



MHTTC

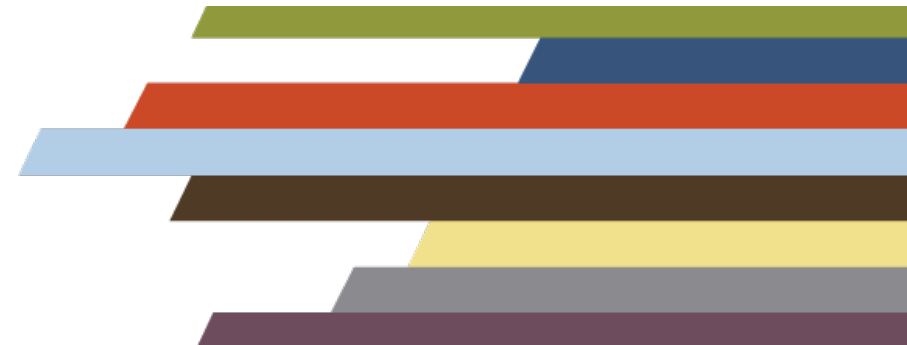
Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Classroom WISE: Well-Being Information and Strategies for Educators

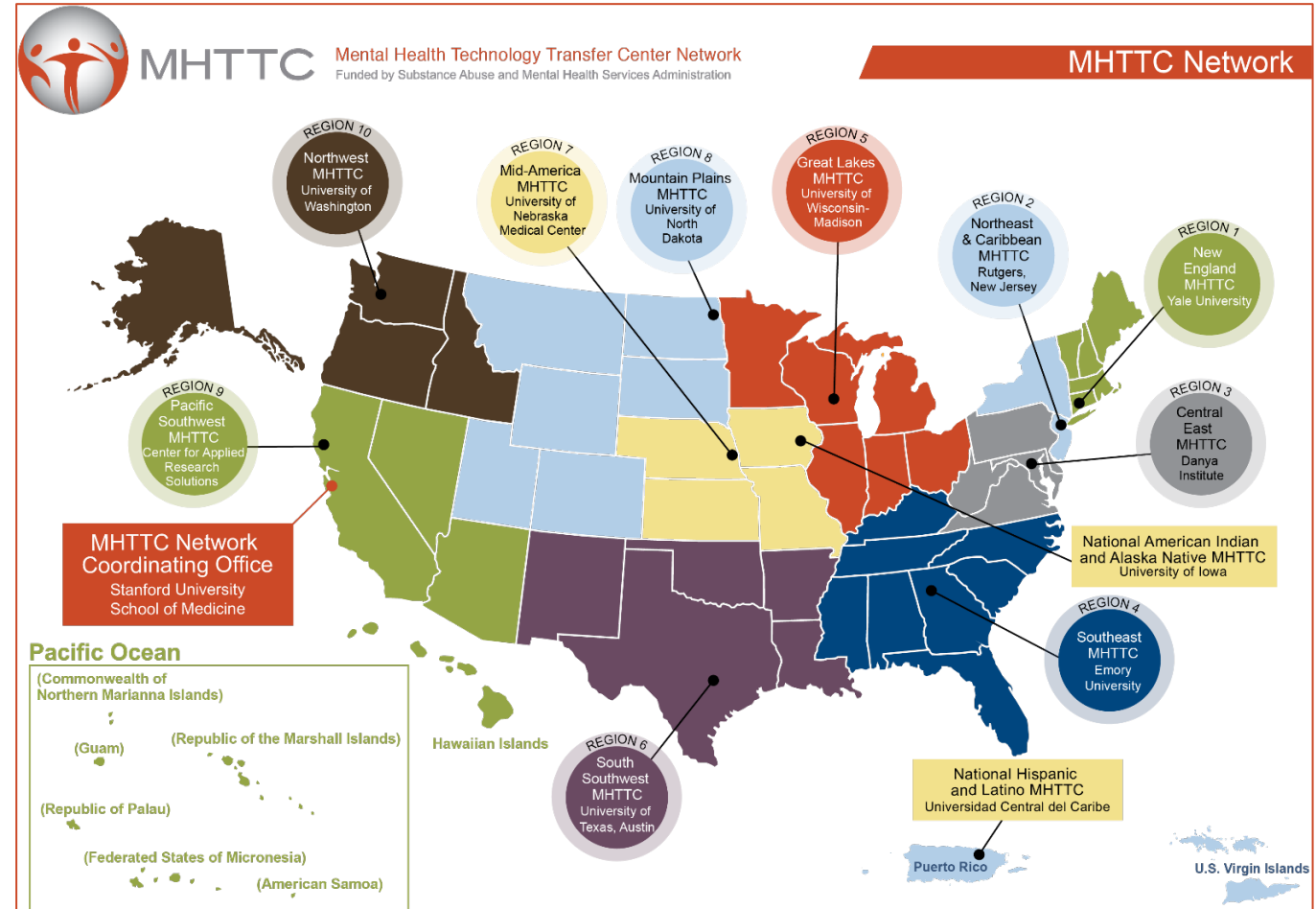


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MHTTC Network Coordinating Office
Stanford University | School of Medicine



Mental Health Technology Transfer Center (MHTTC) Network

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





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


School Mental Health Initiative

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

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 •



New England (HHS Region 1)


