



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

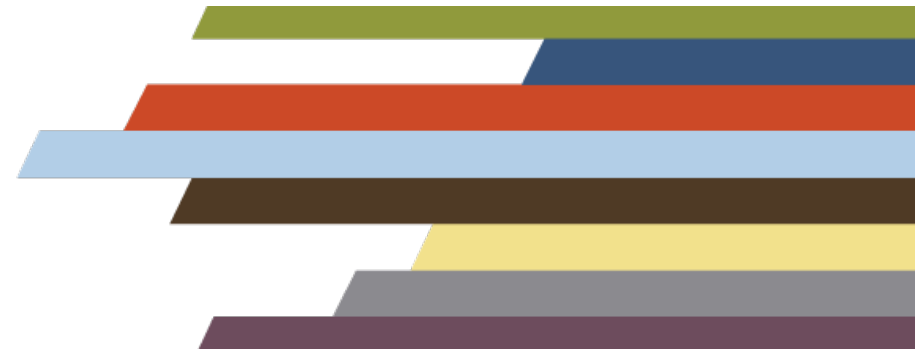
Helping Teachers Support Student Mental Health

Stefanie Winfield, Sarah Parker McMinn, Martha R. Staeheli,
Jessica Gonzalez, & Heather Gotham

Mental Health Technology Transfer Center (MHTTC) Network

SAMHSA

Substance Abuse and Mental Health
Services Administration



Disclosure/Disclaimer

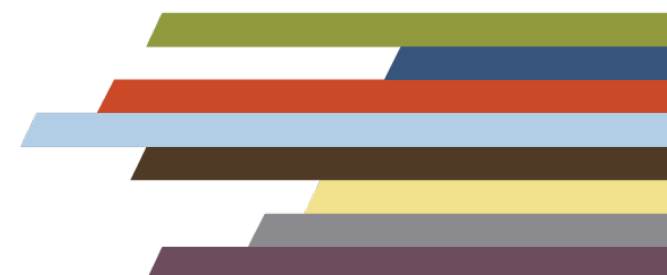
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This work is supported by grant SM081726 from DHHS, SAMHSA



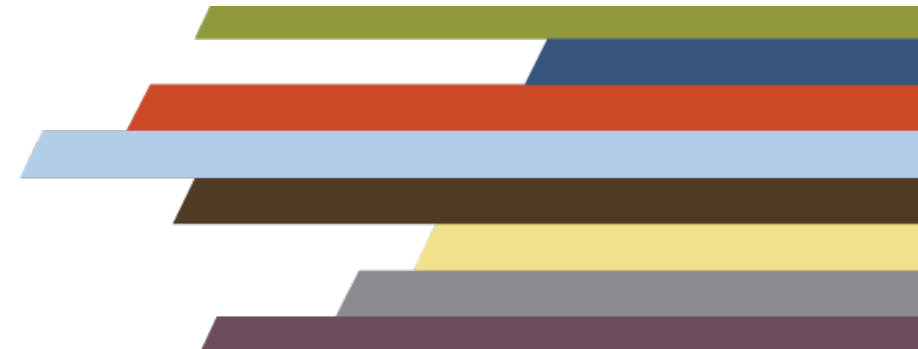
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Agenda

- MHTTC Network Introduction
- Three presentations on educator training on school mental health
- Q & A



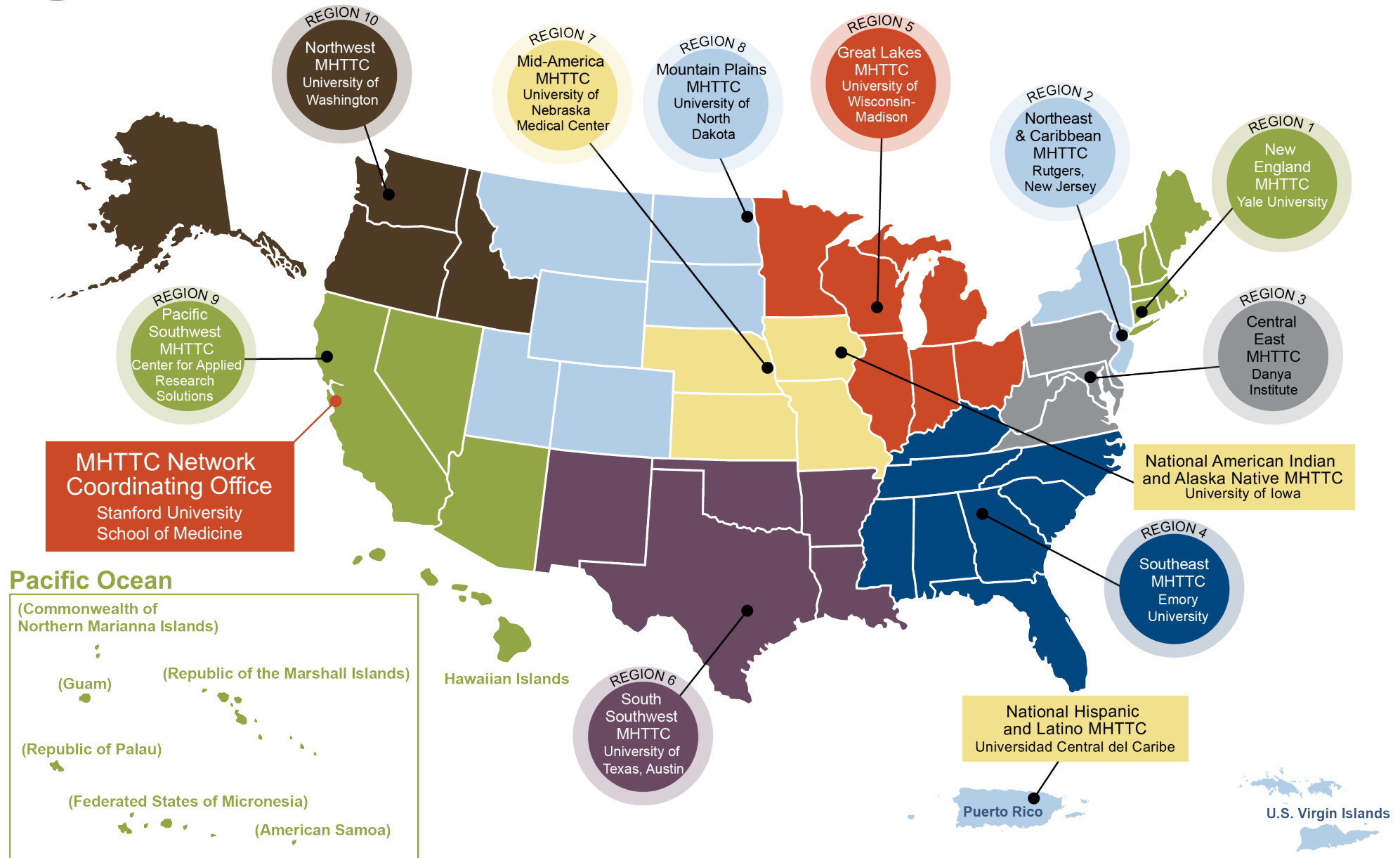


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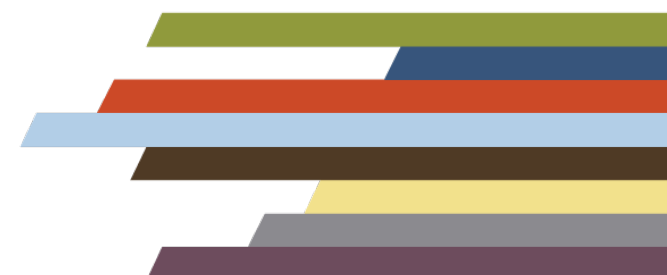
MHTTC Network Goals

- **Technology Transfer:** *Accelerate the adoption and implementation of mental health related evidence-based practices spanning prevention, treatment and recovery*
 - Provide free local and regional training and technical assistance
 - Develop and disseminate resources
 - Heighten the awareness, knowledge, and skills of the mental health workforce
- www.mhttcnetwork.org



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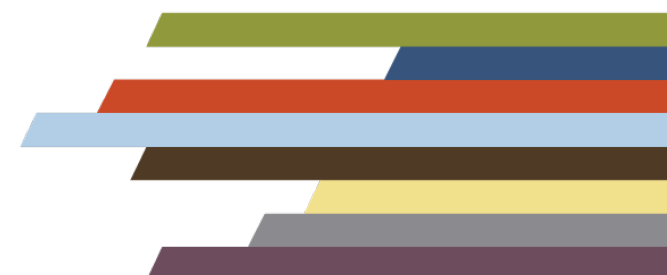
How We Provide Training and TA

- 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?
 - Organizational development, systems work, policy, training, technical assistance
 - Use implementation strategies specific to the need
 - Maximize impact on service delivery systems




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School Mental Health Initiative

- Supplemental funding
- Expand training and TA on implementation of school-based mental health services



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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).

