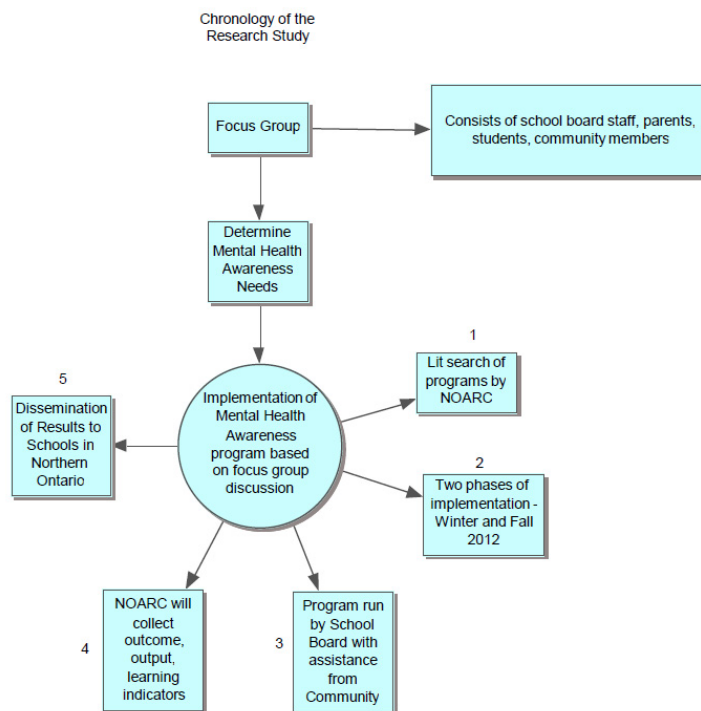


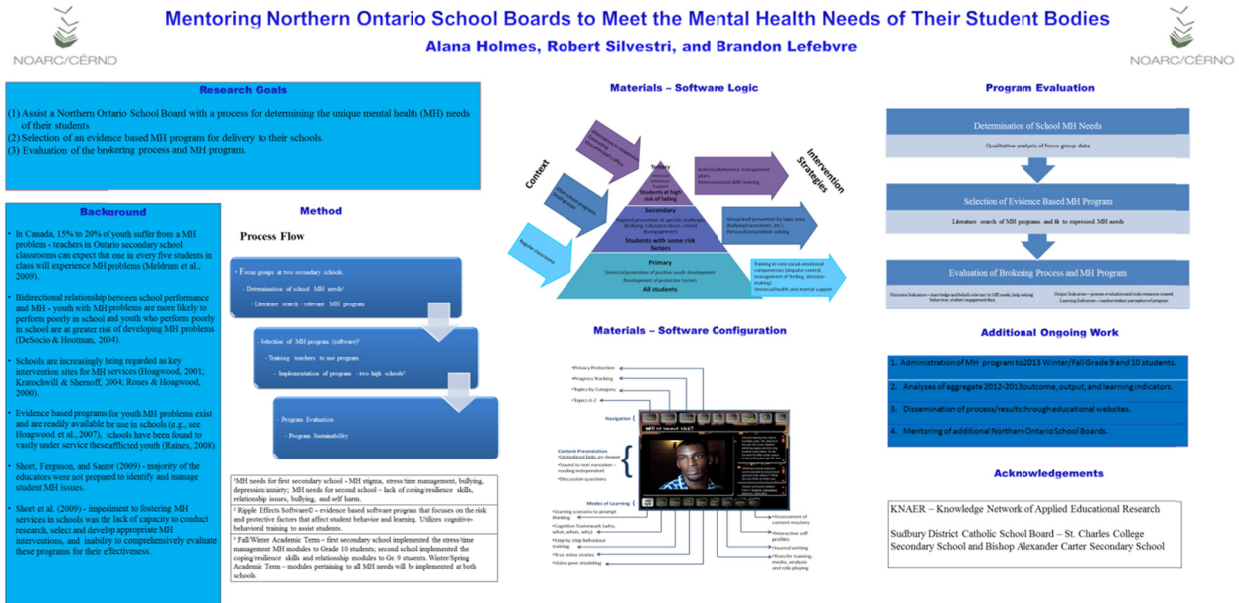
## Secondary School Mental Health Resources

In September 2012 the Northern Ontario Assessment and Resource Centre (NOARC) with funding from the Knowledge Network for Applied Educational Research (KNAER) undertook a project entitled Mentoring Northern Ontario School Boards to Meet the Mental Health Needs of their Student Bodies. The project assisted the Sudbury District Catholic School Board with a process for determining the unique mental health needs of their students. The NOARC research team assisted the school board with the selection of an evidence based mental health program for delivery to their secondary schools. NOARC assessed the effect of both the brokering process and the mental health program.

