



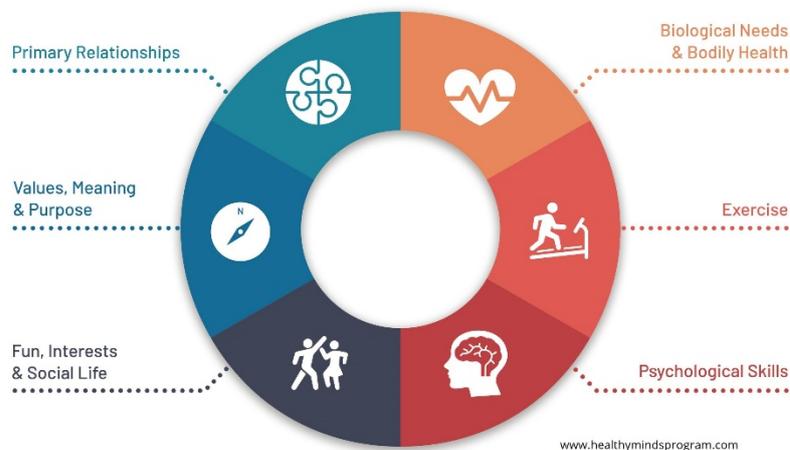
Creating Healthy Minds The 'Cutting-Edge' of Student Wellbeing'

Workshop presentation by Dr Tom Nehmy

21st March 2019

Take Away Messages

- Wellbeing is more important than trying to feel happy 24/7, which is not normal. Treat wellbeing like a project.



- Wellbeing and performance are two sides of the same coin. Sustainable academic performance requires a wellbeing focus.
- Resilience:
 - Is about coming under stress and not getting stuck in a state of psychological disorder
 - Is having distress tolerance skills
 - Is about being able to cope effectively with 'negative' emotion
 - Is about building competence & confidence through an expanding comfort zone
 - Comes naturally when our personal wellbeing is high
- The #1 indicator of resilience is a *willingness to engage in challenges*
- There can be no resilience without the opportunity to be resilient.
 - Try not to make the Great Mistake – prioritising short-term emotional states over longer-term learning and development.
 - Beware of 'overparenting' – You should only assist kids to the degree that is appropriate to their developmental level

- Use pre-emptive, graded exposure
 - Kids can expand their comfort zone and build confidence reliably if prompted and coached to consistently go just one step outside their comfort zone, and by not avoiding or escaping when they feel uncomfortable.
- Wellbeing (not mood) is the foundation of quality of life, including mental health
- Teacher wellbeing is fundamental to the wellbeing of students
- **Evidence-based prevention programs** are vital – good intentions are not enough. Has your wellbeing approach been demonstrated to prevent symptoms?
- Parent wellbeing & education is a legitimate focus for building student wellbeing
- Developing early self-control must be a key focus for early childhood and junior primary educators
- Be careful with nutrition education in primary school
- Providing more school counsellors is giving students fish; **teaching them psychological skills** is showing them how to fish

Include each of the ‘3 Golden Keys’:

1. Explicitly teaching sophisticated psychological skills to students
2. Engaging school staff as agents of support, connectedness, referral & implementation of wellbeing programs (but teachers alone should not be left to implement programs without the involvement of ‘expert’ interventionists).
3. Harnessing the good intentions of parents by arming them with good knowledge to influence the psychological development of their children in helpful ways

To register your interest for a Healthy Minds Program International schools package - please email:
leanne@healthymindsprogram.com