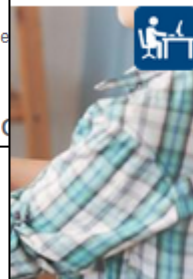
These tragedies have a wide-ranging impact on the school community that extends far beyond the events of the day. Secondary trauma and complicated grief affect students, families, and school staff in ways that may appear immediately following a school tragedy or weeks, months, or years later. Stoneman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

Engaging and Honoring Families as Partners in Supporting Student Mental Health

1:00pm - September 24, 2019 | Timezone: US/Ce

Hosted By: **Mid-America MHTTC**

Holiday Inn Des Moines Airport Co



Scaling Evidence-Based Treatments for Children: Lessons Learned in CT

1:00pm - April 30, 2020 | Timezone: US/Eastern

Hosted By: **New England MHTTC**



Supporting Student Mental Health: Resources to Prepare Educators

Collaborating TTC: Global MHTTC
Publication Date: January 14, 2020

Developed By: **MHTTC Network Coordinating Office**

Complicated Grief: Cultural Considerations When Working with Loss in Hispanic and Latino Students and Their Families

Publication Date: October 28, 2019

Developed By: **National Hispanic and Latino MHTTC**



Pacific Southwest (HHS Region 9)

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Creating Trauma-Informed Policies: Practice Guide for School and Mental Health Leadership

By Leora Wolf-Prusan, EdD



Special Weekly Series for Tribal Schools as they Reopen Amidst COVID-19

2:00pm - October 8, 2020

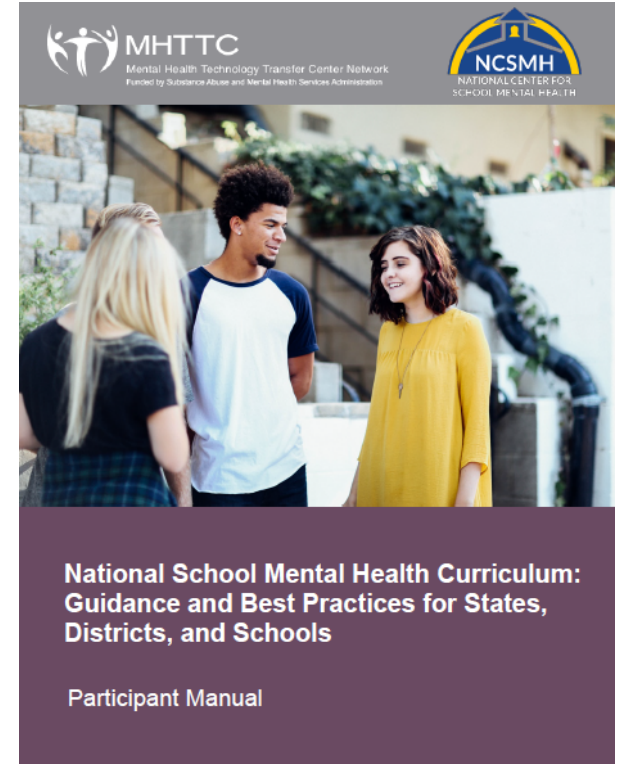
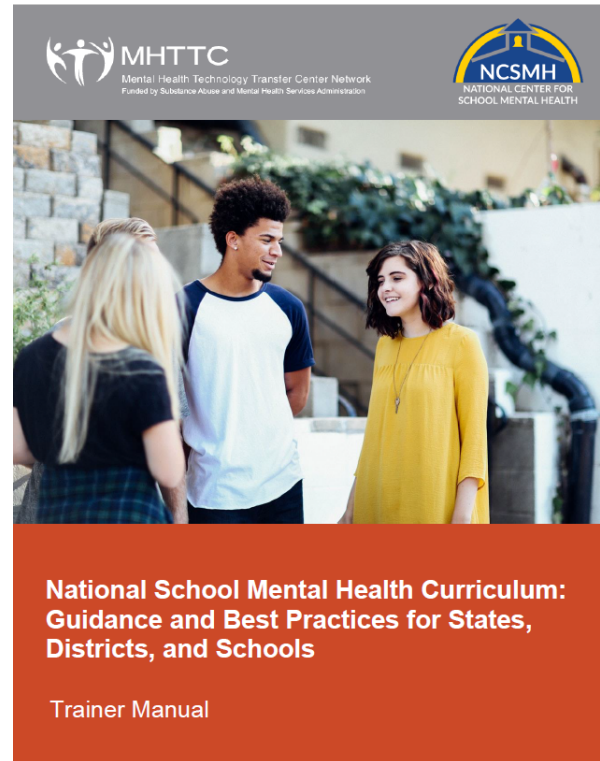
Hosted By: National American Indian and Alaska Native MHTTC

National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools

Core features of effective school mental health systems

The curriculum contains:

- Trainer manual
- Participant manual
- 8 slide decks
- 5 recorded virtual learning sessions



Available on the MHTTC Website!

COVID-19 Related School Mental Health Resources

- Access COVID-19 related SMH resources on our website, including:
 - Upcoming MHTTC Webinars
 - MHTTC Products
 - Resources from other reputable SMH organizations

<https://bit.ly/mhttc-smh-covid-19>

Responding to COVID-19 School Mental Health

Public health emergencies such as COVID-19 have a significant impact on students and their families, educators and the school mental health workforce, as well as the school mental health system.

Here we highlight MHTTC products and resources specific to school mental health that can be useful when coping with the effects of widespread public health crises. A compilation of school mental health resources from other reputable organizations is also available below.

MHTTC Upcoming Events:



School Mental Health Wellness Wednesdays | Pacific Southwest MHTTC

All sessions take place at 2pm PT / 5pm ET

July 22 > Register August 5 > Register



Leading Trauma Informed School Systems Change - Before, During & After Pandemic Times | Southeast MHTTC

Session 1: July 28, 8:30am PT / 11:30am ET > Register

Session 2: July 30, 8:30am PT / 11:30am ET > Register

***The foundational content framing trauma informed practice will be the same for each session; the leadership spotlights will be different each session.

MHTTC Back-to-School Planning & Resources

WEBINAR SERIES

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

12-1 p.m. CST May 22 | May 29 | June 5

<https://bit.ly/SMHTelehealth20>



Financing School-Based Mental Health Services during a State Budget Crisis

Collaborating TTC: Southeast MHTTC
Publication Date: July 7, 2020

Developed By: **Southeast MHTTC**

1 How to Navigate Privacy and Technology

- ▶ **Identify** whether your organization suggests a platform for tele-services
 - [National Center for School Mental Health \(NCSMH\) COVID-19 Resources](#)
- ▶ **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 •

Supporting School Mental Health in the Context of Racial Violence

A TWO-PART LEARNING FORUM

12-1:30 p.m. CT

Friday, July 31 | Friday, Aug. 7

<https://bit.ly/SMHRacialEquity2020>



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 Staehel, PhD

Connect with the MHTTCs



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



University of Iowa College of Public Health
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hispaniclatino@mhttcnetwork.org

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newengland@mhttcnetwork.org
States Served
CT, ME, MA, NH, RI, VT

Visit the MHTTC website:

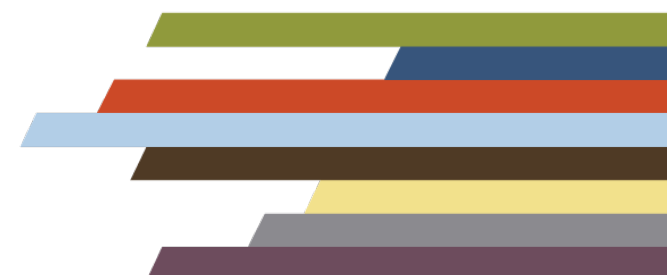
www.mhttcnetwork.org

Click on “Your MHTTC”

- Regional Centers
- National American Indian & Alaska Native Center
- National Hispanic & Latino Center

Three Presentations

- **Recommendations for Strengthening K-12 Teacher Preparation Curricula**
 - Stefanie Winfield, MSW, Mountain Plains MHTTC
- **Supporting Student Mental Health with Classroom WISE**
 - Sarah Parker McMinn, LCSW, Great Lakes MHTTC
- **The Childhood Trauma Learning Collaborative**
 - Martha Staeheli, PhD, New England MHTTC



Recommendations for Strengthening K-12 Teacher Preparation Curricula

Stefanie Winfield, MSW, School Mental Health Lead

Mountain Plains Mental Health Technology Transfer Center (MHTTC)