The following is a visual schematic of the program process.



# The following poster was presented at the Ontario Education Research Symposium 2013 in Toronto Ontario. The poster provides a general overview of the Mental Health Program.



## Mental Health Awareness Programs

After reviewing many of the different Mental Health Programs available for use with the secondary school students involved in our project, NOARC compiled a list of programs thought most capable of addressing their specific mental health concerns. Those programs, along with brief summaries, are listed below. Clicking on the program title will take you, in most cases, to a page that delineates key elements useful in selecting programs for your own use, i.e.,

- Descriptive Information
- Quality of Research associated with the program
- Readiness for Dissemination
- Costs
- Replication of Research
- Contact Information

## General Mental Health Awareness Programs

The programs listed below fall under the category of General Mental Health Awareness. That is, the programs provide individuals with a broad spectrum of mental health issues rather than focusing strictly on one issue in particular. The programs' hope is to encourage and increase healthy behaviours in an

attempt to prevent the development of a diagnosable mental disorder and to then reduce the risk factors that have been linked to the growth of mental health issues.

### **Ripple Effects Whole Spectrum Intervention System (Ripple Effects)**

Funded by the National Institutes of Health (NIH) and developed in 1998, Ripple Effects' purpose is to provide children (Ripple Effects for Kids – grades 2-5) and adolescents (Ripple Effects for Teens – grades 6-10) with an interactive, software-based intervention. Ripple Effects was designed to enhance a student's social-emotional competencies and, in turn, improve school related outcomes such as: accomplishment and failure, delinquency, alcohol and/or drug abuse, and mental health problems.

### **Talking About Mental Illness (CMHA)**

The Centre for Addiction and Mental Health, the Canadian Mental Health Association Ontario Division and the Mood Disorders Association of Ontario have worked together to develop a community-based awareness program for youth aged 16 and older. This program is modeled after "Beyond the Cuckoo's Nest," an awareness program for secondary school students that has been operating out of the former Clarke Institute of Psychiatry, now part of the Centre for Addiction and Mental Health, for 14 years.

### **Mental Health and High School Curriculum (CMHA)**

The curriculum guide provides a complete set of educational tools to increase understanding of mental health and mental disorders among students.

### **Beautiful Minds Helping Teachers (CMHA)**

Fits Ministry of Education curriculum guidelines – extensive resource manual which provides the teacher with all information, supports and materials needed to implement the program in classroom.

### **Building Assets – Reducing Risks (BARR)**

Building assets is a program aimed at reducing the frequency of substance abuse, class failure, absenteeism and bullying. It attempts to encourage students to make positive and healthy behavioral choices in order to achieve academic success.

### **Reconnecting Youth: A Peer Group Approach**

A school-based program designed to teach students how to protect themselves from early symptoms of substance abuse and emotional stress leading to suicidal thoughts. It also attempts to improve social and academic school performance.

### **Responding in Peaceful and Positive Ways (RiPP)**

RiPP is a violence prevention program designed to be used in conjunction with peer mediation. The purpose of the program is to teach students to identify and choose non-violent strategies when dealing with conflict. By repeatedly using these strategies, the hope is, victimization and peer provocation will decrease and life satisfaction will begin to rise.

### **Teaching Kids to Cope**

Founded with stress and coping theory in mind, Teaching Kids to Cope is a cognitive-behavioural health education program. The program teaches adolescents how to improve their coping skills and decrease their depressive symptoms when dealing with stressful or traumatic life events.

### **Teaching Students to be Peacemakers**

Teaching Students to be Peacemakers is a program developed for schools that helps teach students conflict resolution theory as well as peer mediation skills. The program's goal is to decrease school violence and enhance academic achievement and learning. By motivating students to make pro-health decisions and create helpful school communities, students learn how to become peacemakers and maintain non-violent attitudes toward conflict.

### **The Leadership Program's Violence (VPP)**

By utilizing conflict resolution strategies VPP's purpose is to prevent conflict and violence. This program was designed to alter normative beliefs about the use of aggression and/or violence and educating the school on the proper behaviour within both the school and community.

### **Alcohol/Drug**

The majority of the programs listed in this category have been designed to encourage substance abuse prevention but are not limited to alcohol, tobacco and drugs.

### **All Stars**

All-Stars is a program developed for use in school to prevent the beginning of high-risk behaviours such as substance abuse, violence and premature sexual activity. The program contains several different forms of teaching, from one-on-one sessions to highly interactive group activities. The goal is to encourage school bonding and normative beliefs, while building personal commitments to avoid tobacco, alcohol, drug or inhalant use.

