

Helping Educators Implement Strategies to Support Student Mental Health



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MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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At the time of this presentation, Miriam Delphin-Rittmon served as the Assistant Secretary for Mental Health and Substance Use and Administrator of SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred. This work is supported under Funding Opportunity Announcement (FOA) No. SM-18-015 from the DHHS, SAMHSA.

A little bit about us!



Jessica E. Gonzalez, MSW is the School Mental Health Initiative Coordinator for the MHTTC Network Coordinating Office. She has worked in the community as a social worker providing mental health services in school and outpatient clinic settings to children and adolescents of diverse socioeconomic, cultural and ethnic backgrounds. In addition, Jessica has 10 years of experience in project management support and coordination for research and evaluation in the areas of early childhood learning and development, special education, post-secondary education attainment, and delivery of school mental health services.



Ricardo Canelo, BA is the Associate Project Coordinator for the MHTTC Network Coordinating Office. Ricardo helps coordinate the work of the MHTTC Network, which provides training and technical assistance to the mental health workforce to increase the use of evidence-based mental health prevention, treatment, and recovery support services across the United States. Additionally, he has worked with faculty at the University of Virginia since 2018, investigating how school demographics influence the self-efficacy and fit of first year elementary school English and math teachers.

A little bit about YOU!

Who do we have in the room with us today?



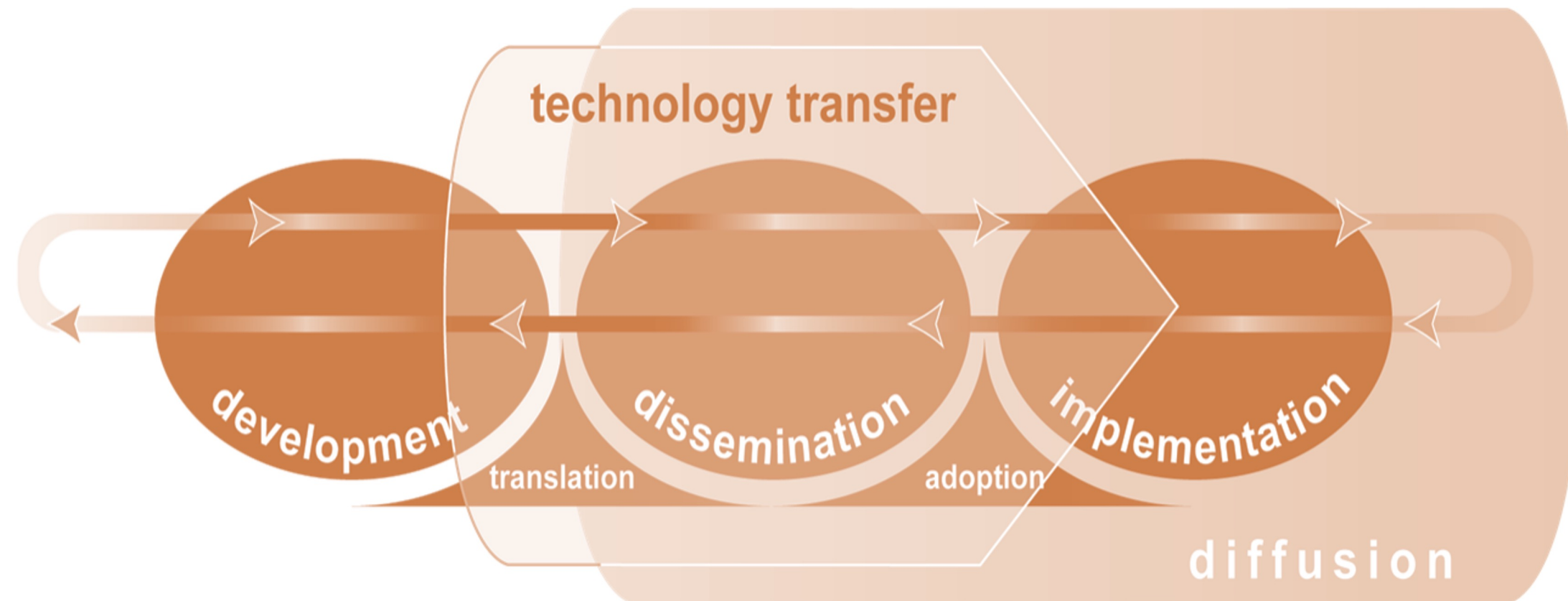
Agenda for our time together!

- Overview of the MHTTC Network
- Classroom WISE Training Package
- Demo Time 😊
- Implementation Strategies to Support Student Mental Health
- Discussion
- Q&A



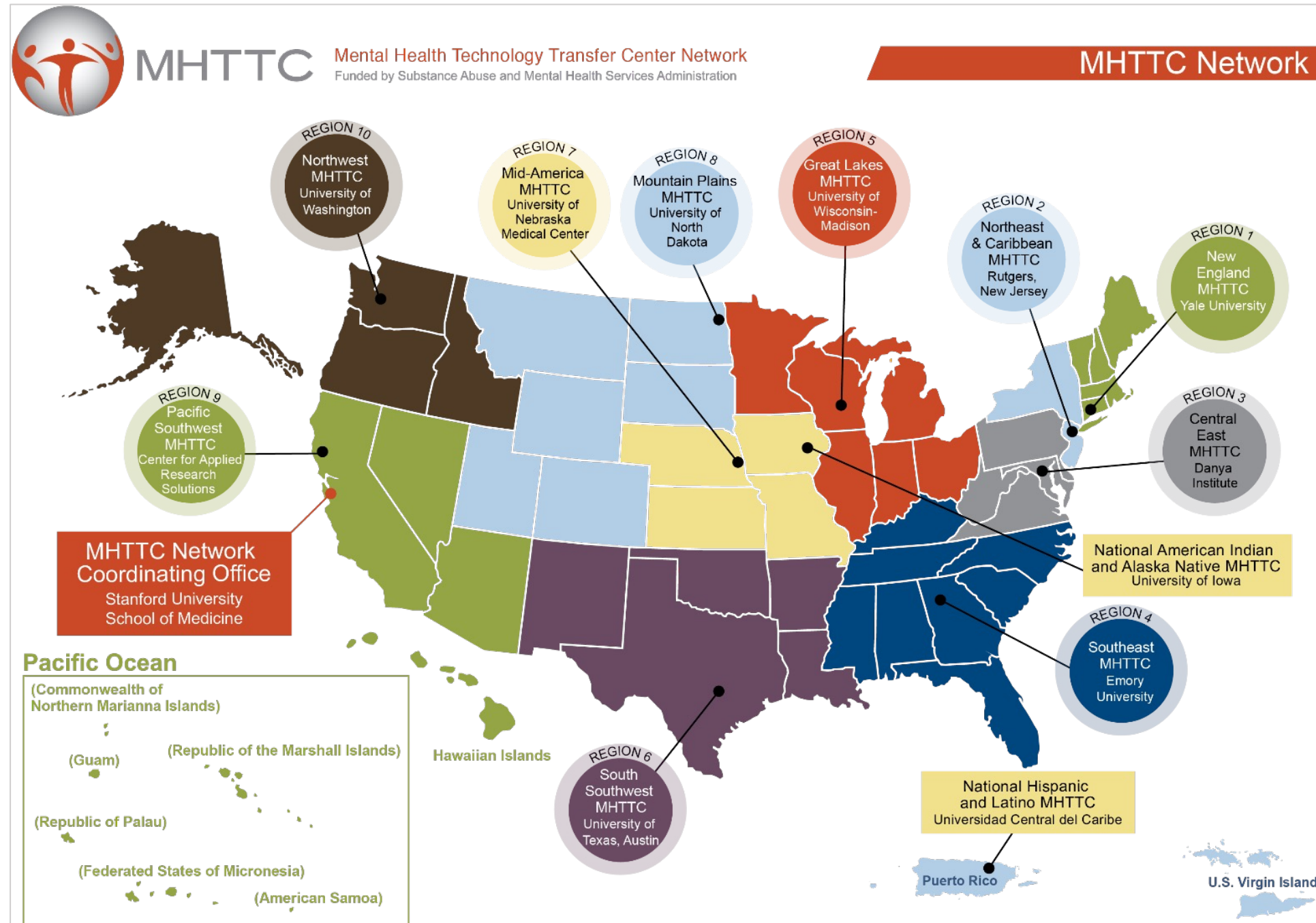
What is Technology Transfer?

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental health prevention, treatment, and recovery.