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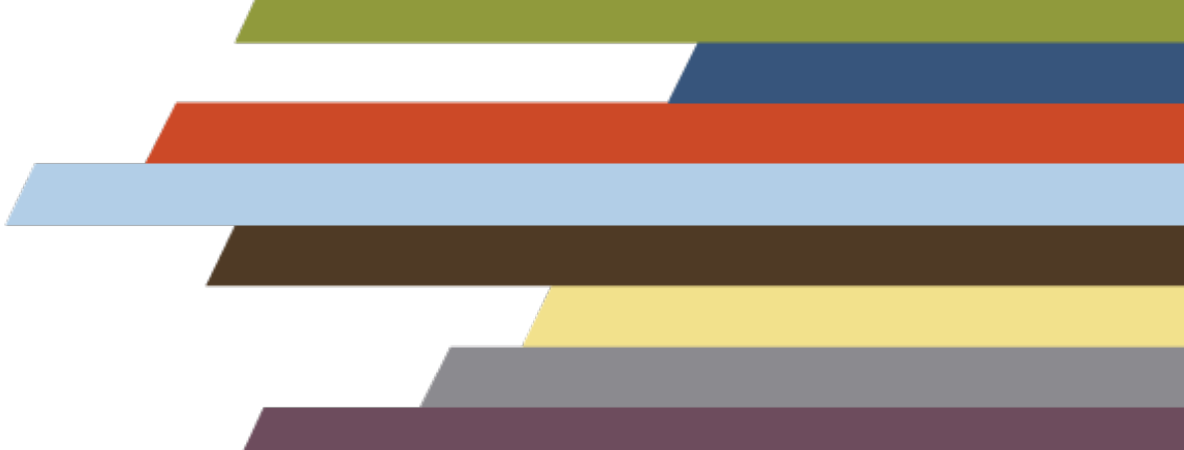


Mountain Plains (HHS Region 8)

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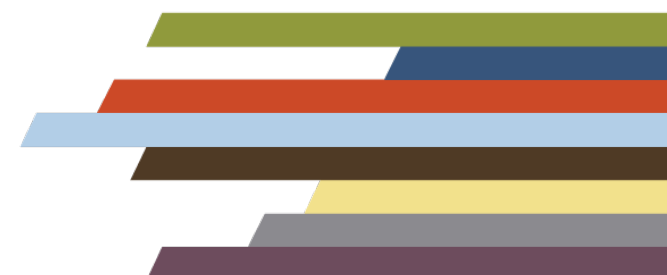
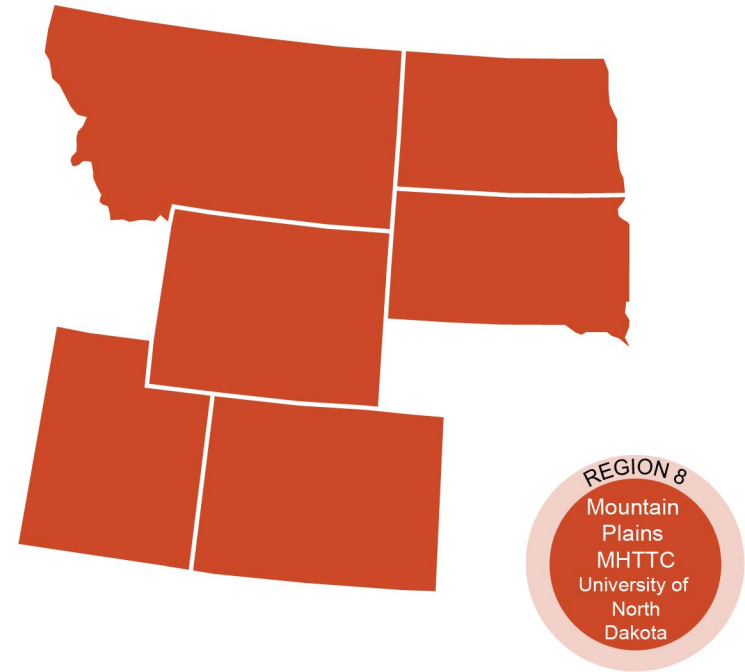
Mental Health Technology Transfer Center Network

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The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).




Higher Education Teacher Preparation Workgroup

“The knowledge and skills required of teachers to support student mental health and wellness are complex and develop over time and experience, but just one teacher-student interaction can be life-changing.”

--A.D. Bucholz,
Workgroup Member

- Work group rationale
- Work group recruitment- 12 members, 11 institutions
- Participants- varying roles, 4 Region 8 states
- Meeting process

Getting to Recommendations



Mountain Plains (HHS Region 8)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

December, 2019

Helping Teachers Support Student Mental Health: Recommendations for Strengthening K-12 Teacher Preparation Curricula


What is the Mountain Plains MHTTC Center?

The Mountain Plains Mental Health Technology Transfer Center (MHTTC) is a partnership between the Western Interstate Commission for Higher Education's Behavioral Health Program and the University of North Dakota. The Mountain Plains MHTTC is funded by a grant through the Substance Abuse and Mental Health Services Administration (SAMHSA) to build regional mental health workforce competence by providing training, resources, and technical assistance with an emphasis on evidence-based practices. The Mountain Plains MHTTC serves SAMHSA Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming). The MHTTC was awarded additional funding to further support k-12 school administrators and school staff to enhance student mental wellness.

The focus of our school-based mental health work is to assist schools in implementing best-practice approaches to better address the mental health needs and wellness of all students, thereby optimizing the learning environment and promoting student achievement. The Mountain Plains MHTTC offers a variety of online resource guides, curricula, and self-paced trainings to assist teachers and other school professionals to understand and implement best practices in school mental health. These efforts are aimed at supporting rural schools and promoting trauma responsive practices in schools.

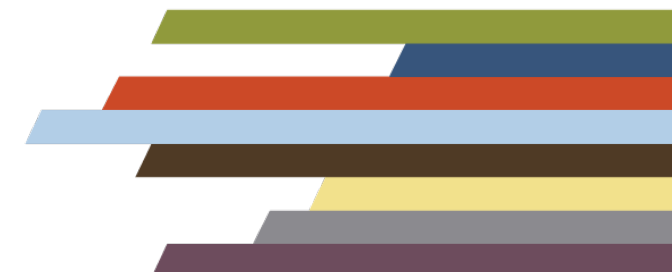
Youth Mental Health Issues Affect Academic Achievement

The American Academy of Pediatrics reports that roughly one in five school-aged children have a diagnosable mental health issue.¹ Given this prevalence, the questions are not *if* teachers will encounter students with mental health issues in their classrooms, but *when, how many* students are struggling, and *how* will this impact the classroom learning environment? Undiagnosed, untreated or inadequately treated mental health conditions affect students' ability to learn, grow, and achieve academic success. Such conditions can also adversely affect other students in the classroom, as well as the teacher, by creating distractions, disruptions and, in the most severe instances, fear, and safety issues.



Rural Mental Health is the focus of the Mountain Plains MHTTC Center

Access this resource on our
MHTTC Website!



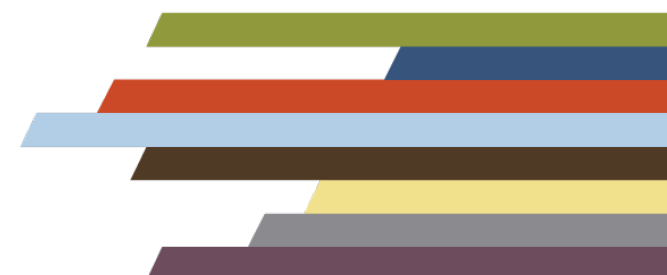
General Findings

Finding:

- Higher education teacher preparations programs could be strengthened in the area of mental health and wellness by adding/enhancing several curriculum and program components.

Recommendation:

- Increase, enhance, and improve mental health and wellness related curricula in K-12 prep programs.



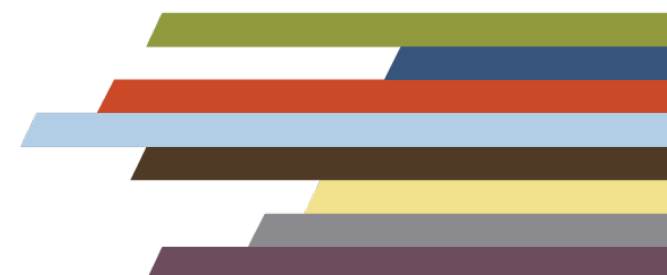
Findings and Recommendations

Finding:

- Common program outcomes should guide curricula development. Language in the field, related skills needed, and methods of delivery of information are critical to effectively prepare teachers to understand and address mental health in the classroom.

Recommendation:

- Using desired program outcomes, such as, establishing a core set of competencies related to emerging teacher's mental health knowledge and skills.



