

2014 Ontario Child Health Study

*Enquêtes sur
la santé mentale
des écoles*



*School
Mental Health
Surveys*

School Mental Health Surveys

TEACHER SURVEY

Grades 6 to 12

Researchers at McMaster University are conducting the School Mental Health Surveys, which are part of the 2014 Ontario Child Health Study. These surveys ask about school climate and programs and practices in your school that support student mental health. Teachers can offer unique perspectives on how to support student mental health. Therefore, we ask that you report honestly about how you feel and what you do when working at this school.

Teacher identities will be kept strictly confidential. No one at your school or board will know what you answered. Your survey will go directly to researchers at McMaster University and will be combined with those of other teachers and used for research purposes only.

Information from the School Mental Health Surveys will be used to help improve our schools so that children and youth in Ontario reach their full potential.

Thank you for participating!

Instructions:

1. If you are a **supply teacher** for the class of students completing this survey **and** have been teaching them **for less than 4 weeks**, please **DO NOT** complete this survey. Please give this survey and the instructions to the regular classroom teacher for completion.

2. Use a black or blue pen, or pencil.

3. Put an 'X' in the box next to your response. You do not need to fill in the box.

This is the correct way to fill in the boxes:

Answer A Answer B Answer C

4. If you are not sure how to answer a question, please try your best.

5. Leave the question blank if it makes you uncomfortable.

6. Please do NOT put your name anywhere on the survey.

7. When completed, please put your survey in the envelope provided and seal it.

*If you are feeling worried or distressed, resources are available at
www.ementalhealth.ca*



A. ABOUT YOUR SCHOOL

A1. Please tell us how much you disagree or agree with each statement describing this school.

	Disagree a LOT	Disagree	Agree	Agree a LOT
1. Students are taught to feel responsible for how they act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers, staff, and administrators work well together in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. This school is well regarded by the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students are taught to understand how others think and feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers work closely with parents to help students when they have problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. This school has effective partnerships with community organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teachers expect all students to work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teachers show respect toward parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Students are taught that they can control their own behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Teachers require students to work hard to get good grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Students are taught how to solve conflicts with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Administrators and teachers support one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Students are taught they should care about how others feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Teachers do a good job communicating with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Teachers expect students to do their best all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Teachers listen to the concerns of parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. There is good communication among teachers, staff, and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Having strong community relations is a priority in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. ABOUT THE CLASS COMPLETING THE STUDENT SURVEY

This section asks about **the class completing the student survey**. Please think about this class when answering the following questions.

- B1. Since the beginning of this school year, how many weeks have you been teaching the class completing the student survey?
 1 week or less 1-2 weeks 2-3 weeks 3-4 weeks 4 weeks or more
- B2. Is this class a:
 Regular classroom Special education classroom Other
- B3. What grade level is this class? If this is a split grade class, please specify **both** grades.
 Grade 5 Grade 7 Grade 9 Grade 11 Other
 Grade 6 Grade 8 Grade 10 Grade 12
- B4. How many students are enrolled in this class?
 1-15 16-20 21-25 26-30 31 or more
- B5. Please indicate how often the following features are in place **in this classroom**.
- | | Not at all | Rarely | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Expected student behaviours and routines are taught directly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Expected student behaviours are acknowledged regularly (positively reinforced). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Problem behaviours (failure to meet expected student behaviours) are defined clearly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Consequences for problem behaviours are defined clearly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Problem behaviours receive consistent consequences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A variety of methods are used to reward students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Rewards are linked to expectations and rules. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Rewards are varied to maintain student interest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Again, please think about **the class completing the student survey** when answering the following questions.

- B6. During the **past 3 months**, how many times have you sent a student from this class to the office for inappropriate behaviour? *If you sent the same student multiple times, please count each time separately.*
 0 1 2 3-5 6 or more

What percentage of class time is typically spent on each of the following activities?

B7a. % **Administrative tasks** (e.g., recording attendance, handing out school information/forms)

- 0-5% 6-10% 11-15% 16-20% More than 20%

B7b. % **Keeping order in the classroom** (e.g., maintaining discipline)

- 0-5% 6-10% 11-15% 16-20% More than 20%

B7c. % **Teaching and Learning**

- 0-25% 26-50% 51-75% More than 75%

C. PROGRAMS IMPLEMENTED IN THE CLASS COMPLETING THE STUDENT SURVEY

Some teachers implement special programs in their class aimed at student mental health while others do not. **Mental health is defined as a state of social and emotional well-being in which an individual can cope with normal stresses of life and can realize his or her own potential.** These programs represent one way that teachers and schools can support student mental health. There are many other strategies as well.

