

# Integrating Classroom WISE with a Multi-Tiered System of Support Framework

Stefanie Winfield, MSW

Great Lakes Mental Health  
Technology Transfer Center

November 30, 2021

10:00 – 11:00 am CT

# Brought To You By:



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August 2021

# MHTTC Words Matter

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED/  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

Adapted from: [https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide\\_2019ed\\_v1\\_20190809-Web.pdf](https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf)



# Thank You for Joining Us!

## A few housekeeping items:

- If you are having technical issues, please individually message Kristina Spannbauer or Stephanie Behlman in the **chat section at the bottom of your screen** and they will be happy to assist you.
- If you have questions for the speaker, please put them in the Q&A section at the bottom of your screen.
- A copy of the power point slides, as well as the recording and any handouts discussed will be available on the MHTTC website within a week.

# Thank You for Joining Us!

## A few more housekeeping items:

- You will be directed to a link at the end of the presentation to a very short survey – we would really appreciate it if you could fill it out. It takes about 3 minutes.
- We will be using automated captioning during the presentation today
- Certificates of attendance will be sent out to all who attended the full session. They will be sent via email and can take up to two weeks.

A close-up photograph of several social media icons on white keyboard keys. The icons include Pinterest (red), Snapchat (yellow), Instagram (purple/orange), Facebook (blue), and Twitter (blue). The keys are arranged in a grid pattern, and the background is a light gray surface.

## Follow Us On Social Media!

Facebook and Twitter:

- @GreatLakesATTC
- @GMhttc
- @GLPTTC

If you are on our mailing list – please look for our weekly mailing for events the following week.

# Presenter

Stefanie Winfield





# Integrating Classroom WISE with a Multi-Tiered System of Support Framework

Stefanie Winfield, MSW

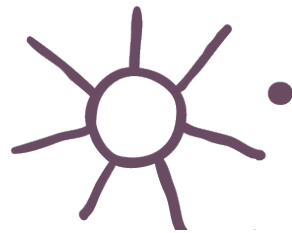
Great Lakes, MHTTC

November 30<sup>th</sup>, 2021

10 am CT

# Classroom WISE: Well-Being Information and Strategies for Educators

Developed by the MHTTC Network in partnership with the National Center for School Mental Health



MHTTC

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

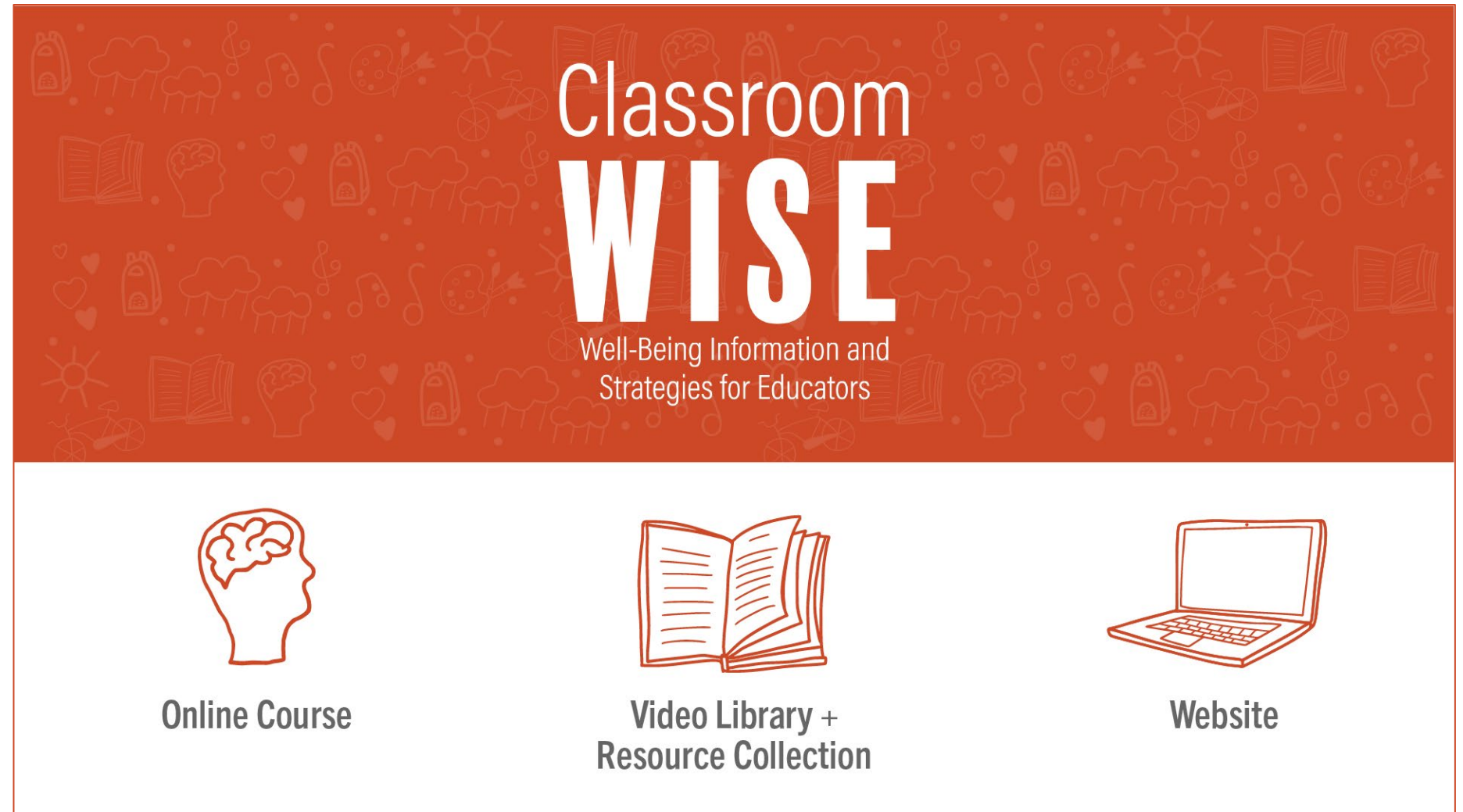


# Learning Objectives

- Review Classroom WISE Mental Health Literacy resource.
- Explore how Classroom WISE supports an MTSS framework to promote student well-being and support students experiencing adversity, distress, and mental health challenges in the classroom.
- Identify talking points and implementation strategies to integrate Classroom WISE into your school's MTSS framework.