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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






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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 that resulted in 17 student and teacher deaths.

This resource 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.



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>



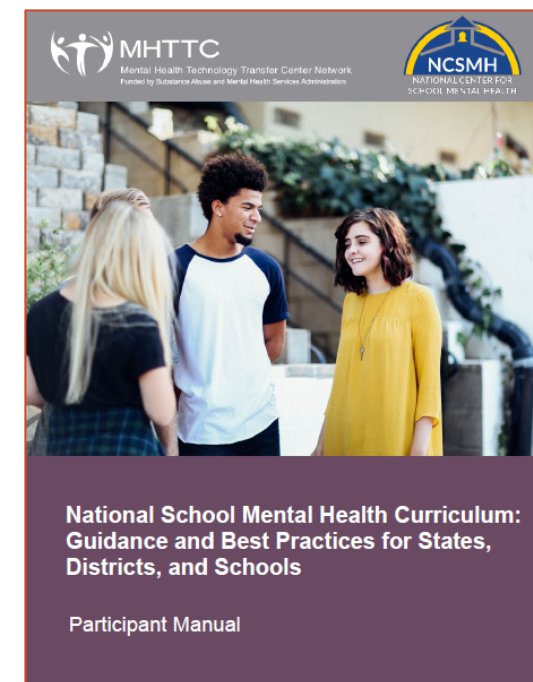
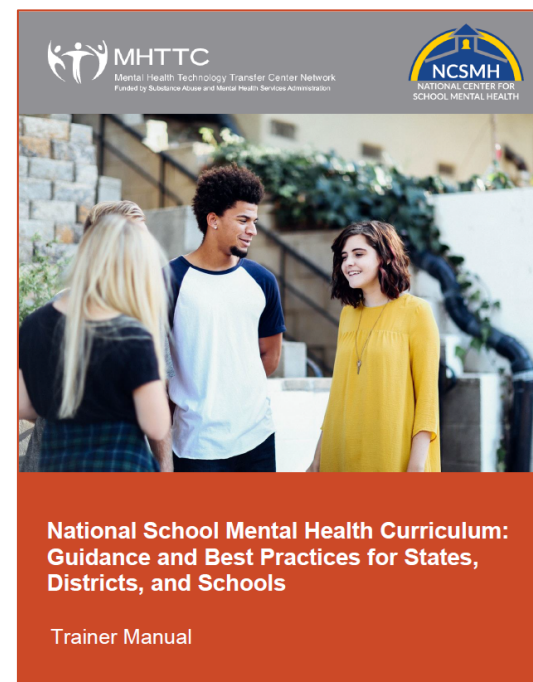


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MHTTC & NCSMH Partnership


- Began collaboration in 2018
- Developed the National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools
- Co-led a National School Mental Health Learning Collaborative





Available on the MHTTC Website!

