



MOVING FORWARD IN SCHOOL MENTAL HEALTH IN ONTARIO

Fall 2012

Overview

- Ontario's Mental Health & Addictions Strategy
- The Promise of School Mental Health
- Provincial, National and International Initiatives
- Acknowledging Past (and present) Challenges
- School Mental Health ASSIST
 - Structure
 - Support and Resources
 - Timelines
 - Expectations



Your Questions...

In your role, you may encounter issues related to student mental health & well-being

- What questions come to mind for you?
- What questions do others ask of you related to mental health and addictions?





Ontario Ministry of Education

COMMITMENTS TO THE MENTAL HEALTH & ADDICTIONS STRATEGY

EDU Strategy Commitments

- Amend the education curriculum
- Develop a K-12 Resource Guide/Website
- Provide support for professional learning in mental health for all Ontario educators
- Fund and support Mental Health Leaders
- Implement School Mental Health ASSIST



OVERVIEW OF THE MENTAL HEALTH & ADDICTIONS STRATEGY - FIRST 3 YEARS

THEMES

Provide fast access to high quality service

Kids and families will know where to go to get what they need and services will be available to respond in a timely way.

Identify and intervene in kids' mental health needs early

Professionals in community-based child and youth mental health agencies and teachers will learn how to identify and respond to the mental health needs of kids.

Close critical service gaps for vulnerable kids, kids in key transitions, and those in remote communities

Kids will receive the type of specialized service they need and it will be culturally appropriate

INDICATORS

- Reduced child and youth suicides/suicide attempts
- Educational progress (EQAO)
- Fewer school suspensions and/or expulsions
- Higher graduation rates
- More professionals trained to identify kids' mental health needs
- Higher parent satisfaction in services received
- Decrease in severity of mental health issues through treatment
- Decrease in inpatient admission rates for child and youth mental health
- Fewer hospital (ER) admissions and readmissions for child and youth mental health
- Reduced Wait Times

INITIATIVES

Improve public access to service information

Pilot Family Support Navigator model Y1 pilot

Implement Working Together for Kids' Mental Health

Implement standardized tools for outcomes and needs assessment

Enhance and expand Telepsychiatry model and services

Provide support at key transition points

Funding to increase supply of child and youth mental health professionals

Increase Youth Mental Health Court Workers

Amend education curriculum to cover mental health promotion and address stigma

Develop K-12 resource guide for educators

Hire new Aboriginal workers
Implement Aboriginal Mental Health Worker Training Program

Improve service coordination for high needs kids, youth and families

Reduce wait times for service, revise service contracting, standards, and reporting

Outcomes, indicators and development of scorecard

Implement School Mental Health ASSIST program & mental health literacy provincially

Provide designated mental health workers in schools

Expand inpatient/outpatient services for child and youth eating disorders

Hire Nurse Practitioners for eating disorders program

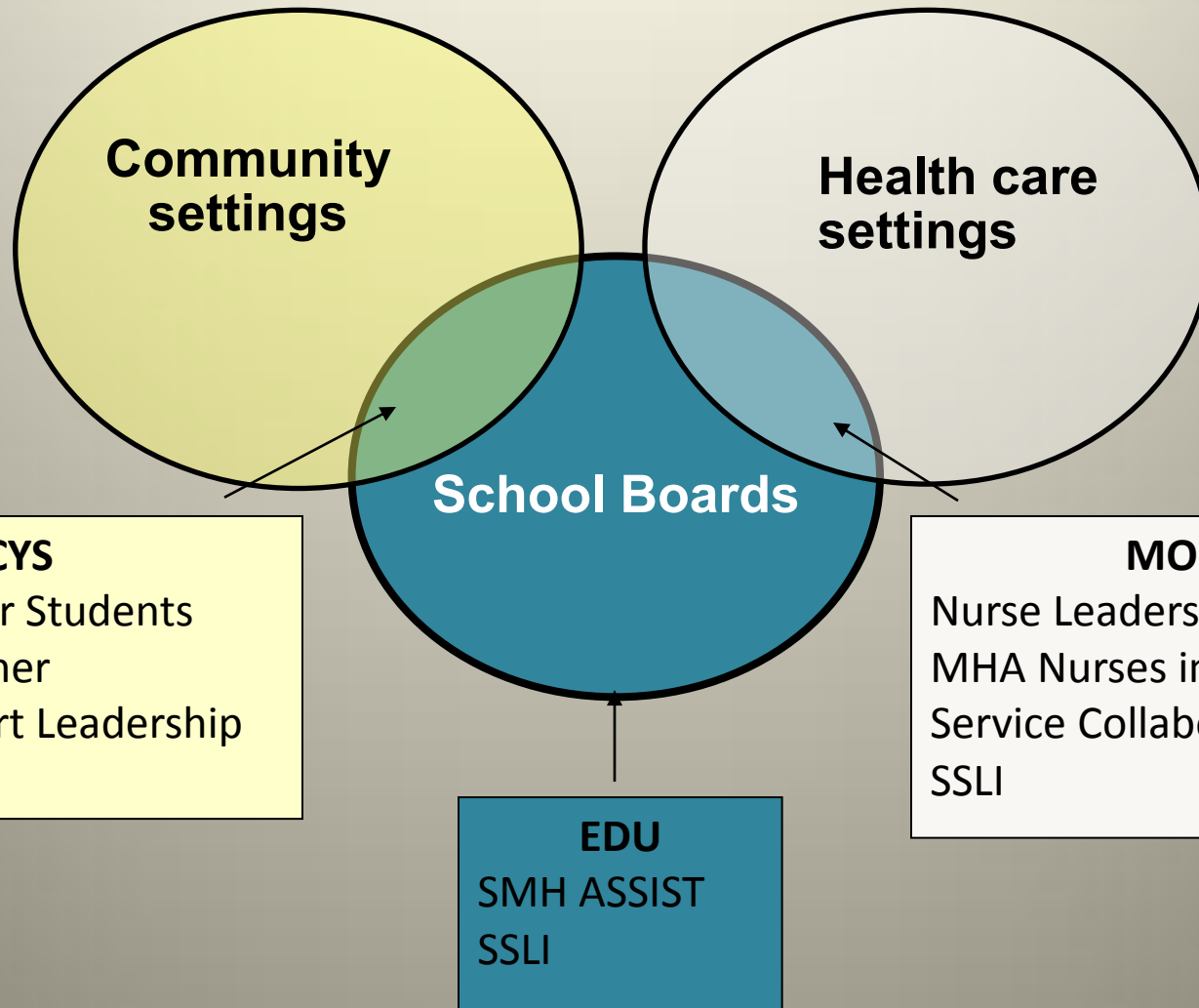
Implement Mental Health Leaders in selected School Boards

