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**Consultation on Student Well-Being Strategy**

January 30, 2017

**Theme 1: Understanding Well-being**

**Discussion Question:**

1. **What does “student well-being” mean to you/your organization – what does it look like, feel like, sound like?**

For students with LDs and/or ADHD **well-being** may include:

* Having good self-esteem and self-confidence
* Willing to take risks, learn from mistakes
* Feeling supported by teachers
* Understanding own profile of strengths and needs
* Comfortable asking for help and accommodations
* Feeling accepted by peers, having at least one friend in the class
* Experiencing acceptance of differences a part of the classroom/school culture
* Showing resilience in the face of difficulties at home and/or at school
* Knowing where to go for help with mental health concerns and feeling comfortable seeking help

**Theme 2: Promoting and Student Supporting Wellbeing**

**Discussion Questions:**

**2. In your current role, how do you promote and support student well-being?**

* LDAO chapters support well-being for students with LDs and/or ADHD through a range of programs, including teaching academic skills, executive function skills, social skills and self-advocacy.
* LDAO and its chapters offer information and supports to parents of students with LDs and/or ADHD to help them advocate for their children’s educational needs and support their emotional needs.
* LDAO offers an online course, *Partnering with Schools for Student Success*, to help parents and parent advocates work collaboratively and effectively on a child’s behalf.
1. **Where might resources be better directed to promote and support student well-being in our education system more effectively?**
* Inclusion of mental health and well-being goals in IEPs and behaviour/safety plans
* Focus on mental health and well-being in Ontario College of Teachers Pre-service training and Additional Qualifications courses.
* Pre-service training and professional development for educators on the educational and social/emotional needs of students with LDs/ADHD and other exceptionalities.
* Pre-service training and professional development for educators on how to individualize teaching and accommodations for students with LDs/ADHD, to facilitate self-esteem
* Pre-service training and professional development for educators on dealing with behaviours in the classroom, stressing the importance of understanding the underlying reasons for behaviours and the environmental triggers.
* Making alternative schools available in all school boards to support students who have trouble fitting in and thriving in regular school classrooms, and/or in danger of dropping out.
* Engagement of parents in opportunities to learn about mental health and well-being.
* Providing opportunities to parents to share their knowledge of what contributes to the well-being of their child.

**Theme 3: Knowing our Impact**

**Discussion Questions:**

1. **What would tell you that progress is being made in promoting and supporting student well-being?**
* Students are confidently participating in the classroom and in school activities
* Students are more resilient in the face of difficulties
* Drop out rates are falling
* Fewer suspensions and expulsions
* Students are comfortable seeking help for mental health concerns
* Parents are comfortable working collaboratively with the school

**5. How can information that is currently collected by schools be used to promote and support well-being?**

* Tracking of drop out rates, and numbers of suspensions and expulsions
* Embedding questions about well-being into Student and School Climate Survey data, based on the points in our response to Question 1
1. **What other information could be collected that would contribute to promoting and supporting student well-being?**
* Specific student and parent surveys of student well-being, based on points in Question 1
* Teacher surveys of well-being in their classrooms
* Parent surveys on comfort level in dealing with the school
* Referral rates for mental health supports, which could indicate student comfort level in seeking help