

MHTTC Network School Mental Health Initiative: Resources to Support Student Mental Health



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Stanford University School of Medicine



MHTTC

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

Disclaimer

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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.

Agenda for our time together!

- Overview of the MHTTC Network and School Mental Health Initiative
- Classroom WISE Training Package
 - Cultural Inclusiveness and Equity WISE Companion Training
- Demo Time 😊
- Q&A
- Ways to stay connected with us!

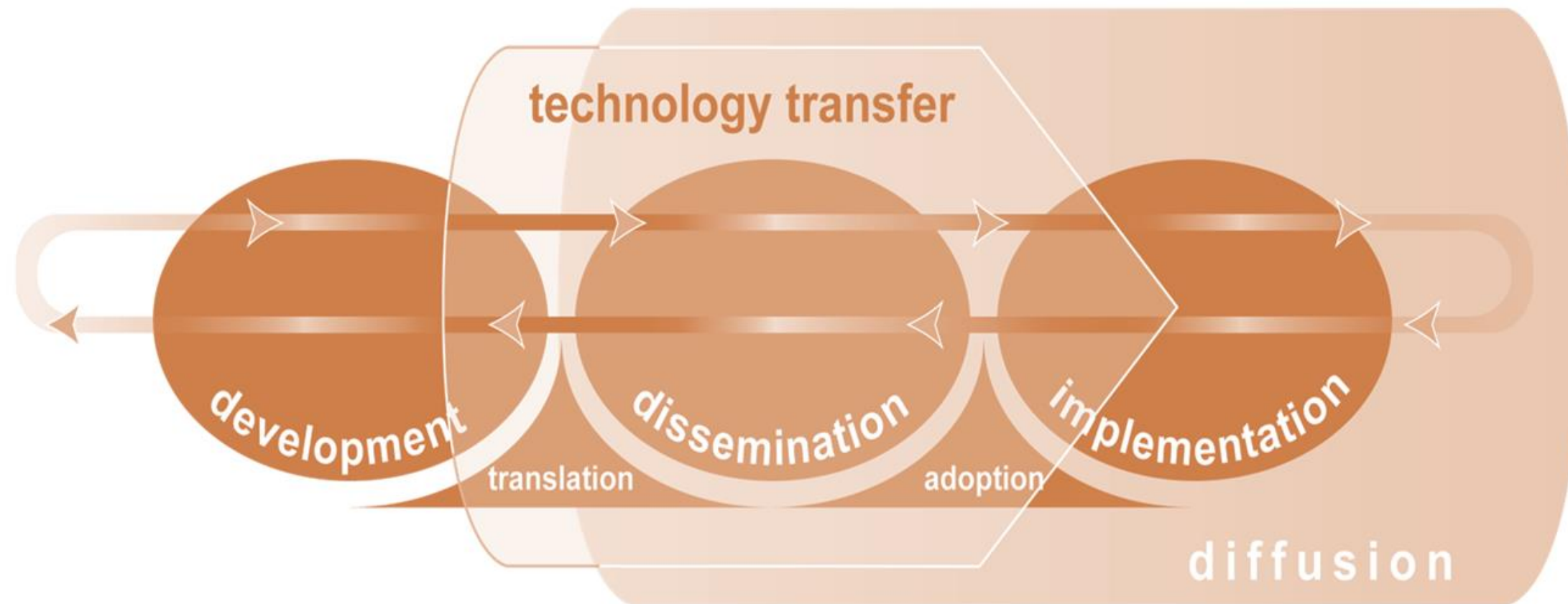


Who do we have in the room with us today?



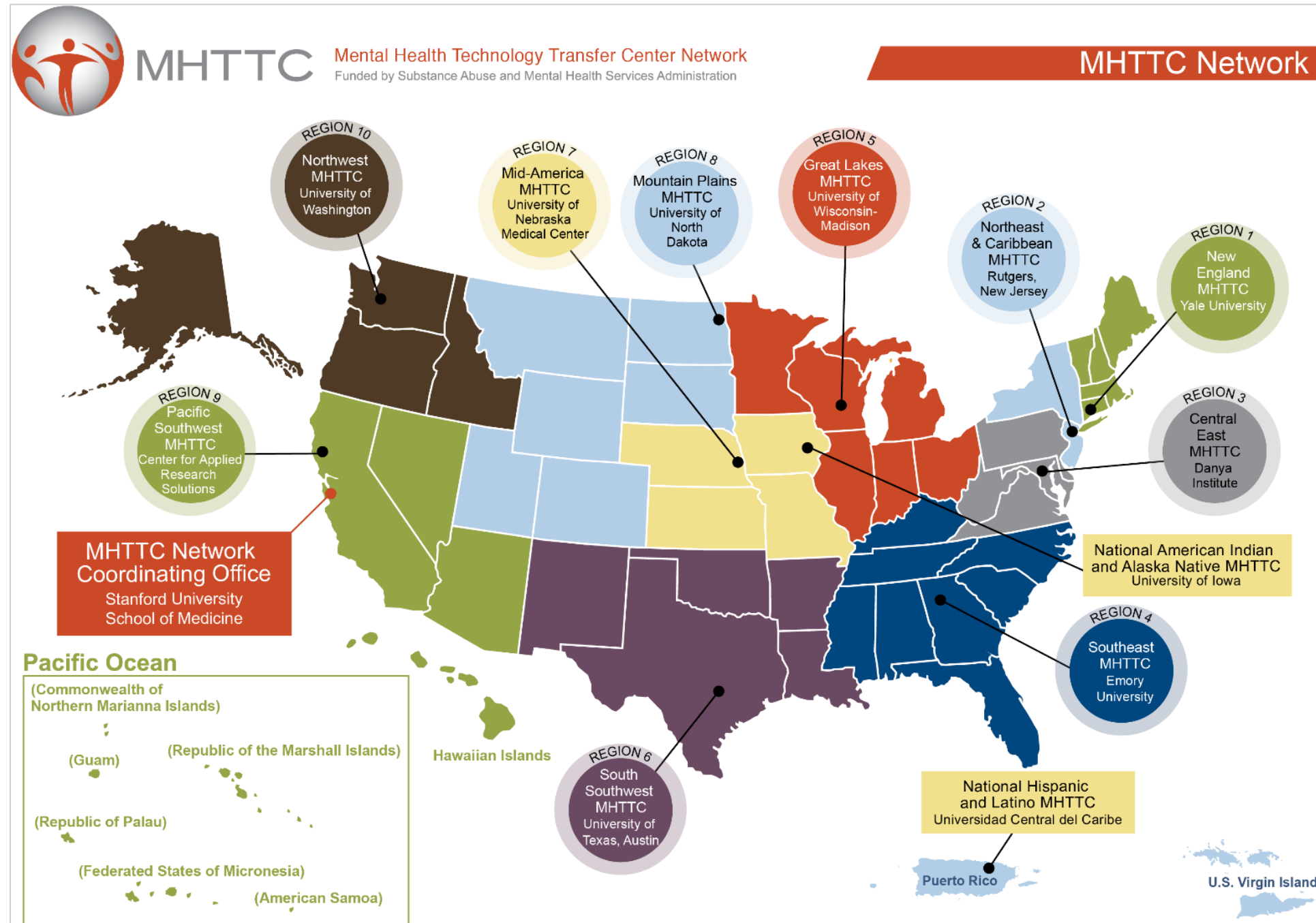
What is Technology Transfer?