# Classroom WISE: Well-being Information and Strategies for Educators

- FREE 3-part training package for K-12 educators and school personnel on mental health literacy/awareness.
- Development process included input from educators, students, and school mental health leaders.



The image shows a promotional graphic for Classroom WISE. The top half has a red background with the text "Classroom WISE" in white, with "WISE" in a larger font. Below it, in smaller white text, is "Well-Being Information and Strategies for Educators". The background is filled with faint, repeating icons of a brain, a book, a heart, a sun, a musical note, and a person. The bottom half has a white background and features three icons: a brain in a head, an open book, and a laptop. Below each icon is a label: "Online Course", "Video Library + Resource Collection", and "Website".

Classroom  
**WISE**  
Well-Being Information and  
Strategies for Educators

Online Course

Video Library +  
Resource Collection

Website

Available at [www.classroomwise.org](http://www.classroomwise.org)



# Classroom WISE

Well-Being Information and  
Strategies for Educators

## Evidence-Based Content

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



Classroom  
**WISE**  
Well-Being Information and  
Strategies for Educators

Modules 1-3:

Promoting Mental Health and Well-being of Students

- Creating safe and supportive classrooms.
- Bringing mental health into the classroom and addressing stigma.
- Fostering social emotional competencies.

### Environment

The physical and instructional environment you create is very important to help students feel safe and supported.





Classroom  
**WISE**  
Well-Being Information and  
Strategies for Educators

# Modules 3-6: 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 Modules

**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

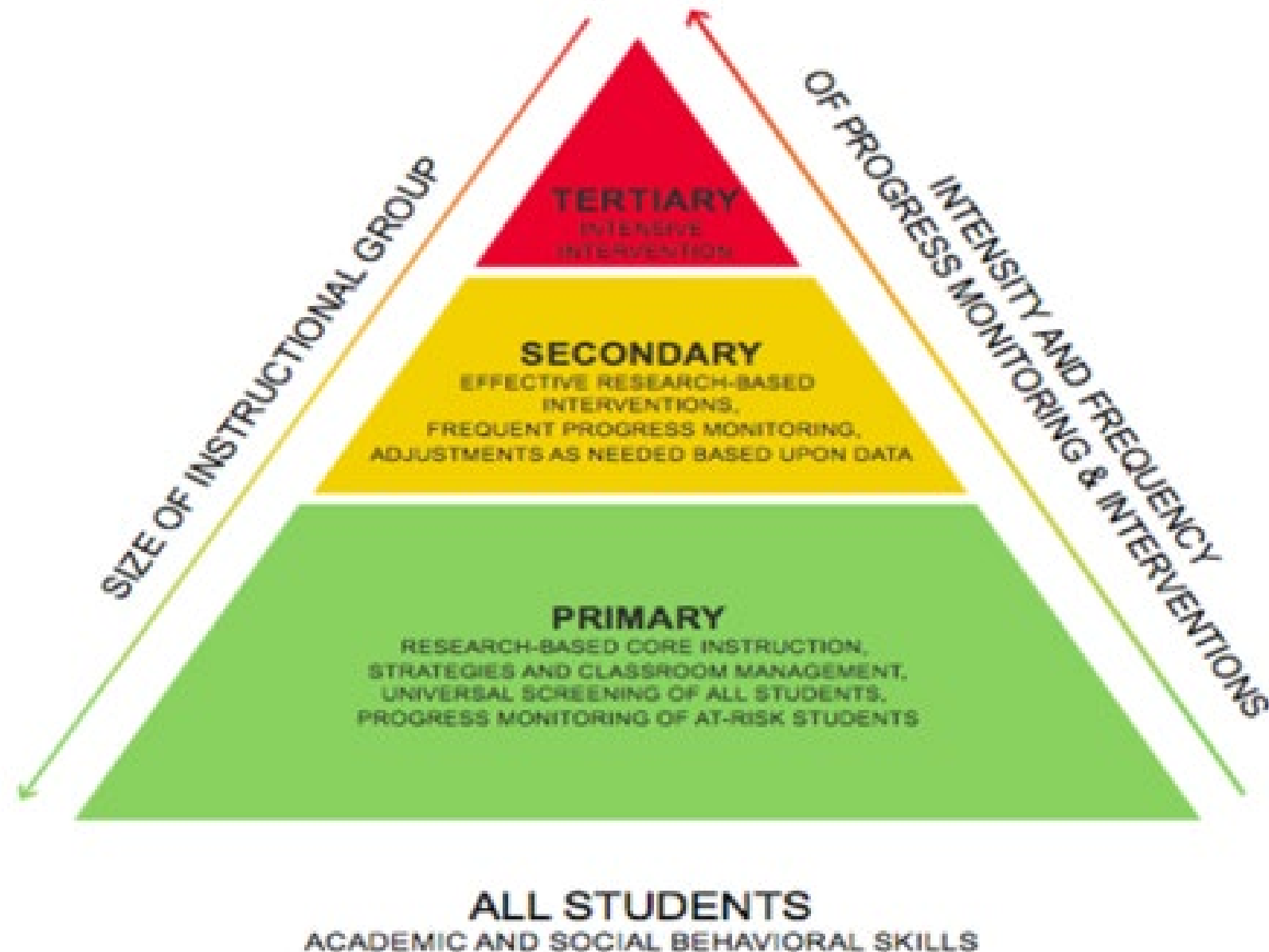
**Module 4:** Understanding and Supporting Students Experiencing Adversity