Provide nurses in schools to support mental health services

Create 18 service collaboratives

Strategy Evaluation

Interconnected Initiatives



Mental Health is...

“A state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity”

World Health Organization



Mental Health Exists on a Continuum

Mental Health - Mental Illness Continuum

Health	Mental health problems	
	Emotional problems or concerns	Mental Illness
Well-being		
Occasional stress to mild distress	Mild to moderate distress	Marked distress
No impairment	Mild or temporary impairment	Moderate to disabling or chronic impairment



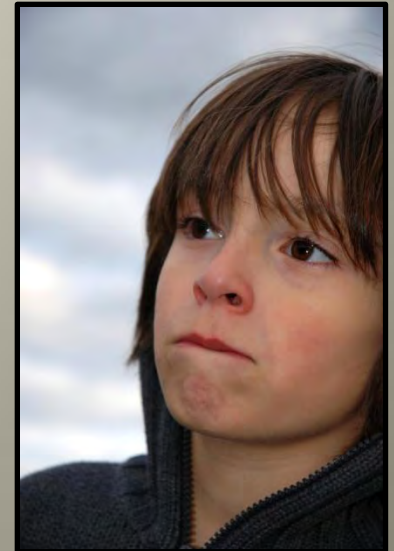
What is Positive Mental Health?

A nice way to start the day.

For many children, it is not that simple...



Roughly one in five students in Canadian schools struggle with a mental health problem that interferes with their day to day functioning.



What are Mental Health Problems?

Mental health problems are emotional, behavioural and brain-related problems that interfere with development, personal relationships, and functioning



Problems that are severe and persistent enough to cause significant symptoms, distress, and impairment in one or more areas of daily life are termed mental health disorders/mental illness.

Mental Health Problems include a Range of Difficulties

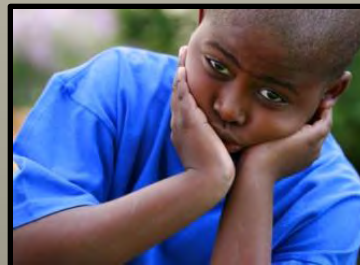
Mental health problems are characterized by many different signs and symptoms, and present in various forms

Some mental health problems manifest outwardly (***externalizing***)

- Students appear aggressive, impulsive, non-compliant

Some mental health problems manifest inwardly (***internalizing***)

- Students appear withdrawn, lonely, anxious, depressed



Facts and Figures

- **Causes** – multiply determined (biological, life experiences, individual factors, early trauma)
- **Onset** - In 70% of cases, the onset of problems begins before age 18; with 50% of cases starting before age 14
- **Comorbidity** – If have one disorder, other problems are also likely (45% have more than one mental health problem)
- **Impact** – disturbances to academic and social well-being, isolation, despair, anger; heightened risk of suicide

The Good News

- Proven strategies and supports
 - Psychosocial and pharmacological treatments are most common, and are often used together
- While many mental disorders can be chronic, help is available for coping and prevention
- Early identification and intervention improves prognosis



