Working Together to Promote Everyday Mental Health at School

Annual Conference on Advancing School Mental Health
October 2018
Our Project Goals...

To enhance the mental health and well-being of elementary school students through the use of simple, everyday practices that educators can easily embed into daily classroom life.

To co-create, test, and share a sustainable *Everyday Mental Health Classroom Resource*
Overview

**Partners**
- ETFO, CAMH, SMH ASSIST, WellAhead

**Rationale for the Everyday Mental Health Classroom Resource**
- Evidence-based practice, to scale, with sustainability in mind

**Resource Development Process**
- Co-design, co-creation, feasibility pilot, field-test

**Overview of the Everyday Mental Health Classroom Resource**
- On-line tool, everyday mental health practices

**Feasibility Pilot and Field-Test Findings**
- Measuring changes in educator knowledge, confidence, beliefs, and perceptions of classroom climate and student skills
This project was funded, in part, through The J.W. McConnell Foundation
Elementary Teachers’ Federation of Ontario (ETFO) is the union that represents 83,000 elementary teachers and education workers in the publicly funded school system.

- ETFO has a strong commitment to Equity and Social Justice
- Provide Professional Development opportunities for our members
- 2 staff officers from ETFO worked on the project
School Mental Health ASSIST

- A provincial implementation support team designed to help Ontario school districts to promote student mental health and well-being in systematic and sustainable ways.

- Working alongside Ontario Ministry of Education.

- Provides Provincial SMH Leadership, Implementation Coaching, Resources, and a Community of Practice.
Provincial System Support Program

- Centre for Addiction and Mental Health
- Provincial System Support Program
  - Connect people and evidence
  - Help communities put solutions in place
  - Engage diverse voices, perspectives, and populations
  - Build evaluation capacity
# Partners and Roles

<table>
<thead>
<tr>
<th>Elementary Teachers’ Federation of Ontario</th>
<th>School Mental Health ASSIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Classroom practice and implementation expertise</td>
<td>✓ School mental health leadership and implementation expertise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centre for Addiction and Mental Health</th>
<th>The J.W. McConnell Foundation, WellAhead</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Evidence and Synthesis</td>
<td>✓ Exemplar Experience and Funding</td>
</tr>
</tbody>
</table>

## Mental Health Leaders

- ✓ Clinical Expertise and Board-Level Support
Rationale

Evidence-based practice, to scale, with sustainability in mind
The Promise of School Mental Health

Schools are an optimal setting in which to:

- Promote positive mental health
- Build student social-emotional learning skills
- Reduce stigma and encourage help-seeking
- Identify students in need
- Prevent mental health problems in high risk groups
- Build pathways to, from, and through services
Educators have an Important Role

- Educators are not expected to be mental health professionals!

- But educators DO have an important role to play in creating caring classroom environments, supporting student resiliency, and noticing when a student might be struggling with a mental health problem.

**CREATING CARING CLASSROOM ENVIRONMENTS**

**SUPPORTING RESILIENCY**

**BEING THE EYES, EARS, HEARTS...**
Educators Can Feel Ill-Equipped to Help

- Canadian educators report that they want to help to support student mental health, but they often feel ill-equipped to do so (e.g., CTF Survey, 2012).

- Many educators are concerned that they will say or do the wrong things

- Many do not know what to do to help effectively

The good news is...
It isn’t as hard as they might think to support mental health in the classroom!

(and they are probably already doing it ... but a practical resource would help)
Social Emotional Learning (SEL) is the “process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”

(Collaborative for Academic Social Emotional Learning - CASEL, 2016)
Support for SEL

- Evidence-based SEL programs help students to build the skills needed to thrive and to prevent future behavioural and emotional problems from emerging (Conley et al., 2013; Durlak et al., 2011; Fazel et al., 2014)

- There is increasing evidence to show that SEL enhances emotional well-being AND academic performance in lasting ways, when delivered universally by an educator (Durlak et al. 2011; Taylor, Oberle, Durlak & Weissberg, 2017)

- Economic models show a strong return-on-investment for this type of programming in schools (Campion, 2012)
There are (many) evidence-based programs that can help with social emotional learning.