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/>

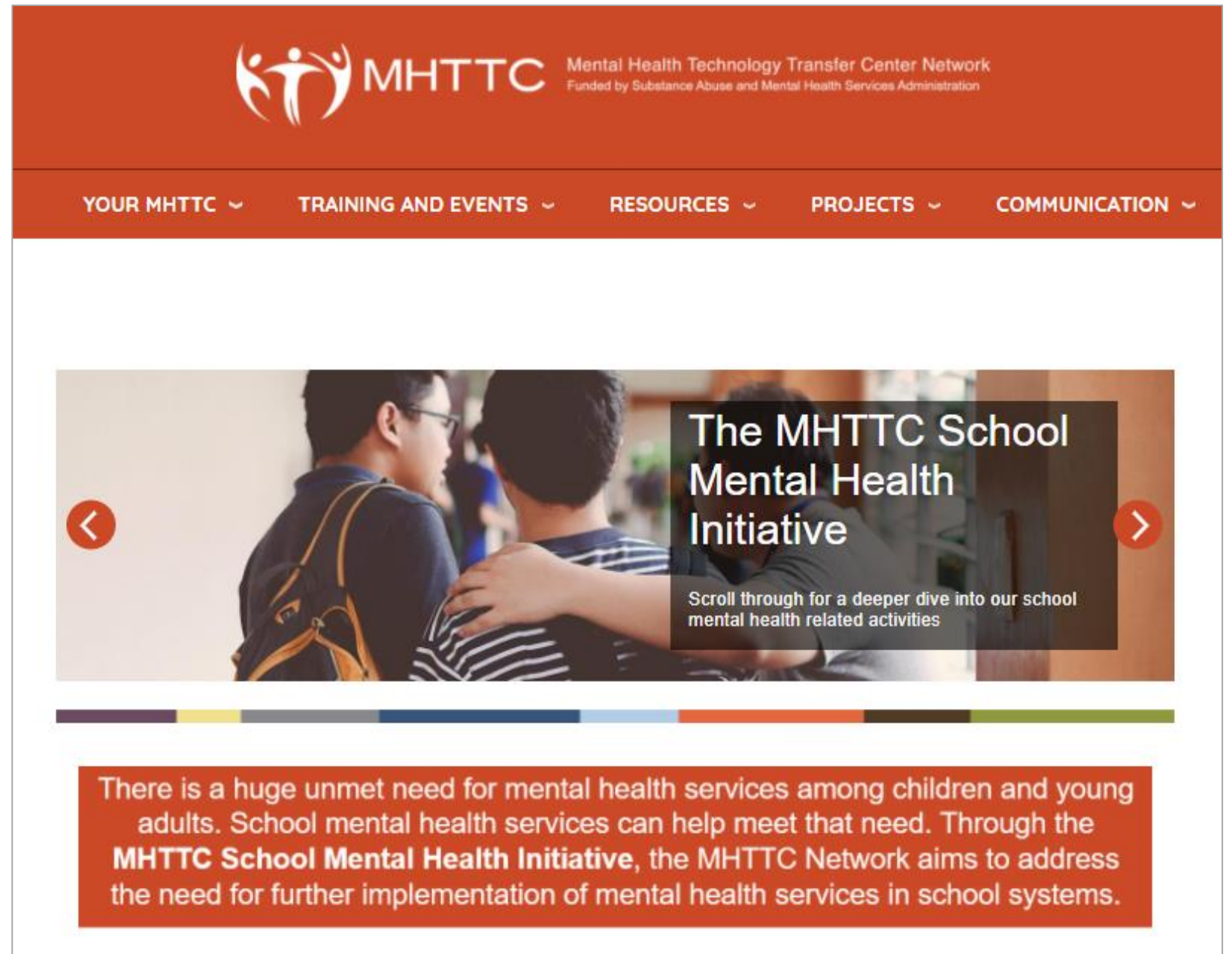
How We Provide Training and TA

- 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 (technical assistance and training) 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 on the best models of school-based mental health services
- Providing technical assistance and training on the implementation of mental health services in schools and school systems



The screenshot displays the MHTTC website header with the logo and navigation menu. Below the header is a large banner image of two young men, one with a backpack, with a text overlay that reads "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 red text box with white text.