Journal of Substance Abuse Treatment, 2011

The Mental Health Technology Transfer Center (MHTTC) Network



Visit the MHTTC website at <https://mhttcnetwork.org/>

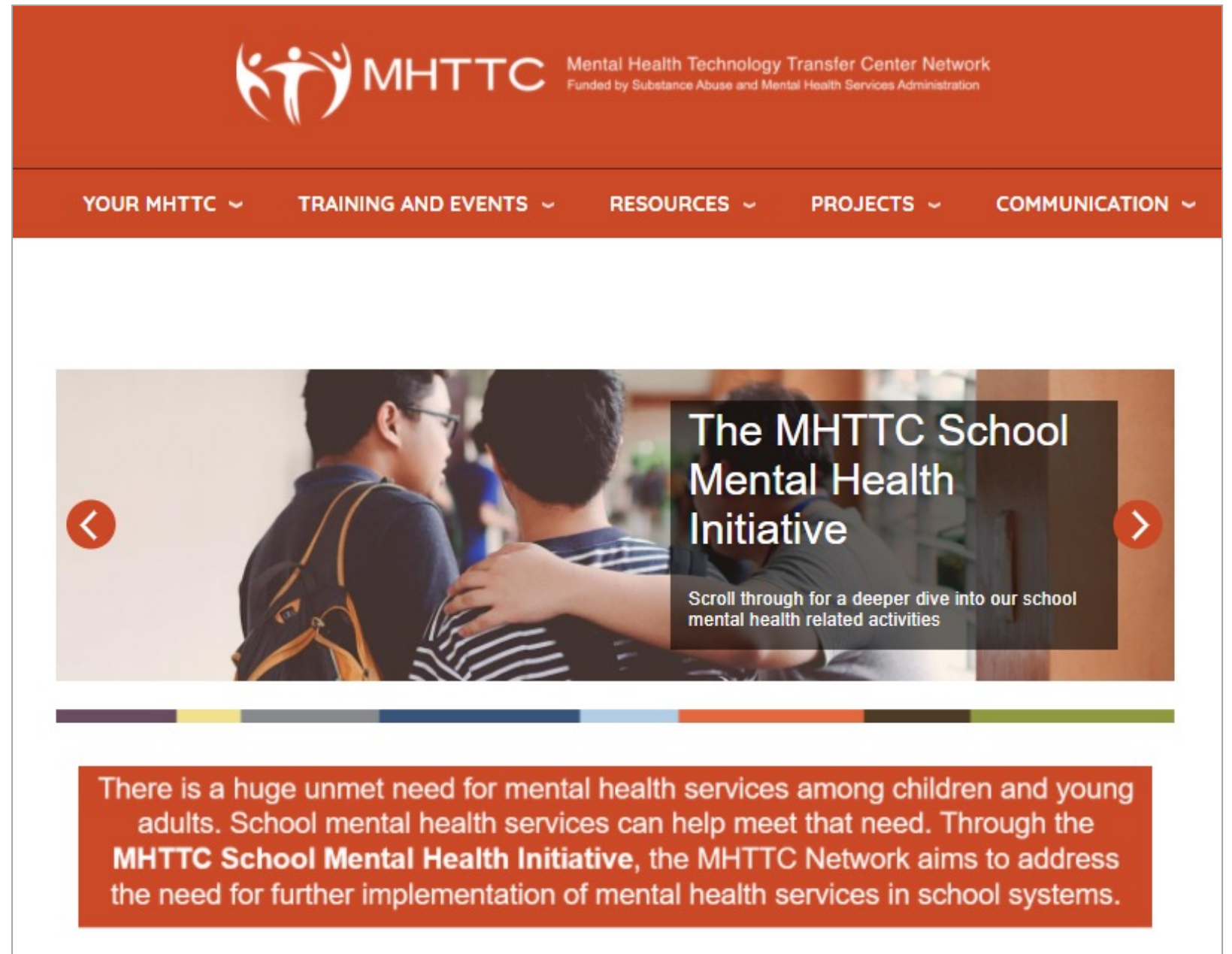
How We Provide Training and TA

- The TTCs develop yearly workplans through needs assessments, advisory boards, and input from key stakeholders including state MH commissioners and SAMHSA Regional Administrators
- Centers consider:
 - Spread of services across the region/population
 - Intensity of services: universal, targeted, and intensive
 - Flexibility to respond to emerging needs
- Implementation science informs our strategies
 - Consider the context - what is really needed to move an evidence-based practice forward?
 - Use implementation strategies specific to the need



The MHTTC School Mental Health Initiative

- Bringing awareness to student mental health and evidence-based school mental health supports and services
- Disseminating information related to the implementation of best models of school-based mental health provision
- Providing technical assistance and training on the implementation of mental health services in schools and school systems



The screenshot shows the top portion of the MHTTC website. At the top is a dark red header with the MHTTC logo (three stylized figures) and the text "MHTTC Mental Health Technology Transfer Center Network" and "Funded by Substance Abuse and Mental Health Services Administration". Below this is a navigation bar with five items: "YOUR MHTTC", "TRAINING AND EVENTS", "RESOURCES", "PROJECTS", and "COMMUNICATION", each with a dropdown arrow. The main content area features a large banner image of two young men, one with a backpack, being embraced. Overlaid on the right side of the banner is a dark grey box with the text "The MHTTC School Mental Health Initiative" and "Scroll through for a deeper dive into our school mental health related activities". Below the banner is a horizontal bar with a rainbow gradient. At the bottom is a dark red box with white text: "There is a huge unmet need for mental health services among children and young adults. School mental health services can help meet that need. Through the **MHTTC School Mental Health Initiative**, the MHTTC Network aims to address the need for further implementation of mental health services in school systems."


MHTTC School Mental Health Initiative

1 How to Navigate Privacy and Technology


- ▶ **Identify** whether your organization suggests a platform for tele-services
 - ▶ **Find** regulations that your school or agency may have for privacy
 - At this time, HIPAA-compliant platforms are not federally required
 - ▶ **Determine** the platform that meets your service and student needs
 - ▶ **Consider:**
 - *Is it safe and necessary to see one another?*
 - *Does the student have access to a cell phone or computer?*
 - *Are there other barriers to technology?*
- ▶ **Pick a platform.** Use professional accounts (e.g. email/phone) to the greatest degree possible. Practice using the platform with colleagues to gain support
- ▶ **Determine** when you need to obtain **consent** from parents and keep them informed as best you can

2 How to Engage Your Team

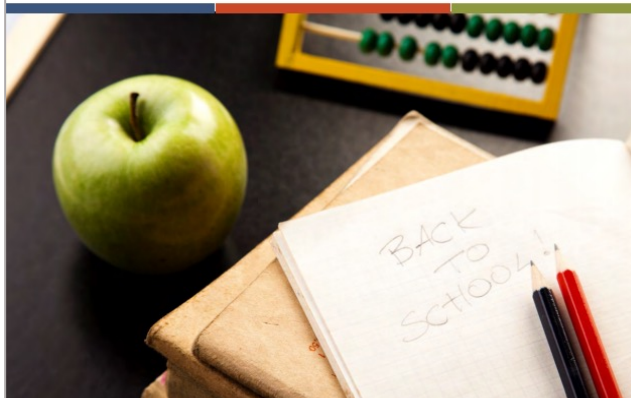
- ▶ **Identify** relevant team members to contact (e.g. administrators, school counselors, school psychologists, school social workers)
 - **Consider** how you can partner with colleagues with telehealth experience, such as home-school providers
- ▶ **Set** a weekly or biweekly virtual meeting time
- ▶ **Set** an agenda and send it out prior to meeting
- ▶ **Troubleshoot** how to use the telehealth platform, and consider:
 - *Who is going to contact students and families?*
 - *Who can provide support to staff?*
 - *How can you share helpful tools and tips with each other on how to conduct telehealth?*
- ▶ **Talk** with team members about their current needs and perceived needs of students, families and school staff
- ▶ **Set** reasonable expectations for your team and divide tasks among members
 - **Set** plan to monitor tasks and date/time for follow-up meeting



TELEHEALTH TOOLBOX
• for school personnel •




New England (HHS Region 1)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Back to School After COVID-19:
Supporting Student and Staff Mental Health
Childhood-Trauma Learning Collaborative Toolkit

Dana Asby, MA, MEd; Kaela Farris, MA; Christine Mason, PhD; Ali Sumski, MA; John Crocker, MEd; Rachel Santa, EdD, and Martha Staeheli, PhD





Well-Being Wednesdays

Taking Care of Teachers Who Take Care of Kids

Webinar series archive available now!



College Mental Health Professionals Community of Practice (CoP): Self-Care and Wellness during COVID-19

Publication Date: December 8, 2020

Developed By: Mountain Plains MHTTC







Northeast and Caribbean (HHS Region 2)

MHTTC Mental Health Technology Transfer Center Network
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SUPPORTING SCHOOL MENTAL HEALTH IN THE WAKE OF COVID-19: A VIRTUAL CONFERENCE



National American Indian and Alaska Native
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Overcoming the Storm:

Special Bi-Monthly Training for Native School Communities in the COVID-19 Pandemic

Access our School Mental Health Resources

Visit our Training and Events Calendar and Products and Resources Catalog on our MHTTC website

Training and Events Calendar

UPCOMING EVENTS ONGOING EVENTS PAST EVENTS

Keyword Search Filter by Event Type

Keyword Search Filter by Type


Select Date Range And


Start date End date


Center

Any Center

Apply

OCT 14  **Safe at Home: Domestic Violence Awareness Series Part 1**
In honor of Domestic Violence Awareness Month in October, we are hosting this series to help

OCT 14  **Assessment and Treatment Strategies for Mood and Anxiety Disorders**
Assessment and Treatment Strategies for Mood and Anxiety Disorders October 14, 2020 1:00pm - 2:30pm

OCT 14  **Clinical Application of Cultural Elements for the Hispanic and Latino Populations Module III and VI**
FREE CEU TRAINING SPONSORED BY OPRE The State of New Mexico Office of Peer Recovery and Engagement

Products & Resources Catalog

Search Product Type

Search for text... - Any -


Center Target Audience


Any Center - Any -


Keywords

- Any -

Apply

 **Guiding Principles: Resiliency and Recovery**
The New England MHTTC has as its overarching aim to use evidence-based means to disseminate evidence-based practices, and promote resilience and

 **Children's Mental Health Initiative | Needs Assessment**
In 2020, the New England Mental Health Technology Transfer Center (New England MHTTC) engaged stakeholders from across the region in

 **Great Lakes MHTTC Year 2 in Review**
Great Lakes MHTTC Year 2 in Review provides an overview of the regional center's activities, accomplishments and challenges. Download the full

Why is mental health literacy for educators so important?

Teachers, school personnel (coaches, nurses, others) ...

- See the signs and don't know what to do, want to know
- Want to help, most believe it is their job to help students
- Want to avoid consequences of not acting
- Appreciate information from a credible source— not misinformation
- Want to know the difference between typical or troubled
- Want to know how to refer
- Don't want to be “Junior Psychiatrists”



- *American Psychiatric Foundation*

Supporting Student Mental Health: Resources to Prepare Educators

- Collaboration with the National Center for School Mental Health
- Describes the role of educators in supporting student mental health
- Explains the core components of mental health literacy
- Provides an annotated list of existing resources and trainings that instruct educators on mental health literacy

MHTTC Mental Health Technology Transfer Center Network
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NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Supporting Student Mental Health: Resources to Prepare Educators

Background

Educators and school personnel play a vital role in promoting mental health and well-being and identifying and responding to emerging mental illness in children and adolescents. However, they often have not received the education, training, and/or ongoing support needed to respond in the classroom. The MHTTC Network and the National Center for School Mental Health collaborated on an environmental scan and needs assessment of available educator mental health literacy training and resources. This document describes the role of educators in supporting student mental health, explains the core components of mental health literacy, and provides an annotated list of existing resources and trainings that instruct educators on mental health literacy.

Student Mental Health Facts

Committed relationships with supportive adults can act as a protective factor for children (NSCDC, 2015)	1 in 5 U.S. children meet criteria for a diagnosable mental health disorder (Child Mind Institute, 2015)	Students who participate in social emotional learning programs improve academic performance by 11–17 percentile points (Durlak et al., 2011)	50% of mental disorders begin before age 14, 70% before age 18 (WHO, 2019)
Students with good emotion regulation skills perform better in school and are at less risk of mental health symptoms (Project CoVitality, 2020)	The average delay between onset of mental illness symptoms and treatment is 11 years (NAMI, 2019)	17.2% of students nationwide reported seriously considering attempting suicide (CDC, 2017)	Early identification and intervention of mental health concerns can vastly improve school and life outcomes for students (Mental Health America, 2016)

Available on the MHTTC Website!