However, SEL programs can be costly, perceived as an add-on, and inconsistently aligned with local curriculum.

As a result, most are difficult to implement and sustain.

A low-cost, evidence-based, implementation-friendly alternative is needed!
Population roughly 13.7 million (of Canada’s 35.5 million)

72 school districts
  - 31 English Public (secular, open to all)
  - 29 English Catholic
  - 4 French Public
  - 8 French Catholic

Approximately 5000 schools
Approximately 2 million students
Approximately 117,000 teachers
Approximately 7400 principals/vice principals

Ontario's school system acknowledges and celebrates its diversity. Our students come from multi-faith, multi-language, multi-economic, multi-racial backgrounds. They identify as LGBTQ, immigrant/refugee/ethnocultural, Indigenous, and have a variety of learning needs.
Innovation and Scale Up Lab

- Multi-Tiered System of Support
- Evidence-Based, Implementation-Sensitive Approaches
  - Research-Based, Practice-Ready, Scalable, Sustainable
- Innovation and Scale Up Lab Pilots (2017-2018)
  - Everyday Mental Health Classroom Resource (Elementary)
  - Healthy Transitions from High School (Secondary SEL)
  - Bell Let’s Talk Help-Seeking Pilot
  - Brief Intervention for School Clinicians
  - STRONG Pilot
Everyday Mental Health Classroom Resource

- A low-cost, evidence-informed, implementation-friendly alternative!

- ETFO and SMH ASSIST partnered to co-create a resource that educators can use to promote student mental health in the classroom as part of everyday practice

This resource is:
- Built by and for Ontario educators
- Voluntary to use
- Aligned with the evidence-base
- “Evergreen”
- Free to Ontario educators
Resource Development Process

Co-design, co-creation, feasibility pilot, field-test
Common Components Analysis

- Review of 19 evidence-based class-wide SEL programs
- Inclusion criteria (K-8 students, universal, evidence-based manualized programs) – led to exclusion of 4 programs
- Conducted a deductive content analysis on 15 programs; an element was deemed “common” if it appeared in 4 or more programs
- Initial set of 14 common elements was identified. Further distilled into a list of six common categories in consultation with subject matter experts.
Common Elements Categories

- **Identifying and Managing Emotions** (recognizing emotions in self and others, body cues, relationship between emotions, thoughts and behavior)

- **Relationship Skills** (listening, cooperation, friendship, empathy, conflict resolution, being respectful to others, recognizing emotions in others)

- **Positive Motivation Skills** (optimism, positive attitude, growth mindset)

- **Stress Management and Coping Skills** (problem solving skills, relaxation, secret calming, mindfulness, cognitive restructuring, support seeking)

- **Self-Confidence and Identity Skills** (mattering, assertive communication, knowing oneself)

- **Executive Functioning Skills** (goal-setting, problem solving skills, time management, study skills, perseverance, decision-making, organization)
Year One Project Phases

1. **Initial Focus Group Consultation (November 2016)**
   - Identify educator preferences for resource content and format, and gather initial classroom ideas for promoting everyday mental health

2. **Initial Resource Review (January 2017)**
   - Gather impressions and suggestions related to draft resource materials from educators and mental health leaders

3. **Feasibility Testing of Resources (February – April 2017)**
   - Educators try out 6-10 activities from the resource

4. **Feedback Session (May 2017)**
   - All participants complete an on-line survey; focus group participants join a web meeting to discuss experiences with the resource

5. **Revisions to the resource (Summer 2017)**
   - Feedback is used to revise the resource, prepare for wider field test
Everyday Mental Health Practices Criteria

- Brief
- Low or no cost
- Easy to implement as part of the daily classroom routines
- Safe and inclusive for all students
- Designed to support social-emotional skill development
Idea Starters

- **WELCOME** - Create Supportive Classroom Environments
- **INCLUDE** – Build Student Engagement
- **PROMOTE** – Teach Social-Emotional Learning
- **KNOW** – Know your Students and Build Mental Health Literacy
- **PARTNER** – Create Connections with Home and Community
More Detailed Criteria

