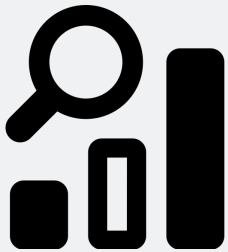


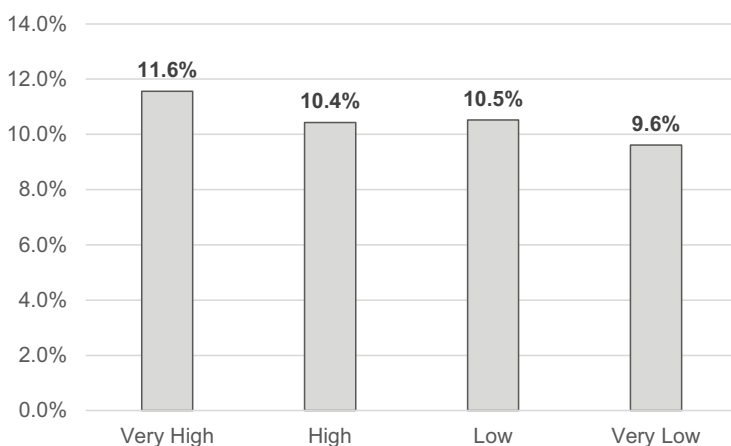
Mental health is a key determinant of overall health and development, yet continues to be overlooked across the child & family system.



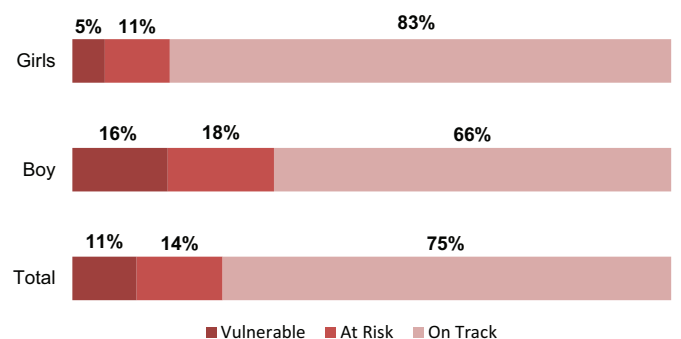
RESEARCH SUPPORT: Positive mental health and emotional development begins at the earliest stages of a child's life and can impact future outcomes including academic success and the formation of healthy relationships¹. Social determinants of health, such as gender, poverty, and ethnicity can influence a child's exposure to stress and their ability to access quality mental health resources².

10.7% of children in Toronto are vulnerable in Emotional Development. In Toronto, the percent of children vulnerable in this domain has increased over time while there has been a decrease across all other domains. This vulnerability varies slightly by family **income** but largely by **gender**.

Percent vulnerable in Emotional Development by Child & Family Inequities Score, Toronto, EDI, 2014/15*

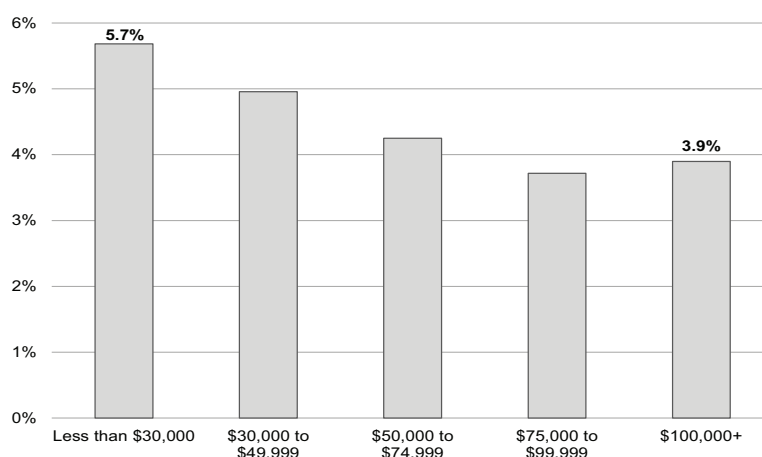


Percent vulnerable, at risk, and on track in Emotional Development by gender, Toronto, EDI, 2014/15*



In elementary school, some parents report that their child seems nervous or anxious all the time or often. This varies slightly by **income**.

