Transcript: Integrating Classroom WISE with a Multi-Tiered Systems of Support (MTSS) Framework

Presenter: Stefanie Winfield
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PRESENTER: Good morning and welcome. We'll get started in a minute.

OK, we will get started. Again, good morning and welcome everyone or afternoon, if that's where it is where you are. And welcome to the webinar integrating classroom WISE with a multi-tiered system of support framework. Our presenter today is Stefanie Winfield. This webinar is brought to you by the Great Lakes MHTTC and SAMHSA. The Great Lakes ATTC, MHTTC, and PTTC are funded by Samsung under the following cooperative agreements.

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We have some housekeeping details for you today. If you are having technical issues, please individually message Kristina Spannbauer or Stephanie Behlman in the chat section at the bottom of the screen, and they'll be happy to help you. If you have questions for the speaker, please put them in the Q&A section, also at the bottom of your screen. A copy of the PowerPoint slides as well as the recording and any handouts discussed will be available on the MHTTC website. And that usually takes us about a week.

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 probably takes about three minutes, and it's how we report our activities back to SAMHSA. We will be using automated captioning during the presentation today. And certificates of attendance will be sent to all who attend the full session. They will be sent via email and can take up to two weeks to get to you.

If you'd like to follow us on social media, you can find us on Facebook and Twitter. And if you're on our mailing list, look for our weekly mailing for events, for the following week.

And again, we are excited to have Stefanie Winfield as our presenter again today, for this series. Stefanie is an adjunct faculty instructor at the University

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of Denver graduate school of social work. In her past role as the school mental health lead for mountain plains MHTTC, Stefanie focused on providing intensive technical assistance and training to educators, teachers, administrators, and all school staff on ways to improve and enhance school mental health.

Stefanie has extensive experience working in schools promoting youth sexual health, conflict and anger management, behavioral health education, and school based health care. With over 20 years of experience working with nonprofits and community organizations, Stefanie has done everything from grant management and implementation, program and outcome evaluation, to training and facilitation.

So we are excited to have you back for this fourth installation of this, and I will turn it over to you.

STEFANIE WINFIELD: Thanks so much. I'm so happy to be with you here again today. As was previously said, this is our fourth in the series, our final webinar today in our four-point series focusing on classroom WISE and MTSS framework. So if this is your first webinar in the series, welcome. We're so happy that you've joined us today. And if you've joined us for previous ones, we're happy that you're back. And we hope that you'll find some new information and some new nuggets to use in your work.

The previous webinars in this series provided an introduction, overview to classroom WISE, generally and then also how it integrates with some different topics like social emotional learning and trauma informed practices. So we'll put those links in the chat for you. So if you've missed previous webinars and want to learn a little bit more about what we talked about before, then you can kind of catch up at your own time.

So today for a quick overview, classroom WISE is free three part package for k-12 educators and school personnel to support student mental health. It was developed and created in partnership between the MHTTC network and the National Center for School Mental Health, which is based on the University of Maryland.

And so today what we're going to cover, again, is to review a little bit of classroom WISE as the mental health literacy resource. We'll explore how classroom WISE supports an MTSS framework to promote student well being and support students experiencing adversity. And then we'll also identify some talking points and implementation strategies to integrate classroom WISE into your school's MTSS framework.

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So if you've joined us before, you've heard this, so I'm just going to kind of go a little quickly. But I do want to make sure everybody has the same background information of how classroom WISE came to be. In 2019, we were asked by our funder, SAMHSA to develop a training package to assist educators in supporting mental health of students in the classroom. We partnered with the National Center for School Mental Health.

We collected information on a variety of different ways, through environmental scans, educator mental health literacy trainings that currently existed. We did a national needs assessment to help understand what educators and mental health school staff really wanted. And then we also did focus groups with a diverse group of teachers from different grade levels, ethnic backgrounds, different parts of the country, and years of experience.

And then all of our centers kind of came together and collaborated and shared information and created what is now classroom WISE. So again, if you want more information about the overview of this course, which we did in webinar one or even just to check out the website, we'll drop those links in the chat. So you can check that out at your own time.

So classroom WISE uses evidence-based content that likely aligns with other evidence-based programs and practices you are already using in school mental health programming in your schools. It is not based on a specific program. It is agnostic to all programs. It doesn't highlight programs, even though today I'm going to mention a few different strategies and programs. But classroom WISE is not a specific program that you need to implement in the way that you do an evidence-based program. It just has those practices built in.