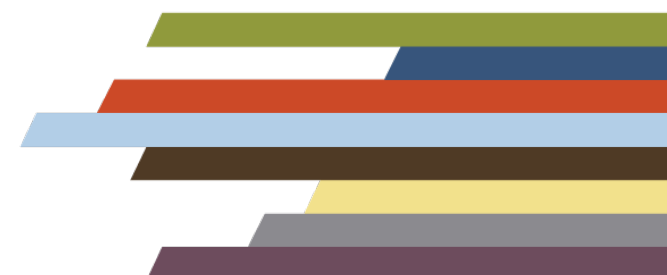
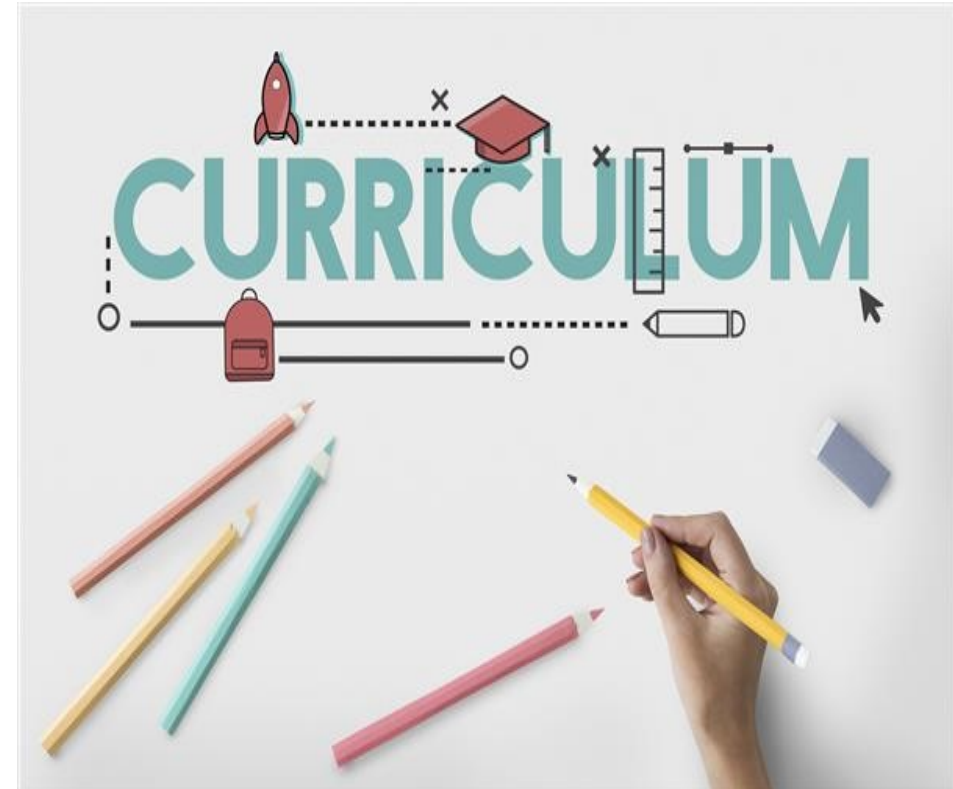
Findings and Recommendations

Finding:

- Programs need guidance in the absence of common standards for mental health in teacher preparation curricula.

Recommendation:

- Adopt curricula changes that ensure emerging teachers are prepared to recognize and respond appropriately to the mental health needs of their students.



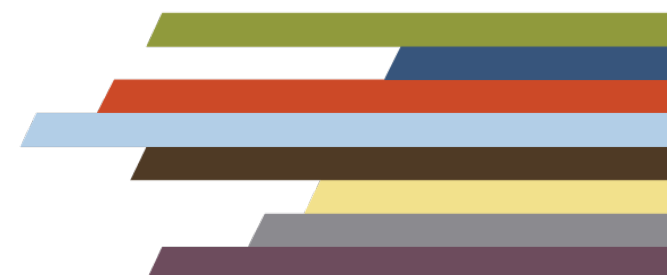
Findings and Recommendations

Finding:

- Teacher's themselves must be resilient for the challenges they will face in today's classrooms.

Recommendation:

- Support teachers' mental health and improve career retention through the pre-service teaching of coping skills, self-care, and mental wellness.

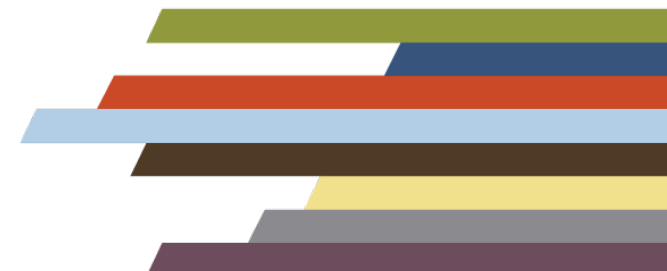


Next steps and suggestions



“In an era where our nation’s schools, and therefore students, are haunted by opioid crises, toxic stress, suicide epidemics, and threats of mass shootings, educators have never been more responsible for student welfare and well-being. It is crucial that our teachers enter their classrooms prepared with more than a modicum of mental health education in order to best support the varied needs of students. The importance of this needed aspect of teacher education cannot be understated.”

- Dr. Lauren Davis Assistant
Professor of Curriculum & Instruction
Montana State University



Supporting Student Mental Health with Classroom WISE

Sarah Parker McMinn, LCSW, School Mental Health Lead

Great Lakes Mental Health Technology Transfer Center (MHTTC)

Center for Health Enhancement Systems Studies at the University of Wisconsin-Madison

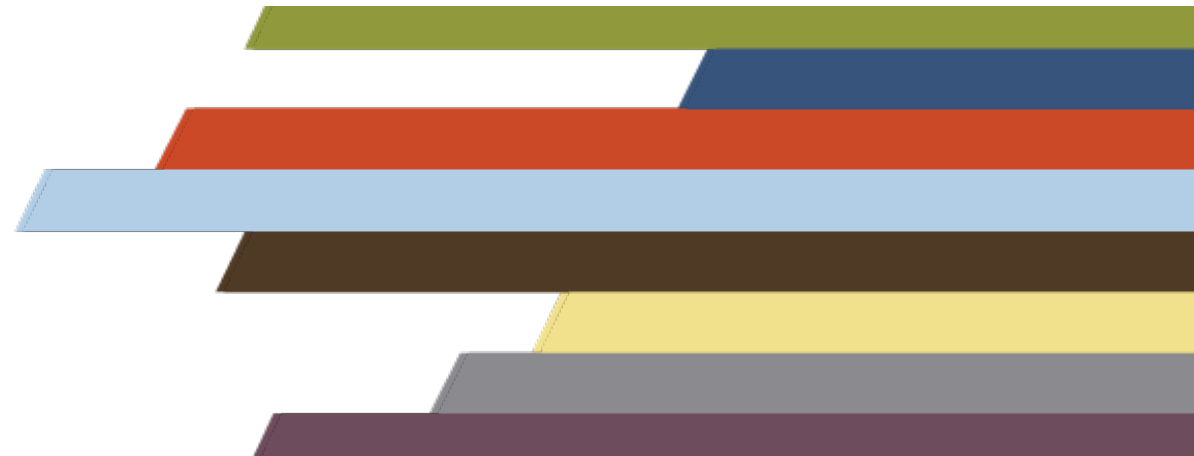


Great Lakes (HHS Region 5)