Percent of students who seem nervous or anxious by family income, TDSB (Grades K to 6), 2012*



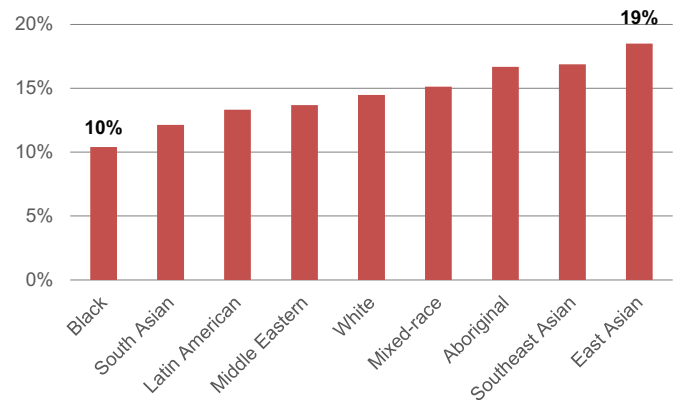
* Information about all data sources can be found online at www.toronto.ca/raisingthevillage under "Highlights"

During adolescence children face additional stresses that contribute to poor mental health. 14% of Grade 7 and 8 students had low emotional well-being as measured through self-reported feelings of loneliness, anxiousness, and hopelessness and this varied by gender and race.

Emotional well-being by gender, TDSB (Grades 7 and 8), 2011*

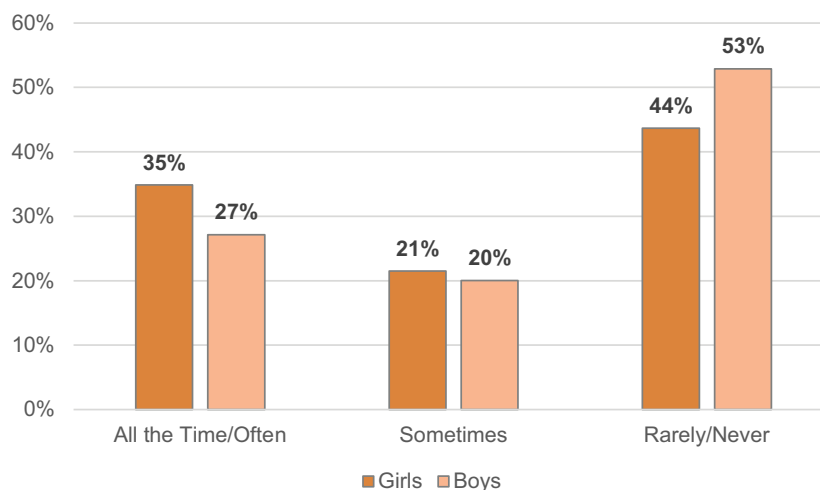
	Total	Boys	Girls
Low	14%	11%	17%
Middle	50%	49%	51%
High	36%	40%	32%

Student's low emotional well-being scores by race, TDSB (Grades 7 and 8), 2011*



It can be difficult for children to communicate to parents and caregivers about mental health. In fact, about 1 in 2 grade 7 and 8 students rarely or never talk to their parents about relationships or problems. This may lead to a discrepancy between parent's perception of their child's mental health and a child's self-reported emotional well-being.

Responses to the question "how often do you talk to your parent/caregiver about relationships or problems?", TDSB (Grades 7 and 8), 2011*



These discrepancies also exist based on race suggesting a cultural component to perceptions of emotional well-being and mental health. For example, parents of East Asian students were the least likely to report that their child seems nervous or anxious, while East Asian students were the most likely to score low on the well-being index.



CALL
TO
ACTION

What can parents and communities do to make room for feelings?

What can policy and system planners do to make room for feelings?



Share your thoughts:
@TOChildOutcomes
or #ChildFriendlyTO

1. National Scientific Council on the Developing Child (2004). Children's Emotional Development Is Built into the Architecture of Their Brains: Working Paper No. 2. <http://www.developingchild.net>
2. MHASEF Research Team. (2015) The Mental Health of Children and Youth in Ontario: A Baseline Scorecard. Institute for Clinical Evaluative Sciences.