



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario



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

WHAT ALL STUDENTS NEED TO BUILD AND SUSTAIN POSITIVE MENTAL HEALTH

Ontario School Mental Health Strategy, 2019-2022

We are a provincial implementation support team to help Ontario school boards promote student mental health and well-being using evidence-based approaches. This team of school mental health professionals, senior administrators and implementation scientists works alongside the Ministry of Education to provide leadership and guidance, ongoing coaching support, a suite of resources, and a community of practice for all Ontario school boards and remote school authorities.

We provide our services directly to school boards via their Mental Health Leadership Team, most often through the superintendent with responsibility for mental health and the board Mental Health Leader.

Everything we do is **evidence-based** and **student-centred**.

Our work directly and uniquely connects to and is aligned with the Ontario curriculum.

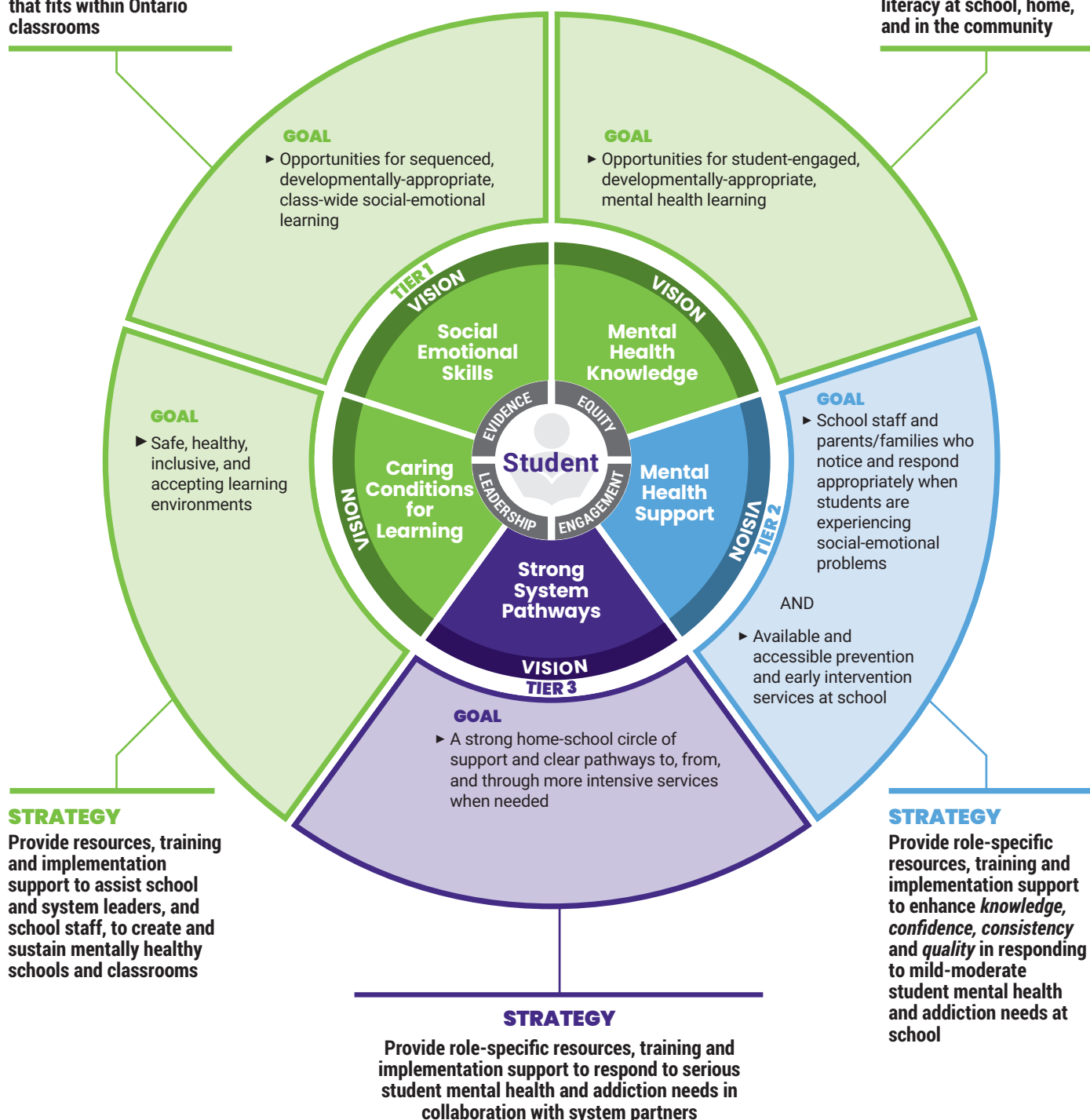
ONTARIO SCHOOL MENTAL HEALTH STRATEGY, 2019–2022

STRATEGY

Provide resources, training, and implementation support for evidence-based social-emotional learning that fits within Ontario classrooms