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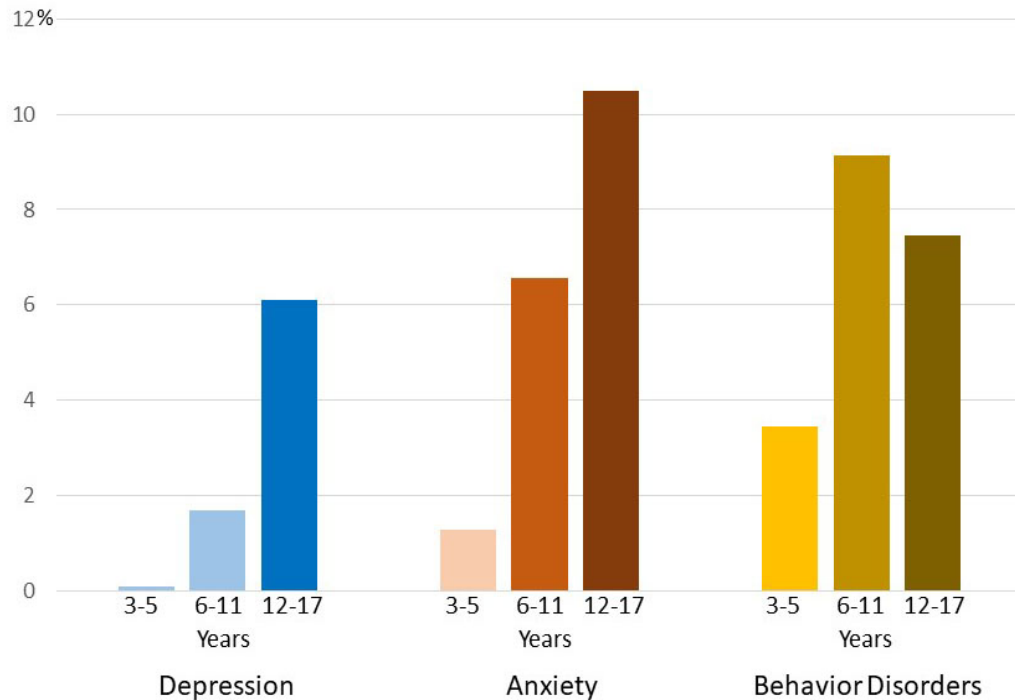
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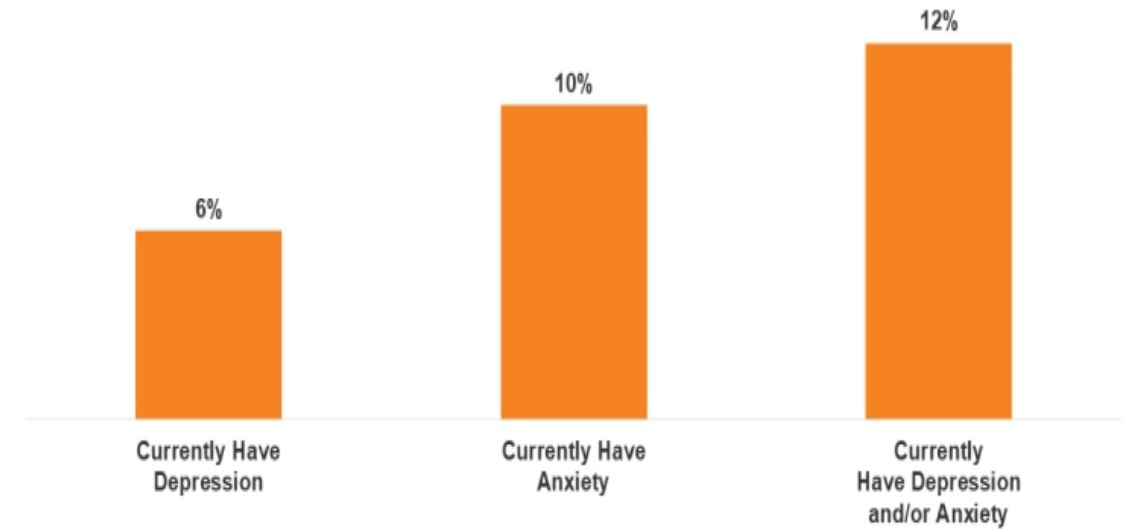
Mental Health Concerns in Youth

Depression, Anxiety, Behavior Disorders, by Age



Source: CDC National Survey on Children's Health

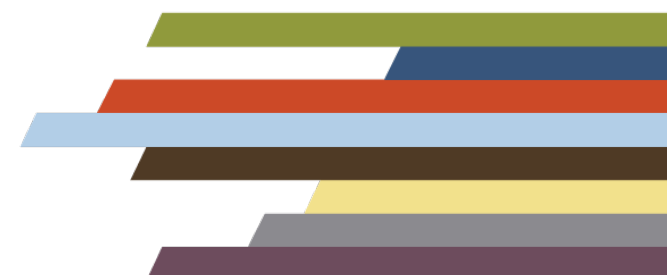
Percent of Adolescents Ages 12-17 with Anxiety, Depression, and Depression and/or Anxiety, 2016-2018



SOURCE: KFF analysis of National Survey of Children's Health, 2016-2018.



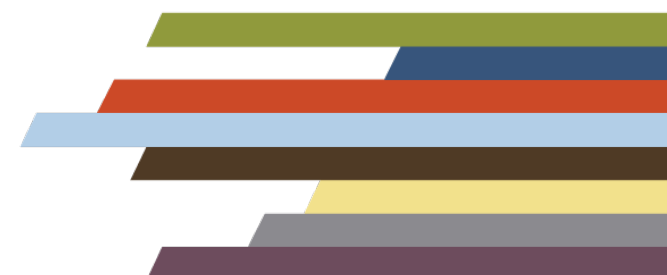
Source: Kaiser Family Foundation National Survey of Children's Health 2016-2018



Mental Health Concerns in Youth Since the Beginning of the Pandemic

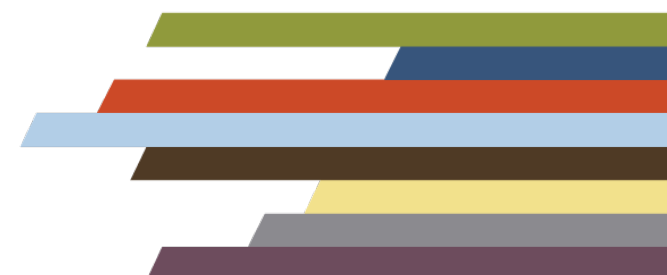
- In a recent poll by chegg.org of high school students since the beginning of the pandemic;
 - 53% of high school students said they were “moderately,” “very,” or “extremely” worried about their mental health
 - 62% of high school students reported experiencing stress
 - 51% of high school students experienced anxiety
 - 33% of high school students experienced depression
 - 24% of high school students said they knew of someone with suicidal thoughts

Source: <https://www.chegg.org/covid-19-mental-health-2020>






Mental Health Concerns in Youth Great Lakes Region

- According to Mental Health America's 2020 Youth Data
- 10.1% of youth have been diagnosed with severe major depression
- 4.1% of youth have been diagnosed with a substance use disorder
- According to educators in the Great Lakes Region
- In Michigan: "My students are more anxious than ever. They're worried about what school will look like this year, and they miss their routines and seeing their friends at school."
- In Ohio: "We had three students complete suicide last school year. Before that we hadn't had a suicide for the last few years"
- In Minnesota: "I feel disconnected from my students. They're hurting and I don't know how to help them"



Student Mental Health: Resources to Prepare Educators



Supporting Student Mental Health: Resources to Prepare Educators

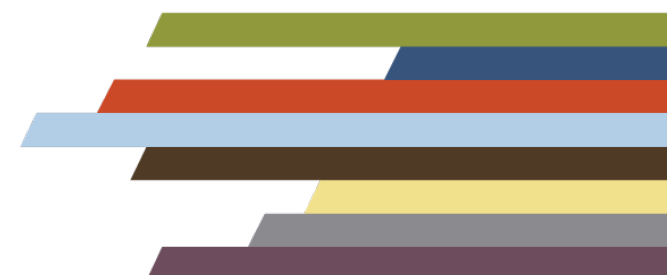
Background

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)

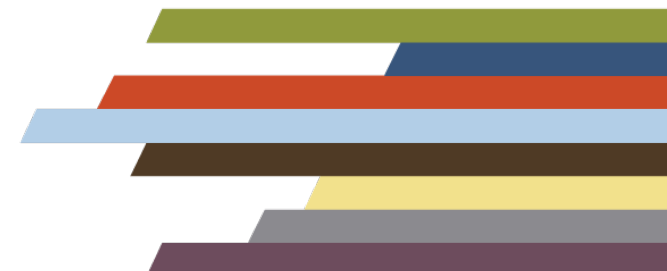
- Describes the role of educators in supporting student mental health
- Explains the core components of mental health literacy
- Provides an annotated list of existing resources and trainings that instruct educators on mental health literacy



Coming Soon: Classroom WISE (Well-being Information and Strategies for Educators)



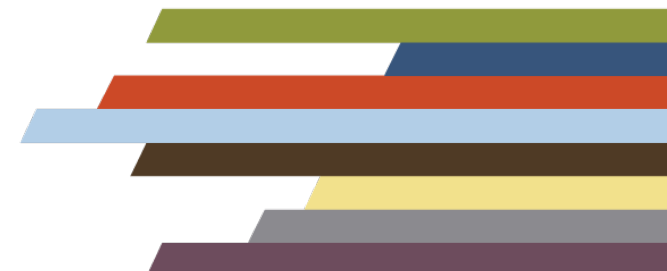
- **A mental health literacy course for teachers and school staff**
- The MHTTC Network and the NCSMH are developing a free 3.5 hour online course and accompanying website
- The purpose of the course is to equip educators with the understanding and strategies to:
 - Promote student mental health and well-being
 - Support students experiencing adversity, distress, and mental health challenges in the classroom
- Course launch date: Early 2021



Classroom WISE

(Well-being Information and Strategies for Educators)

- Introduction
 - Why do teachers matter regarding mental health?
 - How can teachers help students flourish?
 - What is complete mental health?
- Promoting mental health and wellbeing of students
 - Creating safe and supportive school environments
 - Bringing mental health into the classroom and addressing stigma
 - Fostering social emotional competencies
- Understanding and supporting students experiencing adversity and distress
 - Impact of trauma/adversity on learning and behavior
 - Understanding and identifying student distress and linking students to support
 - Classroom strategies to support students with mental health concerns



Classroom WISE (Well-being Information and Strategies for Educators)

Creating Safe and Supportive School Environments

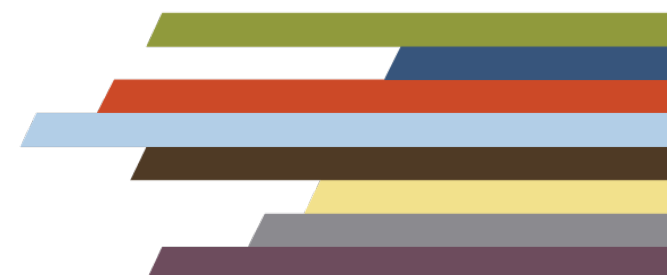
How a Teacher Made You Feel Welcome

Think about a teacher who has made you feel welcomed safe and valued.
What did that teacher do?