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

YOUR MHTTC ▾ TRAINING AND EVENTS ▾ RESOURCES ▾ PROJECTS ▾ COMMUNICATION ▾

The MHTTC School Mental Health Initiative

Scroll through for a deeper dive into our school mental health related activities

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

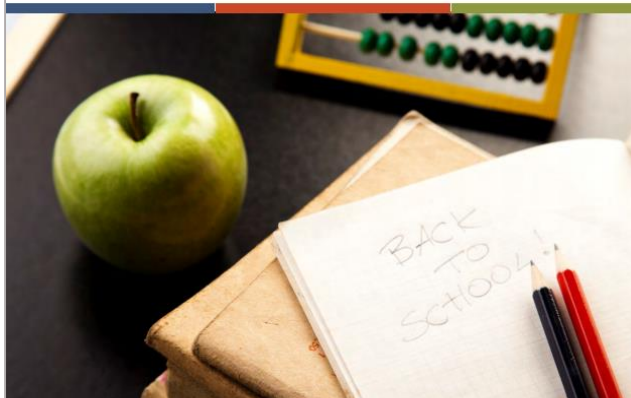
• for school personnel •



New England (HHS Region 1)

MHTTC Mental Health Technology Transfer Center Network


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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

Funded by Substance Abuse and Mental Health Services Administration


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

COVID-19 & School Mental Health Resource Highlights

Northeast and Caribbean (HHS Region 2)
MHTTC Mental Health Technology Transfer Center Network
 Funded by Substance Abuse and Mental Health Services Administration

Tools for Educators During a Public Health Crisis

*"It's the teacher that makes the difference, not the classroom."
 - Michael Morpurg*

Educators have been asked to fill many roles during this public health crisis. They have had to adjust to new learning environments, provide emotional support to students, maintain communication with parents, take care of themselves and their families, among other responsibilities. At the same time, they are experiencing the anxiety and worry about the public health crisis along with the rest of the community. Here are some tools to help.

TAKING CARE OF YOURSELF

It's natural to feel stressed, worried, anxious, and overwhelmed during a public health emergency, but there are steps you can take to build your wellness.

1 BODY	2 MIND	3 EMOTIONS	4 SUPPORT
Be physically active or exercise regularly	Engage in activities or hobbies you enjoy	Notice and accept how you feel, try not to judge your feelings	Reach out to others by calling, texting, email, social media
Eat well, maintain a healthy diet, drink water	Try as much as possible to maintain a daily routine	Treat yourself with compassion and understanding	Use FaceTime, Skype, or other video tools to talk "face-to-face"
Get a good night's rest, keep a routine sleep schedule	Meditate or pray as a way to relax and find support	Talk about your feelings with someone you trust	Talk about the emergency, but also enjoy other conversation
Relax your body with breathing exercises and stretching	Take breaks throughout the day	Use calming self-talk ("I can handle this", "One day at a time")	Ask for help when needed from friends/family or professionals

STAYING INFORMED WITHOUT STRESSING OUT

While it's important to stay up to date with the most current information regarding the public health emergency, you don't want to overwhelm yourself with news or media that causes you to feel anxious or distressed. What can you do?


- AVOID** excessive exposure to media coverage
- LIMIT** your media exposure to a single credible source
- CHECK** for information updates at a specific time only once or twice a day
- GATHER** information that allows you to take practical steps to protect yourself and your loved ones

Access Reliable Information: www.cdc.gov | samhsa.gov/coronavirus

@NECMHTTC | mhttnetwork.org/centers/northeast-caribbean-mhttc | @NECMHTTC

[Tools for Educators During a Public Health Crisis](#)

New England (HHS Region 1)
MHTTC Mental Health Technology Transfer Center Network
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Back to School After COVID-19: Supporting Student and Staff Mental Health

Childhood-Trauma Learning Collaborative Toolkit

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

SAMHSA
 Substance Abuse and Mental Health Services Administration

[Back to School After COVID-19:
Supporting Student and Staff Mental Health Toolkit](#)


How to Get Started with School-Based Mental Health Services via Telehealth

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TELEHEALTH TOOLBOX

• for school personnel •

[Telehealth Toolbox for School Personnel](#)

COVID-19 & School Mental Health Resource Highlights

WEBINAR SERIES

Making a Good Connection:
Engaging Students and Families
in School Tele-Mental Health

Access the resources from the series!

TTC

Two women are sitting at a desk, looking at a laptop screen.

[Making a Good Connection: Engaging Students and Families in School Tele-Mental Health](#)

National American Indian and Alaska Native
MHTTC Mental Health Technology Transfer Center Network
Fostering Substance Abuse and Mental Health Service Innovation

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

Two young girls are wearing face masks and smiling.

[Overcoming the Storm: Special Bi-Monthly Training for AI/AN School Communities in the COVID-19 Pandemic](#)

Part 1: Supporting Students with Anxiety in the Classroom
November 3, 2021
1-2 AKT | 2-3 PT | 3-4 pm MT

Part 2: Anxiety in Schools Toolkit
Date: TBD
(Spring 2022)

Managing Anxiety & the Return to School

Northwest (HHS Region 10)
MHTTC
Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Kendra Read, PhD,
Director of Mood & Anxiety
Program | Seattle Children's
Hospital

Jennifer Blossom, PhD,
Assl. Professor of Psychology &
Human Development | University of
Maine at Farmington

Two icons: a laptop and a briefcase.

[Managing Anxiety & The Return To Schools](#)

Back to School...
Promoting Resiliency and Mental Health
Wellness in Latino Children

National Hispanic & Latino
MHTTC
Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

NATIONAL HISPANIC HERITAGE MONTH 2021
CELEBRATING SCHOOL MENTAL HEALTH PERSONNEL AS
THEY ARE THE LINK BETWEEN LATINX COMMUNITIES,
FAMILIES, AND CHILDREN
#SMHPLINKINGTHEGAP

A row of diverse cartoon characters representing different ethnicities.

[Back to School... Promoting Resiliency and Mental Health Wellness in Latino Children](#)

Resources for Educator and School Mental Health Professional Well-Being



The Well-Being Series - Helpful Links & Resources
Publication Date: July 10, 2020
Developed By: Northwest MHTTC

[DOWNLOAD](#)

MHP PSS ACS EDU

The image shows several circular buttons with various designs and text. One button says 'Connect', another 'Hope', and another 'COMMUNITY'. There are also buttons with 'FAMILY' and 'DAILY'.