<http://bit.ly/supporting-student-mh>

“Nothing about us without us!”

- Obtained input via two focus groups with educators across the US and one-on-one interviews with leaders in the field of education and mental health
- We asked...
 - What are the most pressing educator training and resource needs related to mental health identification, referral, and supporting student mental health?
 - What suggestions do you have related to improving the content of the training?
 - What recommendations do you have for a proposed format?



What type of mental health issues are you seeing in the students referred to you?

What do you think educators need to better recognize and address student mental health concerns in the classroom?

Classroom WISE: Well-being Information and Strategies for Educators

A FREE 3-part training package for K-12 educators and school personnel on mental health literacy



The image shows a promotional graphic for Classroom WISE. The top half is a dark red banner with the text "Classroom WISE" in white, where "WISE" is significantly larger than "Classroom". Below this, in smaller white text, is "Well-Being Information and Strategies for Educators". The background of the banner is filled with faint, light-colored icons representing various subjects like music, art, science, and education. Below the banner, on a white background, are three icons: a head with a brain, an open book, and a laptop. Each icon is accompanied by a text label: "Online Course", "Video Library + Resource Collection", and "Website".

Classroom
WISE
Well-Being Information and
Strategies for Educators

Online Course

Video Library +
Resource Collection

Website

Available at www.classroomwise.org



Classroom **WISE**

Well-Being Information and
Strategies for Educators

Evidence-Based Content

- Classroom WISE offers evidence-based strategies to promote student mental health and support students with mental health challenges.
- Strategies are based on the scientific literature on school climate, mental health literacy, social emotional learning, and school-based interventions for mental health problems.

Module 1: Creating Safe and Supportive Classrooms

- Describes the components necessary for creating safe and supportive classrooms
- Guidance on helping students feel engaged in the classroom community
- Guidance on helping students feel physically and emotionally safe in the classroom
- Guidance on designing a safe and supportive physical classroom environment



Welcoming Students

How can teachers make their students feel included and welcomed?



Watch on  YouTube

Module 2: Teaching Mental Health Literacy and Reducing Stigma

- How to educate students about mental health
- How to integrate mental health literacy into instruction
- How to address mental health stigma in the classroom

Mental Health in the Classroom
How can teachers bring mental health into the classroom?



Bringing Mental Health to Classroom

Copy link

This video thumbnail shows a young girl with braids and a blue bow, smiling brightly in a classroom setting. The video title is 'Mental Health in the Classroom' and the subtitle is 'How can teachers bring mental health into the classroom?'. The video is titled 'Bringing Mental Health to Classroom' and has a 'Copy link' button.

Stigmatizing Language
How can teachers help students replace stigmatizing language?



Addressing Stigmatizing Language

Watch later Share

Watch on YouTube

This video thumbnail shows a woman with long brown hair, wearing a grey t-shirt, speaking to a student whose back is to the camera. The video title is 'Stigmatizing Language' and the subtitle is 'How can teachers help students replace stigmatizing language?'. The video is titled 'Addressing Stigmatizing Language' and has 'Watch later' and 'Share' buttons. A 'Watch on YouTube' button is visible at the bottom left.

Module 3: Fostering Social Emotional Competencies and Well-Being

Self-Awareness: Core Lesson Example

Today we are going to focus on how our feelings feel on the inside. Think about ways that we feel our feelings on the *inside* – in our bodies.
If I'm scared, my heart starts to beat fast. What are other things that happen on the inside when we are scared?

I feel sick to my stomach.

My heart beats hard, and I breathe fast.

I get butterflies.



Identifying Feelings

How can teachers identify and coach through difficult feelings in the classroom?



- Introduction to social emotional learning (SEL)
- How to integrate SEL competencies into instruction
- Strategies for teaching students SEL skills

Module 4: Understanding and Supporting Students Experiencing Adversity

- Overview of typical child and adolescent development
- Strategies for promoting healthy child and adolescent development
- How to recognize signs of student distress
- How to link students with potential mental health concerns, and their families, to support




Behavior Regulation

What do teachers notice when students demonstrate problems with behavior regulation?


Watch on YouTube


Module 5: Impact of Trauma and Adversity On Learning and Behavior

- Overview of childhood trauma and adverse childhood experiences (ACEs)
- Describes the impact of trauma and ACEs on learning and overall functioning
- Strategies for integrating trauma-sensitive teaching practices in the classroom

 **ACEs**


How are educators a key to buffering against the negative impact of adversity?




Watch on  YouTube

 **Trauma's Impact in Classroom**

How does student adversity and trauma show up in the classroom in terms of students' emotional, physical, behavioral, and cognitive reactions?




Watch on  YouTube

Module 6: Classroom Strategies to Support Students

Substance Use

What strategies are especially useful for a student with substance use challenges?




The video player shows a woman with blonde hair, wearing a blue top, speaking. The video title is "Substance Use Strategies".

- Identifies factors that contribute to student behaviors
- Practice co-regulation and self-regulation skills
- Classroom strategies to support students experiencing distress

Self-Regulation and Co-Regulation

What are some examples of how teachers self-regulate and co-regulate?



The video player shows a woman with dark skin and curly hair, wearing a black top and large hoop earrings, speaking. The video title is "Teacher Feelings When Encountering Student Distress".

Classroom WISE Online Course

- 5 contact hours (certificate of completion provided once course requirements are met)
- Over 11,500 learners enrolled in the course, and over 7,700 have completed it
- MHTTCs are supporting dissemination and implementation efforts
- District leaders across numerous states are interested in incorporating this training into professional development for school staff



School Mental Health

Classroom WISE:
Well-Being
Information and
Strategies for
Educators

[View Description and Enroll](#)

Classroom WISE Video Library



How Teachers Can Show Interest

Teachers can help keep students engaged by showing interest. In this video, students of various ages describe ways that teachers have shown interest in them and their lives.

1min 10sec

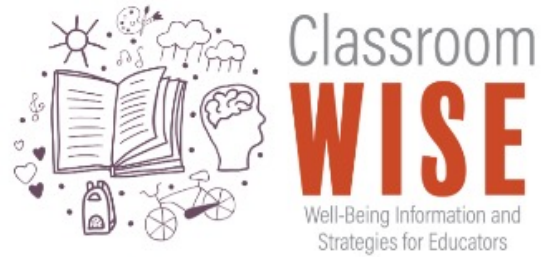


Promoting Self-Regulation

Self-regulation incorporates stress management, impulse control, and goal setting to positively impact motivation and moderate one's emotions, thoughts, and behaviors. In this video, teachers discuss strategies for promoting self-regulation in the classroom.

2min 30sec

Classroom WISE Website



[About Classroom WISE](#) [About the Developers](#) [Video Library](#) [Resource Collection](#) [Contact Us](#)



[Launch Course](#)



Catch a sneak peek of Classroom WISE by clicking on the video above!

Introducing Classroom WISE

Well-Being Information and Strategies for Educators

Classroom WISE is a FREE 3-part training package that assists K-12 educators in supporting the mental health of students in the classroom. Developed by the Mental Health Technology Transfer Center (MHTTC) Network in partnership with the National Center for School Mental Health, this package offers evidence-based strategies and skills to engage and support students with mental health concerns in the classroom.

In addition to a free online course on mental health literacy for educators and school personnel, a video library and resource collection are also available!

[Learn more](#)

www.classroomwise.org

Classroom WISE Resource Collection

Below is a compilation of resources that are referenced in the Classroom WISE online course. All resources were developed by the MHTTC Network and the National Center for School Mental Health for Classroom WISE, unless otherwise noted. A complete list of Classroom WISE resources is available [here](#).



Module 1: Creating Safe and Supportive Classrooms



Module 2: Teaching Mental Health Literacy and Reducing Stigma



Module 3: Fostering Social Emotional Competencies and Well-Being



Module 4: Understanding and Supporting Students Experiencing Adversity and Distress



Module 5: The Impact of Trauma and Adversity on Learning and Behavior



Module 6: Classroom Strategies to Support Students Experiencing Distress

Wait, there's more!

Cultural Inclusiveness and Equity WISE



- A companion course to Classroom WISE, Cultural Inclusiveness and Equity WISE (Well-Being Information and Strategies for Educators), is coming soon!
- Educators will learn how inequities in education impact student mental health and how implicit bias influences our perceptions and responses. Building on this foundation, educators will learn culturally inclusive classroom strategies to support student mental health.
- Visit www.classroomwise.org/companion-course to learn more.



Central East (HHS Region 3)

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Cultural Inclusiveness & Equity

Well-Being Information for Educators (CIE WISE)

Module 1 - Understanding How Social Injustices Impact Student Mental Health

Module 2 - Understanding How Educator Bias Impacts Student Mental Health

Module 3 - Engaging in Culturally Inclusive Action to Promote Student Mental Health

Module 4 - Supporting Students Experiencing Distress from a Cultural Inclusiveness & Equity Lens



Central East (HHS Region 3)

MHTTC

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Ready for a sneak peek?!



<http://bit.ly/cwise-sneak-peek>

Let's check out the Classroom WISE Website!

