

- Often feel anxious and overwhelmed
- Parents struggle with consistency.
- Get reinforcement for negative ctions at home.
- Family struggles with their own mental health issues.

## Student

- Interested in therapy
- Wants to change their thoughts, feelings and/ or behaviors

## Student and Parent(s)/ Caregiver(s)

 Student and parent(s)/caregiver(s) are willing and able to participate in a therapy program