[Educator Wellness Series](#)

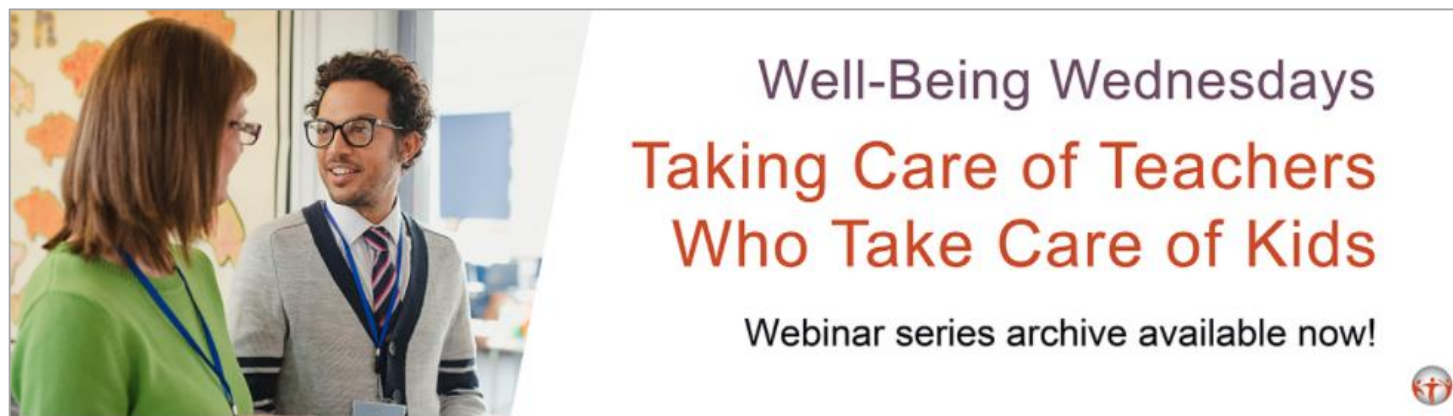


Burnout Busters

By health care professionals. For health care professionals

The image features the text 'Burnout Busters' in large, bold, black letters. To the right is a logo consisting of a red speech bubble containing a white fist, with a blue speech bubble below it containing a white heartbeat line. Below the main text is the tagline 'By health care professionals. For health care professionals' in a smaller, red font.

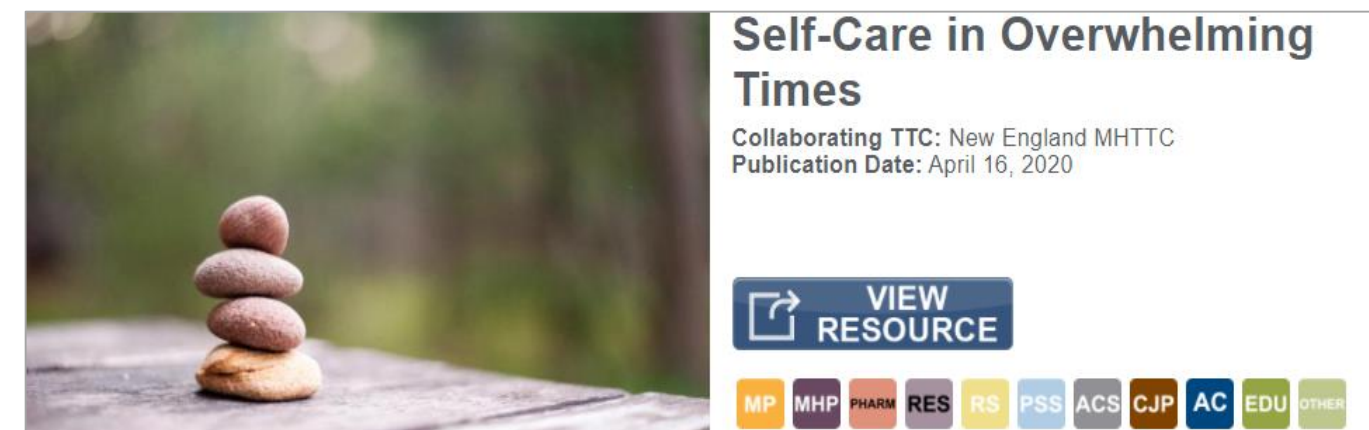
[Burnout Busters: The Podcast](#)



Well-Being Wednesdays
**Taking Care of Teachers
Who Take Care of Kids**
Webinar series archive available now!

The image shows a woman in a green shirt and a man in a grey sweater and glasses talking. The text is overlaid on the right side of the image.

[Well-Being Wednesdays: Taking Care of Educators Who Take Care of Kids](#)



Self-Care in Overwhelming Times
Collaborating TTC: New England MHTTC
Publication Date: April 16, 2020

[VIEW RESOURCE](#)

MP MHP PHARM RES RS PSS ACS CJP AC EDU OTHER

The image shows a stack of four smooth, rounded stones on a wooden surface. The text is overlaid on the right side of the image.

[Self-Care in Overwhelming Times](#)

Resources for Coping with School Tragedies



MHTTC

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

After a School Tragedy...Readiness, Response, Recovery, & Resources

Acts of violence, suicide, and other tragedies affect many school communities. In 2018, there were 82 school shootings, the highest number since 1970 (CHDS, 2019). Death by suicide is currently the 2nd leading cause of death among teenagers, next to [car] accidents (CDC, 2018). In 2017, 2 out of every 100 teenagers made suicide attempts serious enough to require medical treatment; 7 out of 100 attempted suicide (CDC, 2019).

These tragedies have a wide-ranging impact on the school community that extends far beyond the events of the day. Secondary trauma and complicated grief affect students, families, and school staff in ways that may appear immediately following a school tragedy or weeks, months, or years later. Stoneman Douglas High School in Parkland, Florida is facing another wave of painful challenges after death by suicide of two student survivors of the February 14th, 2018, school shooting that resulted in 17 student and teacher deaths.

