

Facilitator's Guide

CHILDREN'S MENTAL HEALTH CHALLENGES AND SEEKING SUPPORT

for Parents with Children Ages 6-12

A resource to strengthen parents' knowledge
and skills to improve their child's social and
emotional wellbeing

Parents Matter Project

MIDDLE CHILDHOOD MATTERS
—COALITION TORONTO—

Ontario
Trillium
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Middle Childhood Matters Coalition Toronto (MCMCT)

The Middle Childhood Matters Coalition Toronto (MCMCT) is a group of 20 social service, child welfare, education, recreation, health organizations and parent leaders promoting and influencing a system that prioritizes children ages 6-12 (middle childhood), and their families. MCMCT envisions a city where children ages 6-12 and their families have equitable opportunities and resources to thrive.

The Coalition believes, and research states, that this is an important time in a child's life. To support children's healthy development during this stage, MCMCT promotes high quality, affordable, accessible and culturally appropriate out-of-school time programs (before and after school time, summertime and holidays). The Coalition was one of the driving forces behind the development of the City of Toronto's first Middle Childhood Strategy, which prioritizes programming for this age group.

Our member organizations work with thousands of parents and children across Toronto. MCMCT recognizes the vital need to educate and support parents, caregivers and adult allies living, working and caring for these children across Toronto.

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ACKNOWLEDGMENTS

The Middle Childhood Matters Coalition Toronto (MCMCT) is grateful to the Ontario Trillium Foundation (OTF), an agency of the Government of Ontario, for funding its three-year Grow Grant that funded Parents Matter Project. With OTF's support, MCMCT was able to enhance parenting skills of 1,200 newcomer, low income, and racialized parents with children ages 6-12 across Toronto. Thank you for making the development and production of 16 parenting learning sessions and facilitator's guides possible.

We wish to extend our continued appreciation to the Paediatric Residents' Advocacy Committee at the University of Toronto and SickKids for sharing their expertise and developing the Healthy Nutrition learning content and delivering learning sessions in diverse communities across Toronto.

Thank you to all the Middle Childhood Matters Coalition Toronto parent leaders and coalition members, who gave their time and insights into making this guide possible. As well, to all the Toronto service providers who promote the unique developmental needs of children ages 6-12, we are grateful to you all.

We also thank the Child Welfare Institute for creating the evaluation tools and data analysis for all the parent learning sessions.

Our deep appreciation to Shaden Jebahi, Project Coordinator, for her leadership and commitment to the Parents Matter Project.

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INTRODUCTION

The Parents Matter Project endeavors to support and educate newcomer, low-income and racialized parents in Toronto with children ages 6-12 (middle childhood) on how to best improve developmental and social outcomes for their children. This includes the creation and implementation of topic-specific parent learning sessions. Parenting and family relationships provide the foundation from which children ages 6-12 can develop the skills to overcome challenges and thrive to adulthood. These parent learning sessions aim to build upon the assets, capabilities and strengths of parents to help increase their knowledge on a number of topic areas relevant to their child's social and emotional development.

This facilitator's guide provides practical learning sessions to increase familial relationships, including resources that can be utilized and accessed beyond the life of the session. This is grounded in the knowledge that families crave more meaningful time together and the need to have access to materials, tools and skill building knowledge on an ongoing basis that is accessible at all times. By attending a learning session, a parent will leave with more knowledge, awareness and confidence in their ability to parent throughout this developmental stage. The interactive activities and supplementary resources will help parents to solidify their learnings.

In addition to Children's Mental Health Challenges and Seeking Support, 15 evidence-based learning sessions have been developed in collaboration with experts in the fields such as:

- Sleep and Bedtime Routines
- Body Image and Self-esteem
- Healthy Eating and Nutrition
- Physical Activity
- We All Have Mental Health
- Growing Healthy Minds
- Counting on Math
- Reading is Everywhere
- Keeping Children Safe Online
- More than Just Video Games
- Raising Responsible Digital Children
- Cognitive Development in Middle Childhood and Adolescence
- Emotional Development in Middle Childhood and Adolescence
- Social Development in Middle Childhood and Adolescence

FLOW OF THE LEARNING SESSION

LEARNING SESSION STRUCTURE	DESCRIPTION
Learning Objectives	What parent participants can expect to learn by attending each learning session.
Warm-up/ Check-in	An activity to introduce and ground parent participants. The purpose is to begin getting to know each other by creating an inclusive and welcoming environment where all voices are heard and valued.
Group Agreements	An opportunity to collectively co-create the conditions of how learning will unfold. Creating a group agreement demonstrates that the space is shared by all.
Reflection Moment	Guiding questions are used to prompt reflection on current knowledge of the topic presented.
Content Development	How the information will be delivered and resourced (learning discussions) how learning happens- what do we need to know.
Action Moment	Each learning session will motivate concrete actions for parent participants to go from “reflection to action-now what?” with tips, tools and hands-on experience.
Evaluation and Check-out	Reinforce new learnings, takeaways and evaluate the learning.

