

# Fostering Student Mental Health

**Theresa Kennedy** - Co-Director

**Gail Lalonde** - Resource Development, Learning & Training Lead



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario

# Introductions



**Gail Lalonde**  
Resource Development,  
Learning & Training Lead



**Theresa Kennedy**  
Co-Director





School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario









School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario



# School Mental Health Ontario

We work together with Ontario  
school districts to support  
student mental health

[www.smho-smso.ca](http://www.smho-smso.ca)



@SMHO\_SMSO



@ThriveSMH



School Mental Health Ontario

Partner Youth Resource Hub: [www.jack.org/covid](http://www.jack.org/covid)

# Support effective interventions in school mental health that are:

- Identity affirming
- Scalable
- Sustainable over time
- Based in evidence that includes other ways of knowing



**This is the work of School Mental Health Ontario  
An Intermediary Organization**



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario

# 2022-2023 School Mental Health Action Plan

1. Centre the needs of students who have been disproportionately impacted.
2. Amplify the promotive and protective influence of home, school, and community.
3. Elevate student participation and leadership in mental health promotion and stigma reduction.
4. Equip school staff to identify emerging and escalating student mental health problems and make connection to appropriate supports.
5. Work in collaboration with partners to enhance the system of care for child and youth mental health.



# #HearNowON findings: did you know

Questions?  
Ask them  
here



Did you know?

**82% of students indicated they were not involved in mental health initiatives at their school, while 70% wanted to get involved.**

Find out more about  
#HearNowON for 2021 at:

**[bit.ly/HearNowONfor2021](https://bit.ly/HearNowONfor2021)**



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario



# #HearNowON findings: recommendations

Questions?  
Ask them  
here

An illustration on the left side of the slide showing four hands of different skin tones (light skin with a blue watch, dark skin, light skin, and dark skin) stacked together in a supportive gesture. The background of the slide is dark blue with a light blue abstract shape behind the hands.

Students want  
**leadership opportunities to be more accessible to every student**  
and to create space for different leadership styles

*Student Recommendation #5*

 School Mental Health Ontario

 Santé mentale en milieu scolaire Ontario





School  
Mental Health  
Ontario

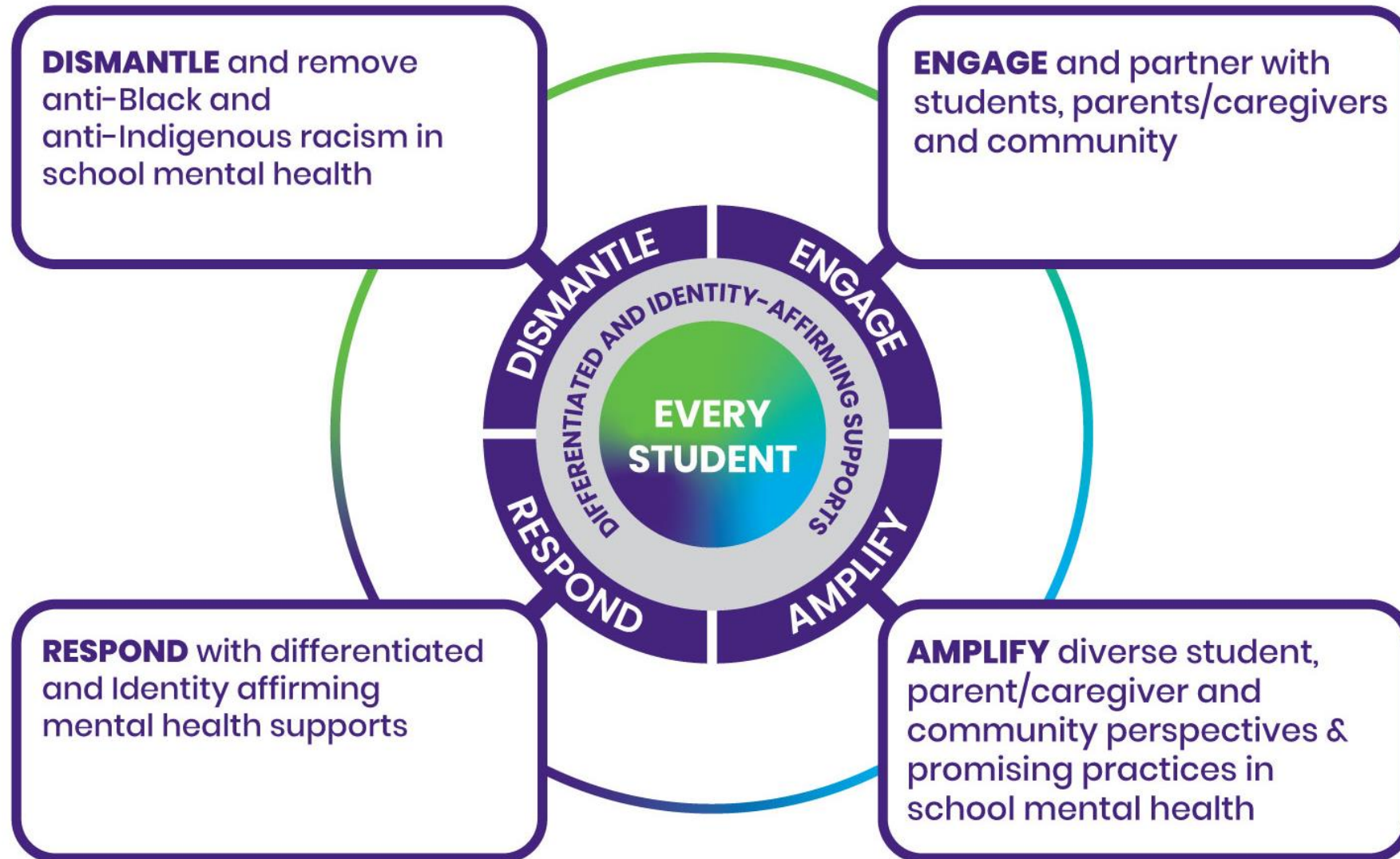
Santé mentale  
en milieu scolaire  
Ontario