Creating Safe and Supportive School Environments

Engagement Strategies: Welcoming Students



Classroom WISE (Well-being Information and Strategies for Educators)

Creating Safe and Supportive School Environments

Stress & Trauma

8. Be aware of stress or trauma reminders

It's hard for a student to feel safe when regularly reminded of past events or traumas.

Being center of attention

Sudden or loud noises

Fighting or yelling

Confinement

Physical touch

Unexpected changes

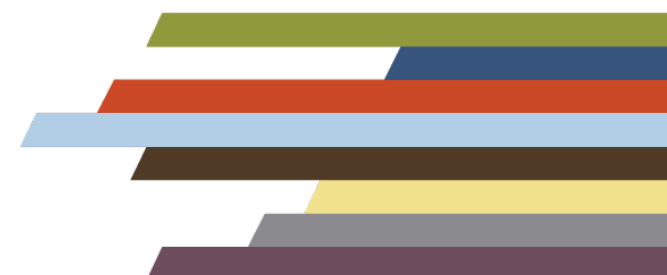


Creating Safe and Supportive School Environments

Positive Relationship Mitigate Impact of Stress

Stress and trauma impact the brain by essentially shutting down the prefrontal cortex and hippocampus and turning up the amygdala (the emotional center of the brain).

The good news is teachers have the power to both **positively impact** brain development for all students, AND **buffer** against the negative brain impacts of stress and trauma.



The Childhood Trauma Learning Collaborative

Martha Staeheli, PhD, School Mental Health Lead

New England Mental Health Technology Transfer Center (MHTTC)

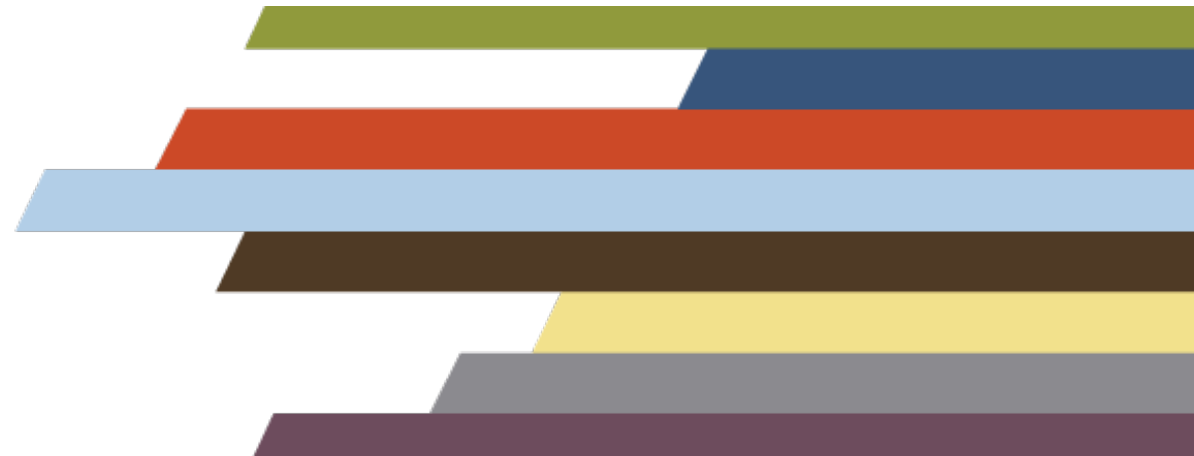
Yale Program for Recovery and Community Health



New England (HHS Region 1)

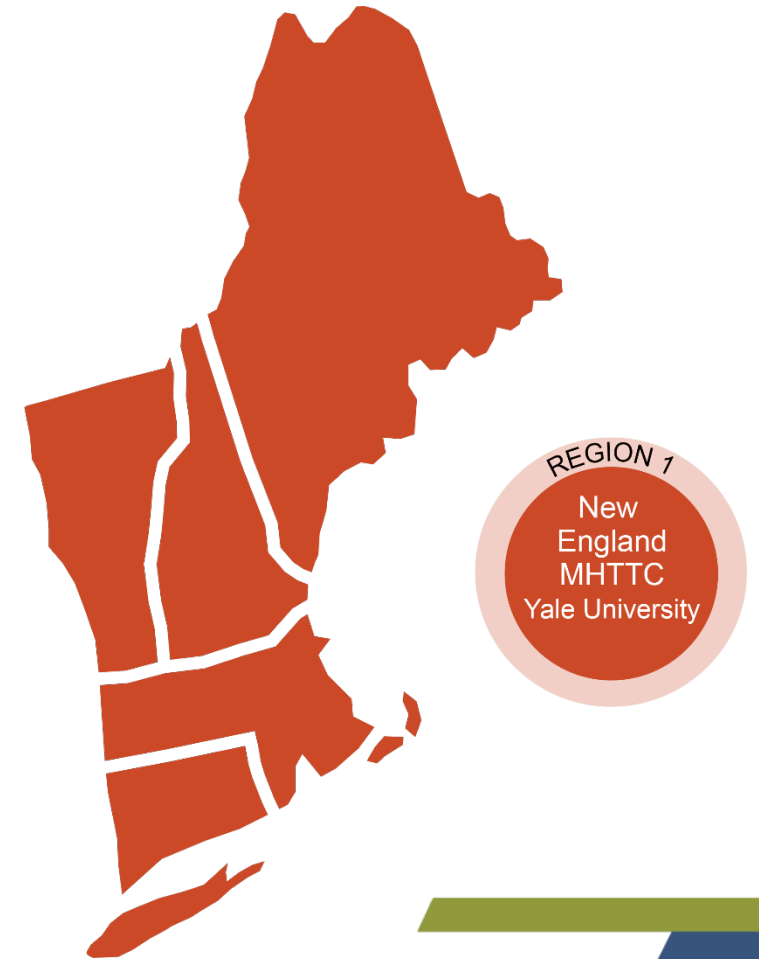
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Mental Health Technology Transfer Center Network
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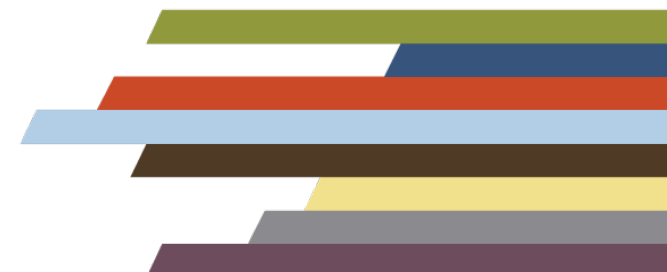
New England MHTTC

- **Mission:** To use evidence-based means to disseminate evidence-based practices across the New England region.
- **Area of Focus:** Recovery-Oriented Practices, including Recovery Support Services, within the Context of Recovery-Oriented Systems of Care.
- **Partners:** Led by the Yale School of Medicine Program for Recovery and Community Health, in partnership with Center for Educational Improvement, C4 Innovations, and Harvard University, Department of Psychiatry
- **Projects:** C-TLC, Children's Mental Health, Early Psychosis, Person-Centered Recovery Planning Learning Collaborative, Let(s) LEAD Academy, Suicide Prevention Collaborative