FACILITATION TIPS

- Prepare your session in advance; read content carefully and resources needed.
- Be clear and concise in your interactions.
- Listen to what is said.
- Remember to integrate important points that have not been raised by parent participants.
- Validate questions outside of the lesson plan raised by parent participants and direct them to their service provider.
- Be ready to accommodate changes and respond to your audience. Flexibility will be required from time to time and you may need to adapt the agenda in some situations.
- When appropriate, share your own lived experience as a parent or caregiver. However, be conscious not to dominate the conversation.



Useful Tips to Successfully Facilitate a Group Discussion

1. Adults learn better when:

- They are personally motivated and engaged.
- They have the opportunity to reflect on what they are learning.
- They can exchange knowledge and experiences with others.
- They can have better understanding of what they learn and the implementation of that learning at home.

2. Adapting for inclusion:

- Know the diversity within the group: who are the participants? What experiences do they bring?
- Integrate cultural experiences: consider how both the facilitator and parent participants can bring their cultural experiences into the session.
- Be sensitive to emotional responses: depending on parent participants lived experiences, sometimes exercises can trigger participants' emotions.

CHILDREN'S MENTAL HEALTH CHALLENGES AND SEEKING SUPPORT

Overview

Mental illness can take many forms, just as physical illness can. Fear, uncertainty, misunderstanding and stigma can interfere with recognizing mental health challenges and seeking support for them.

As parents, knowing when and how to seek help is crucial for the healthy development of children. Parenting a child who is experiencing a mental health challenge can be difficult. Finding ways to navigate balancing children's needs and parent's self-care and wellbeing is essential for family flourishing.

Learning Objectives

- Recognizing the signs and symptoms of children's mental health challenges
- Understanding common mental health challenges for children and barriers to accessing support
- Seeking support and the importance of parent self-care



Materials and Supplies

FLIP CHART



MARKERS



POST-IT NOTES



PENS



VISUAL AIDS



SPEAKERS



INTERNET ACCESS



LEARNING TOOLS



FLIP CHART PAPER



ATTENDANCE FORM



EVALUATIONS



LEARNING SESSION OUTLINE

Agenda	Length of the learning session (1 hour)
1. Welcome and Introduction	(5 minutes)
2. Check-in	(10 minutes)
3. Reflection Moment	(10 minutes)
4. Content Development	(25 minutes)
5. Action Moment	(5 minutes)
6. Evaluation and Check-out	(5 minutes)

1. Welcome and Introduction (5 minutes)

Facilitator(s) will welcome parent participants and organization(s) supporting the learning session. Housekeeping items should be introduced: washroom facilities, fire exit and additional information needed for the learning session.

Materials needed: Pens

Appendix 1 - Tool 1.1 Agenda

Tool 1.2 Attendance and Photo Release Form

Tool 1.4 Evaluation (Pre)

2. Check-in (10 minutes)

Getting to know each other: Introductions of parent participants (5 minutes)

Facilitator asks parent participants to sit/stand in a circle and invites them to state their names, their children's names and ages. Along with this introduction parent participants are asked to answer the following question:

If you could live anywhere on this planet and take everything that you love with you, where would you choose to live and why?



Facilitator Tip

This activity will welcome parent participants to share something about themselves, that is not too personal, in a comfortable, supportive environment.

2.a Group Agreements

(5 minutes)

Materials needed: post-it notes, markers, flip chart paper, pens.

Facilitator asks parent participants any of the following

? Guiding Questions

- What do we need from each other and ourselves to create a safe learning space?
- How are we going to learn together in this space?

Parent participants are asked to write their answers on a post-it note and place it on the flip chart. Facilitator will read them out loud for parents' consensus.

The list should be posted visibly for the length of the learning session.

Building a group agreement with parent participants is an important step to take when working with groups. It invites members to co-create a safe space for sharing where all voices are heard and valued.