C1. **Since the beginning of this school year**, please indicate if one of the following types of program has been implemented in your classroom. If more than one program has been implemented, **please select the one program that had the greatest benefit for most students.** If no programs have been implemented, please check 'No' below and move on to Section D.

- Social and Emotional Learning (SEL) Program** designed to foster positive emotional, behavioural, and interpersonal skills. Many focus on managing anger, recognizing emotions, developing empathy, communicating respectfully and building and maintaining friendships. Examples include *AI's Pals*, *Promoting Alternative Thinking Strategies (PATHS)*, *TRIBES* and *Roots of Empathy*.

- Violence Prevention or Peace Promotion Program** designed to make students and schools safer and more peaceful. Many address verbal and physical aggression, weapons, bullying, conflict resolution and peacemaking. Examples include *Teaching Students to be Peacemakers*, *Tools for Getting Along: Teaching Students to Problem Solve*, *Peace Builders* and *Restorative Practices*.

- Risk Prevention or Health Promotion Program** designed to reduce unhealthy behaviours, such as alcohol, tobacco or drug use, or to promote safe and healthy life choices. Examples include *Life Skills Training*, *Lions Quest Skills for Adolescents*, *Project Towards No Drug Abuse* and *SPORT*.

- Emotion Regulation, Stress Management or Coping Skills Programs** designed to prevent or reduce problems with depression, anxiety or suicide. Many focus on coping strategies, social problem solving, cognitive restructuring and mood management. Examples include *FRIENDS*, *SOS (Signs of Suicide)*, *CAST (Coping and Support Training)* and *Sources of Strength*.

- Other Program

- No programs aimed at student mental health have been implemented in my classroom → Go to Section D

The following questions are about the specific program you just selected in question C1 above.

C2. Did the program include all students or only some students in your classroom?

- All students Some students

C3. How often did the program activity occur?

- Daily Weekly Monthly One time
 2-3 times/week 2-3 times/month Less than once/month

- C4. How long was the program?
 One week or less 2-4 weeks 6-8 weeks 10-12 weeks
 1-2 weeks 4-6 weeks 8-10 weeks More than 12 weeks
- C5. Did students learn any of the following skills as part of the program activity? **Mark all that apply.**
 Problem solving: identifying solutions to targeted problems
 Communication skills: communicating more effectively with others
 Assertiveness training: asserting one's needs appropriately with others
 Self-awareness and awareness of others: achieving greater understanding of self and others
 Coping skills: dealing with stressful situations
- C6. Were any of the following methods used when delivering the program activity? **Mark all that apply.**
 Modeling: demonstrating to students a desired behaviour
 Psycho-education: formal didactic review (i.e. teaching) of the information
 Role play: practising desired behaviour during the session
- C7. Were any of the following materials used when implementing the program? **Mark all that apply.**
 No materials were used
 Teacher/instructor guides (curricula, manuals, etc.)
 Materials for student completion (workbooks, worksheets, etc.)
- C8. Did you receive any of the following support for implementing the program? **Mark all that apply.**
 No support was available
 I received training about the program and how to implement it
 A school counsellor or program coach/consultant supported me in implementing the program
- C9. Was the implementation of this program required at your school?
 No Yes

D. ABOUT THE STUDENTS COMPLETING THE STUDENT SURVEY

Please think about the students in your **class who are completing the student survey** when answering the following questions.

D1. How many of the students in this class...

	None	Some	About half	Most	Nearly all
1. ...come to class on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ...attend class regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ...come to class prepared with appropriate materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ...regularly pay attention in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ...actively participate in class activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ...always turn in their homework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2. Think about your interactions with students in this class. During the **past 3 months**, how often have you...

	Never	Once or twice	Weekly	2 or 3 times a week	Daily
1. ...noticed that a student was upset and asked him/her about what was going on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ...talked with students about how to deal with stressful experiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ...given a student the opportunity to discuss something that was bothering him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ...talked informally with students before, during, or after class about their interests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ...had a conversation with a student or a group of students about personal issues or concerns they had?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ...asked students to share with you what's going on in their lives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ...asked students to work together to complete an assignment or learn something new?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ...asked students to discuss class material with each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ...provided time for students to work together on class-related material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D3. The following is a list of strategies that might be used to promote mental health. During the **past 3 months**, how often have you used the following strategies with students in this classroom?