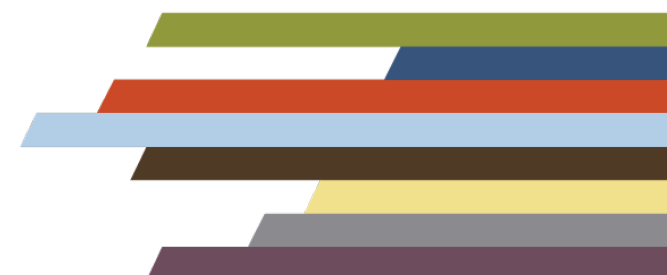
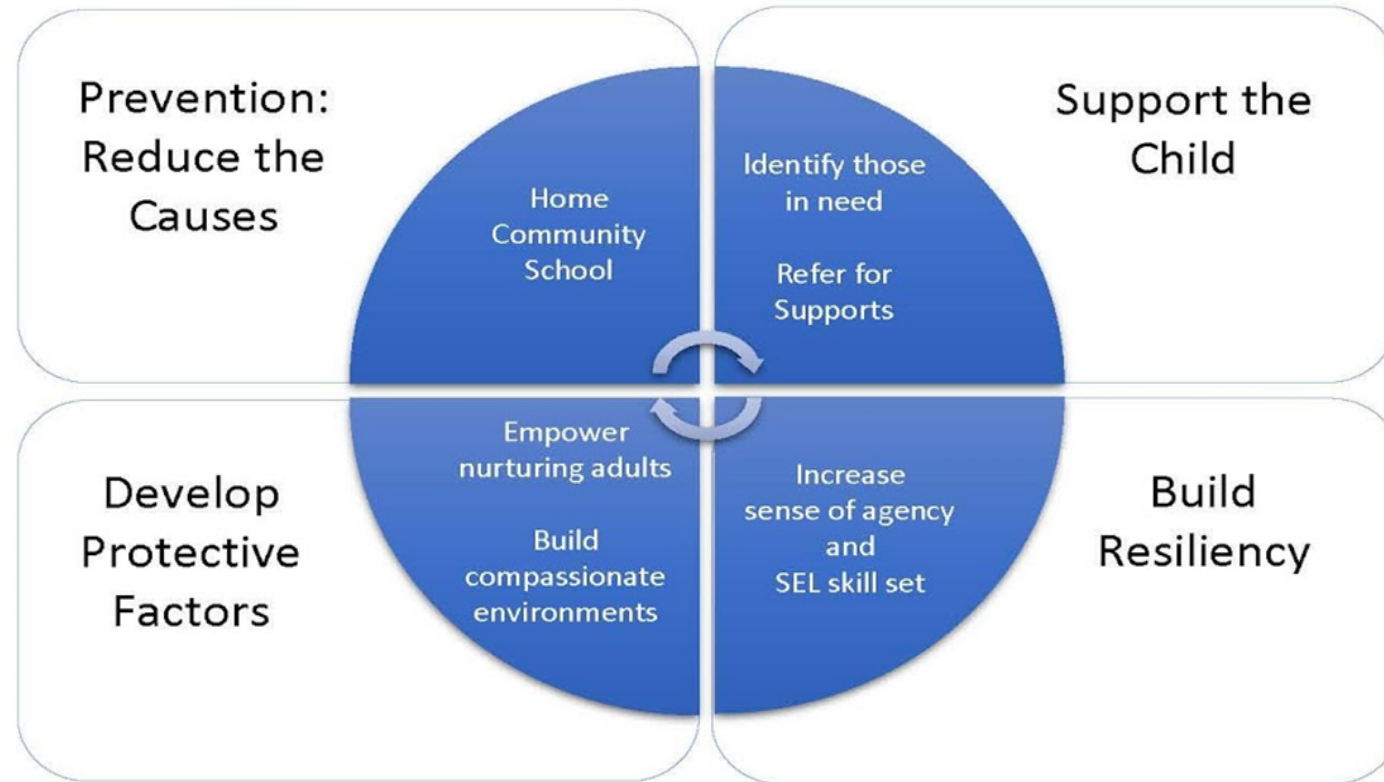


The Childhood Trauma Learning Collaborative (C-TLC)

- C-TLC's mission is to enhance school culture and prepare school personnel to improve the mental health of school-aged children in the New England region.
- Improving school-based mental health through TA, training, and dissemination to build compassionate school environments and promote resiliency.
- Pre-K-12 educators and schools in New England gain access to evidence-based mental health resources to enhance their awareness of childhood trauma and related neurobiological implications, as well as strategies to transform school systems to support children.
- Building local capacity by providing resources on the benefits of mindfulness practices for youth and school communities, as well as ways to strengthen, value, and increase social emotional competence, accelerate learning, and develop a sense of well-being for students, teachers, and the wider school community.

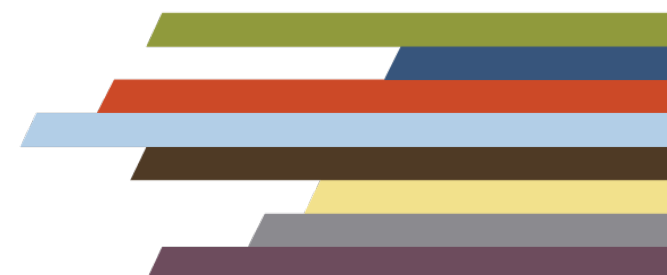


Compassionate School Model of School Mental Health



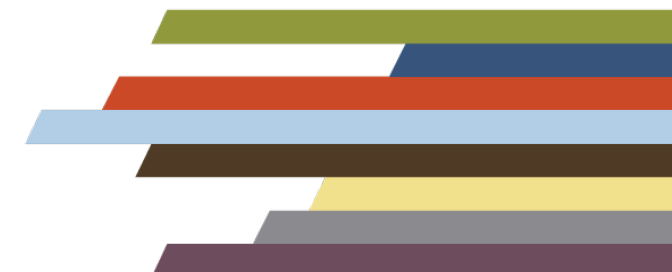
Building Local Capacity through the C-TLC Fellows

- A diverse group of educational leaders, including district leaders, school administrators, school psychologists and counselors, social workers, and teachers from each of the six states in New England.
- Trauma-skilled and evidence-based resources that improve resilience, learning, and achievement for children who have experienced/are at risk of experiencing trauma.
- Systems approaches to addressing the causes of childhood trauma and promoting resiliency
- The School Compassionate Culture Analytic Tool for Educators (S-CCATE)—an online assessment tool to help schools plan for, implement, and interpret results of social emotional learning interventions that enhance the culture of compassion in school communities.
- Strategic planning and communications within local areas to alleviate the impact of trauma and help schools understand their role in building supportive classrooms and schools




The C-TLC Fellows

- 4-6 Fellows (in each of the six states that comprise the New England region)
- Commitment of 5-6 hours/month
- Recruit a minimum of 5 schools as S-CCATE users
- Participate in monthly informational webinars on topics related to SMH, trauma, COVID-19, equity
- Contribute to newsletters, issue briefs, and written products
- Create an Action Plan for a C-TLC/SMH- related innovation in their school communities
- Participate weekly in online Basecamp community
- Participate in New England MHTTC Leadership and Learning Collaborative activities and meetings related to addressing mental illness, reducing the impact of trauma, and the role of schools/districts in these efforts.




The School Compassionate Culture Analytic Tool for Educators (S-CCATE)


LEADERSHIP & A COMPASSIONATE SCHOOL COMMUNITY
Strengthening how the principal, the school environment, and policies contribute to a compassionate school culture




COURAGE & RESILIENCY
Demonstrating appropriate risk-taking, gratitude, and constructive feedback



CONSCIOUS AWARENESS OF EMOTIONS & STRESS
Using neuroscience and neuroplasticity to explain how trauma, stress, and vulnerability interact, and how mindfulness can support positive outcomes in traumatized populations



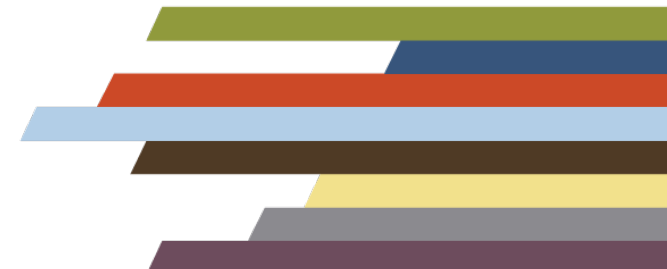
CONFIDENCE & POSITIVITY
Applying teacher's awareness of student stress and abuse to understanding how to adjust instruction to provide more student support



UNDERSTANDING OF INEQUITY
Promoting student awareness of discrimination, poverty, and injustice.



- Developed by the Center for Educational Improvement
- 40 item, validated, online school culture assessment
- The S-CCATE Assessments are uniquely designed for schools to guide teams of educators and whole school communities through the process of transformational change.
- Based on current research regarding factors that improve well-being, executive functioning, and neuroplasticity among children and youth—all of which help students gain resiliency, alleviate trauma, and overcome barriers to learning and decision-making.
- Designed to support and guide school communities through the process of transformational change toward increased compassion and health.