# Identity-Affirming School Mental Health: A Frame for Reflection and Action





# Identity-Affirming School Mental Health: A Frame for Reflection and Action



# Identity Affirming – School Mental Health

- refers to the process of building positive connections to students' identities
- prioritizes anti-racist, anti-oppressive work
- prioritizes cultural knowledge and ways of being and doing within a relationship



## Adapted from the CTYS Cultural Humility Self-Assessment Self-Reflection Tool



# Santé mentale en milieu scolaire Ontario

 School  
Mental Health  
Ontario

# MH LIT: Mental Health in Action

## Module Topics:

- The educator's role in supporting student mental health at school
  - Creating a mentally healthy classroom
  - Helping students to build social-emotional learning skills
  - Helping students to learn about mental health
  - Understanding common mental health problems
  - Supporting students when they need additional mental health supports & services
- Elementary Course
  - Secondary Course
  - Guidance Extension Modules
  - Administrator Course



# Decision Support Tools



- Suite of tools to help support the school decision-making process related to particular mental health awareness products or services, peer support initiatives.
- Ensure alignment with the board/school mental health strategy and action plan.





# Kindergarten Connections

**Kindergarten Connections**

**What is this resource?**

This collection of early years resources is designed to assist educators with the implementation of mental health promotion activities as part of their daily classroom activities. It will also support educators when communicating and working in partnership with parents and caregivers. This resource supports the Self-Regulation and Well-Being Framework of the Kindergarten Program. Each activity sheet includes information regarding why the learning is important for early years students, simple activities to show you how to facilitate the learning, and a resource with sample communication to use with parents and caregivers.

**Why might I find this resource helpful?**

The easy-to-implement, evidence-informed check-ins and activities included in this resource align with the Kindergarten Program expectations and are designed to help educators

**Aligned & Integrated Model (AIM)**

**Learn more**

**Kindergarten Connections - Lesson 1**

**Did you know?**

- Simple daily activities, like warmly welcoming students at the beginning of the day and following transitions, such as arrival, not only build positive relationships and a supportive environment but also foster a sense of trust and connection and build the foundation of your young student's developmental growth.
- Simple teaching practices, such as the sample below, not only support student learning but also help to support the mental health and well-being of kindergarten students. Some educators report that engaging in these practices along with their students provides an opportunity for them to calm their breath, check in with themselves and experience benefits from many of the challenges.

This simple learning experience will complement the learning expectations found in the Self-Regulation and Well-Being Framework of the Kindergarten Program.

**Did you know?**

**Overall expectation**

Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts.

This activity will help students identify feelings and emotions in themselves and others, explain why they might be feeling that way, and use words to identify the meaning of their own and others' expressions (e.g., body language, facial expression).

**Did you know?**

**Overall expectation**

Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts.

This activity will help students identify feelings and emotions in themselves and others, explain why they might be feeling that way, and use words to identify the meaning of their own and others' expressions (e.g., body language, facial expression).