	Never	Once or twice	Weekly	2 or 3 times a week	Daily
1. Modelled a desired behaviour to promote the student's imitation and subsequent performance of that behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Taught a student calming techniques, such as muscle relaxation, breathing exercises, meditation, and similar activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Administered rewards and/or praise to reinforce the student's behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Encouraged a student to participate in pleasurable activities on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Practiced specific activities with the intention of building skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Encouraged the student to reward him/herself for performing a desired behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provided tangible rewards, such as tokens, points and charts, as reinforcement for desired behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provided social rewards, such as praise, encouragement, and affection, to promote desired behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Taught the student social skills with the goal of improving interpersonal functioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Matched the student with a peer to facilitate reciprocal learning or practice skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Taught the student to solve problems by outlining steps, such as identifying the problem, generating multiple solutions, and selecting the best alternative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Selectively ignored mildly inappropriate behaviours and attended to alternative behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. YOUR EXPERIENCES & FEELINGS

The next questions ask about your own experiences. All of **your responses are confidential.**

E1. **During the past 30 days**, about how often did you feel...

	None of the time	A little of the time	Some of the time	Most of the time	All of the time
1. ...nervous?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ...hopeless?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ...restless or fidgety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ...so depressed that nothing could cheer you up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ...that everything was an effort?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ...worthless?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. BARRIERS

F1. To what extent do you agree or disagree that the following are barriers to addressing student mental health in your school?

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know
1. Low priority given to student mental health versus other initiatives in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lack of adequate staff training to address student mental health in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Stigma (negative attitudes or unfair treatment) associated with mental health problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Language and cultural barriers arising from an ethnically and racially diverse student population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lack of contact between the school and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. MENTAL HEALTH EMERGENCIES

G1. Please rate the extent to which the following resources and practices are in place at your school when a student mental health emergency arises (e.g., student exhibits self-injurious or suicidal behaviours, severe acts of violence or aggression, substance abuse, trauma).

	Not in place	Partially in place	In place
1. The people responsible for specific tasks or duties in a mental health emergency are clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff have been trained in ways to respond appropriately to students who experience mental health emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There are follow-up services available for students who experience mental health emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Information about mental health emergencies is shared with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. PROFESSIONAL DEVELOPMENT

H1. **During the past two years**, did you receive any training in the following topics? This might include workshops, conferences, continuing education, graduate courses or other kinds of in-service training.

	No	Yes
1. Promoting social and emotional well-being	<input type="checkbox"/>	<input type="checkbox"/>
2. Creating a mentally healthy classroom	<input type="checkbox"/>	<input type="checkbox"/>
3. Preventing mental health problems	<input type="checkbox"/>	<input type="checkbox"/>
4. Managing behaviour problems in the classroom	<input type="checkbox"/>	<input type="checkbox"/>
5. Reducing stigma related to mental health problems	<input type="checkbox"/>	<input type="checkbox"/>
6. Recognizing signs and symptoms of mental health and/or substance abuse problems	<input type="checkbox"/>	<input type="checkbox"/>
7. Assisting students to access help for mental health problems	<input type="checkbox"/>	<input type="checkbox"/>
8. Physical, sexual or emotional abuse	<input type="checkbox"/>	<input type="checkbox"/>
9. Serious mental health or substance use problems (i.e., depression, anxiety, aggression, suicidal behaviour, self-harm)	<input type="checkbox"/>	<input type="checkbox"/>
10. Bullying and victimization, including cyberbullying	<input type="checkbox"/>	<input type="checkbox"/>
11. Sexual harassment or dating violence	<input type="checkbox"/>	<input type="checkbox"/>

I. BACKGROUND INFORMATION

I1. Are you...

Female? Male?

I2. Were you born in Canada?

No Yes

I3. Which category **best** describes your race or cultural group? **Mark all that apply.**

White

East Asian (e.g., Chinese, Japanese, Korean)

Southeast Asian (e.g., Vietnamese, Filipino, Cambodian, Malaysian, Laotian)

South Asian (e.g., East Indian, Pakistani, Sri Lankan, Afghan, Bangladeshi)

West Asian (e.g., Iraqi, Syrian, Lebanese)

Arab

Black African (e.g., Ghanaian, Kenyan), Black Caribbean (e.g., Jamaican, Haitian) or Black Canadian or American

Latin American, Central American, or South American (e.g., Mexican, Colombian, Brazilian, Chilean)

Aboriginal/Native (e.g., First Nations, Métis, or Inuit)

Other

I4. Including this school year, how many years of work experience do you have working as a teacher...
(Please round up to whole years):

	Less than 1 year	1-3 years	3-5 years	6-10 years	Over 10 years
...at this school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...in total ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing this survey!