### **Class Action**

Class Action was designed with delaying the onset of alcohol use in mind. The program attempts to reduce use among youths who already have experience with alcohol and decrease the number of alcohol-related problems experienced by younger drinkers.

### **Keepin' it REAL**

As a multicultural, school-based program, Keepin' it REAL teaches students substance use prevention. The program is designed to guide students' assessment pertaining to the risks associated with substance abuse, enhance their anti-substance use attitudes, and improve the normative beliefs regarding substance abuse.

### **LifeSkills Training (LST)**

LST, within a school-based program, hopes to prevent the use of alcohol, cigarettes, marijuana and other drugs, and violence. This program attempts to teach and improve students' normative beliefs about substance use, as well as substance use refusal skills.

### **Media Ready**

The intention of Media Ready is to prevent or postpone the onset of underage alcohol and tobacco use by encouraging healthier beliefs and attitudes about resisting substance use. It also hopes to enhance one's ability to apply critical thinking skills when interpreting messages in the media related to alcohol and tobacco products.

### **Michigan Model for health**

An all-inclusive health education program, the Michigan Model for Health attempts to provide the education and skills required to practice and maintain a healthy lifestyle. The curriculum provides lessons addressing substance use, the intention to use substances, aggression and how to judge what constitutes healthy behaviour.

### **Project ALERT**

This program is a school-based program that focuses on alcohol, tobacco and marijuana use. It aims to prevent adolescents from experimenting with these drugs, as well as to prevent those already using from becoming more regular users or abusers. Project ALERT also attempts to teach students the skills required to understand and resist social influences when it comes to substance use and abuse.

### **Project SUCCESS**

This program was designed as a prevention and reduction tool for substance use among adolescents. Originally developed for use in alternative schools where the risk of substance use and abuse is much higher, Project SUCCESS has, more recently, been used in middle and high schools to reach a broader range of at risk students.

### **Project Towards No Drug Abuse**

This program is a drug use prevention program for students in high school. The most recent version was designed to assist students in developing self-control and communication skills, acquire resources to encourage resistance of drug use, improve decision making and increase the motivation to not use drugs.

### **Project Towards No Tobacco Abuse**

This program is a tobacco use prevention program for students in high school. The most recent version was designed for a broader audience. This program is used to discourage tobacco use by educating students and making them aware of the misleading information that encourages tobacco use. It also hopes to provide students with the skills that help them resist the pressures to gain approval by using tobacco and appreciate the physical toll tobacco use can have on the body.

### **Teenage Health Teaching Modules (THTM)**

The goal of THTM is to improve students' immediate and long-term health by increasing their education, attitudes and behaviours with respect to adolescent health areas, including alcohol, tobacco and other drug use; prevention of violence and injury; and mental and emotional wellbeing.

### **Violence**

The following program listed has been designed to encourage violence prevention and alter the intentions of both aggressor and bystander.

### **Aggressors, Victims, and Bystanders**

This program is designed to prevent violence as well as inappropriate aggression among middle school youth. The goal of this program is to motivate young children to assess their roles as aggressors, victims

and bystanders and develop non-violent problem solving skills. It is also important to learn beliefs that disapprove of the use of aggression and produce new ways of reacting to conflict in all three roles.

## **Suicide**

The following programs have been designed to teach students the importance of suicide prevention, life skills training and social support.

### **Coping and Support Training (CAST)**

CAST was developed for use in high schools as a tool for suicide prevention. The program helps to teach life-skills and social supports in a small-group format. CAST has three main goals: improved mood management, improved school performance and a decreased drug involvement. The program is important as it also teaches students about group support, setting and monitoring of goals, self-esteem improvement, and how to better control one's anger, anxiety, depression and feelings of hopelessness. Learning to have a sense of control and developing coping skills and better problem solving are also two keys elements of CAST.

### **Lifelines Curriculum**

Lifelines Curriculum was developed for use as a school-wide suicide prevention program at the middle and high school levels. The goal of Lifelines Curriculum is to educate students about suicide and promote a caring, competent school community. It is important to teach students and staff how to identify at-risk youth and provide an appropriate first response, obtain help and be ready to take action if so needed.

### **SOS Signs of Suicide**

SOS is a 2-day high school-based program that includes screening and education. Each student is screened for depression and suicide risk and referred to a professional as needed. The program also provides students with a video that teaches them to recognize the signs and symptoms of depression and suicide in others. Students are taught the proper response and the steps to take when these signs present.

### **Academic Achievement**

The following program listed below was designed to provide students (ages 6 to 55) help improving their academics as well as social competency.

### **Positive Action**

Through an all-inclusive program, Positive Action was designed to improve academic achievement and family functioning, while decreasing problem behaviours and truancy.