MHTTC & NCSMH Partnership

- Supporting Student Mental Health: Resources to Prepare Educators
 - 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

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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, 2010)
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, 2010)	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!

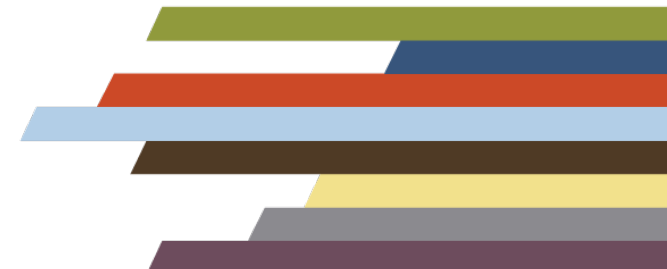
Classroom WISE: Well-being Information and Strategies for Educators



Classroom
WISE

Well-Being Information and
Strategies for Educators

- A **FREE** 3.5 hour mental health literacy online course for teachers and school staff with brief, high-impact training videos and accompanying website
- Course development process includes input from educators, students, and school mental health leaders



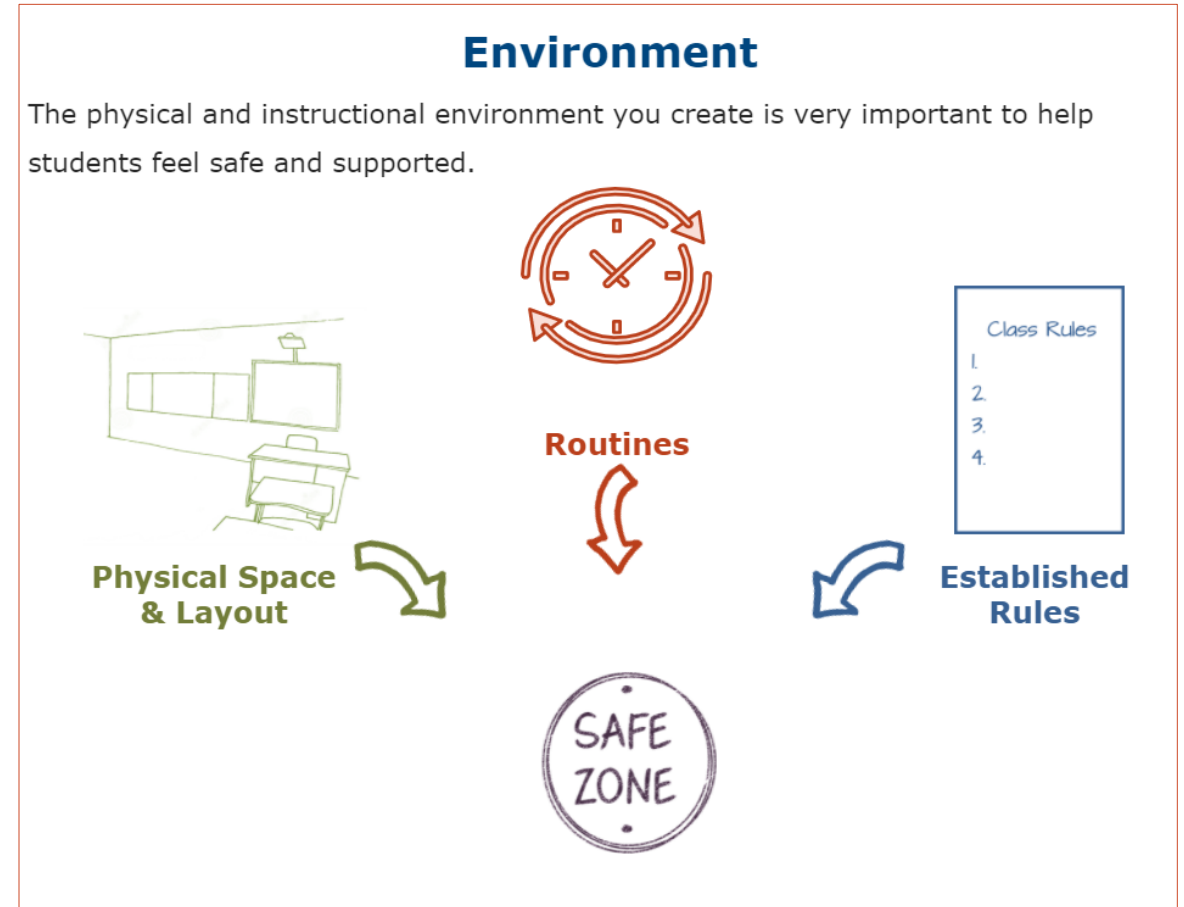
Classroom WISE: Well-being Information and Strategies for Educators

