

2014 Ontario Child Health Study

*Enquêtes sur
la santé mentale
des écoles*



*School
Mental Health
Surveys*

School Mental Health Surveys

TEACHER SURVEY

Grades JK to 5

Researchers at McMaster University are conducting 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** at this school **for less than 4 weeks this school year**, 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 YOUR CLASS

This section asks about **your homeroom class or the class you teach most often throughout the day.** 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 your homeroom class or the class you teach most often throughout the day?

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.

Junior Kindergarten Grade 2 Grade 5
 Senior Kindergarten Grade 3 Grade 6
 Grade 1 Grade 4 Other

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"/>

C. PROGRAMS IMPLEMENTED IN YOUR CLASSROOM

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 YOUR STUDENTS

Please think about the students in **your homeroom class or the class you teach most often throughout the day** when answering the following questions.

- D1. The following is a list of strategies that might be used with students 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. 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"/>
3. Practiced specific activities with the intention of building skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 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"/>
5. 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"/>
6. 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"/>
7. 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"/>
8. 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"/>

Thank you for completing this survey!