So the course goes through six modules. And there are two specific content areas that came up over and over in all of our research and talking to focus groups and educators across the country. The first is promoting the mental health and well-being of students, which includes creating safe space and supportive school environments, addressing stigma in the classroom, and fostering social emotional competences.

And the second is focused on understanding and supporting students who are already experience adversity and distress. And this includes really understanding the impact of trauma and adversity on learning behavior of students, linking students to support, and having impactful classroom strategies in your back pocket to support students with mental health concerns.

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So these are the six modules. We look at it this way. Even though it wasn't really designed in this way, that we really see that module is one through three focus on the promoting of mental health and really address that tier 1 support, that universal support for everyone. And then modules four through six look at understanding and supporting students who are already experiencing adversity and distress. And those are really address some of our tier 2 and 3 interventions and supports.

And as you look at these topics, hopefully you'll see alignment with other mental health programming and practices you already have in your schools. And by looking at these modules, you can plan for how you might want to integrate classroom WISE into some of your professional development offerings throughout the year or how they can enhance, or how you might use this in your schools.

In our previous webinars, we focused on integrating social emotional learning in classroom WISE. And that was module three. And then we also did a whole webinar on integrating trauma informed practices with classroom WISE. So if you're interested again, please check those out with the links on the website.

So hopefully this is a model that you're already familiar with. It's multi-tiered systems of support, MTSS, how I will refer to it moving on, because it is a mouthful. Is a framework designed to address academic, behavioral, and social emotional learning in a fully integrated system of support. Teams use data to guide instruction and identify students who require additional support for increasingly intensive interventions based on-- student supports are universally designed, differentiated, and innovative.

MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of students. So probably you've seen this used throughout schools and academic areas. And then it's also been adapted to mental health.

So for the sake of defining and using common language, I want to talk a little bit more about mental health, social emotional learning, and trauma informed practices and how they're similar, how they differ, and how they relate to the MTSS framework. So Wisconsin and Colorado are two of the states, although many states have pretty robust MTSS offices. But Colorado and Wisconsin have a lot of resources that are available to anyone, including training and toolkits and models. So the Wisconsin models on the left or the Wisconsin models on the left. And the Colorado one is on the right.

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The Wisconsin model demonstrates the integration of MTSS and PBIS, which is positive behavioral interventions and supports and trauma informed approaches in the schools and provides an evidence-based practices associated with implementation at each tier.

So a mental health approach-- and when we talk about mental health within the MTSS framework, we're really talking more about tiers 2 and 3. So mental health approaches focused on supporting children with clinically significant social and emotional problems with evidence-based therapeutic interventions that aim to reduce symptoms and improve functioning.

The social emotional learning approach is focused on applying evidence-based practices and principles to support the development of desirable competencies in all students. And then building and maintaining trauma informed approaches in schools starts with recognizing the need for doing this, for using a trauma lens to build awareness and design support and engaging in the active pursuit of practices that will avoid retraumatizing students.

Trauma informed work must include supporting the adults that serve these students to ensure self care, to prevent and mitigate vicarious trauma and compassion fatigue. Data is collected across all the tiers of implementation and utilized to determine the need at the targeted and intensive levels of support.

Targeted or tier two supports are for some students that are at risk for further impact. Tier 2 supports focus on increasing opportunities for skill development to students that need to be more successful. Targeted supports in the trauma informed approach often focus on providing a double dose of instruction on self-regulation, problem solving, and other social emotional skills. You can also include increasing reinforcement of these skills and building adult and peer relationships in the school.

Intensive or tier 3 supports focus on individualized trauma specific services in the school. And so we'll dig a little bit deeper into the different tiers as we go. But first, I want to get an idea of how you're using or if you're using the MTSS framework at your school. And so the first question is which tier do you feel like your school really has been the most successful at, is strongest in.

And the second question is about which tier you feel like your school needs a little bit more improvement. So you can answer on a school level, on your

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district level. But please let us know, so we can get an idea of how you assess what you're already doing.

So hopefully you can see this poll, and feel free to jump in and answer.

Does the poll open? Can you all see it?

PRESENTER: Yes, it should be open.

STEFANIE WINFIELD: OK.

We don't have any answers coming in yet.