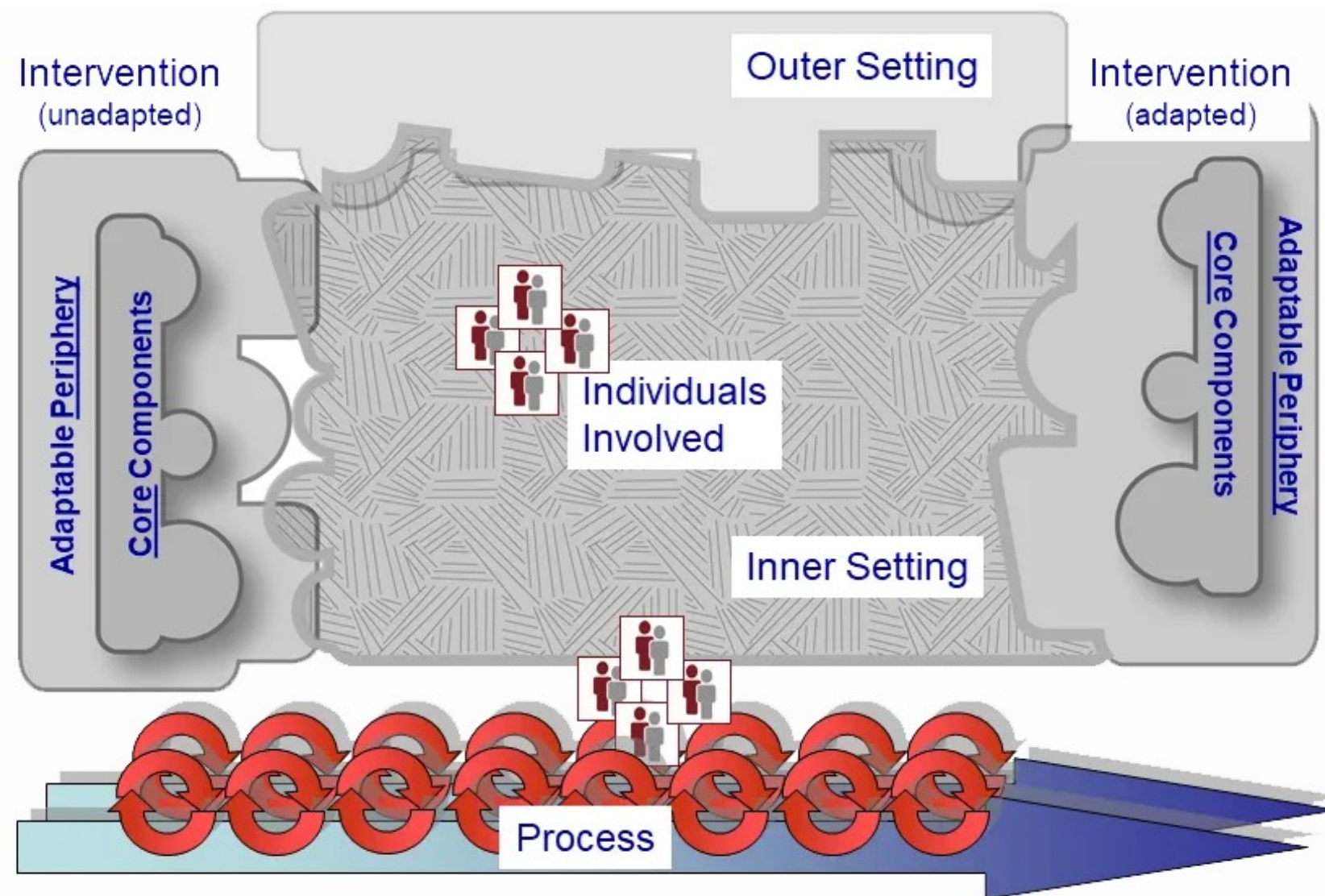
Embedding Mental Health Literacy Programs into Practice

Implementation Science

- Scientific study of processes and factors associated with successful integration of evidence-based interventions within a particular setting.
 - How do you get evidence-based practices into routine practice settings so that more people can receive the best care possible?
 - What types of implementation strategies (technical assistance, training, etc.) are needed to help implement the new practices?

Barriers and Facilitators of Implementation

- What are barriers and enablers of implementation?
- Example: Consolidated Framework for Implementation Research (CFIR)



Implementation Strategies

- The activities, actions, or causal agents for the installation, scale up, scale out, or sustainment of an evidence-based practice
 - Training and technical assistance “interventions” of an implementation or sustainment endeavor
- Passive dissemination strategies (e.g., research publications, training manuals), standalone trainings are not enough
- Which implementation strategies can really push practice change?

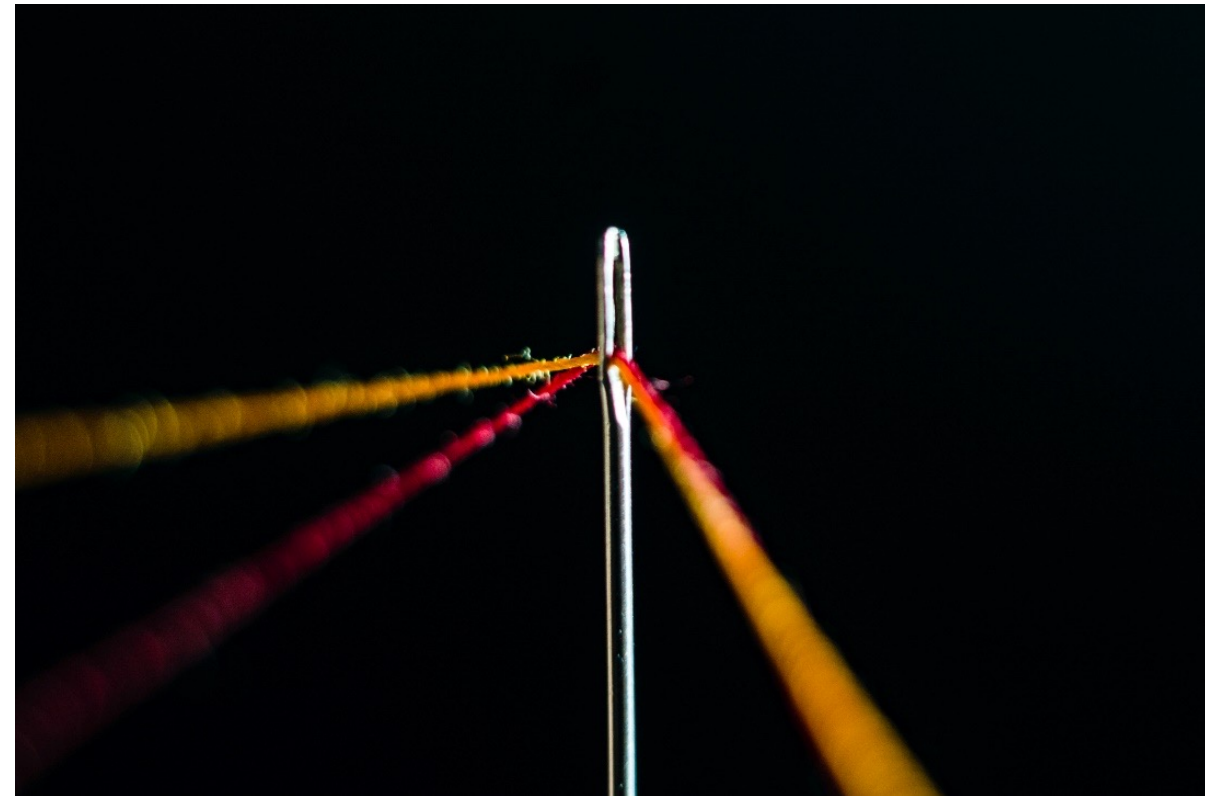


Implementation Strategies

Category	Examples
Plan	Conduct local needs assessment; assess for readiness and identify barriers; develop implementation plan; build local consensus; mandate change
Educate	Develop effective educational materials; conduct ongoing training; inform local opinions leaders; prepare patients/consumers to be active participants
Finance	Alter incentives; place on formularies; access new funding; make billing easier
Restructure	Create new clinical teams; change service sites; change physical structure and equipment; change records systems
Manage Quality	Develop and organize quality monitoring systems; audit and feedback; obtain and use patient/consumer/family feedback; provide clinical supervision; conduct cyclical small tests of change (PDSA cycles)
Attend to Policy	Encourage the promotion of programs and practices through accrediting bodies, licensing boards, and legal systems

Tailoring Strategies to Barriers - Precision Implementation

- Assess context to identify determinants of implementation outcomes (i.e., barriers and facilitators) that may need to be addressed
- Design and select strategies appropriate to the barriers
- Implement and evaluate the strategies
- Evaluate adaptations, sequencing and combining strategies based on context (and ongoing measures of implementation outcomes)
- Model implementation outcomes



Evaluating Implementation

- How can I know whether the new practice, and how it is implemented, works?
- RE-AIM Framework
 - Reach Participants who need (& want) it, get it
 - Effectiveness It works (participant-level outcome)
 - Adoption Providers/educators deliver it
 - Implementation It is delivered with quality
 - Maintenance It continues to be delivered

Classroom WISE Implementation Study - Need

- Developing and disseminating effective educator and school personnel training and education packages does not necessarily lead to their use and implementation in practice.
- Active implementation strategies are needed to introduce districts and schools to mental health training resources and help them explore, plan, implement, and sustain educator training in mental health.

Implementation Study - Purpose

- Examine the effectiveness of a low versus moderately resource intensive set of strategies to assist schools in implementing Classroom WISE with their school personnel
 - Assist schools to implement (use, embed) Classroom WISE with educators and school personnel
 - Use the strategies provided in Classroom WISE to better promote student mental health and respond to students with mental health concerns

Recruitment – August 2021

- Request for applications sent out to encourage applications
 - 1 school per application
- 17 applications, 15 schools selected
- After two drop outs, 13 schools participated



Sites & Participants

- Sites
 - 13 schools from across the United States
 - 10 public schools (5 high schools, 5 elementary schools), 3 private schools
- Participants
 - School teams
 - At least 4 members per school
 - Composed of at least 1 school administrator, school mental health professional, teacher, and district representative
 - Educators and school personnel who complete the Classroom WISE online course



Design

What is the effectiveness of low vs moderate resource-intensive implementation/TA strategies?