3. Reflection Moment

(10 minutes)

Materials needed: Projector, computer and speakers, internet connection, and pens.

Appendix 2 - Learning Tool 2.1

Facilitator asks parent participants the following question:

What factors influence mental health and wellbeing?



If not brought up during group agreements, facilitator should explore the importance of **confidentiality** and sharing in a safe space.



Facilitator Tip

Choose **one (1)** of the following activities to start the discussion and debrief as a group. Each activity takes 10 minutes, guiding questions and discussion points are designed for both activities.

Activity A: Video

Instructions: Use video by Dr. Ian Manion

Video duration: (1 minute and 46 sec).

How to Spot the Signs of a Mental Health Concern in Children by Dr. Ian Manion a clinical psychologist and scientist-practitioner who has worked with children, youth and families for over 30 years. He is a clinical professor in the School of Psychology at the University of Ottawa. Director, Youth Mental Health Research Unit at the Institute of Mental Health Research



Video can be found here:
<https://youtu.be/d3tp4AB7YkQ>

Activity B: Iceberg Activity

Instructions: Facilitator invites participants to form pairs or groups of three (3); using **Learning Tool 2.1** participants are asked to:

1. Identify child behaviours that are visible and seen by parents or teachers, and write it down on the top of the iceberg graphic.
2. Brainstorm what might be going on underneath or contributing to the behaviours, this should be written on the bottom of the iceberg graphic.

Facilitator Tip: To open up a discussion and further debrief, ask participants the following:

? Guiding Questions

1. *How do I know when my child is having a challenge with their mental health?*
2. *What are some of the things parents notice when their child may have struggles with their mental health?*



Discussion Points

- Parents know their children best. It is important to trust what you hear, see and feel.
- It is important to pay attention to changes that are unusual or unexpected.
- When your child's behaviour interferes significantly with day-to-day activities it is important to seek support.
- Consider the **frequency** (how often is the behaviour happening), **intensity** (how impactful is it) and **duration** (how long has it existed) of your child's concerning behaviour.
- Supporting a child who is experiencing a mental health challenge can be difficult. As parents, we may not understand how our children feel or the behaviours we see.
- Children who are struggling with their wellbeing may say I don't like myself, I don't have any friends, nobody likes me, I feel like I can't do anything right, I feel sad, grumpy, worried or angry a lot.
- Some children might not yet have the emotional literacy or language to name what they are struggling with. You may see behaviours that can include excessive tantrums, crying, not wanting to separate from parents, frequent stomach aches or headaches, avoiding situations.
- Sometimes it can be challenging to know if a child's worries and behaviour is just "normal" or if something more is needed.
- Consulting with others who know your child can be useful. Teachers can be a helpful resource. Asking "How is my child doing at school?" "How is my child getting along with their peers?" "Do you have any concern about my child?" can help confirm if supports are needed.

4. Content Development

(25 minutes)

Materials needed: Computer, projector, flip chart, flip chart paper, post it notes and pens.

Appendix 3 - Learning Tool 2.2

4.a Common Child Mental Health Challenges & Supports

(15 minutes)