Oh, there we go. OK. OK. So for the tier that you feel is the strongest, tier 2. Actually, that's a little surprising. So tier 2 is one of the strongest. And then several of you don't know. And then it's straight across the board on improvement, across all three tiers. OK. So that's helpful to know as we move forward. Often we find that people feel like their tier 1s are the strongest. And they don't always know-- and their are tier 3s are strong. And their tier 2s are often the ones that they struggle with the most. So that's interesting to see that for you all today, that tier 2 is your strongest.

OK. So thanks for doing that and giving us some more information as we go. So moving on and digging a little bit into tier 1 universal mental health supports-- so these are just some examples of what it might look like. You'll notice that many of these topics are addressed in classroom WISE, when we looked at the modules and those six buckets, addresses a lot of these tier one supports, including that mental health literacy itself is a tier one support. And that's what classroom WISE is all about.

And then on the right hand side of this slide, there's an example of tier one mental health supports from a program called Every Moment Counts. And this just really again, I'm not promoting this program, but I really liked how they showed sort of the general buckets like positive emotions but then what you really could do at each of those levels to integrate some of these tier 1 supports.

So if you're interested in learning a little bit more about Every Moment Counts, it's a multi-pronged mental health promotion initiative to help all children and youth be mentally healthy, in order to succeed at school, at home, and in the

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community. So we'll put the link in the chat, and you can learn a little bit more if you're interested.

So as we go through the modules briefly to see how they align with these tier 1 supportss-- so module one of classroom WISE really focuses on creating a safe and supportive environment and helping students feel safe in the classroom. Module two is about skills for teaching mental health and easy tips and strategies for reframing language and addressing stigma in the classroom. And module three is social emotional learning. And it uses the CASEL framework.

CASEL, if you're not familiar, is a collaborative for academic and social emotional learning. And there's a lot of easy ways to align social emotional work that you may already be doing into this classroom WISE module, lots of practical strategies for teaching SEL. So again, these are principles that align with best practices that you may already be doing or may align with social emotional learning programs you may already be doing. But it's agnostic to any SEL program.

And if you're not familiar with CASEL, it is a fabulous resource for all things SEL, including how to implement on the district level, data, and program suggestions. So we'll drop the link in that chat as well.

So how do MTSS and SEL align? So neuroscience research shows that emotion attention and learning are all linked. Social emotional learning needs a positive school climate to flourish and has a direct impact on school plan. When social emotional learning skills are explicitly taught to both students and staff and practiced, this can lead to less stressful school environment, a stronger focus on learning, and positive relationships between students and all staff.

In turn, these conditions create a more positive school culture, leading to improve student achievement. Social emotional learning can be implemented in a tiered system of student support. A strong foundation of skill development and practice is key. Building upon this universal tier of best first instruction, data can be used to identify students needing more targeted and intensive supports.

The four main approaches to SEL include explicit instruction, academic integration, instructional practices, and extracurricular activities. And initiatives that focus on developing the adult social emotional competence supports their ability to be healthy role models for students and more effective teachers for social emotional skills and attitudes.

And so this is also from another toolkit. And I'll drop that link in the chat. And this was created by partially the California MTSS office. And then there's also information from CASEL and a few other organizations that came together for a toolkit. And again, I just want to stress that data-based decision making is a key part of the MTSS framework, including implementing programs of fidelity and universal screening or using social emotional screeners to really help identify the additional needs of students.

So if we want to be able to know where students need to be on in the tiers, then we really need to have that data. So we'll talk a little bit more about screening students towards the end of the webinar today.

So when we talk about tier 2 and tier 3 supports, on tier 2 we're really looking at reducing risk factors and enhancing protective factors. And so here are some of just some general ideas of what the supports would look at, at these two different tiers. Specifically to give a little information about classroom-based supports, these are things that you may already know or be doing. They're kind of the low intensity like daily report cards or check in check out systems or home school note systems, things like that.

And so looking at some specific examples. So again, at tier 2 we really want to both reduce risk factors and enhance protective factors. And so I'm not promoting any of these programs, but these are some things that would address some of these needs at tier 2 levels. So reducing risk factors we're looking at bully prevention programs, PBIS, positive behavioral intervention supports, trauma informed practices, and a variety of different programs that address trauma in the schools.

And then enhancing protective factors-- social emotional learning is really, like previously said, is a tier 1 support. But it's also a tier 2. And there's various different programs that will address that at both levels. Zones of regulation and MindUp are examples of self-regulation and coping programs and then positive social relationships and character strength programs. You can find a variety of different programs that really help those-- enhance those skills and can be worked with students again, school-wide or in small groups or individually, depending on how you address tier 2 supports at your school and what your capacity for doing that is.

And then tier 3 supports-- here again are some general examples but then how to make that really specific with different programs. But tier 3 supports really start with strong tier 1 and tier 2 foundations. And so again, that's why we really stress that tier 1, because that helps us to identify students that

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need more, but also to know that everybody has that same basis of information. And classroom WISE works as an intervention support on all of these tiers.

So I'm just going to talk about a few of them, to give a little bit more information. Functional based assessments, you might be familiar with these. But really it's a formal process for ensuring a student's plan and centers on why a student behaves the way they do. FBA allows teams to identify which interventions are most likely to be useful for an individual student and the plans resulting from a formal FBA process.

Wraparound service supports involve working with students and adults invested in their success to identify how a student's natural support systems, strengths, and needs can work together to improve their outcomes. And a wraparound plan typically includes both formal research-based services and informal supports provided by friends, families, and other people drawn from the student's social networks.

With every practice, the student and the school's culture and context must be considered. Each element influences and adds to the school's tier 3 practices such as, local environments, such as neighborhoods and cities and personal characteristics like race, ethnicity, nationality, the learning histories of the family, social routines, customs, experiences and language, dialect, and vocabulary. So all of these things really can be used to enhance and need to be considered in making tier 3 support plans.

So then going back to classroom WISE for our modules, again, modules four through six really address students who are already experiencing distress or adversity. And so module four talks about typical development signs of distress and how to talk about mental health concerns.

Module five connects with trauma informed practices that you may already be doing schoolwide. It talks about ACES, adverse childhood experiences and the impact of trauma on learning, the impact on learning and brain development and integrating trauma informed practices in the classroom.

And on the last webinar that we did really focused on trauma informed practices and integrating into classroom WISE. So if you're interested, we'd love for you to check that out.

So trauma informed approaches in schools utilize a multi-tiered systems of support framework in which whole school tiered practices and interventions

utilize systems, data, and evidence based practices to increase social, emotional, and academic success for all students.

In the universal or tier 1, trauma is addressed by ensuring all aspects of the environment are enforced by an under-- informed by an understanding of trauma and designed to foster safety resilience, mitigate impact, and support healing. Trauma sensitive strategies in schools include educating all school staff about trauma and its effect, promoting physical and emotional safety in relationships and in the environment, reducing trauma-related triggers in the school environment, and eliminating potentially retraumatizing practices, as well as making-- so making trauma informed clinical services available to students with more intensive needs is a tier 2 and tier 3 intervention.

And then also it's essential to address the secondary effects of trauma on educators and reduce impact for vicarious trauma, as well as adopting policies and procedures to ensure alignment with trauma sensitive approach throughout the whole school.

And then our last module of classroom WISE, module six, broadens the lens on why behaviors may be happening. It talks about regulation and co-regulation and shares a lot of practical strategies that teachers can use. So we know that teachers own regulation when responding to students is so important. And again, classroom WISE has a lot of helpful tips and needed reminders in this module, as well as like videos that you can use to practice some of these skills.

And we know research has shown that when school staff can regulate their own emotions in the moment, it's really helpful and supportive for students who are learning these same skills. And so they learn so much in the teaching through modeling.

And then staff development is considered a core component of MTSS. So we know these days more than ever that school staff and mental health professionals, the health and wellness cannot be an afterthought. And it cannot be the sole responsibility of the individuals. Because we know that everybody needs more support than they've ever needed. And the levels of stress are higher than we've ever experienced. And so we need the staff development. We need wellness. We need self-compassion to be integrated into our roles in school mental health and in school education.

So originally from a public health model, the MTSS framework and core features can be adapted to fit any context, making it a logical approach to implement tiered supports for staff as well as students. Teams addressing the

mental health and social, emotional, and behavioral needs of their students can also address and support the needs of their staff by adjusting the core features of their MTSS framework to promote wellness through key shifts and strategies, collaboration and data.

So the same way that we're using that MTSS framework to support students, it can be used to support staff as well.

So with a lot of talking, I would love to have the chance to hear from you all so far and what you think. How do you see classroom WISE fitting in or complementing the MTSS mental health supports that you already have in your school? As I've said, that this is a new program that we are just rolling out and learning more about. And so we want to hear from you all, how you think it might align, and what you would need if you wanted to promote or use classroom WISE in your school. What talking points do you think would be helpful. So we're going to open up a padlet now.