But Most Do Not Receive the Help They Need

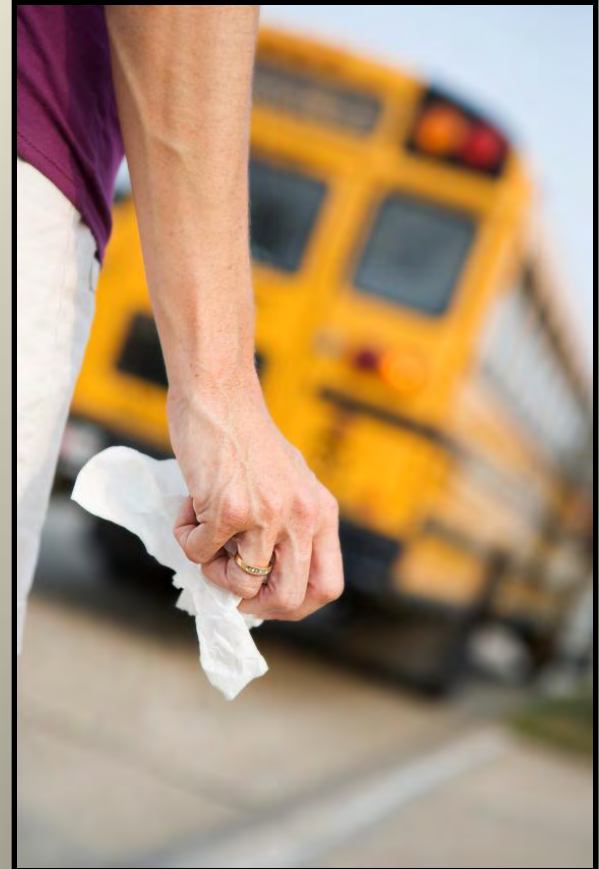
- Up to 80% of children and youth who experience a mental health problem will not receive treatment
- Major barriers include:
 - Lack of, difficulty accessing, or long waitlists for local services
 - Stigma
 - Misidentification or lack of identification of symptoms



Schools Have a Unique Opportunity

Schools are an optimal setting in which to:

- Reduce stigma
- Promote positive mental health
- Build student social-emotional learning skills
- Prevent mental health problems in high risk groups
- Identify students in need
- Build pathways to care



School Mental Health is Not New...

- Schools and communities in Canada and elsewhere have been dealing with these issues for decades
- Inconsistent, fragmented approaches, with pockets of excellence...
- What's new is the galvanizing of research, policy and practice to reach an integrated solution to a complex problem