- Introduction
 - Why do teachers matter regarding mental health?
 - How can teachers help students flourish?
 - What is complete mental health?



Classroom WISE: Well-being Information and Strategies for Educators

- 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



Classroom WISE: Well-being Information and Strategies for Educators

- 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

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



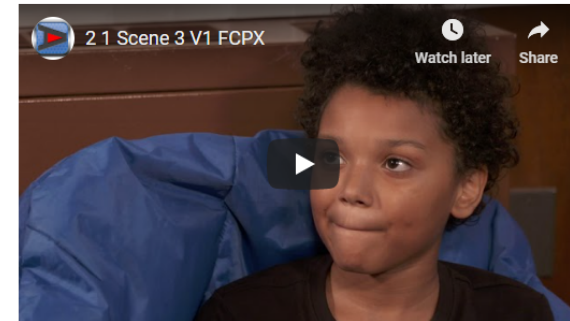
Classroom WISE: Well-being Information and Strategies for Educators

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?



Video: Providing Praise



Elementary Examples

Thumbs up for sitting patiently
on the rug.

Way to go sitting in your chair
and listening for the whole
lesson!



High School Examples

I'm so glad you're following
along as she reads the poem.



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Wait, there's more!

Cultural Responsiveness and Equity Module



Participants will be able to define cultural responsiveness, equity and bias in their own words

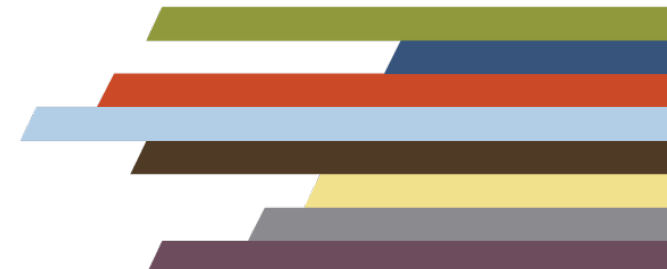


Participants will be able to describe how implicit bias influences perceptions of students and responses to their mental health needs



Participants will be able to name 3-5 classroom strategies to implement with students to support mental health needs, using culturally responsive and equitable practices

Ready for a sneak peak?!





Pilot the Course



- Early 2021!
- If **YOU**....
 - Want to be the first to know when the course is ready to launch
 - Are an educator or school staff member interested in piloting the course
 - Are part of a school district that may be interested in obtaining implementation support and providing evaluation information

Please provide your contact information on our sign-up form and we'll be in touch: <http://bit.ly/classroom-wise-course>



Classroom **WISE**

Well-Being Information and
Strategies for Educators

Coming 2021: A **FREE** mental health literacy online course for teachers and school staff!

Subscribe to our monthly
eNewsletter *MHTTC Pathways*
for updates



Questions?
Contact Jessica Gonzalez at
jegonzalez@stanford.edu