✓ Simple activities to promote good mental health
✓ Evidence-based or evidence-informed
✓ No or low cost to introduce and sustain
✓ Easy to use (Towards Flourishing found that strategies that are even a bit more complex don’t get used as often, aren’t “liked”, and are implemented poorly)
✓ Easy to communicate (strategies that can be described easily, that are teachable, and require minimal training)
✓ Differentiated in nature so that on balance the practices appeal to a wide variety of learners
✓ Appropriate for K-8 classrooms with suggestions for modifications by grade
From Common Elements to Daily Practice

**Category**

- Stress Management and Coping Skills

**Theme**

- Deep Breathing
- Belly Breathing
- Take Five Breathing
- Breathe With the Bell

**Practices**

- Belly Breathing
- Deep Breathing
- Take Five Breathing
- Breathe With the Bell

**CAMH Evidence Review**

**Educator Consultation**
Overview of the Everyday Mental Health Classroom Resource

On-line tool, everyday mental health practices
Check it Out!

https://smh-assist.ca/emhc/

Coping & Stress Management

TENSE AND RELAX

Purpose: To have students understand how different their body feels when relaxed versus when tense, to develop the skills to notice how their body feels in both instances and to learn how to relieve tension and to self-regulate.

<table>
<thead>
<tr>
<th>Division</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>

Materials: Educator will help students notice how they feel when they tense their muscles, and when they relax them.

Instructions:
- Neck/Turtle: Push your shoulders up to your ears (as if you were hiding inside a turtle shell).
  - Hold this for the count of 1-2-3.
  - Now relax your shoulders slowly for the count of 1-2-3.
- Hands/Lemons: Squeeze your hands together into fists (as if you were squeezing lemons).
  - Hold this for the count of 1-2-3.
  - Now relax your hands slowly for the count of 1-2-3.
- Stomach/Fence: Squeeze your stomach in as if you were trying to squeeze through a fence.
  - Hold this for the count of 1-2-3.
  - Now relax your stomach slowly for the count of 1-2-3.
- Feet/Mud: Push your feet down into the floor (as if you were squishing mud).
  - Hold this for the count of 1-2-3.
<table>
<thead>
<tr>
<th>Categories and Themes</th>
<th>Stress Management and Coping Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pause and Reflect, Calm Classroom, Deep Breathing, Stretching, Guided Imagery, Support Seeking</td>
</tr>
<tr>
<td></td>
<td><strong>Identifying and Managing Emotions</strong></td>
</tr>
<tr>
<td></td>
<td>Gauging, Recognizing, Understanding</td>
</tr>
<tr>
<td></td>
<td><strong>Positive Motivation Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Reframing, Expressing Gratitude, Perseverance, Practicing Optimism</td>
</tr>
<tr>
<td></td>
<td><strong>Relationship Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Listening, Empathy, Acts of Kindness, Being a Good Friend, Being Respectful, Conflict Resolution</td>
</tr>
<tr>
<td></td>
<td><strong>Self-Confidence and Identity Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Assertive Communication, Knowing Oneself, Mattering</td>
</tr>
<tr>
<td></td>
<td><strong>Executive Functioning Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Decision Making, Goal Setting, Metacognition, Organization, Problem Solving, Working Memory</td>
</tr>
</tbody>
</table>
### DEEP BELLY BREATHING

**Purpose**
To help students develop a deeper mind/body connection, by practicing deep breathing to support self-regulation, awareness of emotions, and resiliency.

**Division**
All

**Time Required**
10-15 minutes

**Materials**
Select a breathing practice that appeals to your group of students and to your comfort level.

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Description</th>
</tr>
</thead>
</table>
| Deep Belly Breath | Stand/sit with back straight and keep your shoulders and head relaxed as you gaze forward.  
  - Close your eyes if you feel comfortable doing that. Place your hands flat on your stomach.  
  - As you breathe in deeply through your nose, send this breath all the way to your stomach.  
  - Feel your stomach expand and your hands move out...  
  - Breathe out...Feel your stomach contract and your hands move in... |
| Hot Chocolate     | Stand/sit with back straight and keep your shoulders and head relaxed as you gaze forward.  
  - Place your hands together as if there is a cup of hot chocolate between them.  
  - As you breathe in pretend to smell the hot chocolate.  
  - As you breathe out pretend to blow on the steam.  
  - Do that again...(repeat two or three times).  
  - Next, tilt your cup and take a little sip, your body feels warm and relaxed. |
| Breathing Kindness| Stand/sit with back straight and keep your shoulders and head relaxed as you gaze forward.  
  - As you breathe in – breathe in kindness. Send this kindness to the centre of your body.  
  - As you breathe out – breathe out negativity. Send this breath out and away from you. |
Everyday Mental Health Classroom Resource