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

**Module 6:** Classroom Strategies to Support Students



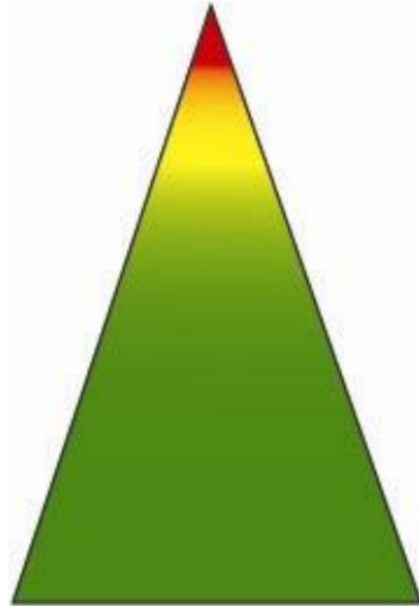
# Multi-Tiered Systems of Support (MTSS)



# MTSS and School Mental Health

## USING THE PBIS FRAMEWORK TO SUPPORT STUDENTS' MENTAL HEALTH

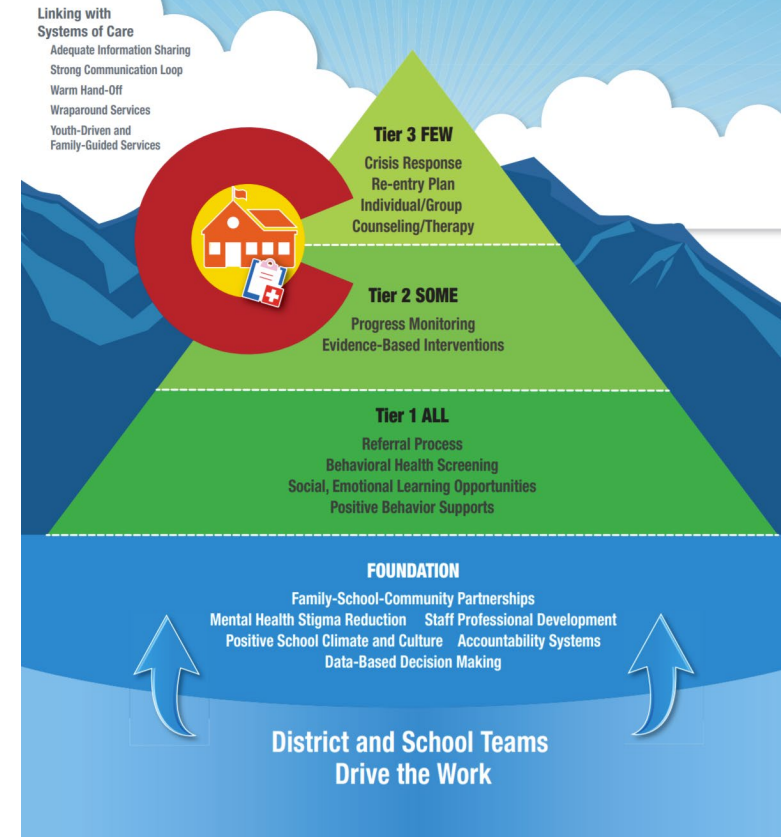
- Tier 3**
  - Individualized services
  - Case management
  - Coordination with community-based treatment
  - Parent & caregiver training & support
- Tier 2**
  - Adult mentors
  - Small groups for SEL & CBT
  - Parent & caregiver education
- Tier 1**
  - Instruction on SEL
  - Sensory opportunities to manage anxiety
  - Predictable routines
  - Choices in learning
  - Physical activity breaks
  - Adults model emotional regulation
  - Calm Zones



- Tier 3**
  - Comprehensive FBA & BIP
  - 504 plans & IEPs
  - Wraparound supports
  - Staff avoid trauma triggers
- Tier 2**
  - Brief FBA & BIP
  - Additional classroom supports
  - Screening/SBIR
  - Pupil services accessible & approachable
  - Staff awareness of higher-risk groups
  - Check-in, Check-out
- Tier 1**
  - School policies promote safe climate
  - Proactive behavior management
  - Discipline system minimizes exclusion
  - Classroom management

Figure 1: From Wisconsin Department of Public Instruction - Using Positive Behavioral Interventions & Supports (PBIS) to Help Schools Become More Trauma-Sensitive

## School Behavioral Health Services Framework



# Poll

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Which Tier provides the strongest or most mental health supports at your school or district?

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Which Tier needs the most improvement?

# Universal (Tier 1) Mental Health Supports

- School Climate
- Teacher and School Staff Well-being
- Positive Behaviors and Relationships
- Positive Discipline Practices
- Mental Health Literacy
- Social Emotional Learning
- Universal Screening



## Every Moment Counts Mental Health Promotion: 6 Key Ingredients

There are many strategies and school-wide programs that can promote positive mental health. *Every Moment Counts* emphasizes the following **6 key ingredients for mental health promotion**. These are reflected in all of our initiatives.

### Positive emotions

- Positive emotions can be experienced in the present (doing something fun), past (remembering a positive experience), or when thinking about the future (looking forward to an event). Aim for a 3 to 1 ratio of positive to negative emotions during the day for positive mental health.
- Tune into children's affect (i.e. emotional state). Look at their face and body posture. Do they look happy or content a majority of the day? What activities bring about positive emotions in the children you interact with?

### Meaningful activities

- Enjoyment is more often experienced during active versus passive activities that offer the 'just right challenge' that lead to 'flow' (a state of being totally absorbed in the activity). Shared activities foster social interactions and friendships.
- Tune into what students are doing especially during unstructured times of the day (e.g. lunch, recess). Advocate for healthy and enjoyable activity options.

### Supportive environments

- Create positive physical and social-emotional environments to help all students participate and enjoy their school day.
- Ensure that all adults are caring, develop positive relationships with all students, and know how to promote positive behavior.
- Teach children and youth to respect difference, include everyone, and be kind to one another.

### Mental health literacy

- Help all students and adults develop an understanding of positive mental health and what to do to be mentally healthy. Teach students about the signs and symptoms of becoming unwell emotionally and how to seek help when needed.
- Talk about mental health in natural and positive ways throughout the day so that all students value the importance of mental health and view it as a safe subject to talk about. Reduce stigma associated with mental health challenges.