	Classroom WISE Mandate	No Classroom WISE Mandate
Standard TA	Orientation webinar Implementation guide	Orientation webinar Implementation guide
Enhanced TA	Orientation webinar Implementation guide Individual school facilitation session 2 Community of Practice sharing sessions	Orientation webinar Implementation guide Individual school facilitation session 2 Community of Practice sharing sessions

Methods

- School implementation team member surveys:
 - Prior to the first TA event (orientation session, August 2021)
 - After TA ends (Dec. 2021)
- Classroom WISE online course participants were asked to complete a survey:
 - Before taking the course
 - Immediately after taking the course
- Focus groups conducted among standard and enhanced TA groups and Classroom WISE online course completers – Jan. 2022

Measures – Barriers/Facilitators of Implementation

- Characteristics of Classroom WISE
 - Effectiveness – e.g., whether Classroom WISE is more effective than current school mental health promotion efforts
 - Adaptability – e.g., whether Classroom WISE can be adapted to fit a school and their students' needs
 - Trialability – e.g., whether using strategies suggested in Classroom WISE seems realistic

Measures – Barriers/Facilitators of Implementation

- Inner setting
 - Demographic factors of schools – e.g., size of student body, grade levels, geographic area, socioeconomic status, etc.)
 - Implementation readiness – e.g., whether staff feel that they have access to resources to help them implement Classroom WISE
 - Implementation climate – e.g., whether staff feel that Classroom WISE can have a substantial impact on students

Measures – Barriers/Facilitators of Implementation

- Outer setting
 - Needs of students – e.g., whether staff feel that Classroom WISE is compatible with their school or whether it needs to be culturally adapted
 - External relationships – e.g., whether a school is connected with local mental health providers or whether staff know of other schools who have implemented Classroom WISE

Measures – Outcomes

- Focus on measuring constructs via RE-AIM
 - Adoption – percentage of staff members that utilize Classroom WISE
 - Implementation – what staff do with the content of the Classroom WISE online course
 - Maintenance – what level of impact staff thinks the Classroom WISE online course will have on their work after 3 months

Analysis

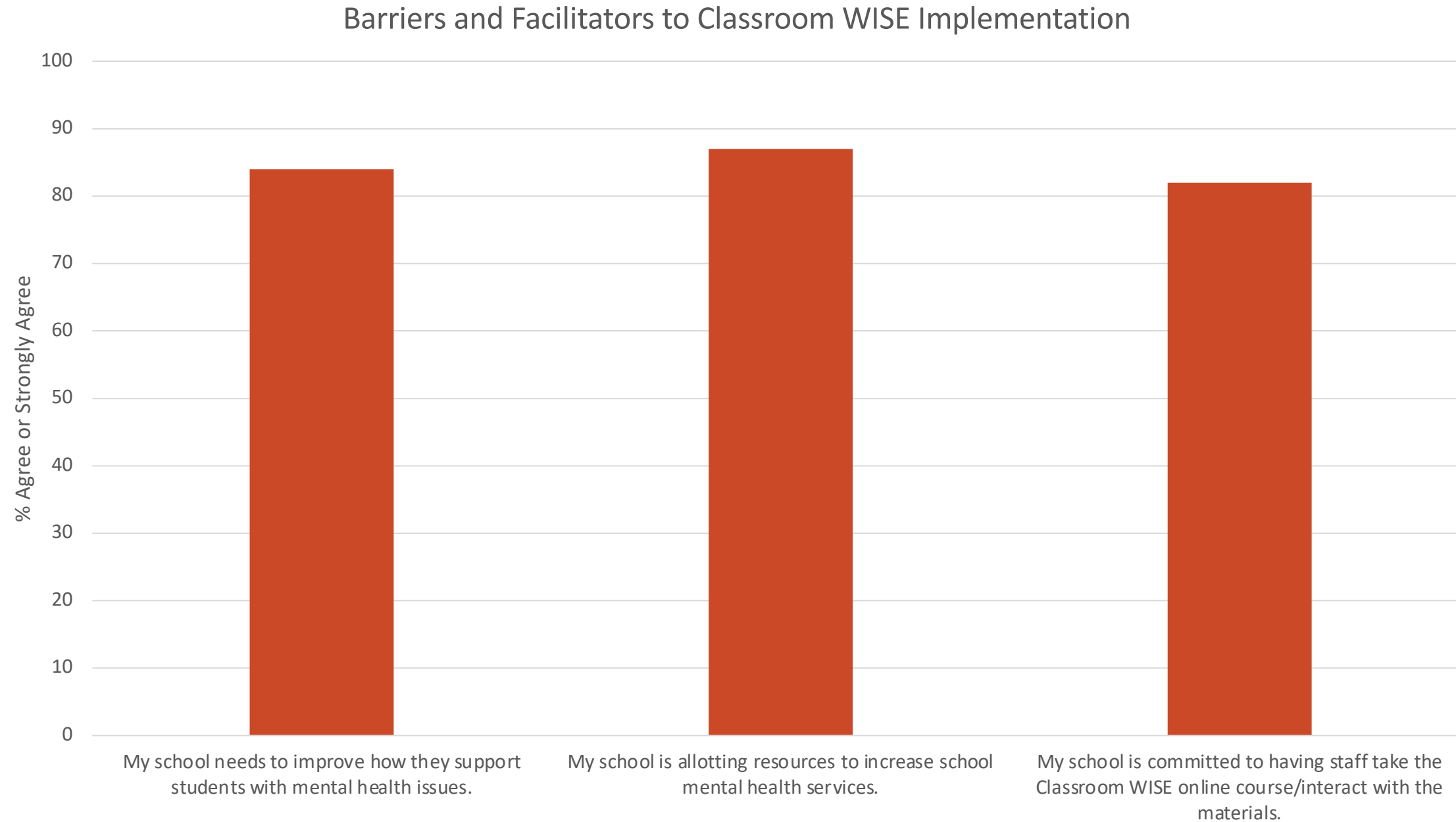
- Frequencies analyzed using SPSS
 - T-tests performed to determine if there were any observable differences in schools who did or did not mandate the Classroom WISE Training Package
 - Paired samples t-tests performed to determine if there were any observable differences before and after taking the Classroom WISE online course
- Qualitative responses were coded to determine prominent themes

Baseline Results

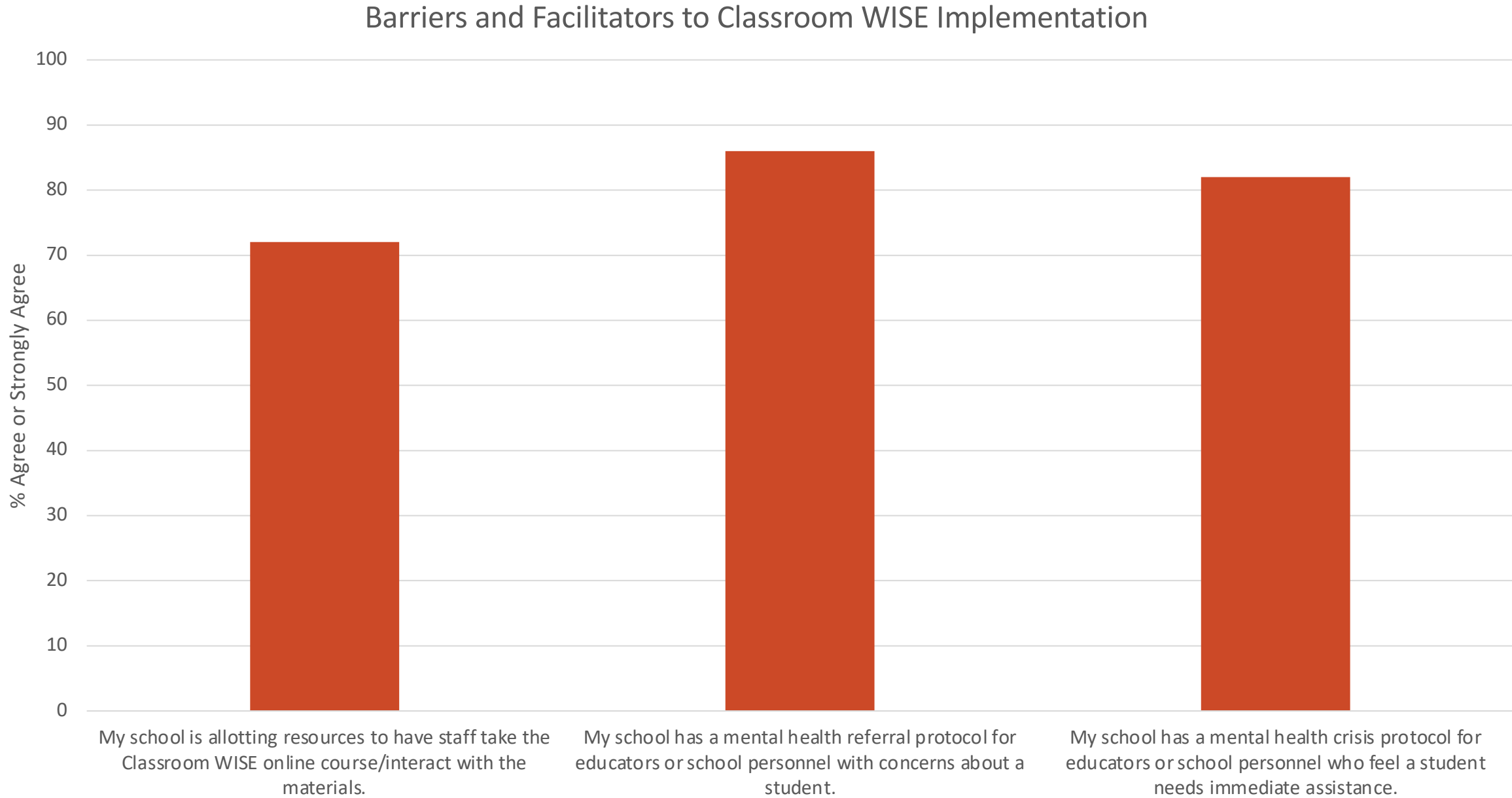
Demographics – School Teams (n=46)

- Average age: 43 years old
- Average experience: 14 years
- Gender
 - 80% identified as a woman
 - 20% as a man
- Race
 - 80% identified as White
 - 22% identified as Black or African American

Results – Barriers and Facilitators



Results – Barriers and Facilitators



Mandating Use of Classroom WISE

- Of those who reported that their school was mandating use of Classroom WISE, the type of mandate varied:
 - Mandate through professional development or other means (n=5)
 - Mandate for Classroom WISE implementation team or other pilot group (n=3)
 - Mandate school-wide (n=2)

Student Mental Health

- 72% indicated their school has something specific that they or their community are struggling with, affecting student mental health
- Themes include:
 - Poverty or low socioeconomic status (n=19)
 - Substance use – opioids, marijuana, etc. (n=12)
 - COVID-19 (n=11)
 - Violence from gangs, guns, neighborhood etc. (n=11)
 - Depression, anxiety, trauma, abuse, or suicide (n=6)