**Lesson 1**

**Kindergarten Connections - Lesson 2**

**Did you know?**

- Simple daily activities, like warmly welcoming students at the beginning of the day and following transitions, such as arrival, not only build positive relationships and a supportive environment but also foster a sense of trust and connection and build the foundation of your young student's developmental growth.
- Simple teaching practices, such as the sample below, not only support student learning but also help to support the mental health and well-being of kindergarten students. Some educators report that engaging in these practices along with their students provides an opportunity for them to calm their breath, check in with themselves and experience benefits from many of the challenges.

This simple learning experience will complement the learning expectations found in the Self-Regulation and Well-Being Framework of the Kindergarten Program.

**Did you know?**

**Overall expectation**

Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts.

This activity will help students identify feelings and emotions in themselves and others, explain why they might be feeling that way, and use words to identify the meaning of their own and others' expressions (e.g., body language, facial expression).

**Lesson 2**

**Kindergarten Connections - Lesson 3**

**Did you know?**

- Simple daily activities, like warmly welcoming students at the beginning of the day and following transitions, such as arrival, not only build positive relationships and a supportive environment but also foster a sense of trust and connection and build the foundation of your young student's developmental growth.
- Simple teaching practices, such as the sample below, not only support student learning but also help to support the mental health and well-being of kindergarten students. Some educators report that engaging in these practices along with their students provides an opportunity for them to calm their breath, check in with themselves and experience benefits from many of the challenges.

This simple learning experience will complement the learning expectations found in the Self-Regulation and Well-Being Framework of the Kindergarten Program.

**Did you know?**

**Overall expectation**

Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts.

This activity will help students identify feelings and emotions in themselves and others, explain why they might be feeling that way, and use words to identify the meaning of their own and others' expressions (e.g., body language, facial expression).

**Lesson 3**

**Kindergarten Connections - Lesson 4**

**Did you know?**

- Simple daily activities, like warmly welcoming students at the beginning of the day and following transitions, such as arrival, not only build positive relationships and a supportive environment but also foster a sense of trust and connection and build the foundation of your young student's developmental growth.
- Simple teaching practices, such as the sample below, not only support student learning but also help to support the mental health and well-being of kindergarten students. Some educators report that engaging in these practices along with their students provides an opportunity for them to calm their breath, check in with themselves and experience benefits from many of the challenges.

This simple learning experience will complement the learning expectations found in the Self-Regulation and Well-Being Framework of the Kindergarten Program.

**Did you know?**

**Overall expectation**

Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts.

This activity will help students identify feelings and emotions in themselves and others, explain why they might be feeling that way, and use words to identify the meaning of their own and others' expressions (e.g., body language, facial expression).

**Lesson 4**

**Kindergarten Connections - Lesson 5**

**Did you know?**

- Simple daily activities, like warmly welcoming students at the beginning of the day and following transitions, such as arrival, not only build positive relationships and a supportive environment but also foster a sense of trust and connection and build the foundation of your young student's developmental growth.
- Simple teaching practices, such as the sample below, not only support student learning but also help to support the mental health and well-being of kindergarten students. Some educators report that engaging in these practices along with their students provides an opportunity for them to calm their breath, check in with themselves and experience benefits from many of the challenges.

This simple learning experience will complement the learning expectations found in the Self-Regulation and Well-Being Framework of the Kindergarten Program.

**Did you know?**

**Overall expectation**

Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts.

This activity will help students identify feelings and emotions in themselves and others, explain why they might be feeling that way, and use words to identify the meaning of their own and others' expressions (e.g., body language, facial expression).

**Lesson 5**

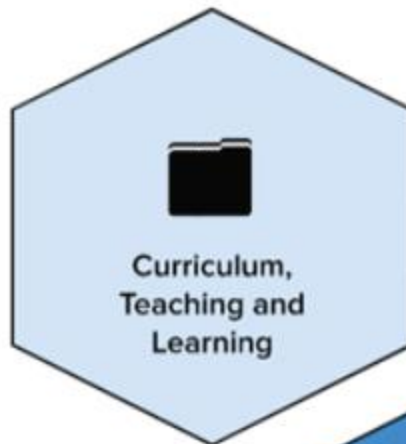
- Designed to assist educators with the implementation of mental health promotion activities as part of their daily classroom activities
- includes information explaining why the learning is important for early years students, simple activities to show you how to facilitate the learning, and a resource with sample communication to use with parents and caregivers.



# Choice Board



## SMH-ON Resources to Support OHSC's Five Foundations of a Healthy School



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario

