



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.

3. 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:

4. 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

6. 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