Mini Lecture

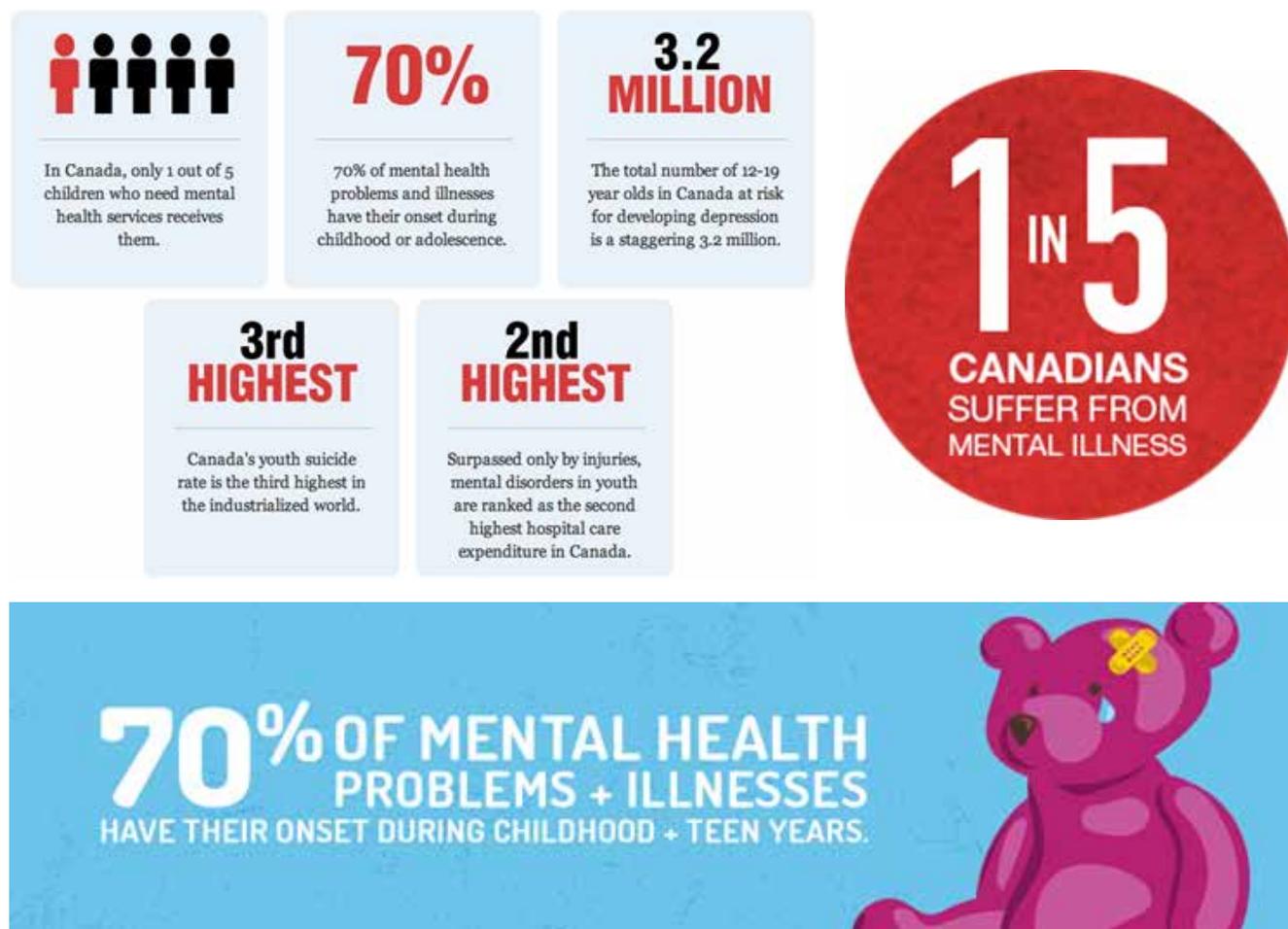
Facilitator presents the following content to parent participants. Content can be introduced on a flip chart paper with key points.



Facilitator Tip

Learning Tool 2.2 should be projected while debriefing.

COMMON CHILD MENTAL HEALTH CHALLENGES & SUPPORTS



Discussion Points

- Anxiety is the most common mental health challenge internationally.
- Attention disorders (ADHD, ADD), depression and other mood disorders, eating disorders and schizophrenia are some of the most common disorders in children and youth.
- 70% of mental health challenges have their onset in childhood or youth.
- 1 in 5 children and youth will experience a mental health challenge. Of those 1 in 5 only 40 % access the support they need.
- Sometimes challenges go hand in hand – comorbidity (Eg. Learning disability, LGBTQ, physical challenge, illness, poverty).
- The total number of 12-19 year olds in Canada at risk for developing depression is a staggering 3.2 million.
- Once depression is recognized, help can make a difference for 80% of people who are affected, allowing them to get back to their regular activities.
- Mental illness is increasingly threatening the lives of our children; with Canada's youth suicide rate the third highest in the industrialized world.

4.b Anxiety

(5 minutes)



Facilitator Tip

Use anxiety as an example of how parents can respond to any children's mental health challenge as being one of the most prevalent.

- Anxiety can be a healthy and adaptive response to danger that keeps us safe. We all experience anxiety on some level and it can motivate us to do things.
- Anxiety becomes concerning when it does not stop over time and affects the regular day-to-day activities of children.
- Anxiety might look like constant worry, excessive clinging, crying or tantrums, avoidance of places or things due to fear, panic, stomach or headaches.
- Anxiety can have a profound impact on children's ability to learn and lead a healthy and engaged life.

Questions parents can ask themselves:

- How does my child's behaviour compare with the behaviour of other same-aged children?
- Is my child's anxiety stopping them from doing things they want to do?
- Is it interfering with friendships, schoolwork or family life?
- Is my child very distressed by feelings of anxiety?