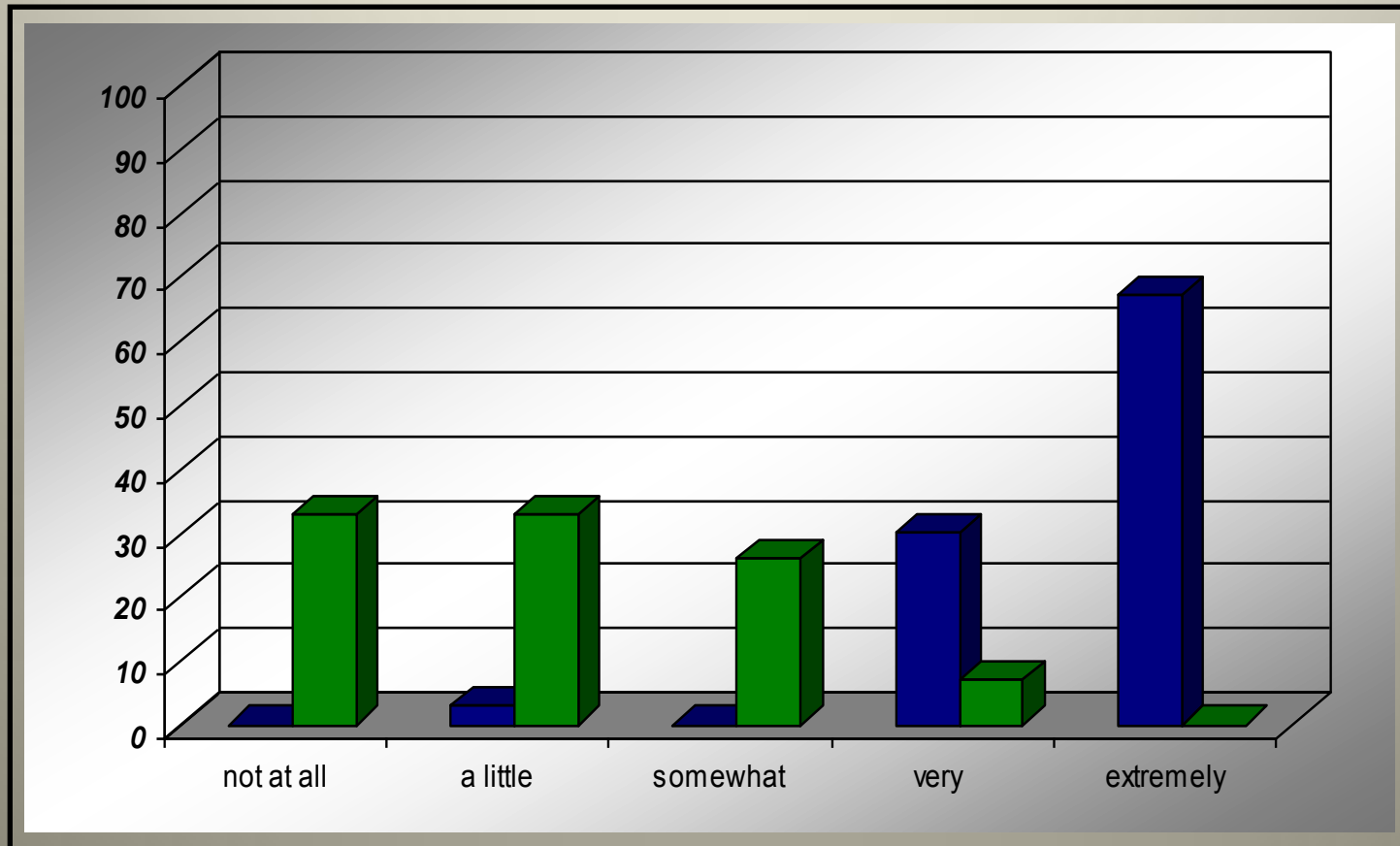
Taking Mental Health to School

- Different models of mental health service delivery across Ontario boards (Taking Mental Health to School, 2009)
 - Variable leadership structures, levels/types of professional support, relationship with community, range of services
- Acknowledgement of promising supports (e.g., Student Support Leadership Initiative)
- Need for
 - leadership,
 - coordination,
 - access to evidence-based approaches,
 - implementation support,
 - evaluation



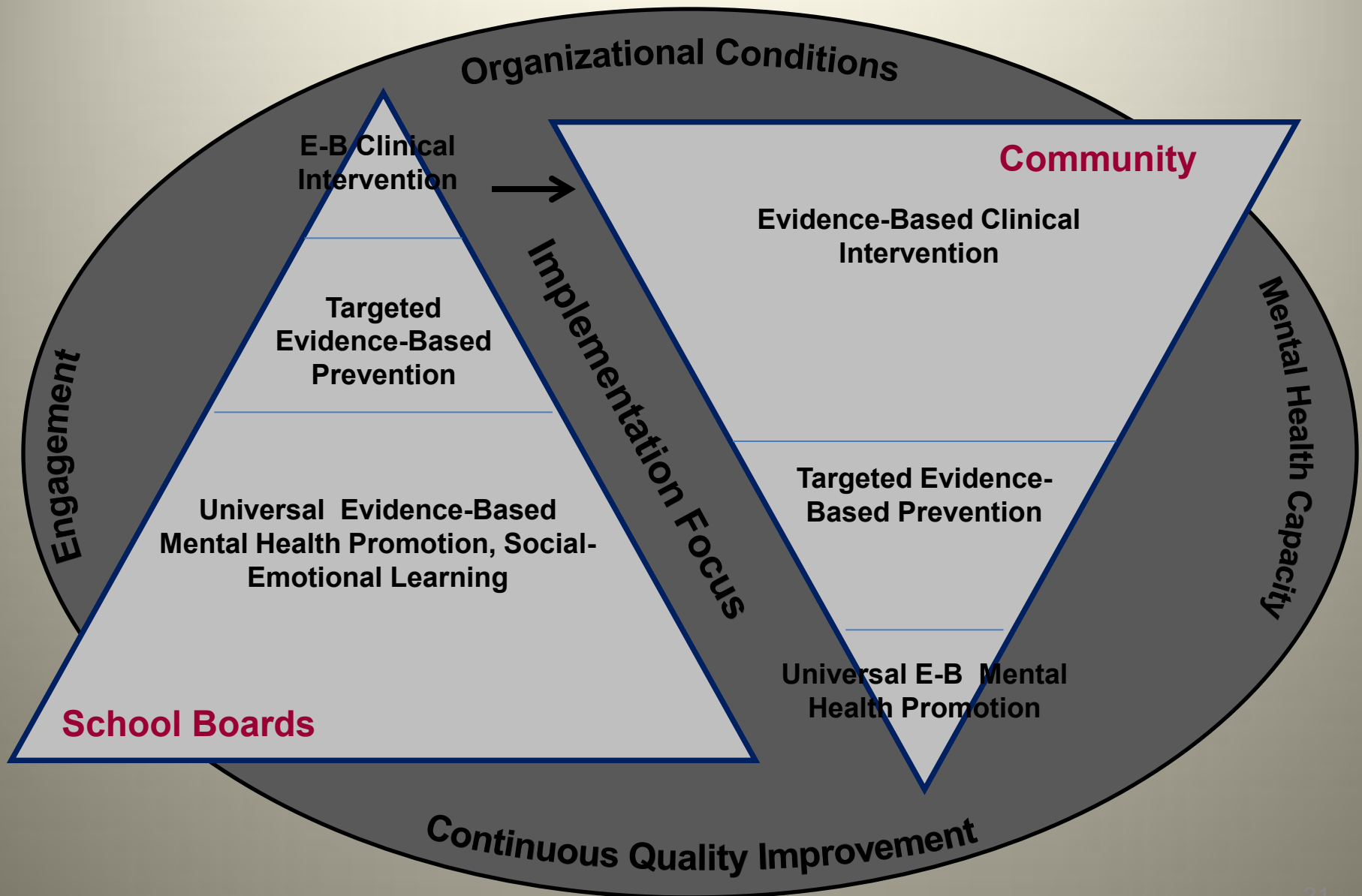
Mental Health Literacy

Concern about Mental Health...