This resource, developed by a workgroup across the MHTTC Network, is designed to help schools better support students and families in the aftermath of violence and trauma. We provide strategies to assist schools with readiness, response, and recovery to help a school community support resilience in the event of a tragedy. We offer places to turn for more resources. We discuss terminology and concepts related to suicide and grief. Finally, we highlight the importance of providing culturally responsive services, with example cultural considerations for schools to help Hispanic/Latino students struggling with grief and trauma.



Readiness

While school shootings are rare, schools can and should be prepared to support students, staff, and families to recover from trauma related to school shootings, suicide, other acts of violence, and tragedies that impact the school community. We summarize recommended readiness strategies advanced by several national and state-level agencies. Implementation of these strategies builds capacity of schools and the competencies of educators to respond effectively to traumatic events. Several national and state level agencies have recommendations; some of the most essential steps are summarized here:

- **Create compassionate school communities** with caring adults who will listen without judgment and strive to increase students' sense of belonging and connectedness.

How ready is your school?

- Who is your cadre of mental health volunteers? Who has a call-down list?
- What community agencies, private practices, or psychiatric hospitals might be mobilized to provide support?
- What staff training have you provided? Is more needed?
- Do you have a readiness checklist?

- **Put youth at the center** by not only seeking their needs and ideas for solutions, but engaging them in planning and making decisions.
- **Provide grief-specific and trauma-specific professional development** trainings for the whole school community. It is important to resource educators with the language, skills, and processing opportunities to facilitate complex conversations with students.
- **Develop a crisis-response team** and protocol that includes ways that schools/districts will address youth suicide and other school emergencies that may traumatize youth and adults. Identify the roles and responsibilities of crisis team members.
- **Have policies and protocols** for maintaining confidentiality, tracking and monitoring high-risk situations, anti-bullying and cyber-bullying, parent notification, and referrals.

- **Have plans for suicide prevention**, including screening; networking with community-based behavioral health agencies; implementing substance use-related programs; and a protocol for assisting youth who are most at-risk. Support protective factors by offering opportunities for at-risk students to connect with caring adults.
- **Include a self-care program for school personnel** with education about toxic stress and strategies for alleviation.
- **Develop peer-support programs** that give students the tools to listen to one another and provide lifesaving assistance to one another when they are processing a tragedy.
- **Network with families** to involve them in prevention efforts and co-create a protocol for handling school crises.
- **Have plans for intervention and "postvention."** Make sure your school knows what to do if a tragedy occurs and is able to navigate its aftermath. Know who will be involved, how they will be involved, and how the school will announce programs such as counseling options (DiCara et al., 2009; SAMHSA, 2012).
- **Engage the media**, which are critical partners when it comes to suicide, violence, and contagion. Assign a media spokesperson, develop safe messages, and build relationships with media prior to a tragedy (American Association of Suicidology, 2018; American Foundation for Suicide Prevention & Suicide Prevention Resource Center, 2018).

1

[After a School Tragedy...Readiness, Response, Recovery, & Resources](#)



[How to Talk to Students about Trauma and Violence](#)



[Expect the Unexpected: Preparing for Crises in Schools](#)

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

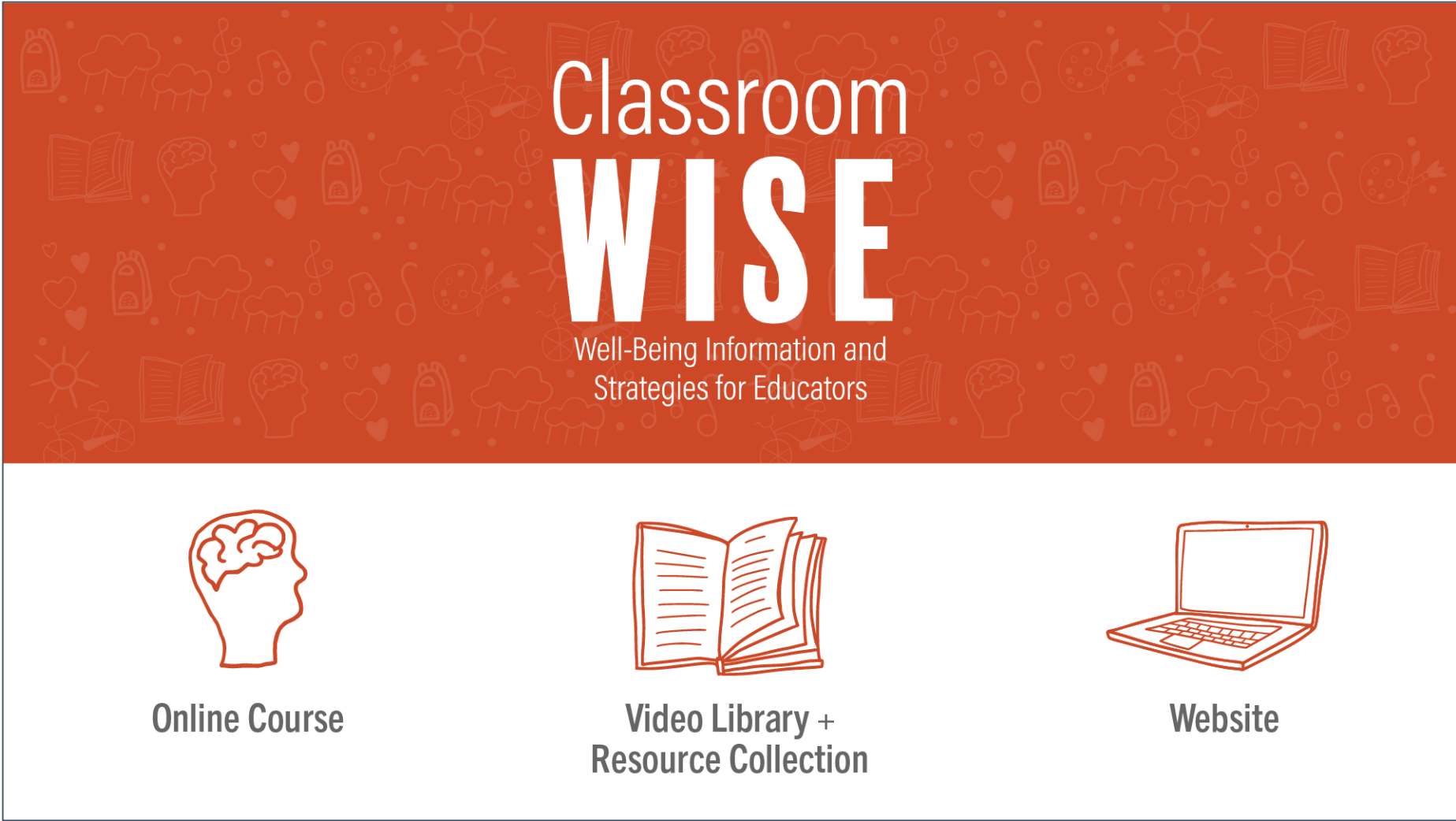
 **Guiding Principles: Resiliency and Recovery**
The New England MHTTC has as its overarching aim to use evidence-based means to disseminate evidence-based practices, and promote resilience and