We all feel nervous or worried at times. Anxiety can be a helpful feeling when it motivates us or warns us of danger. However, an anxiety disorder causes unexpected or unhelpful anxiety that seriously impacts our lives including how we think, act and feel. Sometimes anxiety disorders are triggered by a specific event or stressful life experience.

What might parents see when a child is struggling with anxiety:

- Aggression, temper tantrums, opposition, irritability
- Reactions out of proportion to events
- Refusal, avoidance, phobia
- Immobility, inhibition
- Reaction to events or things that are not dangerous or are much less harmful than imagined
- Feelings come from the anticipation of danger or that something might happen

How do I know when something is wrong?

- Trust what you hear, see and feel
- Pay attention to changes that seem unusual or excessive
- Consider frequency, intensity and duration



Tips to Share

If a child is struggling with anxiety, parents can help by:

- Viewing mistakes as a natural part of the learning.
- Providing predictable routines and schedules.
- Providing advance warning of changes in routine (i.e. Auntie is picking you up from school tomorrow).
- Providing opportunities and modeling ways to relax (read a book, quiet time, mindfulness).
- Encouraging your child to take small steps towards accomplishing a feared task.
- Problem solving the situation alongside your child, model problem-solving skills.

Tips for Parents

- Seek help when behaviour interferes significantly with day to day activities.
- Supporting a child who is experiencing a mental health challenge can be difficult. You may not understand how your loved one feels or why they are acting in a certain way.
- Some children who experience an anxiety disorder feel they have to do things in a certain way or avoid things or situations and this can create frustration or conflict with others.
- Parents may feel pressured to take part in these behaviours or adjust their own behaviour to protect or avoid upsetting their child.
- Consulting with others who know your child can be useful. Teachers can be a helpful resource. Asking “How is my child doing in school?” “How is my child getting along with their peers?” “Do you have any concern about my child?” can help confirm if supports are needed.

Group Brainstorm: To open up the discussion about parent self-care, facilitator asks the group the following question to further debrief as a group.

Where and how can parents access professional mental health support for children?



- Consider consulting with your family doctor; contacting your child’s teacher and school support team; consulting with the social worker at your child’s school; contacting your community children’s mental health walk-in counselling services through “What’s Up Walk-in” or contacting hospital based programs such as the Family Navigation Project at Sunnybrook Hospital and parent supports such as Parents for Children’s Mental Health.
- It can be challenging work to access mental health services for children due to waitlists, proximity, time, fit with care provider etc.



Facilitator Tip

Provide parent participants with post-it notes and pens on a flip chart paper. Draw a line in the middle of the page to divide the chart paper into 2 sections and guide participants where to place their post-it notes answers to the following:

? Guiding Questions

1. What are your warning signs of feeling stressed, overwhelmed or worried?

Tip: Answers should be placed on top of the line (warning signs you experience when you are stressed, overwhelmed or worried).

2. What are the things you do to take care of yourself?

Tip: Answers should be placed under the bottom of the line (activities that help you take care of yourself).



Discussion Points

- Taking care of ourselves is really hard when your child is having a challenge.
- Acknowledge that it is hard on the parent.
- Reflect on your own self-care that will impact how you are able to respond to your child's needs.
- So worried, care so much.
- Need to take care of yourself.
- Mental health challenges.
- Need to find a way to take care of yourself so you can best care for/be more present to care for your child.
- Put your own mask on first.

Knowing when we as parents are well and when we need to take care of ourselves, is necessary for our own mental health and wellbeing.

If we want our children to be well, we need to know how to maintain our own wellness and cope with stress.

5. Action Moment

(5 minutes)

Turn and Talk: Turn to an elbow partner and share one new learning from the workshop and how it might be applied in real life.

6. Evaluation and Check-out

(5 minutes)

Materials needed: Pens, **Learning Tool 1.5** Evaluation Form (post).

Evaluation: Invite parents to give their feedback. Provide participants with pens and evaluation forms to be filled out. Encourage them to be honest. Their responses are anonymous and they don't have to answer any questions they don't feel comfortable answering.

Check-out: Thank parent participants for their participation and time.