Educators told us they wanted an easy access on-line resource, with printable practice summaries
Feasibility Pilot Feedback

You and Four Friends...
Ten educators from across Ontario helped to develop and test the resource; each invited four colleagues to help try out the practices.

Each participant was asked to try 6-10 practices in their classroom (Feb-April).

Educators used a feedback form to rate and revise each of the practices that they used in their classroom and also offered overall impressions via an on-line survey.

Educators on the core team provided detailed feedback via web consultation at the end of the feasibility pilot re: the content of the resource, and the delivery preferences.
Overall, participants in the feasibility pilot were very enthusiastic about the resource. They offered excellent suggestions for enhancing the content and format.
Year Two Project Phases

1. Preparation for Larger Field Test (September - January 2018)
   - Research ethics, measurement, website enhancements

2. Field Testing of Resources (February – May 2018)
   - Educators try out 6-10 activities from the resource
   - Educators complete pre and post surveys

3. Focus Groups and Data Analysis (June - July 2017)
   - Three focus groups are conducted with participants
   - Survey and focus group data is analyzed

4. Revisions to the Resource (Summer 2018)
   - Feedback is used to revise the resource, prepare for launch!
From Feasibility to Impact Assessment

Evaluation Co-Design and Measurement

- Educator satisfaction
- Educator confidence
- Educator mental health literacy
- Educator perceptions of classroom climate
- Educator perceptions of student skills
2017-2018 Field Test

- Nine school boards
- ~ 450 participants accessed the site
- Access to site, agreement to try at least 6 classroom practices
- Pre/Post surveys about knowledge, confidence, and perceived classroom climate and student skill development (n=153 completed pre and post)
- Focus groups to help further inform next version of the resource
Participants - Years of Teaching

"How many years have you been teaching?"
"In which divisions will the EMHC practices be used in the next 3 months?"

Division

- Kindergarten
- Primary
- Junior
- Intermediate
- Unsure or N/A
Reliability Analysis

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge T1 (N=421)</td>
<td>0.91</td>
</tr>
<tr>
<td>Beliefs T1 (N=421)</td>
<td>0.88</td>
</tr>
<tr>
<td>Confidence T1 (N=422)</td>
<td>0.95</td>
</tr>
<tr>
<td>Classroom Climate T1 (N=410)</td>
<td>0.89</td>
</tr>
<tr>
<td>Students’ SEL Skills T1 (N=161)</td>
<td>0.86</td>
</tr>
</tbody>
</table>

→ High internal consistency within all subscales
**Pre-Post Changes**

*Paired t-test comparing baseline to post intervention scores on the five outcome variables*

<table>
<thead>
<tr>
<th>Time 2 – Time 1</th>
<th>N</th>
<th>Difference in Means</th>
<th>Standard Deviations</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of SEL</td>
<td>153</td>
<td>0.414*</td>
<td>0.555</td>
<td>9.214</td>
</tr>
<tr>
<td>Beliefs about the benefits of SEL</td>
<td>153</td>
<td>0.006</td>
<td>0.367</td>
<td>0.198</td>
</tr>
<tr>
<td>Confidence in skills to deliver SEL</td>
<td>153</td>
<td>0.389*</td>
<td>0.816</td>
<td>5.728</td>
</tr>
<tr>
<td>Perception of classroom climate</td>
<td>150</td>
<td>0.202*</td>
<td>0.353</td>
<td>6.994</td>
</tr>
<tr>
<td>Perception of student SEL practices</td>
<td>116</td>
<td>0.328*</td>
<td>0.413</td>
<td>8.540</td>
</tr>
</tbody>
</table>