 **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

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 graphic features a red header with the text "Classroom WISE" and "Well-Being Information and Strategies for Educators". Below this, three icons represent the components: a brain in a head for "Online Course", an open book for "Video Library + Resource Collection", and a laptop for "Website".

Classroom
WISE
Well-Being Information and
Strategies for Educators

Online Course

Video Library +
Resource Collection

Website

Available at www.classroomwise.org

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, 2018)

Available on the MHTTC Website!

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

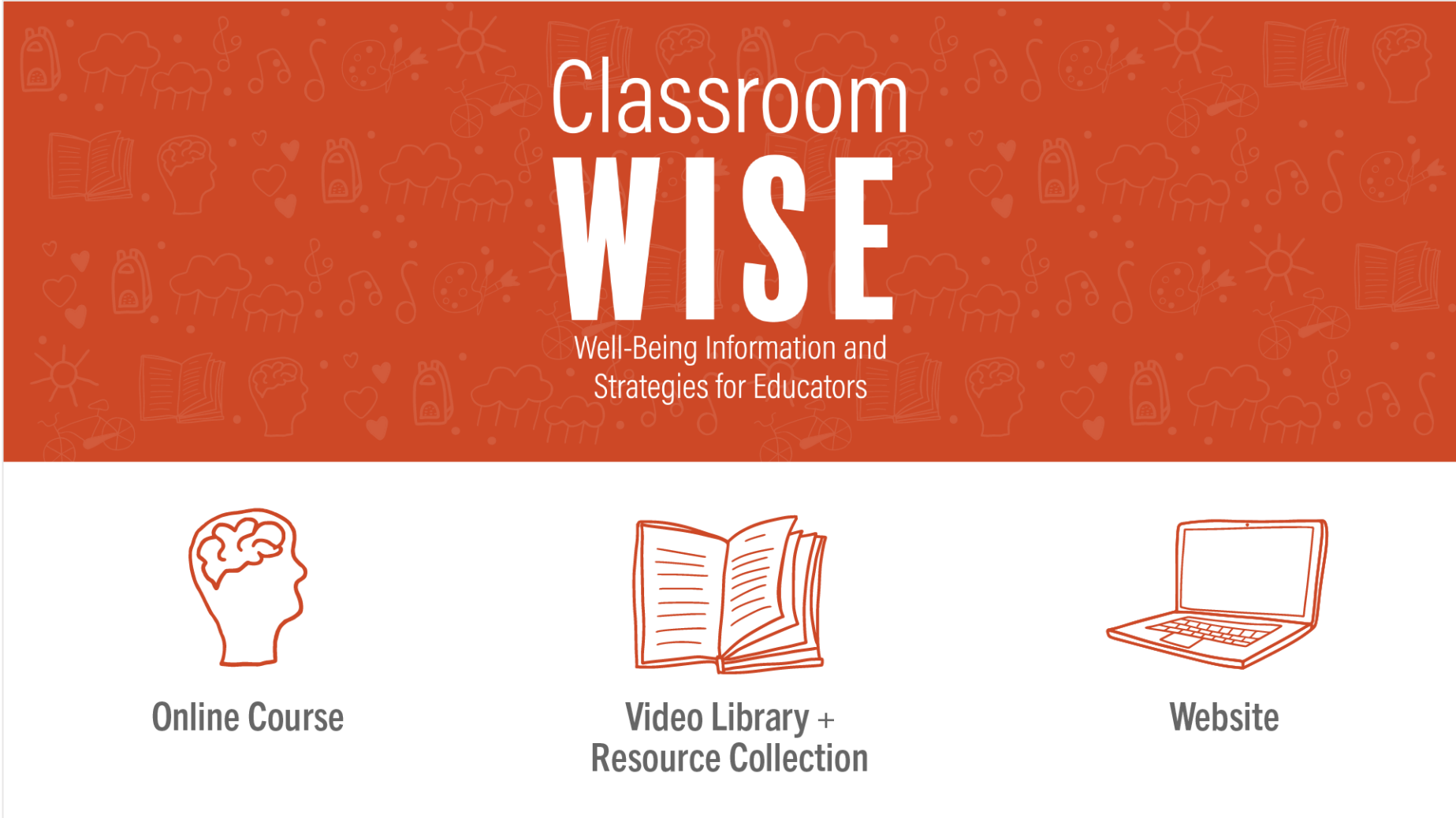
“Nothing about us without us!”

- Obtained input via two focus groups with educators across the US and one-on-one interviews with education and mental health leaders
- 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?



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



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Available at www.classroomwise.org



Classroom **WISE**

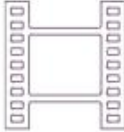
Well-Being Information and
Strategies for Educators

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
- Provides guidance on:
 - Helping students feel engaged in the classroom community
 - Helping students feel physically and emotionally safe in the classroom
 - Designing a safe and supportive physical classroom environment



Welcoming Students

How can teachers make their students feel included and welcomed?



Watch on  YouTube

Copy link

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 thumbnail includes a play button icon and 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, talking to a young boy. The video title is 'Stigmatizing Language' and the subtitle is 'How can teachers help students replace stigmatizing language?'. The thumbnail includes a play button icon, 'Watch later' and 'Share' buttons, and a 'Watch on YouTube' button.