APPENDICES

APPENDIX 1

Tool 1.1 Agenda - Children's Mental Health Challenges and Seeking Support

Tool 1.2 Attendance and Photo Release Form

Tool 1.3 Facilitator's Check List

Tool 1.4 Evaluation (Pre)

Tool 1.5 Evaluation (Post)

APPENDIX 2

Learning Tool 2.1 Iceberg Activity

Learning Tool 2.2 Common Child Mental Health Challenges

APPENDIX 3

Resources

APPENDIX 4

References

Tool 1.1 Agenda - Children's Mental Health Challenges and Seeking Support

1. Welcome and Introduction (5 minutes)
2. Check-in (10 minutes)
3. Reflection Moment (10 minutes)
4. Content Development (25 minutes)
5. Action Moment (5 minutes)
6. Evaluation and Check-out (5 minutes)

APPENDIX 1.2 - ATTENDANCE AND PHOTO RELEASE FORM

Tool 1.2 Attendance and Photo Release Form

FULL NAME	EMAIL	PHONE NUMBER	DO YOU CONSENT TO HAVE YOUR PHOTO TAKEN?	SIGNATURE REQUIRED
1.			<input type="checkbox"/> Y <input type="checkbox"/> N	
2.			<input type="checkbox"/> Y <input type="checkbox"/> N	
3.			<input type="checkbox"/> Y <input type="checkbox"/> N	
4.			<input type="checkbox"/> Y <input type="checkbox"/> N	
5.			<input type="checkbox"/> Y <input type="checkbox"/> N	
6.			<input type="checkbox"/> Y <input type="checkbox"/> N	
7.			<input type="checkbox"/> Y <input type="checkbox"/> N	
8.			<input type="checkbox"/> Y <input type="checkbox"/> N	
9.			<input type="checkbox"/> Y <input type="checkbox"/> N	
10.			<input type="checkbox"/> Y <input type="checkbox"/> N	
11.			<input type="checkbox"/> Y <input type="checkbox"/> N	
12.			<input type="checkbox"/> Y <input type="checkbox"/> N	
13.			<input type="checkbox"/> Y <input type="checkbox"/> N	
14.			<input type="checkbox"/> Y <input type="checkbox"/> N	
15.			<input type="checkbox"/> Y <input type="checkbox"/> N	
16.			<input type="checkbox"/> Y <input type="checkbox"/> N	
17.			<input type="checkbox"/> Y <input type="checkbox"/> N	
18.			<input type="checkbox"/> Y <input type="checkbox"/> N	
19.			<input type="checkbox"/> Y <input type="checkbox"/> N	
20.			<input type="checkbox"/> Y <input type="checkbox"/> N	

Tool 1.3 Facilitator's Check List

Materials and Supplies:

- Markers
- Flip Chart (if needed)
- Flip Chart Paper
- Post-it Notes
- Pens
- Internet Access/Connection
- Projector
- Computer
- Speakers
- Learning Tools
- Attendance Form
- Evaluation Forms (Pre & Post)

APPENDIX 1.4 - EVALUATION (PRE)

PARENT EVENT: ____ / ____ / 201__

Do at START
of Event

Please answer the questions below.

PART 1: About You

- Your gender:** Female Male Trans I describe my gender in a different way
- Your children's age(s):** 0-5 6-12 13+
- Parenting status:** I'm a single parent I'm **not** a single parent
- What country were you born in:** _____
- What is your postal code:** _____
- Do you have any relatives living with you at home?** Yes No
If YES how many? _____

PART 2: About the Event

- How did you hear about this event?** Friend/Family Another Organization
 Internet Flyers Other (please specify): _____
- Please rate your knowledge on:** (Circle **ONE** answer per question)

		HIGH	MEDIUM	LOW	DON'T KNOW
a	Common children's mental health challenges	H	M	L	DK
b	Signs of mental health challenges in my child	H	M	L	DK
c	How to support my child if they display mental health challenges	H	M	L	DK
d	Where to seek support for mental health challenges in my child	H	M	L	DK
e	How to take care of my own mental health	H	M	L	DK
g	Please rate your level of confidence with seeking support for mental health challenges in my child	H	M	L	DK

PART 3: About your Learning

- What do you hope to learn today about Children's Mental Health Challenges and Seeking Support?**

THANK YOU!

APPENDIX 1.5 - EVALUATION (POST)

PARENT EVENT: ____ / ____ / 201__

Do at END
of Event

Please answer the questions below.