Educator Preparedness... 20

Tiered Support in Systems of Care



School Mental Health ASSIST

is a provincial implementation support team designed to help Ontario school boards to promote student mental health and well-being, through leadership, practical resources and systematic research-based approaches to school mental health.



Leadership Structure

- **Ontario Ministry of Education Lead**
 - Special Education Policy & Programs Branch
- **SMH ASSIST Core Team**
 - Director, and 4+ P/T Implementation Coaches (3 Senior School Mental Health Professionals, 1 Superintendent), *5 Research Associate*
- **Cross-Sector Partners**
 - Interministerial Staff Team
 - Hospital for Sick Children, Ontario Centre of Excellence for Child & Youth MH
 - Provincial Stakeholder Organizations
- **Evaluation and Implementation Consultation Team**
 - *Drs. Michael Boyle, Bruce Ferguson, Tom Kratochwill, Robert Lucio, Ian Manion, Karen Milligan, Caroline Parkin, Joyce Sebian, Mark Weist*
 - *Doris McWhorter*



Priorities

1. Organizational Conditions for Effective School Mental Health
(addressing structural challenges)
2. Mental Health Capacity-Building for Educators
(addressing knowledge challenges)
3. Implementation of Evidence-Based Mental Health Promotion and Prevention Programming
(addressing implementation challenges)



Support to ALL Ontario boards

Resources

- Webinar series, other staff development materials
- Decision support tools
- Templates
- School Administrators' Toolkit

Consultation

Workshops

Representation on
provincial reference
groups & committees



Capacity-Building

Mental Health Awareness	Mental Health Literacy	Mental Health Expertise
<i>Basic mental health information, tailored for different school board audiences</i>	<i>Deeper working knowledge for those who have a direct role in supporting student mental health (creating mentally healthy schools & classrooms, recognizing early signs of difficulty)</i>	<i>Skills and knowledge for SMH professionals to effectively provide evidence-based promotion, prevention, and intervention</i>
ALL	SOME	FEW

- ✓ Capacity Building is not an event! It is an iterative deepening of knowledge embedded in school board life. It takes time.
- ✓ Resources should be tailored for different education audiences

Focus Boards

- 15 boards were Focus Boards in 2011-2012, another 15 announced for 2012-2013
- Boards receive 1 FTE Mental Health Leader and SMH ASSIST support
- Reciprocal relationship with SMH ASSIST
 - ASSIST provides leadership & implementation support

Focus Boards

Algoma DSB
Algonquin and Lakeshore Catholic DSB
CSD Catholiques Centre-Sud
CSD des écoles catholiques du Sud-Ouest
CSD du Nord-Est de l'Ontario
District School Board of Niagara
Hamilton-Wentworth DSB
Hastings and Prince Edward DSB
Huron-Superior Catholic DSB
Keewatin-Patricia DSB
Kenora Catholic District School Board
Peel DSB
Simcoe-Muskoka Catholic DSB
Toronto Catholic DSB
Trillium Lakelands DSB

CSD catholique des Grandes Rivières
CSD du Grand Nord de l'Ontario
Grand Erie DSB
Halton DSB
Lakehead DSB
Lambton Kent DSB
London District Catholic DSB
Northeastern Catholic DSB
Ontario North East DSB
Ottawa Catholic DSB
Simcoe County DSB
Thunder Bay Catholic DSB
Toronto DSB
Upper Grand DSB
York Catholic DSB

***Selected for geographic, language, Catholic/Public
representation, along a continuum of School Mental
Health capacity***

Introducing...Mental Health Leaders

What is Ontario Mental Health and Addictions Strategy?

Open Minds, Healthy Minds is a ten-year Strategy designed to enhance the mental health and well-being of citizens of Ontario. It includes contributions from ten government Ministries and offers a systematic and comprehensive approach to service delivery along the continuum of mental health promotion, prevention, and intervention / ongoing care. The first three years of the Strategy are devoted to children and youth mental health and addictions under the leadership of the Ministry of Children and Youth Services.

What are the Ministry of Education Commitments to the Strategy?

Amend the education curriculum

Develop a K-12 Resource Guide/Website

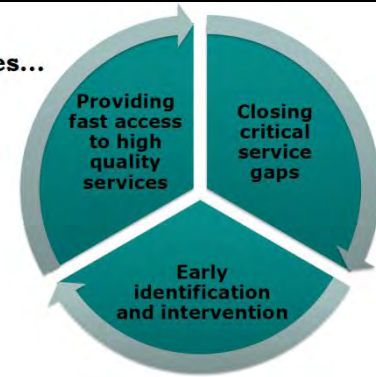
Provide support for professional learning in mental health and addictions for all Ontario educators

Fund and support Mental Health Leaders in publicly funded school boards

Support *Working Together for Kids' Mental Health*

Implement School Mental Health ASSIST

3 Key Priorities...



What is the Role of the Mental Health Leader?