Note. Statistical significance: *p<0.01
Knowledge Subscale

1. Coping and stress management skills
2. Identifying emotions skills
3. Relationship skills
4. Positive motivation skills
5. Self-confidence skills
6. Executive functioning skills

5-POINT SCALE:

1. NOT AT ALL
2. SOMEWHAT
3.
4. EXTREMELY
Educator Knowledge of SEL

"Current level of knowledge related to each of the SEL competencies"

Score

- Coping and stress management
- Identifying emotions
- Relationship
- Positive motivation
- Self-confidence
- Executive functioning

Pre
Post
Beliefs / Attitudes related to SEL

1. SEL has an impact on academic achievement
2. Educators have a role to play in promoting positive social emotional development of students
3. All students can learn skills to manage their behaviour and emotions
4. Personal self-care is important to model for students
5. I can make a difference in students’ SEL

5-POINT SCALE:

1. NOT AT ALL
2. SOMEWHAT
3. EXTREMELY
SEL has an impact on academic achievement. Educators have a role to play. All students can learn skills to manage their behaviour and emotions. Personal self-care is important to model for students. I can make a difference in students’ SEL.

"Level of agreement with the following beliefs"

<table>
<thead>
<tr>
<th>Beliefs / Attitudes related to SEL</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEL has an impact on academic achievement</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>Educators have a role to play</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>All students can learn skills to manage their behaviour and emotions</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Personal self-care is important to model for students</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>I can make a difference in students’ SEL</td>
<td>4.6</td>
<td>4.6</td>
</tr>
</tbody>
</table>
Educator Confidence re: SEL Competencies

1. Discussing SEL with students
2. Delivering materials related to SEL
3. Handling questions from students related to SEL
4. Talking to students about SEL
5. Suggesting SEL resources to students

5-POINT SCALE:

1. NOT AT ALL
2. SOMEWHAT
3. EXTREMELY
Educator Confidence re: SEL competencies

"Current level of confidence related to each of the SEL competencies"

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing SEL with students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivering materials related to SEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling questions from students related to SEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to students about SEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggesting SEL resources to students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Perceptions of Classroom Climate

1. When the lesson begins, I have to wait quite a long time for students to be ready to learn
2. Students in this class take care to create a pleasant learning atmosphere
3. I lose quite a lot of time because of students interrupting the lessons
4. There is much noise in the classroom
5. Students in this class feel responsible for how they act
6. Students in this class are respectful and caring of others
7. Students can control their own behaviour
8. Students know how to solve conflicts with others
9. Students are able to transition well from one activity, lesson, or timetable change to another
10. Students are supportive of each other
11. Students demonstrate that they are ready to learn
12. Students have a sense of belonging

### 4-POINT SCALE:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY DISAGREE</td>
<td></td>
<td></td>
<td>STRONGLY AGREE</td>
</tr>
</tbody>
</table>
Perceptions of Classroom Climate

"Perceptions of the classroom climate"

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not wait a long time for students to be ready to learn</td>
<td>2.5</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>Students take care to create a pleasant learning atmosphere</td>
<td>2.8</td>
<td>3.2</td>
<td>3.7</td>
</tr>
<tr>
<td>I do not lose lots of time because of students interrupting</td>
<td>2.4</td>
<td>3.0</td>
<td>3.4</td>
</tr>
<tr>
<td>There is not much noise in the classroom</td>
<td>2.8</td>
<td>3.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Students in this class feel responsible for how they act</td>
<td>3.0</td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>Students in this class are respectful and caring of others</td>
<td>3.2</td>
<td>3.7</td>
<td>4.2</td>
</tr>
</tbody>
</table>
Perceptions of Classroom Climate

"Perceptions of the classroom climate"

Score

- Students can control their own behaviour
- Students know how to solve conflicts with others
- Students are able to transition well
- Students are supportive of each other
- Students demonstrate that they are ready to learn
- Students have a sense of belonging

Pre vs. Post
Perceptions of Student SEL Competence

1. Identifying Emotions Skills
2. Relationship Skills
3. Positive Motivation Skills
4. Coping and Stress Management Skills
5. Self-Confidence and Identify Skills
6. Executive Functioning Skills

