

WELL-BEING. EVERYONE. EVERY DAY.

OUR VISION IS TO CREATE SAFE, WELCOMING, INCLUSIVE LEARNING SPACES TO PROMOTE WELL-BEING FOR ALL STUDENTS AND STAFF.

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Well-Being and Mental Health Matters

Developing positive mental health is foundational to student academic achievement, effective life skills, and overall well-being. At the core of mentally healthy classrooms are the principles of compassion, inclusion and engagement, encouragement and support, and effective instruction that facilitates success. (*What Works? Research into Practice Monograph 58, Nov. 2014*)

The words we use matter

When we talk about “mental health,” some people think about serious mental illnesses and disorders like schizophrenia or bipolar disorder. But **we should all strive for good mental health – it means we are flourishing!** Mental well-being encourages individuals to explore, take healthy risks, overcome adversity and contribute to the world around them.

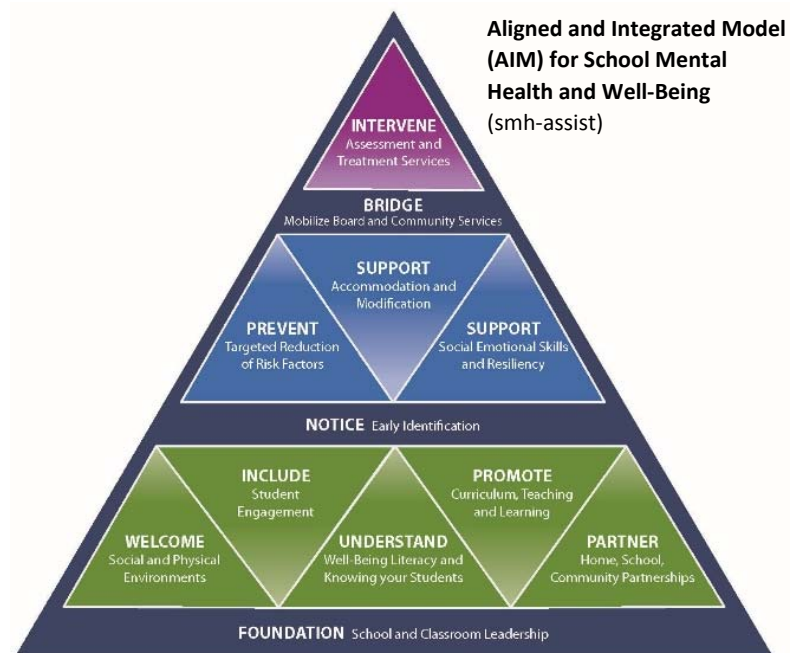
Well-being and Mental Health is for everyone

To illustrate how mental health looks for various students, we use the organizing principle of tiers. Tier 1 refers to all students, Tier 2 refers to some students and Tier 3 refers to a few students.

The **Aligned and Integrated Model (AIM)** for School Mental Health and Well-Being (smh-ASSIST) brings together fundamental elements of Foundations for a Healthy School, within the framework of a multi-tiered system of support.

Educators can welcome, include, understand, promote, and partner to enhance the well-being of ALL students.

We can prevent risk, offer support, and bolster protective factors to build the well-being of students who are experiencing difficulty with their mental health. School and community mental health professionals can collaborate to intervene with the FEW students who require more intensive supports.



Indicators that a student is thriving

Behavioural/Physical	Social-Emotional	Cognitive
Makes friends easily / has at least one good friend	Shows appropriate range of affect (i.e. sad when appropriate)	Explores the environment with curiosity
Separates from family readily	Appears mostly happy and content	Completes assigned tasks
Enjoys healthy lunches	Bounces back from failure or mistakes	Engages in creative play
Reaches out to help a peer in trouble	Shows empathy to a peer	Perseveres with challenging tasks
Has lots of energy	Enjoys play with peers	Is engaged in learning activities
Participates enthusiastically in physical activity	Overcomes initial hesitations or fears with new experiences	Asks for and accepts help from teacher
Can resolve conflicts with talking and compromise	Seeks comfort from adult when appropriate	Makes plans and follows through
Demonstrates appropriate self-control (impulse control)	Is able to calm down and regulate	Is able to identify the source of a problem and think of ways to resolve it

(smh-assist)

DDSB Well-Being and Mental Health Strategic Plan 2018-2021

The DDSB values positive mental health as fundamental to student achievement and well-being. **Mental well-being matters for all students.** The DDSB Well-Being and Mental Health Strategic plan will focus on promoting well-being for all by promoting intentional, explicit and systemic day to day practises that lead to **well-being for everyone, every day.** The vision is to create safe, welcoming, inclusive learning and working spaces that promote well-being for all students and staff by implementing the foundational conditions that ensure all students thrive. The school environment has an important impact on a student's sense of belonging and overall mental health. There are many ways that educators can contribute to creating and sustaining a welcoming and inclusive school climate. When schools **welcome, include, understand, promote and partner**, they create the conditions that enable optimal learning and well-being for all.



The monthly “Well-Being. Everyone. Every day.” challenge:

Schools are an optimal setting to reduce stigma, promote positive mental health, build student social-emotional learning skills, prevent the development of mental health problems in high risk groups, identify students in need, and support them along the pathway to needed supports. Much of what we do in school boards, every day - teaching, caring, helping -is foundational to good mental health. Children and youth are with us six hours a day, five days a week. We can have an enormous influence on shaping well-being.

Read how the DDSB hopes to do that through the new Well-Being and Mental Health Plan 2018-2021. ([click here](#)) How will you consider *well-being for everyone every day* in your schools?

Need more ideas on how to do this or want to learn more about DDSB's Well-Being and Mental Health Strategy, don't hesitate to contact the DDSB Mental Health Lead, Steffanie Pelleboer at steffanie.pelleboer@ddsb.ca.