### Embedded strategies

- Embed evidence-based mental health promotion strategies throughout the day in natural ways during academics (classroom), lunch, recess, and extracurricular leisure activities. Implement *Every Moment Counts* model programs: Comfortable Cafeteria, Refreshing Recess, Calm Moments Cards, Making Leisure Matter.
- Refer to **Embedded Strategies**. Read about and apply the **10 Moments for Mental Health**


### Building capacity → Developing mental health promoters

- Mental health promotion efforts are the most effective when *all* frontline workers are knowledgeable about tuning into and promoting positive mental health in all students.
- Develop a Community of Practice (CoP) of diverse school personnel who will commit to shared learning and shared work over time focusing on mental health promotion.




# Module 1: Creating Safe and Supportive Classrooms

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



**Welcoming Students**

How can teachers make their students feel included and welcomed?


Watch on  YouTube

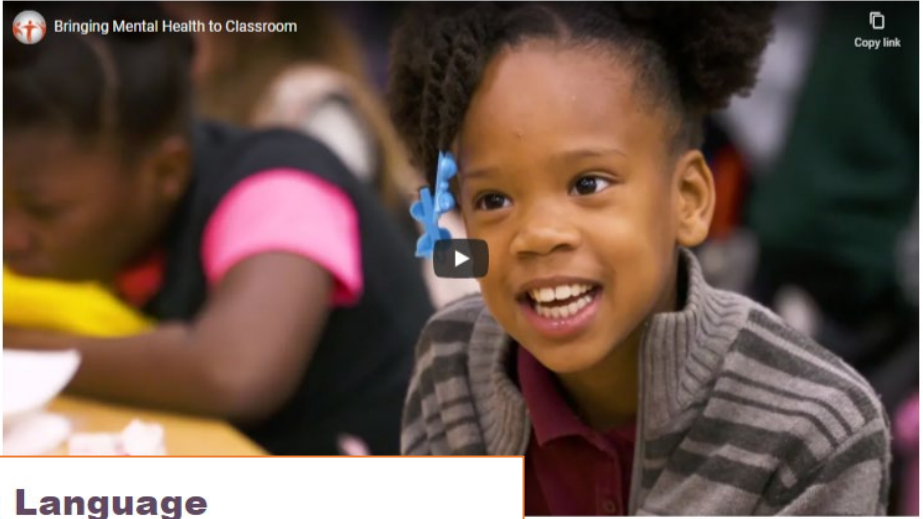
Copy link

The image is a video thumbnail for a video titled "Welcoming Students". It features a group of seven diverse students (three girls and four boys) standing in a school hallway with blue lockers in the background. They are all smiling and looking towards the camera. A red play button icon is centered over the group. In the top left corner of the video frame, there is a small icon of a building and the text "Welcoming Students". In the top right corner, there is a "Copy link" icon. In the bottom left corner, there is a "Watch on YouTube" logo.

# Module 2: Teaching Mental Health Literacy/Awareness and Reducing Stigma

- How to educate students about mental health.
- How to integrate mental health literacy/awareness 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

 **Stigmatizing Language**  
How can teachers help students replace stigmatizing language?



Addressing Stigmatizing Language Watch later Share

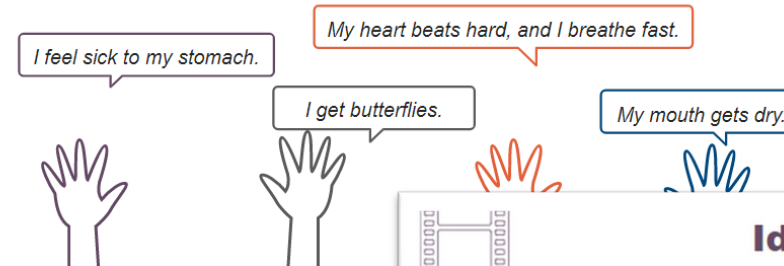
Watch on  YouTube

# Module 3: Fostering Social Emotional Competencies and Well-Being

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

## 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?



## Identifying Feelings

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



# Social Emotional Learning (SEL) and MTSS

- Whole Child Development
  - Systemic Approach
  - SEL Core Tier 1 Supports
- Data-Based Decision Making– SEL Screeners



# Tier 2 and Tier 3 Supports

## Tier 2

- Evidence-Based Individual/Group Interventions
- Progress Monitoring
- Brief Individualized Interventions (MI, problems solving)
- Mentoring
- Classroom-Based Supports
- Self Regulation and Social Skills

## Tier 3

- Individual, Group or Family Counseling/Therapy During School Day
- Re-entry Programs
- Crisis Response Plans in Place

# Examples of Tier 2 Supports and Interventions

## Reduce Risk Factors

- Bullying Prevention
- Family Stress and Poverty (TIP)
- Transition Periods (Active supervision)
- PBIS

## Enhance Protective Factors

- Social Emotional Learning (CASEL, Second Step)
- Self Regulation and Coping- (Zones of regulation, MindUp)
- Positive Social Relationships- (Comfortable Cafeteria, Refreshing Recess)
- Activities that Align with Character Strengths

# Examples of Tier 3 Supports and Interventions

Teach Mental Health Literacy to Staff and Students (Embedded Strategies, Classroom WISE)

Be Observant

Make Connections Every Day

Know Your School's Protocol

Encourage positive mental health behaviors in students (healthy eating, daily routines, sleep, exercise)

Promote successful participation and inclusion (clam moments cards)