PART 1: About the Event

1. **Please rate your knowledge on:** (Circle **ONE** answer per question)

		HIGH	MEDIUM	LOW	DON'T KNOW
a	Common children's mental health challenges	H	M	L	DK
b	Signs of mental health challenges in my child	H	M	L	DK
c	How to support my child if they display mental health challenges	H	M	L	DK
d	Where to seek support for mental health challenges in my child	H	M	L	DK
e	How to take care of my own mental health	H	M	L	DK
g	Please rate your level of confidence with seeking support for mental health challenges in my child	H	M	L	DK

PART 2: About your Learning

2. **What did you learn today about Children's Mental Health Challenges and Seeking Support?**

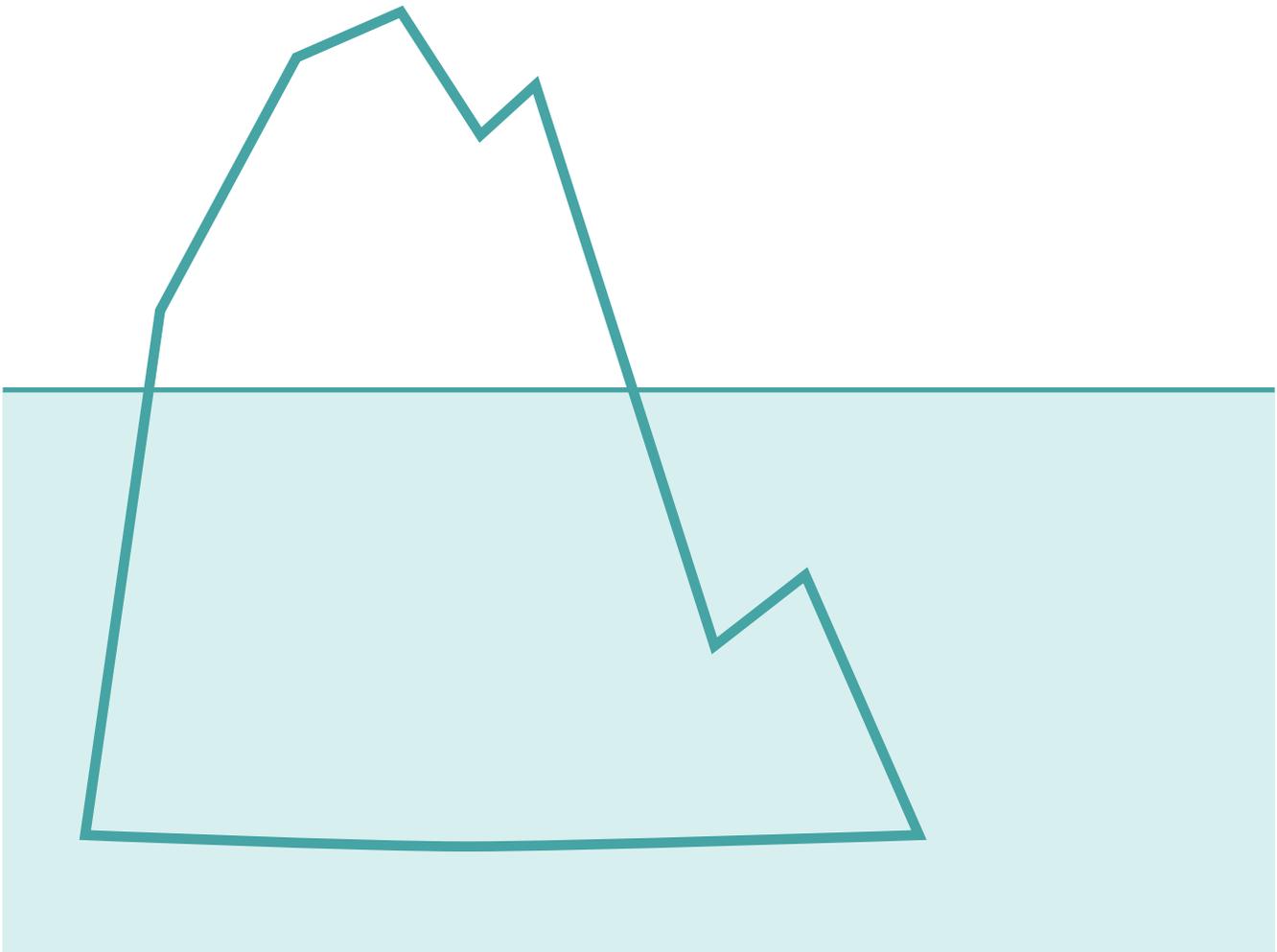
PART 3: About your Satisfaction

1	How often will you use what you learned in Children's Mental Health Challenges and Seeking Support (Circle ONE answer)	Never	Sometimes	Always
If never, please tell us why not?				
2	How informative was the facilitator? (Circle ONE answer)	Not Informative	A little Informative	Very Informative
3	How satisfied are you with this event overall? (Circle ONE answer)	Not Satisfied	A little Satisfied	Very Satisfied
4	If we could improve ONE THING - what would it be?			