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



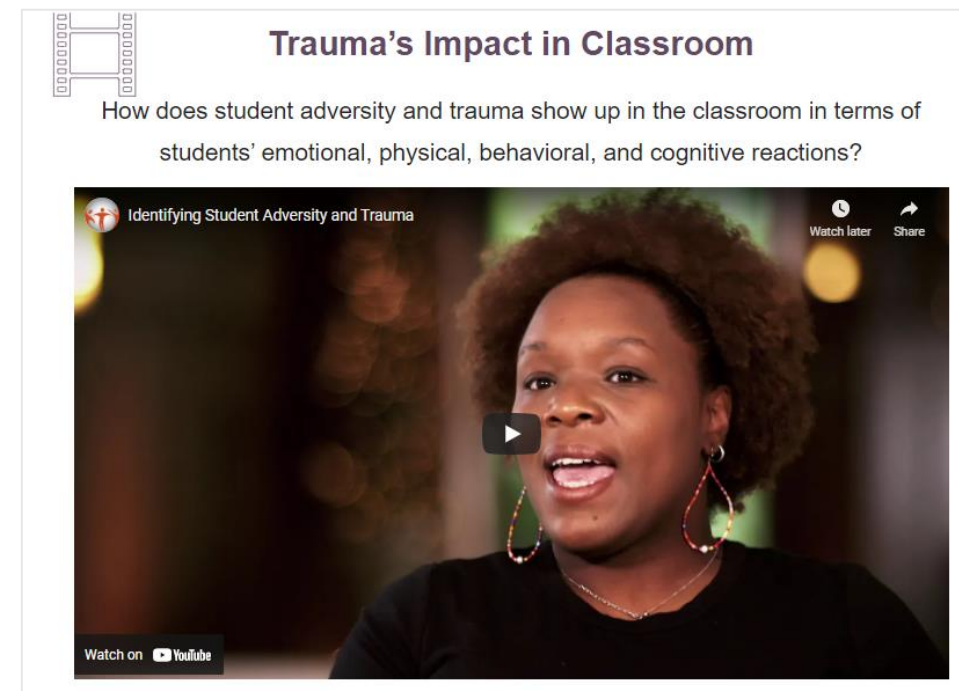
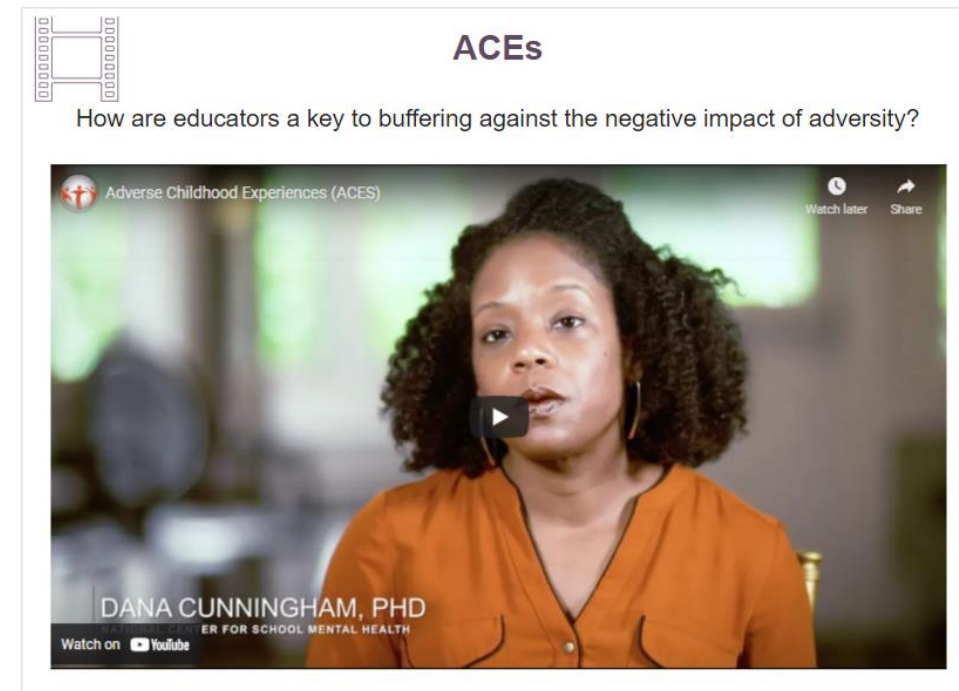
Behavior Regulation

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



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 12,000 learners enrolled in the course, and over 8,000 have completed it
- MHTTCs are supporting schools and districts to implement it
- Several states have incorporated this training into required 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 (CIE) WISE, 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)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



Cultural Inclusiveness & Equity 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