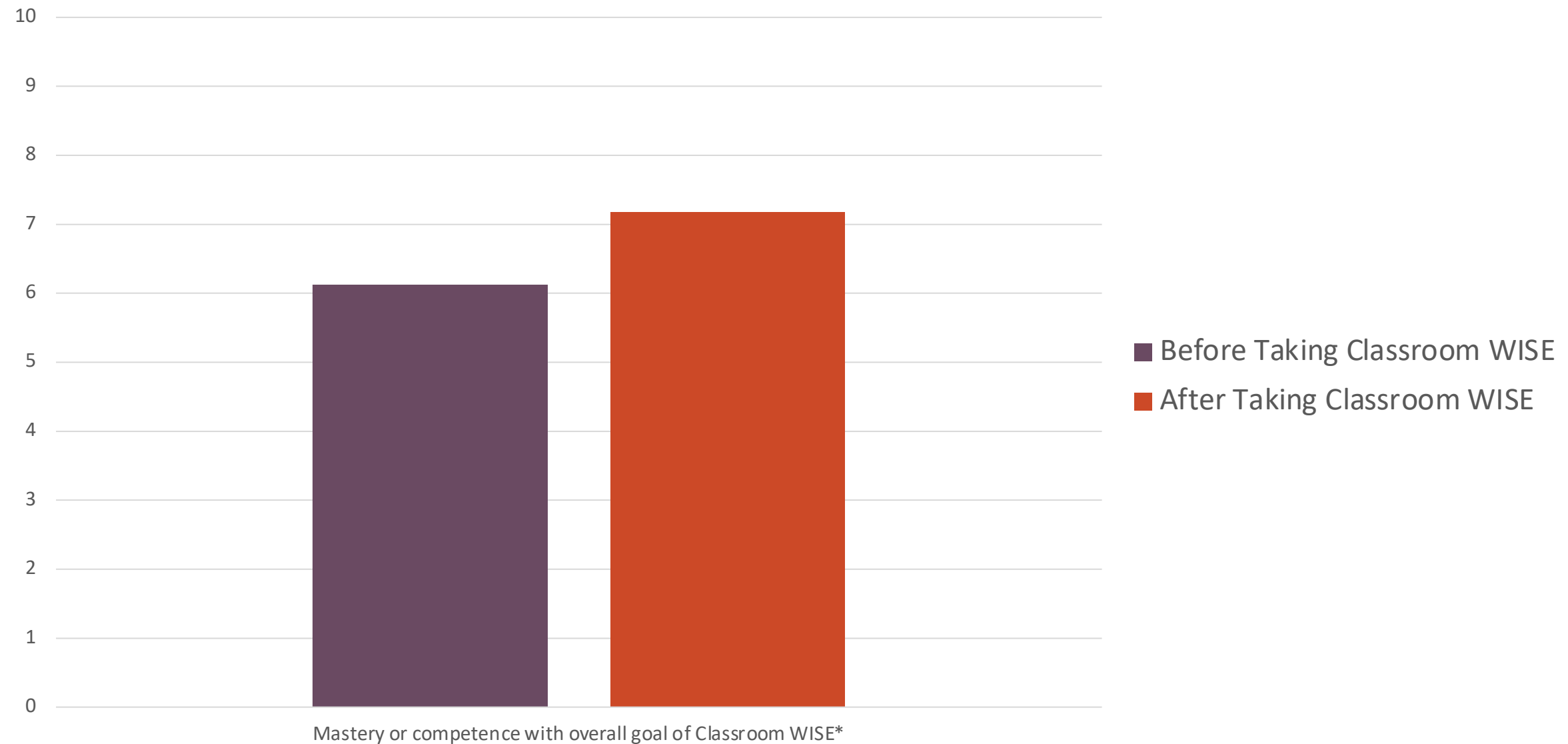
Classroom WISE Course Completion Results

Demographics – Course Completers (n=58)

- Gender
 - 72% identified as a woman
 - 28% as a man
- Race
 - 81% identified as White
 - 12% identified as Black or African American
- 64% identified as an educator, 14% as student instructional support personnel
- 66-85% worked in a school that served K-12 students

Results – Attitudes and Knowledge

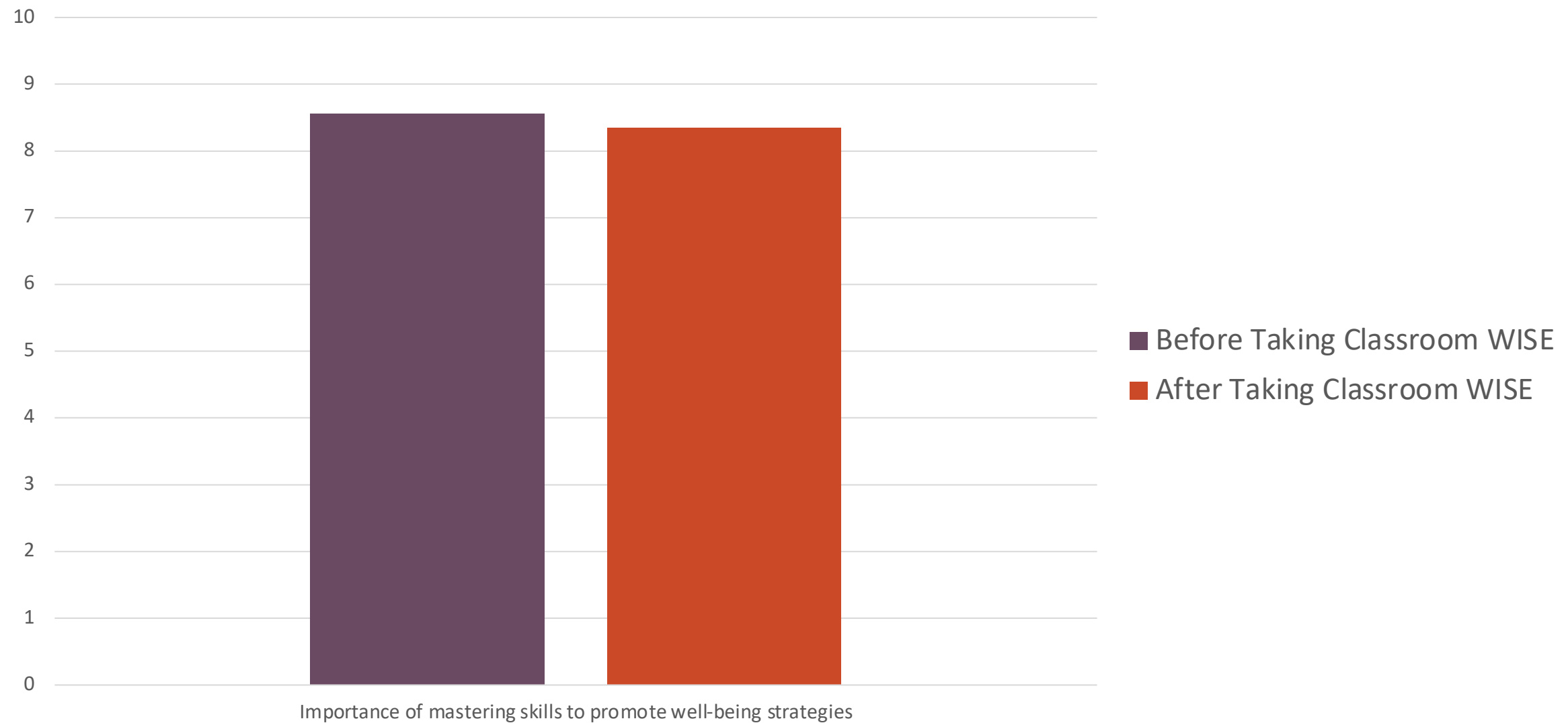
Mastery of Skills to Promote Well-Being Strategies and Support Students with Mental Health Challenges



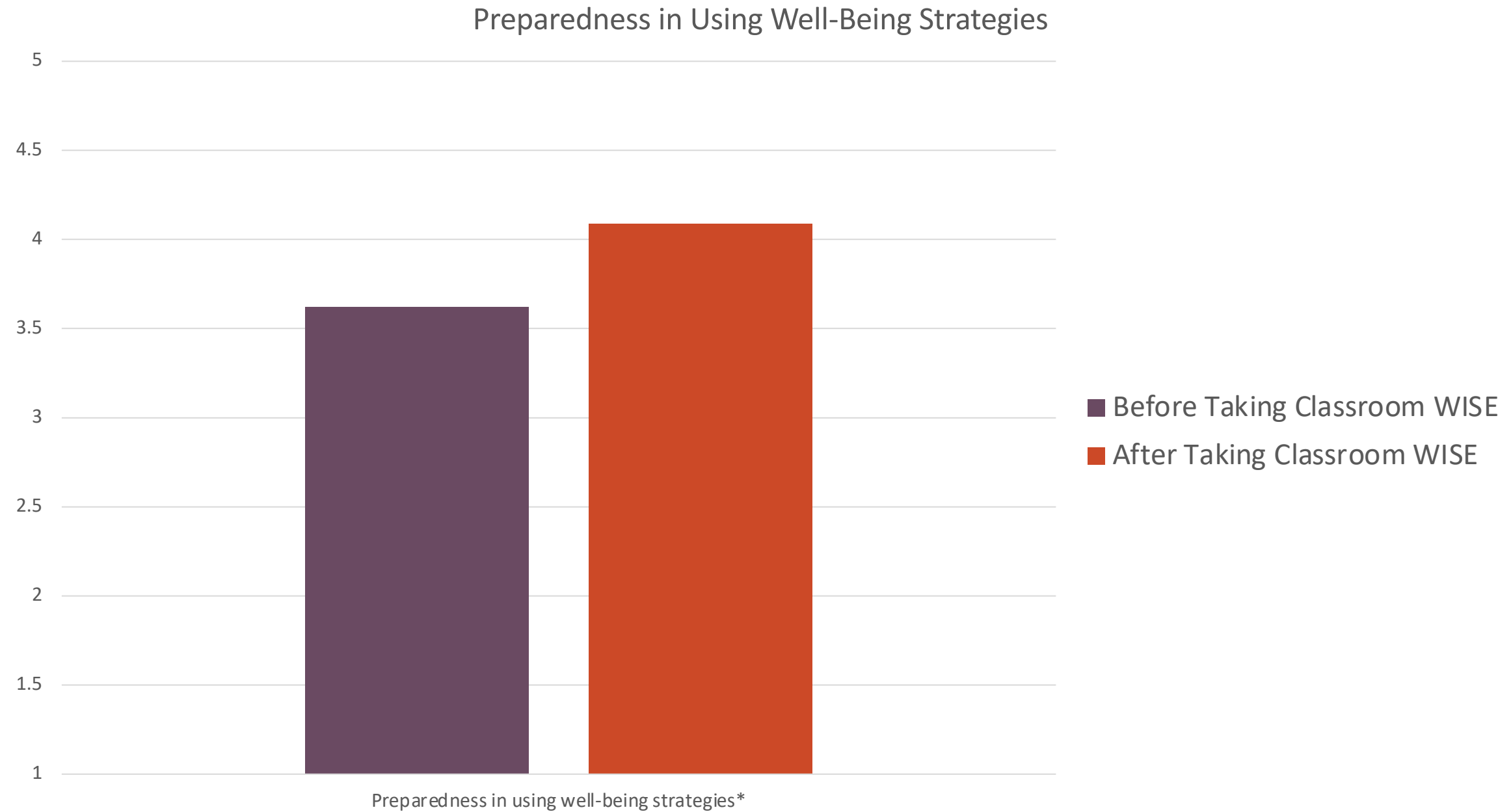
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Results – Attitudes and Knowledge