Function based assessments

Wrap around supports

Cultural and contextual fit

# 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?

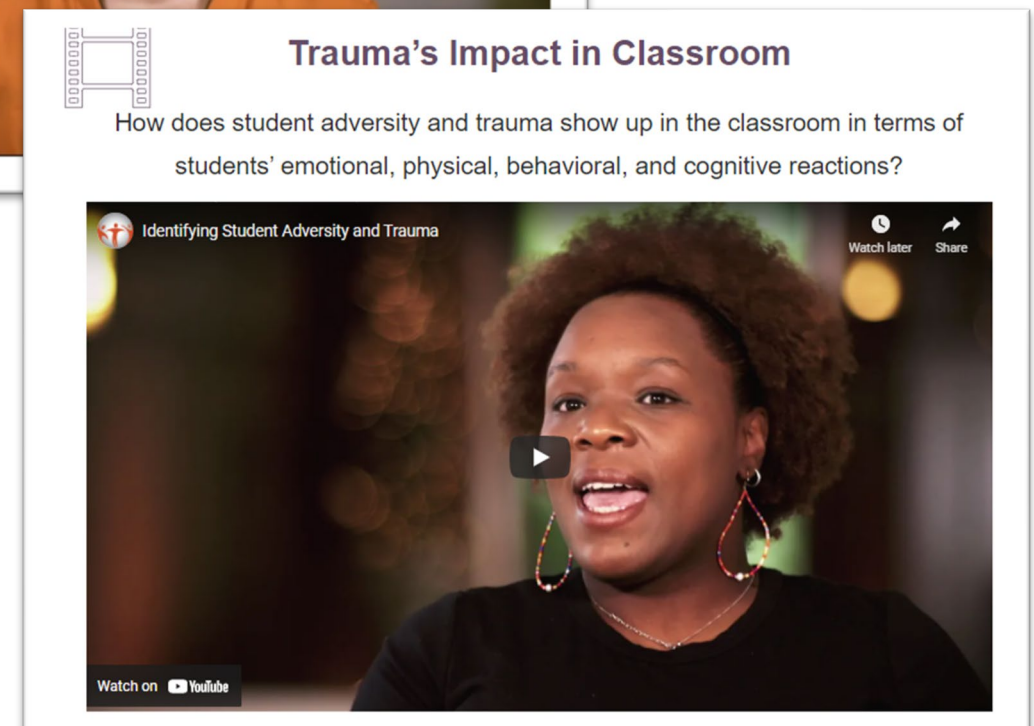
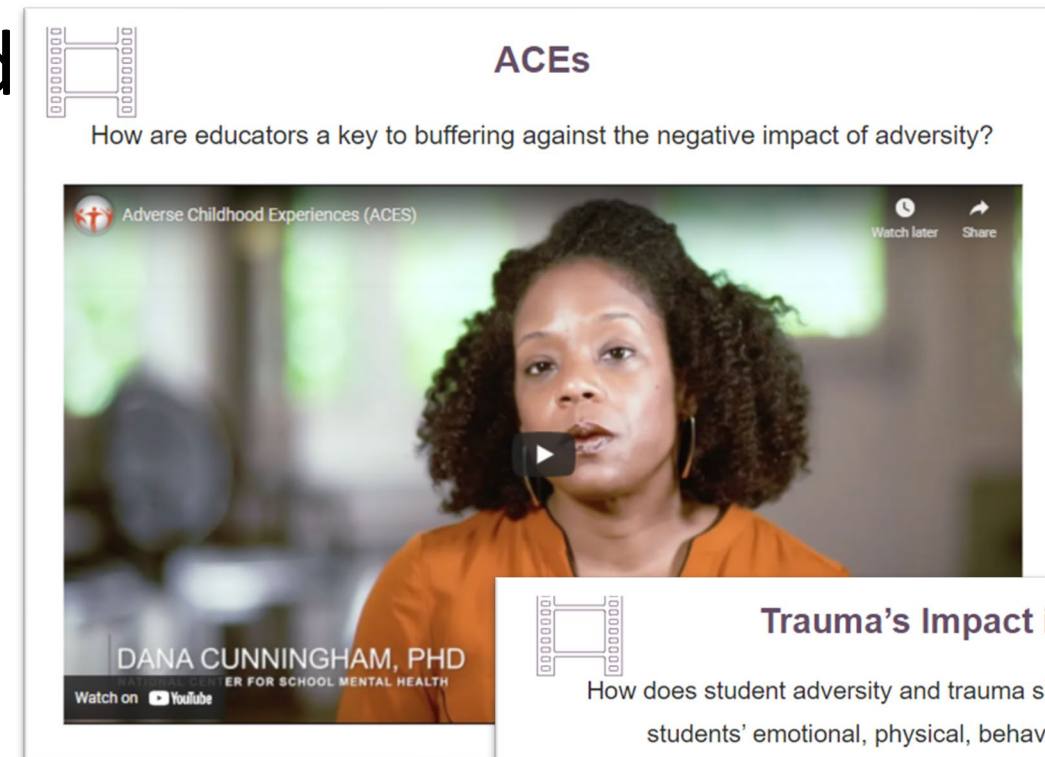
Problems with Behavior Regulation

Watch on YouTube

Watch later Share

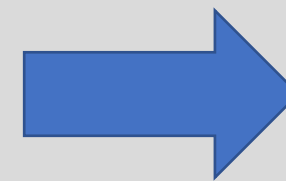
# Module 5: Impact of Trauma and Adversity on Learning and Behavior

- 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.