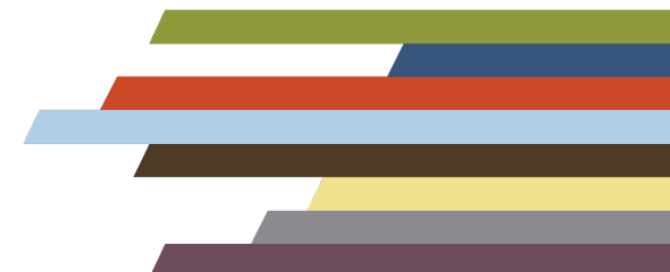


Results of S-CCATE in New England

- Over 1,100 responses from March - November 2019.
- Over 100 participating schools.
- Schools with at least 7 responses receive basic recommendations and action guides.
 - Considerations for the Whole Community (Students, Educators/Staff, and School Leaders)
 - Suggested Professional Development
 - Suggested Activities
- Based on recommendations, schools are implementing action plans for improvement.
- **Greatest Need: Factor 2**
Conscious Awareness of Emotions & Stress
Items related to neuroscience, drug/alcohol abuse, mindfulness

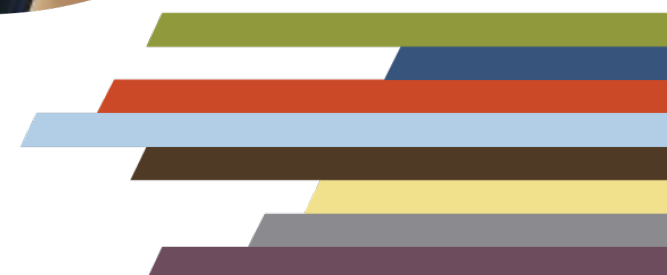


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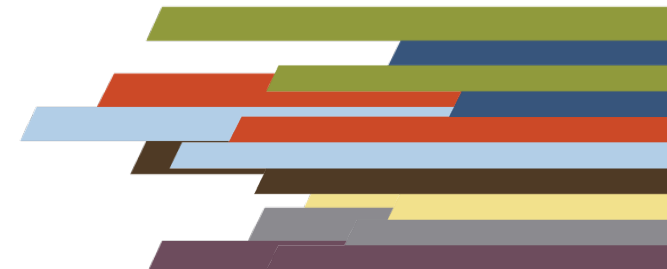
C-TLC Resources: Strengthening Mental Health Supports

- Featured Products:
 - e-Newsletter: Compassion Action (published bimonthly)
 - Toolkit: Back to School After COVID 19
 - Issue Brief: Stress, School, and Self-Care
 - Guide: A Compassionate School Response to Mental Illness
 - Webinar: Back to School: Opening-up with Optimism and Connection
 - Webinar: Visioning for the Future of Education

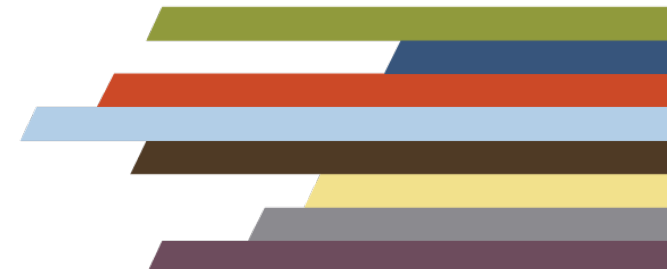


Online Community and Resource Center

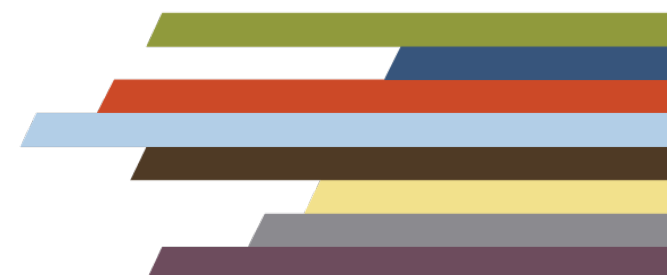
- Our Basecamp hub features curated, evidence-based resources on school mental health and school culture.
- **Basecamp is our go-to information hub for Fellows, educators, school staff, community-service providers, and mental health professionals at all levels.**
- Topic-based Basecamp Teams focus on a range of interventions and solutions, for example —building confidence and positivity, how to approach and develop collaborations with state Departments of Education around mental health support, equity in education, etc.
- Basecamp supports our information dissemination efforts, provides an online forum for peer networking and sharing, and allows us to respond to questions about childhood trauma, youth mental health, and building compassionate school communities in 48 hours or less.
- Our Basecamp platform also promotes relevant events where C-TLC members can access online and in person learning and networking opportunities on a variety of topics.



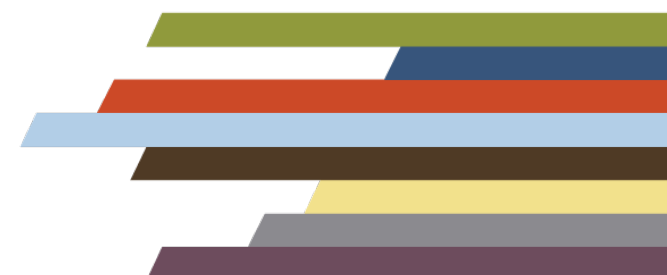
Q&A with Presenters



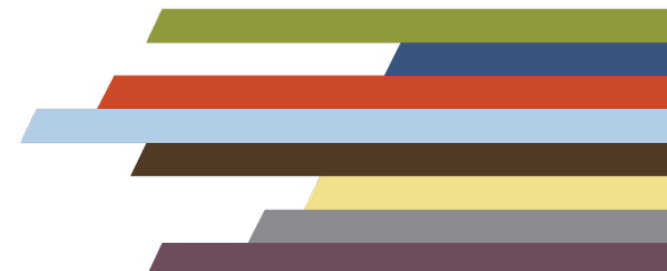
Teachers are not trained to be mental health professionals. Are we asking something of them that they are not trained or qualified to do?



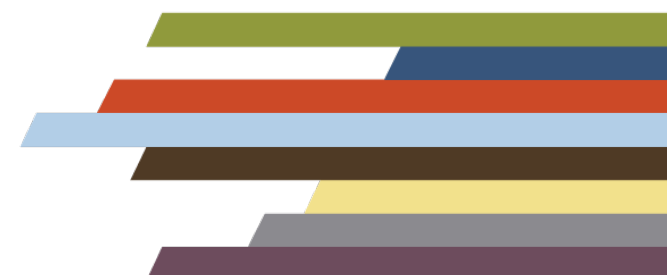
The demands on teachers are already overwhelming and they have so much on their plates. Why is student mental health so important that it should take precedence over other teacher responsibilities or professional development topics?



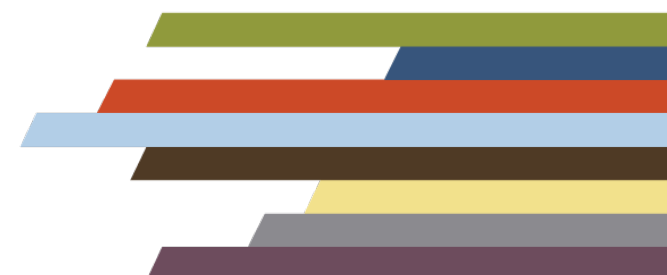
How were teachers involved in the creation/development of the online training course, Classroom WISE ? Were students involved?



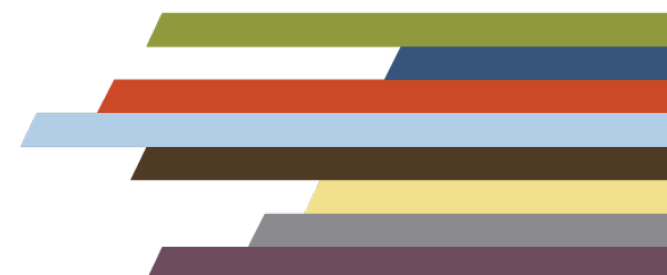
How do these recommendations/models change when many schools are operating in a hybrid or distance learning model?



Many educators are balancing their own stress and mental health concerns in addition to those of their students right now. What are some ways teachers and educators can support each other right now?



What is one concrete action that teachers/educators can take today to support student mental health?





MHTTC

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

Coming 2021: Classroom WISE (Well-being Information and Strategies for Educators)

A mental health literacy course for teachers and school staff

Subscribe to our monthly eNewsletter *MHTTC Pathways* for updates!



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Responding to COVID-19 | School Mental Health: Featuring our Back-to-School Resource Collection!

View MHTTC Events and Products, as well as national resources, for school mental health professionals and school personnel

Read more

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