STRATEGY

Engage young people, parents/families and adult allies to develop and share resources for building student mental health literacy at school, home, and in the community



ALIGNED & INTEGRATED MODEL (AIM)

A multi-tiered system of support is an effective way to organize school mental health activities. We hear the statistic that one in five students experiences a mental health or addiction problem. We care about and serve those students. But we re-define the work as being about all students: the five in five. Schools are ideally positioned for mental health promotion, prevention, and early intervention. This upstream, wellness orientation is illustrated in the Aligned and Integrated model (AIM) which shows how our work in schools is organized. The model has three tiers:

TIER ONE:

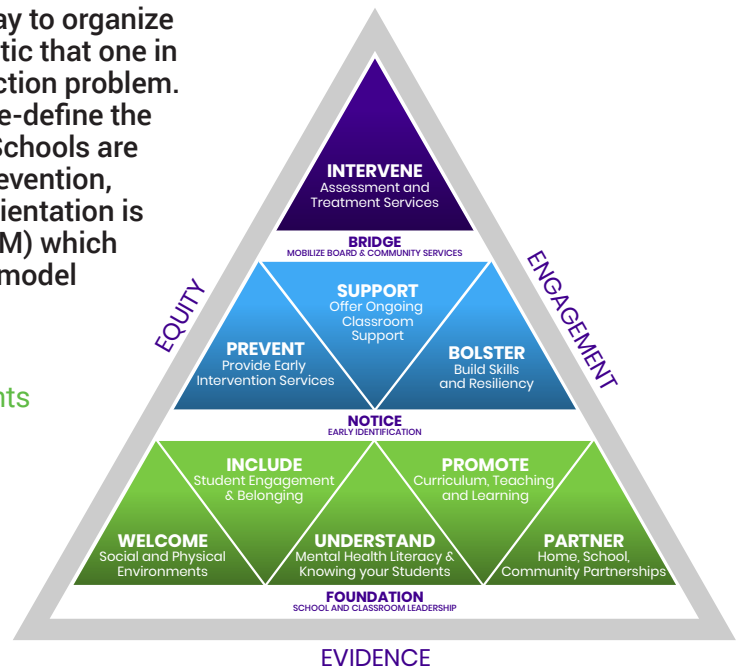
Good for all: Mental health promotion for all students

TIER TWO:

Necessary for some: Preventive interventions for students at risk

TIER THREE:

Essential for a few: More intensive therapy for students struggling with a significant mental health problem



FOUNDATIONS

All of our work is based on **four clear foundations**:

- 1 **Leadership** and Organizational Conditions
- 2 **Equity** and Inclusion
- 3 Progress Monitoring and **Evidence**
- 4 **Engagement** and Collaboration

VISION

We have a clear **vision** of what **all** students need to build and sustain positive mental health:

TIER ONE:

Caring conditions for Learning
Social Emotional Skills
Mental Health Knowledge

TIER TWO:

Mental Health Support for Students with Mild-to-Moderate Problems

TIER THREE:

Strong System Pathways for Students and Families needing More Intensive Support



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GOALS

To achieve our collective vision we work together with schools and systems on **six collaborative goals**:

1. Safe, healthy, inclusive and accepting learning environments
2. Opportunities for sequenced, developmentally appropriate, social emotional learning
3. Opportunities for student-engaged, developmentally-appropriate, mental health learning
4. School staff and parents/families who notice and respond appropriately when students are experiencing social emotional problems
5. Available and accessible prevention and early intervention services at school
6. A strong home-school circle of support and clear pathways to, from and through more intensive services when needed

STRATEGIES

For 2019-2022 we have **five key strategies** to achieve these goals:

1. Provide resources, training and implementation support to assist school and system leaders and school staff to create and sustain mentally healthy schools and classrooms
2. Provide resources, training and implementation support for evidence-based social emotional learning that fits within Ontario classrooms
3. Engage young people, parents/families, and adult allies to develop and share resources for building student mental health literacy at school, home and in the community
4. Provide role-specific resources, training and implementation support to enhance knowledge, confidence, consistency and quality in responding to mild-moderate student mental health and addiction needs at school
5. Provide role-specific resources, training and implementation support to respond to serious student mental health and addiction needs in collaboration with system partners

OUR IMPLEMENTATION CYCLE

It is not just **WHAT**, but **HOW**. SMHO-SMSO uses implementation science principles and methods to enhance quality, consistency, and sustainability of evidence-based practices across Ontario school boards.