# Trauma Informed Practices and MTSS

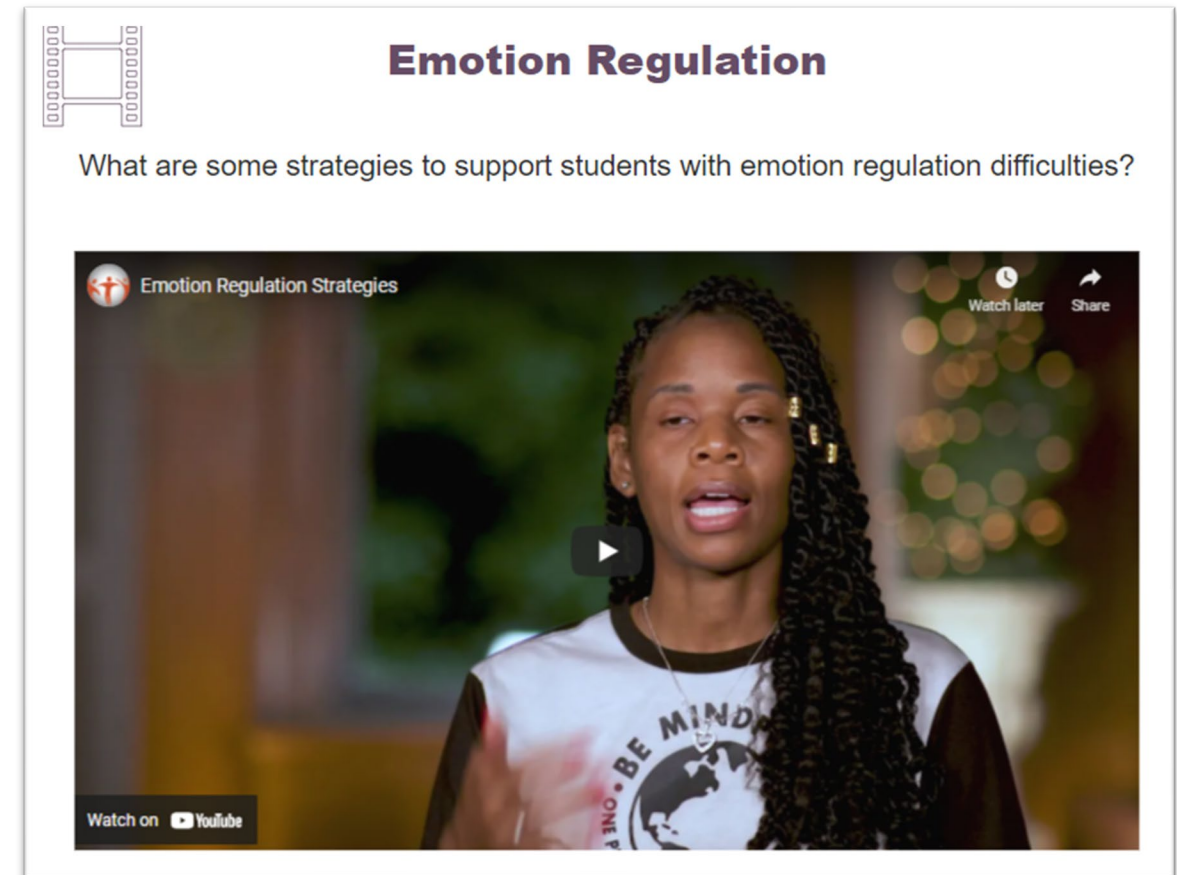
Support	Support Staff Development
Create	Create Safe and Supportive Environment
Assess	Assess Needs and Provide Supports
Collaborate	Collaborate with Students and Families
Adopt	Adopt Policies and Procedures



- SEL
- School climate
- Aligns with MTSS across Tiers

# Module 6: Classroom Strategies to Support Students

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



**Emotion Regulation**

What are some strategies to support students with emotion regulation difficulties?

Emotion Regulation Strategies

Watch later Share

Watch on YouTube

A screenshot of a YouTube video player. The video title is "Emotion Regulation Strategies" and the question being addressed is "What are some strategies to support students with emotion regulation difficulties?". The video shows a woman with long braids speaking. The video player interface includes a play button, a "Watch later" button, a "Share" button, and a "Watch on YouTube" button at the bottom left. The woman is wearing a white t-shirt with a graphic that says "BE MINDFUL".



# Benefits of an MTSS Framework for School Staff

- Classroom WISE as a Universal Support
  - Staff Development
  - Promote Wellness for All
    - Collaboration



# Discussion

How do you see **Classroom WISE** fitting in with or complementing existing Tiered Mental Health supports or priorities?



# Cultural Inclusiveness and Equity WISE



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

# Classroom WISE Video Library



## **Addressing Stigmatizing Language**

Teachers can help guide students toward language free of mental health stigma. In this video, a teacher helps students identify and replace stigmatizing language in the classroom.

*1m in 11sec*



## **Restorative Practices**

Restorative practices can increase a sense of safety in the classroom. In this video, teachers describe how and when they have successfully used restorative practices with their students.

*1min 17sec*

# 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

# Resource Examples



**Classroom WISE**  
Well-Being Information and Strategies for Educators

MODULE 2: Understanding Student Development and Identifying Student Distress

## Promoting Healthy Development


Adults can help promote healthy development in young children and adolescents through a variety of strategies that are unique to each age group. The table below outlines some of these strategies in children ages 5-8, 9-12, and 13-18, which are further detailed in the following sections.

Ages 5-8	Ages 9-12	Ages 13-18
<ul style="list-style-type: none"> <li>Limit criticism</li> <li>Positive attention and specific praise</li> <li>Feedback sandwich</li> <li>Teach and model respect</li> </ul>	<ul style="list-style-type: none"> <li>Model and discuss role of making mistakes in the learning process</li> <li>Learn from feedback</li> <li>Use non-judgmental language</li> <li>Discuss complexity of social dynamics in peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>Show respect, trust, and honesty, and express similar expectations</li> <li>Pick your battles</li> <li>Notice changes sleep, mood, friends, academics, and other areas of functioning</li> <li>Provide supervision and monitoring while respecting privacy</li> </ul>

**AGES 5-8**  
Because children at this age are sensitive to feedback, and may be nervous about their abilities, it is important for educators to give lots of positive attention and praise. Specific praise helps children identify positive behaviors and positive traits in themselves. It also increases the likelihood they will repeat this behavior in the future. While criticism should be limited, educators can use a “feedback sandwich” by giving brief corrective feedback between two positive statements.

It is also important for educators to teach and model respect. Just as children need explicit teaching and examples to learn academic information, they also need this explicit instruction and modeling for respect and appropriate behavior. Teachers can help students learn how to respond to problems by modeling using a low and calm voice, stating how they feel, and providing information about how to solve a problem.

**AGES 9-12**  
It is important to give clear and constructive feedback to help children learn from mistakes. While it may be tempting to avoid negative feedback because it can be upsetting, students need this feedback to learn. Feedback should be aimed at helping children to learn from an incident and know how to do it differently the next time. Educators should use non-judgmental language, listen to what students say, and acknowledge the feelings associated with what is said. Students will need ongoing



**Classroom WISE**  
Well-Being Information and Strategies for Educators

MODULE 3: Fostering Social-Emotional Competencies and Well-Being

## SEL Activities by Grade Level

Social-emotional learning can be taught using several different approaches. You can provide individual lessons to teach students core social emotional skills, with lessons that vary in frequency and last different amounts of time. You may also promote SEL through embedding social-emotional competencies throughout academic instruction. Listed below are several ideas for activities that can be integrated into elementary and secondary classrooms.