Mental Health Leaders are full-time senior mental health professionals with dedicated responsibility for :

- conducting/updating board and school level resource mapping to determine areas of strength and need
- providing leadership for the board mental health team
- working with senior administration to develop and implement the board mental health & addictions strategy
- collaborating with board and community professionals to promote clear and integrated access to services
- coordinating systematic mental health literacy initiatives in the board
- selecting and supporting evidence-based approaches to mental health promotion and prevention

How are the Mental Health Leaders positioned in School Boards?

In most boards, Mental Health Leaders report to, or work closely with, Supervisory Officers with responsibility for student mental health and well-being. They also work alongside senior psychologists and social workers as part of a board mental health leadership team. Mental Health Leaders are a key point of contact for new professionals hired to support boards as part of the Ontario Mental Health and Addictions Strategy.

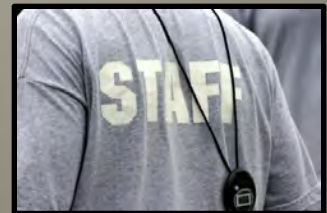
For more information, contact:

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Telephone: 416-327-8208
E-Mail: Sandy.Palinski@ontario.ca



The Role of the MH Leader

- Mental Health Leaders are senior mental health professionals with **full-time** dedicated responsibility for :
 - providing leadership for the board with regards to mental health and addictions
 - conducting/updating board and school level resource mapping to determine areas of strength and need
 - working with senior administration to develop, execute and monitor the board mental health & addictions strategy
 - collaborating with board/community professionals to consolidate processes to promote clear and integrated access to services
 - coordinating systematic mental health literacy initiatives
 - selecting and supporting evidence-based approaches to mental health promotion and prevention