4-POINT SCALE:

1: NEEDS IMPROVEMENT
2
3
4: EXCELLENT SKILLS
Perceptions of Student SEL Competence

Perception of students' SEL competencies

Score

Identifying Emotions Skills  |  Relationship Skills  |  Positive Motivation Skills  |  Coping and Stress Management Skills  |  Self-Confidence and Identity Skills  |  Executive Functioning Skills
Pre  |  Pre  |  Pre  |  Pre  |  Pre  |  Pre
Post  |  Post  |  Post  |  Post  |  Post  |  Post

Pre: Pre-intervention; Post: Post-intervention
Preliminary Findings at a Glance

Knowledge of SEL/Confidence in skills to deliver SEL:
1 = Not at all
2 = A little
3 = Somewhat
4 = Very
5 = Extremely

Beliefs about the benefits of SEL:
1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Somewhat Agree
5 = Agree

Perception of classroom climate
1 = Disagree a lot
2 = Disagree
3 = Agree
4 = Agree a lot

Perception of student SEL practices
1 = Needs improvement
2 = Satisfactory skills
3 = Good skills
4 = Excellent skills

Outcomes

Knowledge of SEL
Beliefs about the benefits of SEL
Confidence in skills to deliver SEL
Perception of classroom climate
Perception of student SEL practices
Additional analyses were conducted (Univariate Linear Regression) to allow us to control for variables such as background, dosage, and any concurrent SEL programming exposure during the study period.

Multi level models were analysed to determine if controlling for board or school made a difference in the predictability of the educators' outcome scores.

All analyses pointed to significant positive findings associated with the Everyday Mental Health Classroom Resource, with no confounding influences on the results.
Findings related to “Dose”

Although not statistically correlated, the following trends were also noted:

- Moderate use was associated with improvements in perceived classroom climate (5-8 times per week)
- High use was associated with improvements in educators’ knowledge and confidence in delivering classroom SEL practices (8 to 12 times per week)
- Very high use was associated with improvements in perceived student SEL skills (at least 12 times per week)
Perceived Satisfaction with the Resource

- 84% of educators found the resource extremely or very helpful.
- Over 95% of educators would recommend the resource to other educators within and outside their division and roles.
- The practices were perceived to be:
  - Short, accessible, and easy to deliver
  - Easily modified for students of different ages
  - Interactive and fun in nature
  - Easy to understand by students
  - Beneficial to educators’ own mental health and comfort level to deliver classroom-based practices
This study used a quasi-experimental design (pre-post) with no control group or randomization.

A sample of convenience was used whereby those who chose to participate in the intervention might have represented a select group of educators, further influencing the generalizability of the results.

In order to test the efficacy of this intervention, a randomized-controlled trial is warranted.

Despite these limitations the intervention was associated with significant improvements in knowledge, classroom climate, and SEL practices.
Next Steps

- Roll-out Implementation Support Protocol within Ontario school districts with ETFO locals (communication plan, support role for Mental Health Leaders, trouble-shooting by Implementation Coaches, continuous quality improvement systems, etc.)

- Create versions for other Federations (Catholic District School Boards, French District School Boards, Secondary School Audiences)

- Extend the idea for student everyday mental health practices

- Seeking partnerships related to a program of research for the Everyday Mental Health Classroom Resource
Take Home Messages

- Authentic organizational partnership is a key foundation
- Educator voice is essential
- Communication is difficult, multi-layered, and critical
- Practical, evidence-informed resources help make the educator role in supporting student mental health manageable – *Mental Health Literacy*  →  *Action!*
- Leveraging existing structures helps with sustainability
- Involvement in co-designed projects is good professional learning and provides an important leadership opportunity
Questions?
Contact Us

- Nancy Baldree, B.A., B.Ed.
  - nbaldree@etfo.org
- Kathy Short, Ph.D., C. Psych.
  - kshort@smh-assist.ca
- Alexandra Fortier, MSW, RSW
  - afortier@smh-assist.ca

Visit Us:  http://smh-assist.ca/

Follow Us:  @SMHASSIST