THANK YOU!

Learning Tool 2.1

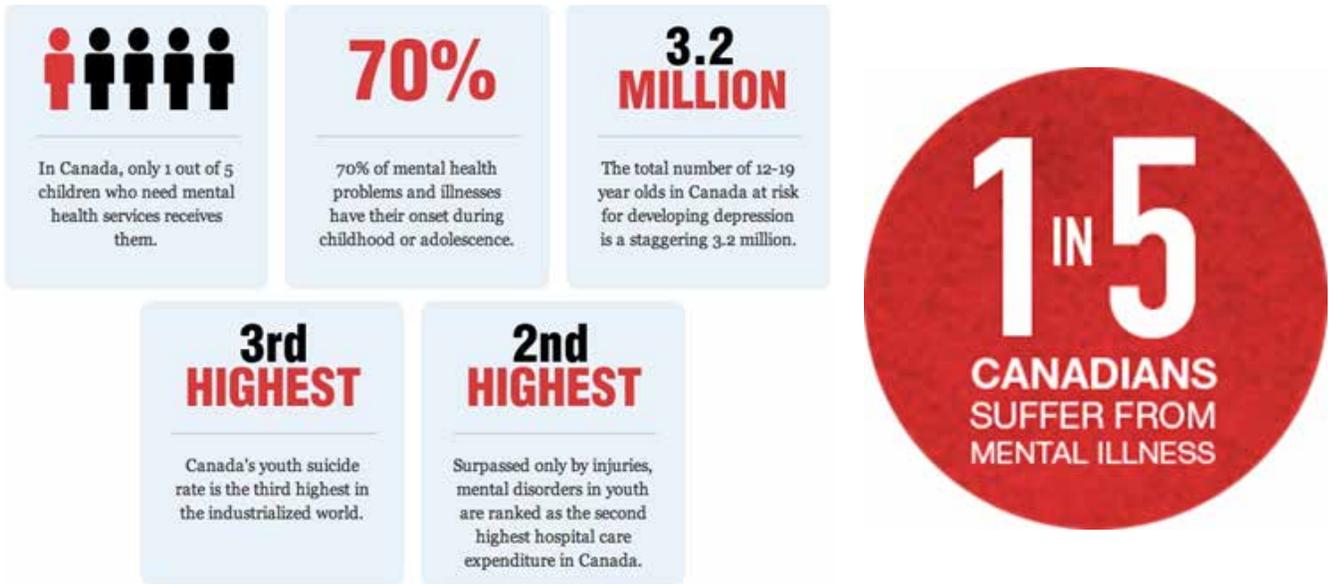
ICEBERG ACTIVITY



APPENDIX 2

Learning Tool 2.2

COMMON CHILD MENTAL HEALTH CHALLENGES & SUPPORTS



APPENDIX 3

Resources

Anxiety 101: What you and your child need to know about anxiety

<https://www.anxietybc.com/parenting/anxiety-101>

Children, Youth and Depression

<http://cmha.ca/wp-content/uploads/2016/02/Children-Youth-and-Depression-NTNL-brochure-2014-web.pdf>

What's Up Walk In Clinics

<http://www.whatsupwalkin.ca/service-providers>

Teen Mental Health

<http://teenmentalhealth.org>

Parents for Children's Mental Health

<http://www.pcmh.ca>

Just Breathe Video

<https://youtu.be/RVA2N6tX2cg>

Kids Explain Mindfulness Video

<https://youtu.be/awo8jUxIm0c> romoting and Supporting Student Wellbeing in Ontario

APPENDIX 5

References

Anxiety BC

www.ancitybc.com

Canadian Mental Health Association

www.cmha.ca

Centre for Addiction and Mental Health

www.camh.ca

Children's Hospital of Eastern Ontario

www.cheo.on.ca

Children and youth mental health: signs and symptoms. Government of Ontario.

www.ontario.ca

Mental Health Commission of Canada: Opening Minds

www.mentalhealthcommission.ca

Jack.org

www.jack.org

School Mental Health Assist – Supporting Minds 2013

www.smh-assist.ca

Teen Mental Health

www.teenmentalhealth.org