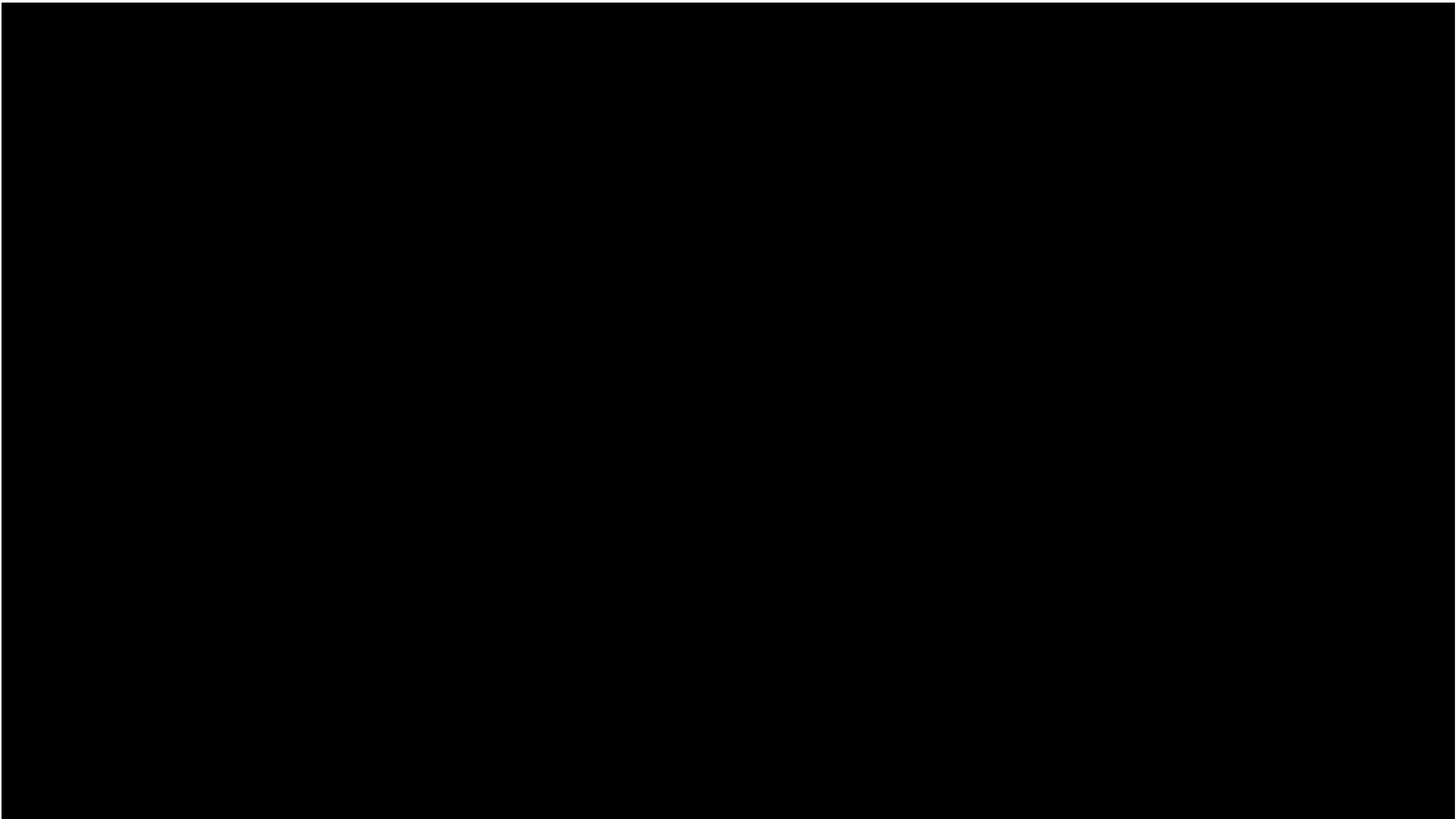
Central East (HHS Region 3)

MHTTC

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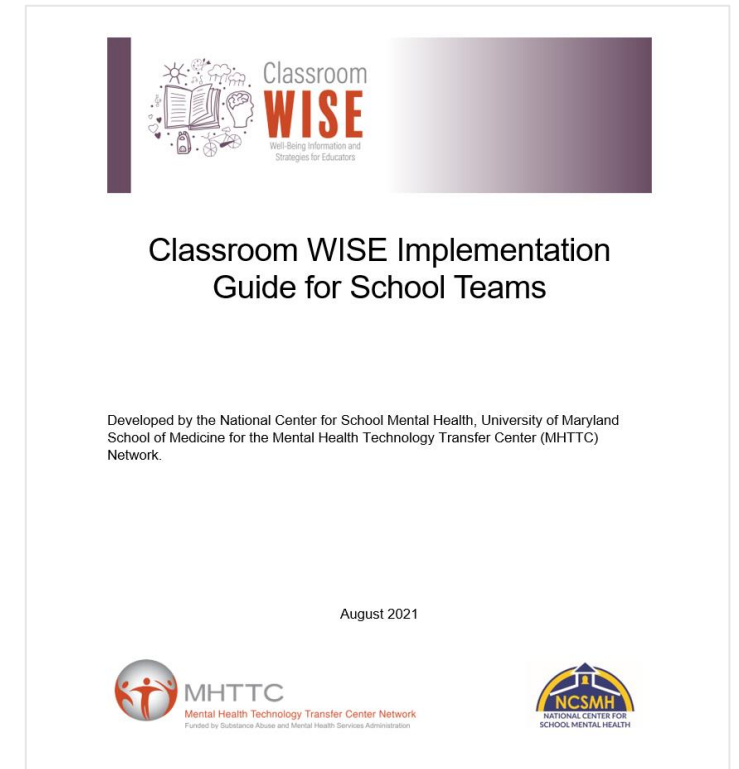


Ready for a sneak peek?!



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
- School Implementation Stories



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?

Let's check out the Classroom WISE Website!

As a school-based provider, what can YOU do to support and encourage mental health literacy training for school staff?

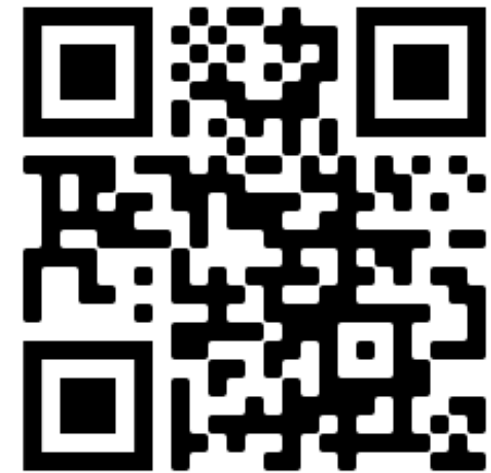
Q & A

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!



Stay in touch with us!

Visit our website!

www.MHTTCnetwork.org



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

YOUR MHTTC ▾ TRAINING AND EVENTS ▾ RESOURCES ▾ PROJECTS ▾ COMMUNICATION ▾

Find Your Center

To jump to a specific center, click the center's name. To save a center as your default center, select the center by clicking the photo, then click the Save button at the bottom of the page

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 hispani-clatino@mhttcnetwork.org</p>	 <p>HHS Region 1</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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