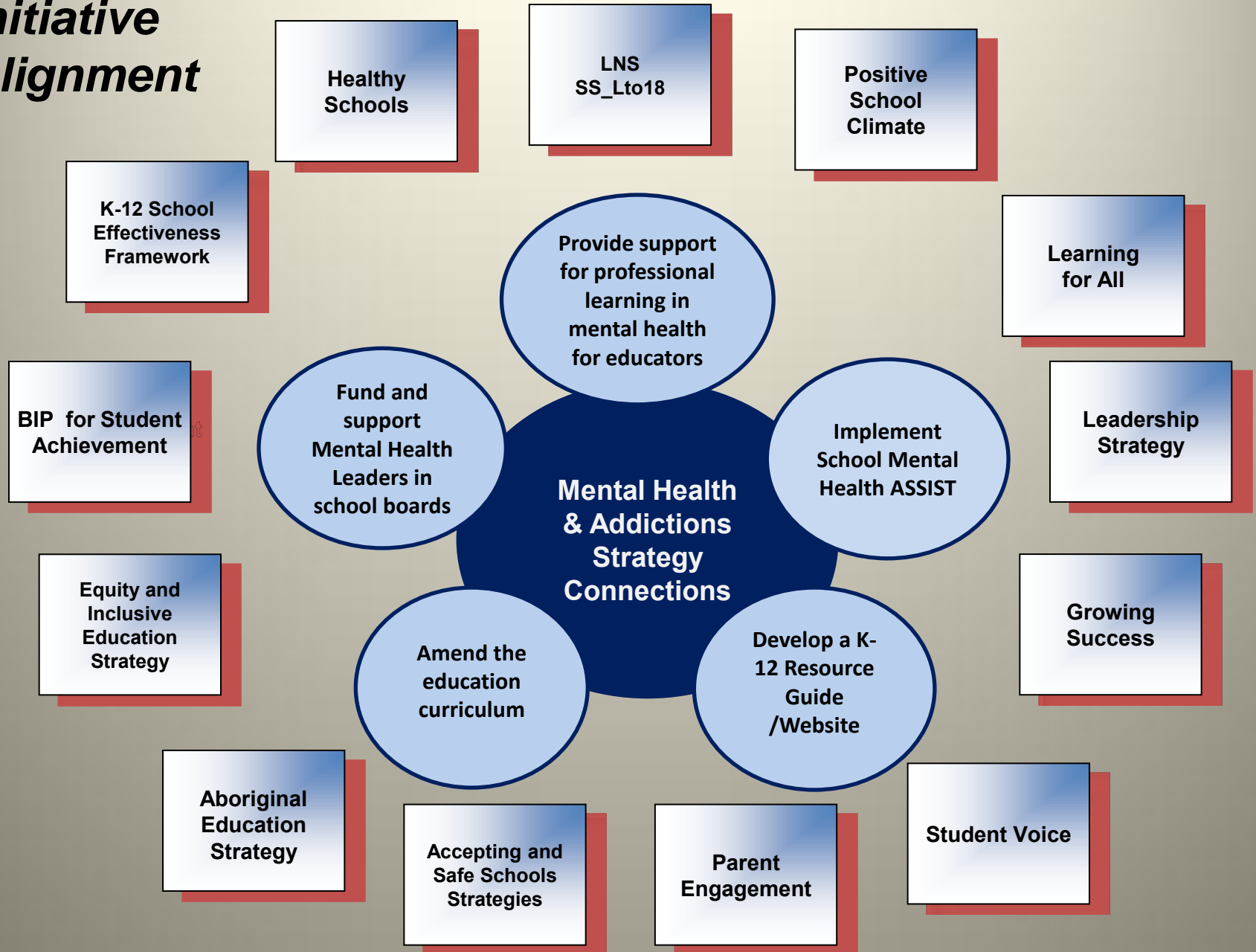
Support for Mental Health Leaders

- Leadership Modules
 - Insiders' Guide to School Boards
 - Implementation Science
 - Leadership and Change (on-line PACE modules)
 - Facilitation Skills
 - Collaboration Skills
 - Resource Mapping and Building a MH Strategy
 - Evidence-Based Practice in School MH
- Implementation Coach
- On-Line Community of Practice
- Resources/Templates for Recommended Protocols
- e-SMH Library

Alignment with Other Key Roles Supporting SMH

- Mental Health Leader complements:
 - Supervisory Officer responsible for SMH
 - Chief Social Worker, Chief Psychologist
 - Social Work, Psychology Staff
 - Other professionals who provide support (e.g., CYWs, Student Success, Guidance)
 - Community Mental Health Professionals
- Mental Health Leader also needs to define role relative to new professionals that are part of the MHA Strategy (MCYS workers for students, MOHLTC nurses)

Initiative Alignment



Anticipated Ripples of Impact

Board Level (e.g.,
MH Strategy,
coordinated
mental health
literacy, evidence-
based strategies)

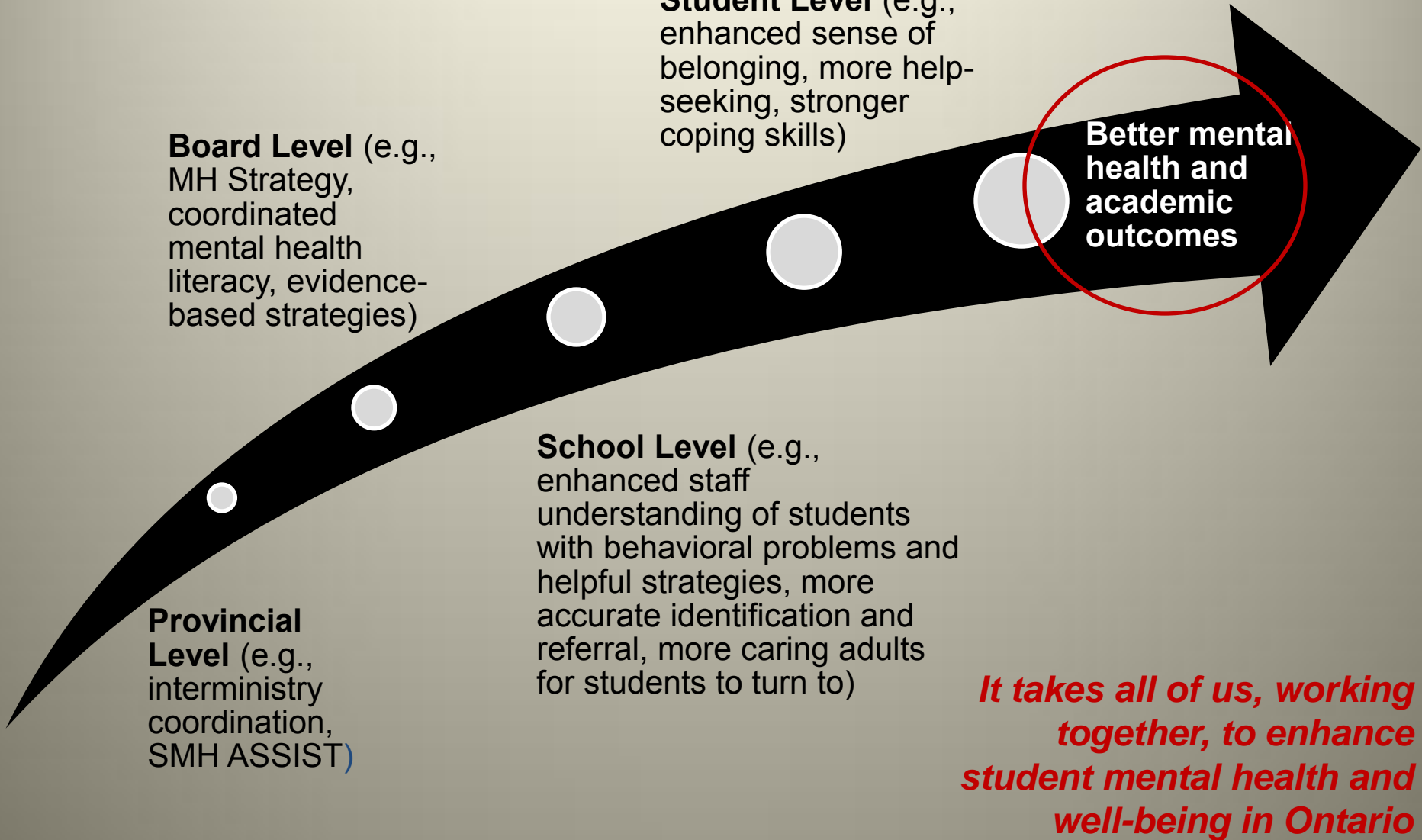
Student Level (e.g.,
enhanced sense of
belonging, more help-
seeking, stronger
coping skills)