**ELEMENTARY**  
**High Five to Friendship** – This activity can help students learn how to be a better friend. First, brainstorm as a class to identify characteristics of a good friend. Then have students trace their right and left hands onto two pieces of paper. On one hand, have them write the characteristics that make them a good friend. On the other hand, have them write areas where they can improve to become a better friend. Ask the students to choose one area to practice that week.

**Snowstorm in a Bag** – This activity can encourage students to practice deep breathing with a fun technique. First, explain the concept of deep breathing and its purpose. Choose a container (e.g., bottle, baggie) that can have a straw inserted and add small pieces of paper into the container. Ask students to breathe deeply and exhale into the straw to create a “snowstorm”. Encourage students to reflect on how they feel during and after the activity.



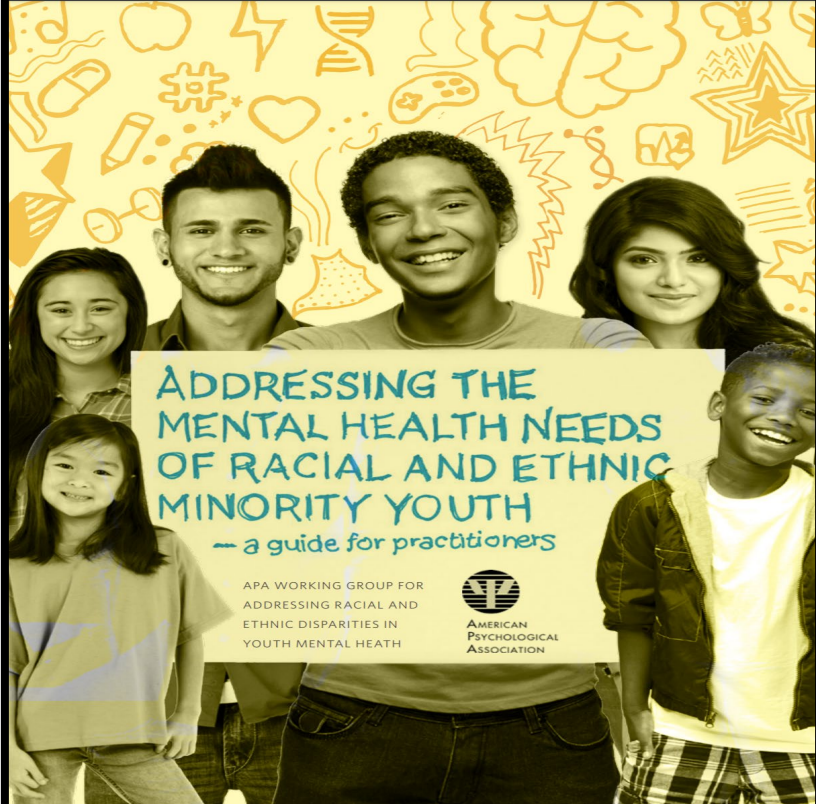
**SECONDARY**  
**Gratitude Journal** – This activity can help students intentionally recognize the positive. At the end of the day or class period, ask students to take a moment and write down or draw two things they are grateful for. Allow the opportunity for students who want to share to describe to the class one thing they are grateful for.

**Self-Advocacy Cards** – This activity can help students grow aware of their own needs and learn to self-advocate. Ask students to reflect on questions such as:

- What are things that I do or how do I feel when things are not going well for me?
- How would someone else be able to tell things are not going well for me?
- What can I do to help myself when I am struggling in school?
- What is my next step if these coping strategies are not working?


Everyday Mental Health Classroom Resource. (2021). *View and filter all practices.* <https://smho-smso.ca/emhc/filter/>

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**ADDRESSING THE MENTAL HEALTH NEEDS OF RACIAL AND ETHNIC MINORITY YOUTH**  
— a guide for practitioners

APA WORKING GROUP FOR ADDRESSING RACIAL AND ETHNIC DISPARITIES IN YOUTH MENTAL HEALTH



# Data Based Decision Making



TALKING  
POINTS



NEEDS  
ASSESSMENT



RESOURCE  
MAPPING



STIGMA  
REDUCTION

# The SHAPE System



## Welcome to SHAPE

From our school mental health quality assessment and resource library, to custom reports and a library of free and low-cost screening and assessment measures, SHAPE has the tools teams need to improve school mental health programming and sustainability in schools, districts, and states/territories. [Take the tour to learn more.](#)

Improve student mental health in your schools, districts, states/territories, and entities. Sign up for:

Myself

My School

My District

My State/Territory

My Entity

SHAPE helps schools and districts improve their school mental health systems! HOW?



SHAPE users map their school mental health services and supports



Assess system quality using national performance standards



Receive custom reports and strategic planning guidance and resources



Utilize additional SHAPE features including the Screening and Assessment Library and Trauma-Responsive Schools Assessment and Resources

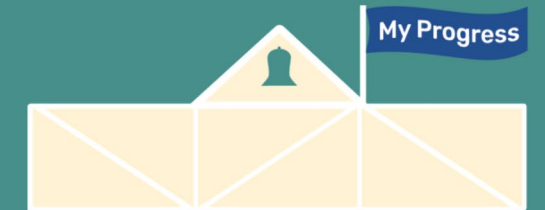


Use district and state/territory dashboards to collaborate with schools and districts in your region

## The School Mental Health Quality Assessment

is designed to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment comprises seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Report](#)



Current Reporting Period: **September 2021 - November 2021**

[Change Reporting Period](#)

[Summary Report](#)

Teaming



[Take Survey](#) [View Report](#)

Needs Assessment/Resource Mapping



[Take Survey](#) [View Report](#)

Screening



[Take Survey](#) [View Report](#)

Mental Health Promotion Services & Supports



[Take Survey](#) [View Report](#)

Early Intervention and Treatment Services & Supports



[Take Survey](#) [View Report](#)

Funding and Sustainability



[Take Survey](#) [View Report](#)

Impact




[Take Survey](#) [View Report](#)

# SHAPE TRS-IA

## Trauma Responsive Schools Implementation Assessment









**The Trauma Responsive Schools Implementation Assessment (TRS-IA)**  
is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises the eight key domains listed below. Administration time is less than 20 minutes. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.