Attitudes Towards Promoting Well-Being Strategies and Supporting Students with Mental Health Challenges

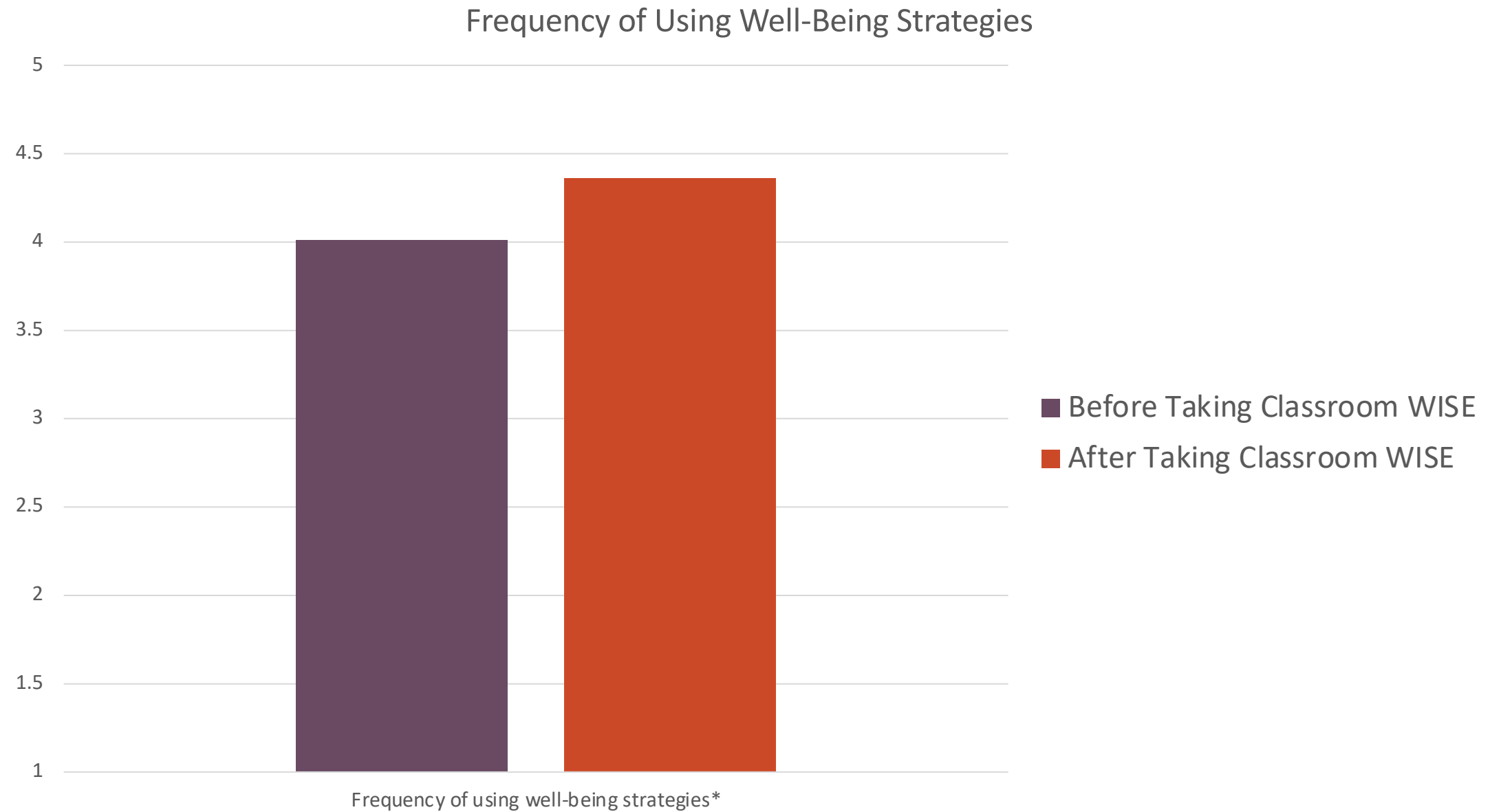


Results – Behaviors



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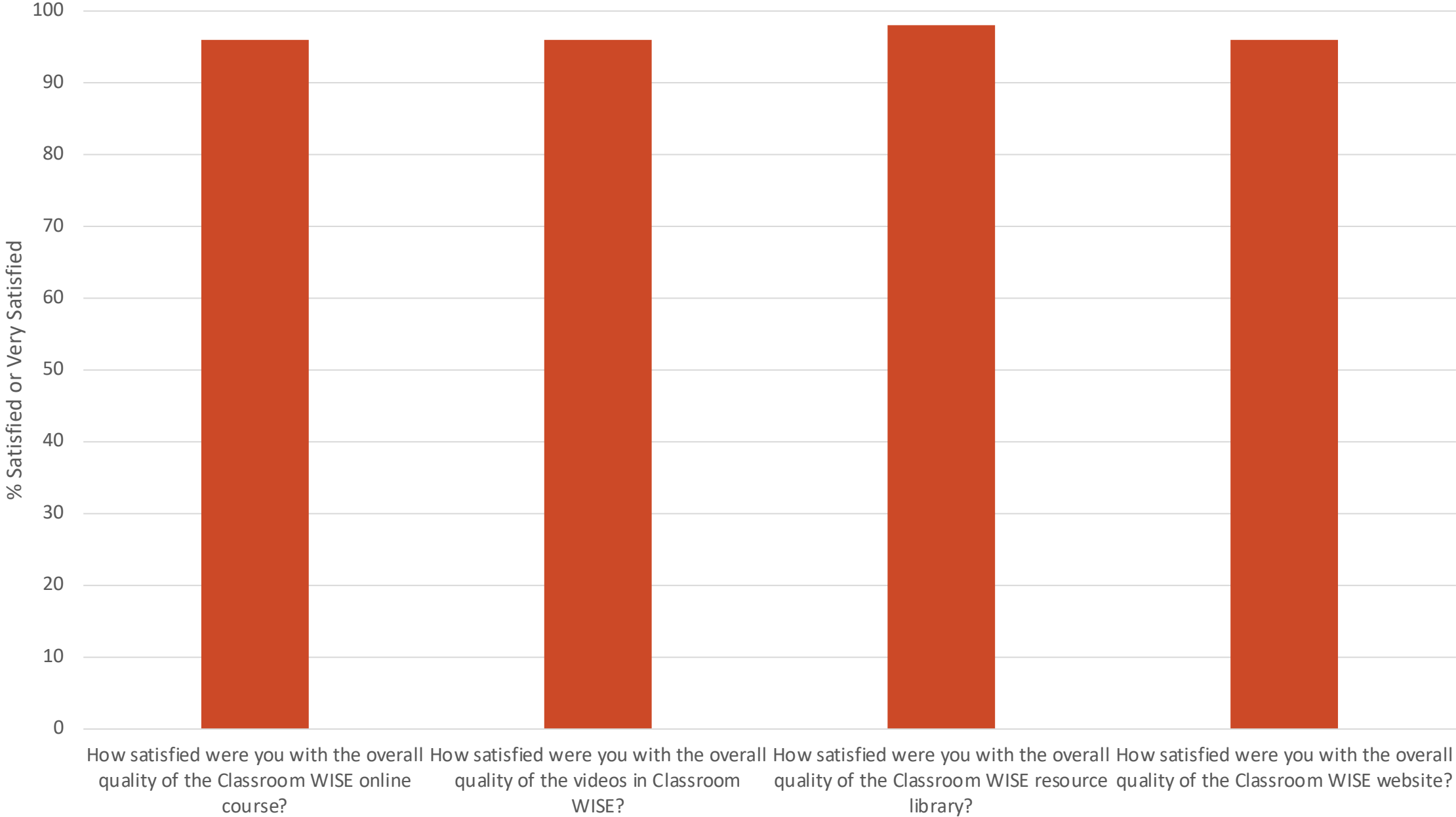
Results – Behaviors



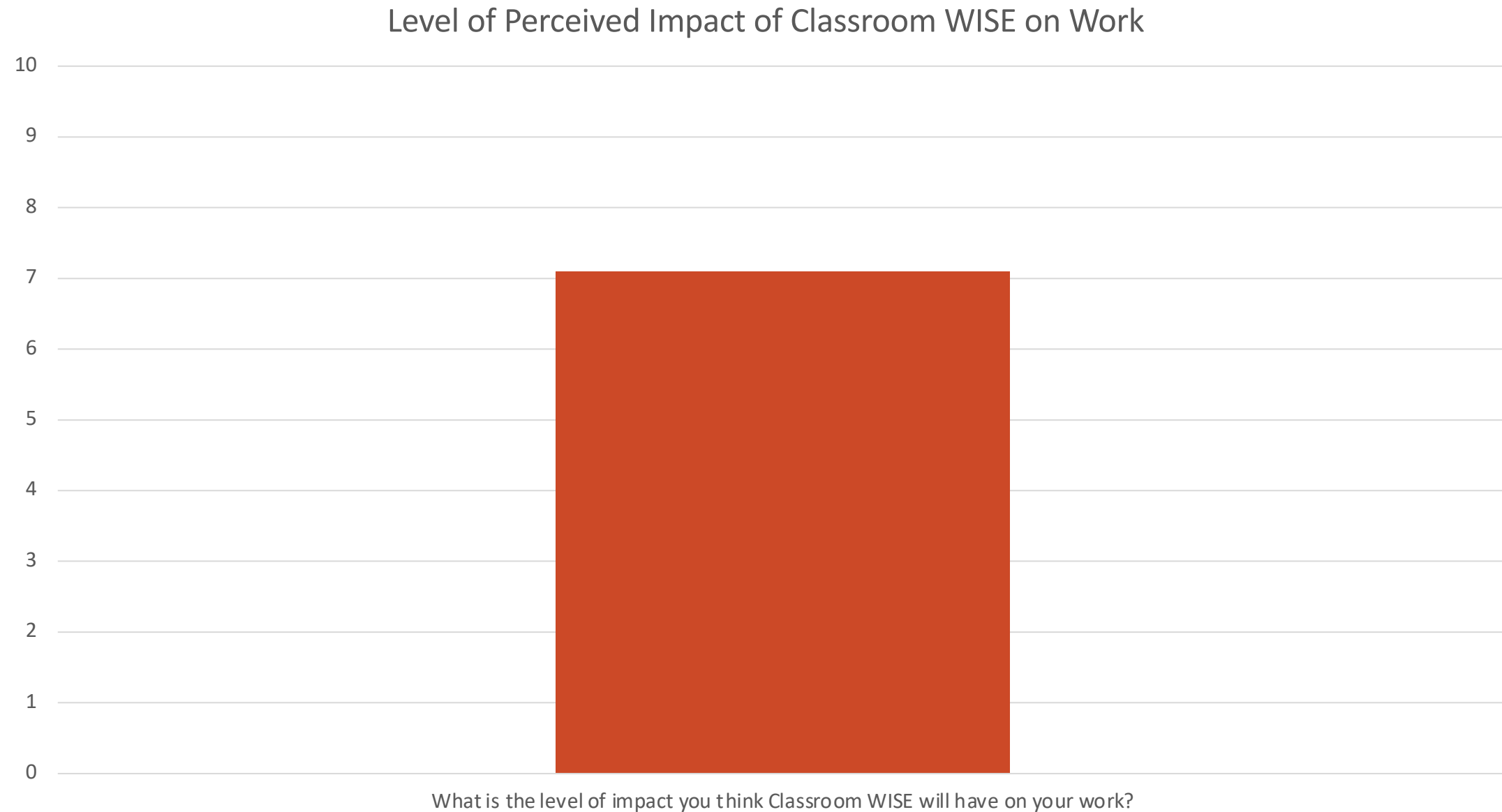
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Results – Satisfaction