**Better mental
health and
academic
outcomes**

**Provincial
Level** (e.g.,
interministry
coordination,
SMH ASSIST)

School Level (e.g.,
enhanced staff
understanding of students
with behavioral problems and
helpful strategies, more
accurate identification and
referral, more caring adults
for students to turn to)

***It takes all of us, working
together, to enhance
student mental health and
well-being in Ontario***



Visit SMH ASSIST

Équipe d'appui pour la santé mentale dans les écoles



<http://smh-assist.ca/>



Moving Forward on the Promise of School Mental Health

NATIONAL, INTERNATIONAL, & PROVINCIAL INITIATIVES

OUT OF THE SHADOWS AT LAST

The Standing Senate Committee on Social Affairs,
Science and Technology

The Honourable Michael J. L. Kirby, Chair

May 2006



Mental Health
Commission
of Canada

Commission de
la santé mentale
du Canada

Making the school a site for the effective delivery of mental health services involves several key steps. First, its potential must be recognized.

National Initiatives in School Mental Health

- School-Based Mental Health & Substance Abuse Consortium
- Canada's Mental Health Strategy – Mental Health Commission of Canada (MHCC)
- Evergreen
- National Infant Child & Youth Mental Health Consortium
- Opening Minds
- Joint Consortium for School Health
- Public Health Agency of Canada
- Canadian Association for School Health
- Health Canada
- Canadian Centre for Substance Abuse



Release of SBMHSA Consortium Key Findings

Meta-Synthesis of Reviews

MH Promotion		Prevention	Intervention/ Ongoing Care
School/Class-wide Social Emotional Learning is associated with enhanced prosocial ability and academic achievement	Internalizing	Cognitive-Behaviour Therapy / Behavior Therapy that is skill-based and builds protective factors can reduce symptoms	CBT/BT focused on core elements like social problem solving, cognitive restructuring, relaxation
	Externalizing	Cognitive-Behaviour Therapy / Behavior Therapy that builds conflict resolution and anger management skills can reduce symptoms	CBT/BT focused on core elements like identifying cues for aggression, resisting automatic aggressive impulses, alternative behaviors
	Substance Use	Mixed results – best strategies are interactive and build refusal and life skills	Insufficient evidence

Release of SBMHSA Consortium Key Findings

Scan of Nominated Best Practices

- Report of 150 nominated programs and strategies
- Nominations from every province
- Programs from across the Evergreen continuum
- Development driven by need, resulting in islands of innovation
- Inconsistent alignment with research
- Inconsistent use of local evaluation

- *Actionable messages*
 - *Build tools to inspire collaboration and to help with decision-making*
 - [NATIONAL SCAN DATABASE](#)
 - *Support evaluation and scale up of research-consistent programs*

Release of SBMHSA Consortium Key Findings

National Survey of Schools and Boards

Broad Findings

Majority were concerned or very concerned about student mental health/substance use

Over 80% said there are unmet student mental health/substance use needs in their board

Most Common – Problems With: attention & learning, anxiety, substance use, social relationships & bullying, oppositional behavior & aggression, depressed mood

Identified need for organizational conditions at the school and board level (board policy, clear service pathways, infrastructure, role clarity, systematic PD)

Inconsistent coverage of the continuum of care in boards and schools. Primary focus on identification and referral, individual intervention and crisis intervention

Implementation Barriers include: insufficient resources in schools/communities, insufficient qualified staff in school boards, need for parent engagement/collaboration, need for promotion/prevention programming, need for systematic PD for educators

International Initiatives in School Mental Health

- International Alliance for Child and Adolescent Mental Health in Schools(Intercamhs) <http://www.intercamhs.net/>
- US – Canada Alliance for School Mental Health
- SBMHSA webinar - international initiatives (Aus, Germany, US)
- *Advances in School Mental Health Promotion*
- Key international conferences featuring School Mental Health
 - 7th Annual World Conference on Mental Health Promotion and Treatment of Behavioral Disorders, October 17-19, Perth, Australia
 - 17th Annual Conference on Advancing School Mental Health, October 25-27, Salt Lake City, Utah
 - 26th Annual Children's Mental Health Research and Policy Conference, March 3-6, Tampa, Florida

Provincial Initiatives in School Mental Health

- Emergence of government strategies (e.g., BC, MN, NS, ON)
- Development of provincial coalitions (e.g., BC, ON)
- Funded provincial initiatives related to mental health capacity building (e.g., AB, QB, NS, ON)
- Cross-sectoral initiatives, infrastructure, protocols (e.g., BC, NB, ON)
- Student mental health in provincial curriculum