[Printable Version](#)



Current Reporting Period: **September 2021 - November 2021**  
[Change Reporting Period](#) ?

[Summary Report](#)

<p><b>Whole School Safety Planning</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p><b>Whole School Prevention Planning</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p><b>Whole School Trauma Programming</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p><b>Classroom Strategies</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>
<p><b>Prevention/ Early Intervention Trauma Programming</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p><b>Targeted Trauma-Informed Programming</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p><b>Staff Self Care</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p><b>Family and Community Engagement</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>



# SHAPE Screening and Assessment Library

The screenshot shows the SHAPE Screening and Assessment Library interface. It features a search bar at the top right and a filter sidebar on the left. The sidebar includes sections for 'Filter by Criteria', 'Focus Area', 'Assessment Purpose', 'Student Age', and 'Language'. The main content area displays a list of resources, with the first one being the 'Alcohol Use Disorders Identification Test (AUDIT)'. The interface indicates that 35 of 35 resources are shown, with 25 items per page.

**Filter by Criteria**

**Focus Area**

- Academic
- School Climate
- Anxiety
- Autism
- Depression/Mood
- Disruptive Behavior
- Eating
- Global Functioning
- Hyperactivity
- Inattention
- Life Satisfaction/Quality
- Resilience
- Social Skills
- Substance Use
- Trauma

**Assessment Purpose**

- Screening/Initial Evaluation
- Diagnostic
- Progress Monitoring

**Student Age**

- <5
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19+

**Language**

Showing 35 of 35 resources. Per page: 25

**Alcohol Use Disorders Identification Test (AUDIT)**  
The Alcohol Use Disorders Identification Test (AUDIT) is a measure designed to screen for excessive drinking and alcohol use disorders among 16 years old or older through adulthood.

**Authoritative School Climate Survey (ASCS)**

**Autism Treatment Evaluation Checklist (ATEC)**

**Brief Impairment Scale (BIS)**

**CAGE Screen**

**Center for Epidemiological Studies Depression Scale for Children (CES-DC)**

The detailed information card for the Center for Epidemiological Studies Depression Scale for Children (CES-DC) includes the following details:

**Center for Epidemiological Studies Depression Scale for Children (CES-DC)**  
Developers: M. Faulstich, M. Carey, L. Ruggiero, P. Enyart, & F. Gresham

**Overview**  
The Center for Epidemiological Studies Depression Scale for Children (CES-DC) is a student self-report measure to assess for depressive symptoms in children, adolescents, and young adults ages 6-23. The CES-DC was modified from the CES-D, an adult depression inventory, which was developed from other depression scales covering six major symptom areas, including depressed mood, feelings of guilt/worthlessness, a sense of helplessness/hopelessness, psychomotor retardation, loss of appetite, and sleep disturbance.

**Focus Area**  
Depression/Mood

**Purpose**  
Screening/Initial Evaluation  
Progress Monitoring

**Reporter**  
Student

**Versions**  
Student, 20 items (for ages 6-23)

**Subscales**  
N/A

**Sample Items**

- I felt like I was just as good as other kids
- I felt down and unhappy
- It was hard to get started doing things

**Response Options**  
Not at all  
A little  
Some  
A lot

**Estimated Completion Time**  
Five to ten minutes

**Languages**  
English  
Spanish  
Other

**Cost**  
Free

*Access the measure:*  
[CES-DC](#)

# Classroom WISE Value Added

 Cost: FREE.

 Pace: Self-paced.

 Duration: 6 hours.

 Timing: Available 24/7.

 Engagement: Accessible yet interactive.

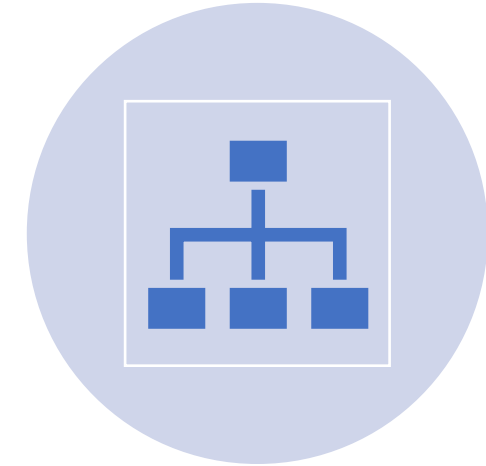
# Implementation Planning Considerations



INITIAL: VIEWING MODULES



ONGOING: SUPPORTED  
APPLICATION



MULTILEVEL IMPLEMENTATION  
ROLES/RESPONSIBILITIES

# Questions? Next Steps

## Contact Information

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[sarah.mcminn@wisc.edu](mailto:sarah.mcminn@wisc.edu)



Classroom  
**WISE**

Well-Being Information and  
Strategies for Educators

# Classroom Wise Resources

- SEL/MTSS Toolkit: <https://753a0706.flowpaper.com/CCSSOSELMTSSToolkit/#page=1>
- CASEL: <https://casel.org/>
- Every Moment Counts: <https://everymomentcounts.org/about/>
- Integrating ClassroomWISE With a Trauma-Informed Schools Framework  
<https://mhttcnetwork.org/centers/content/integrating-classroomwise-trauma-informed-schools-framework>
- ClassroomWISE Website: <https://www.classroomwise.org/>
- Wisconsin: <https://dpi.wi.gov/rti>
- Colorado: <https://www.cde.state.co.us/mtss>
- CIE-WISE: <https://www.classroomwise.org/cie-wise-companion-course>
- Implementation Modules: <https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/national-school-mental-health-implementation-guidance>
- SHAPE System: <https://www.theshapesystem.com/>

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