Satisfaction with Classroom WISE Training Package



Results – Barriers and Facilitators



Results – Focus Groups (n=6)

- Motivators to take the online course
 - Desire to address student mental health and COVID-19, length of modules
- Barriers to taking the course
 - Lack of time during the day to take the course and COVID-19
- How strategies are integrated into everyday practices
 - Greeting, checking-in with students, addressing emotional needs

Results – Focus Groups (n=6)

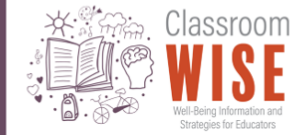
- How frequently are strategies used – daily
- What has helped integrate strategies into everyday practice
 - Discussing issues with other staff, integration with other supports (e.g., SEL)
- What has prevented integration of strategies into everyday practice
 - Educator attitudes and burnout

Results – Focus Groups (n=6)

- COVID's impact on ability to use Classroom WISE in everyday practices
 - Interaction/relationship building with students
- Future plans for Classroom WISE implementation
 - Continuing to apply strategies among new classes and students that have additional needs
 - Building capacity to assist students with additional needs

Classroom WISE Implementation Guide

- Overview of Classroom WISE and Implementation
- Classroom WISE Training Package & Course Logistics
- Content Preview
- Considerations for Implementation
- School Implementation Flowchart
- Alignment with Current Initiatives & Policies
- Communication Template for Educators & School Personnel



Classroom WISE Implementation Guide for School Teams

Developed by the National Center for School Mental Health, University of Maryland School of Medicine for the Mental Health Technology Transfer Center (MHTTC) Network.

August 2021



Initial Considerations for Successful Implementation

- I. Who at your school will participate?
- II. When will staff complete components of the training package?
- III. Who can staff reach out to for support?
- IV. How will staff interact with the training package, including completing the online course modules and accessing the resource collection)?
 - a. Independently on a specific timeline?
 - b. Independently without timeline?
 - c. With grade-level or content teams?
 - d. Together at an all-staff training?
- V. How will you offer implementation support to move the content into practice?
 - a. Host discussions?
 - b. Ask for individual reflection?
 - c. Provide coaching?
 - d. Ask teams to discuss content?
- VI. How will you supplement Classroom WISE content?
 - a. How will staff adapt the content to meet the needs of your school/district?
 - b. Will you host discussions, ask for individual reflection, provide coaching, or ask teams to discuss content?
- VII. How will progress be tracked?
 - a. Will certificates be submitted?
 - b. Who will maintain records?

Discussion

- Schools are swamped
 - However, there is a need for this course, and schools are not alone
- There are very few free, engaging resources that provide real-world strategies for educators and school staff to supporting the mental health of students in the classroom
- Ultimate utility depends on actual use in schools
 - What types of technical assistance do schools need to adopt resources like Classroom WISE?

As a social worker, what can YOU do to support and encourage mental health literacy training for school staff?

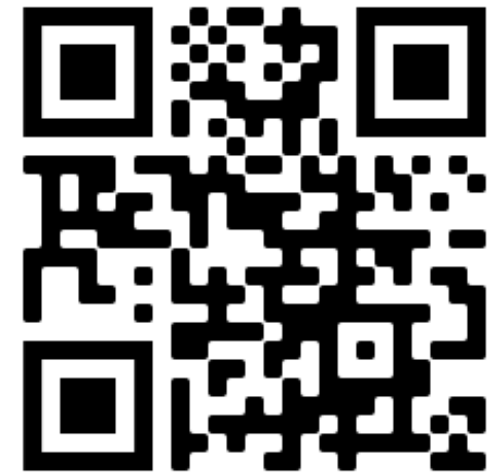
Q & A

Access the **FREE** 3-part training package now!



Classroom **WISE**

Well-Being Information and
Strategies for Educators



MHTTC

Visit www.classroomwise.org to learn more!

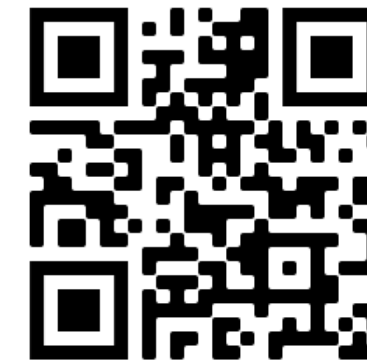


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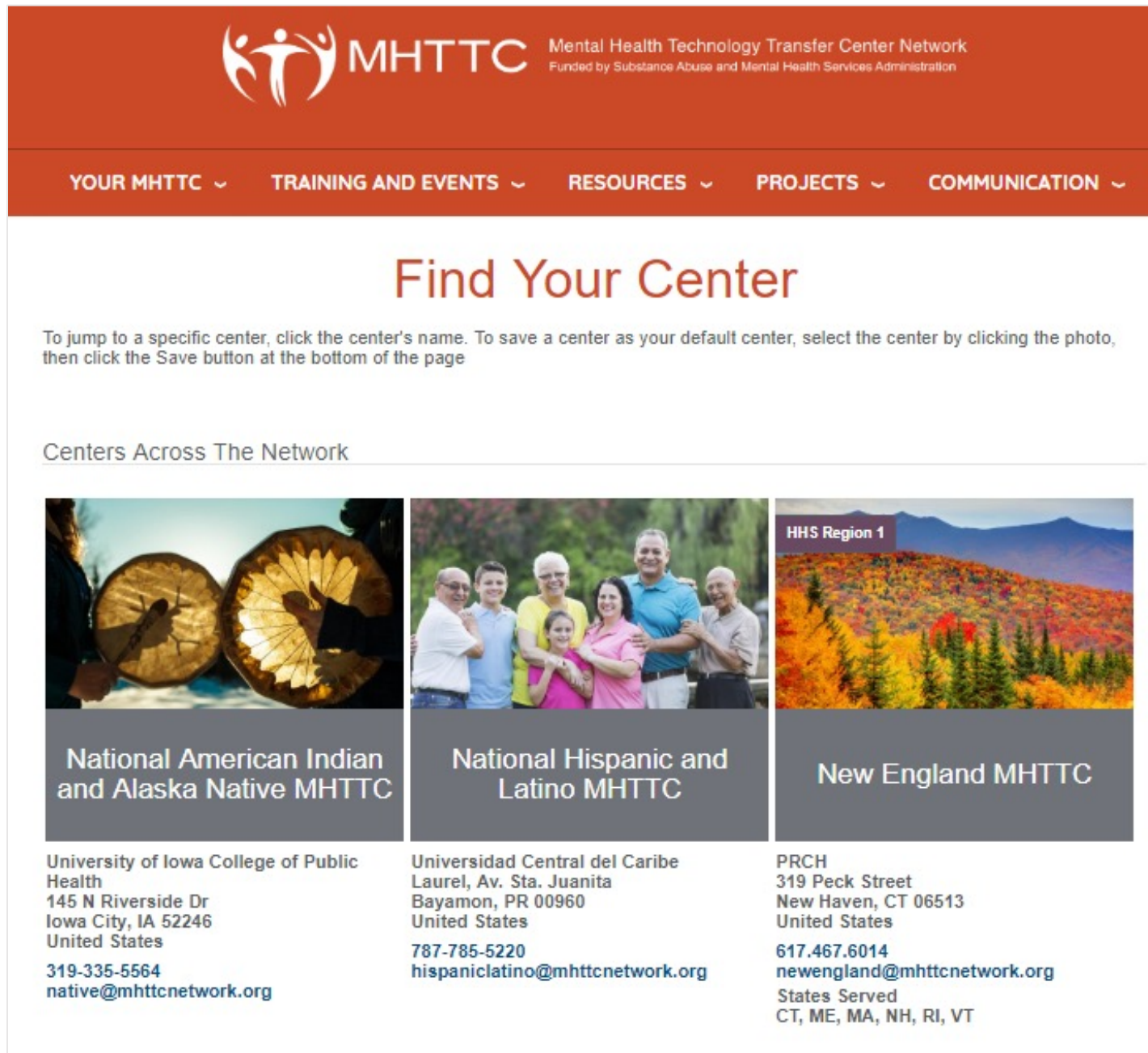
www.MHTTCnetwork.org

  @MHTTCNetwork



For questions about the MHTTC School Mental Health Initiative, contact Jessica Gonzalez

jegonzalez@Stanford.edu




MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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Centers Across The Network

 <p>National American Indian and Alaska Native MHTTC</p> <p>University of Iowa College of Public Health 145 N Riverside Dr Iowa City, IA 52246 United States 319-335-5564 native@mhttcnetwork.org</p>	 <p>National Hispanic and Latino MHTTC</p> <p>Universidad Central del Caribe Laurel, Av. Sta. Juanita Bayamon, PR 00960 United States 787-785-5220 hispaniciatino@mhttcnetwork.org</p>	 <p>New England MHTTC</p> <p>PRCH 319 Peck Street New Haven, CT 06513 United States 617.467.6014 newengland@mhttcnetwork.org States Served CT, ME, MA, NH, RI, VT</p>
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