And if you're more comfortable writing your comments in the chat, that's great too. But this will help us just to see how everybody is. We'd love to hear your thoughts on this. And sorry I can't open it for some reason.

PRESENTER: Do you want me to try sharing my screen with the padlet up?

STEFANIE WINFIELD: Sure.

PRESENTER: OK, Stephanie put the link in the chat. When you get onto this page, there's a little pink x in the corner here. And that's how you can add your note to the padlet.

STEFANIE WINFIELD: Perfect. Thank you. So yes, we'd love to just hear your thoughts, how you're thinking so far, how this integrates. So don't have an integrated model yet but see the two aligning beautifully. Yeah, glad to hear that. It really was developed to support on various different levels. And we're going to talk about a few other tools that we have that can help you in figuring out how to integrate this and how to align some of these programs. So hopefully you'll have some additional tools as you go from today.

Sorry that's my dog. There must be a delivery happening.

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So it will be extremely helpful addition to our trainings and resources for staff as we continue to implement and grow our tiered mental health supports for students and staff. Great. And if I haven't said this, I hope I'll say this again but, classroom WISE is really designed so that if you want you use it to get the whole modules together with staff, you can do that. Or you also can take pieces of it to use to enhance what you're already doing in professional development around mental health in the schools.

I can see this being really helpful at tier 1 eventually, but have to start after a teacher/principal/school expresses need for support. But it might have to start-- OK.

Finally, using a tiered model in our school, but this is the first year we're doing it. Great.

So I hope that as you listen today and as we go into some more resources that you maybe find some more tools to help integrate this, to help align this, to help create a more robust systems of support or tiers of support in your schools. And please let us know if there's any additional resources that you think might be helpful to you in doing that or any other questions about how we might align this. And we'll come back to this padlet at the end. And so feel free to keep putting any comments that you have in there.

So let's get this back going. Thank you so much. Stephanie. OK. Great. So that's a lot. That's a big chunk of how the modules of classroom WISE align with MTSS framework. And I want to share with you a little bit more about classroom WISE, because it's a three part package. So there's a few other additional resources available.

So cultural responsiveness is integrated into all the modules, with inclusive language. And then there's like activities having conversations about differences in school. And coming in the winter 2022, which is coming up so fast, the central east MHTTC, which is region three, in collaboration with the National Center for School Mental Health is launching a companion course to classroom WISE, which is titled Cultural Inclusiveness and Equity WISE or CIE WISE. And it comes with the same high impact videos and resource collection and will also be housed on our classroom WISE website. And so we'll put a link to this one pager, if you want to learn a little bit more. And we're really excited to have this additional resource to share with you very soon.

So there's also a video library. As I went through all those slides on the modules, you might have seen some pictures. And those just highlight the

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videos. So within each module, there are several videos that frame the issue, that have the teachers or educators talking about that specific issue, and then also have students talking about it.

There's also a lot of videos that actual show practice, how to use a specific skill. They're all about a minute to two minutes, so high impact, well-done videos that are quick. And you can use these videos, obviously, as part of classroom WISE. Or you can go to the library and just pull out videos that you think might align with other topics or other training that you're doing. And you can use them in any way that you think would make the most sense.

So we're going to watch one of these so you can get an idea of what they look like.

[VIDEO PLAYBACK]

- Space and then have—

STEFANIE WINFIELD: I don't know why that didn't start at the very beginning. Here we go.

[MUSIC PLAYING]

- I try to include everybody when I'm implementing restorative practices. I've noticed before like sometimes when it's-- we've run out of time for one-- students [INAUDIBLE] well, we didn't do our circle today. But just setting ground rules and making sure everyone is comfortable. You can pass if you don't want to participate, if you feel uncomfortable discussing a topic. And just making sure everybody is supportive of each other, while we're in our restorative circle and dealing with whatever situation we had that arises.

- To achieve a social circle, first off you have to make sure that all students can like each other enough to be able to sit next to each other and feel comfortable in that space, and then having them be able to trust you, that you're going to moderate that circle effectively and responsibly. And in that social circle, what happens is that we air out any grievances that we have, be it with me, be it with each other. It becomes a space where students don't necessarily see it as a classroom where there's this sort of age old structure.

The social circle becomes a place where students can be comfortable expressing themselves.

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[END PLAYBACK]

STEFANIE WINFIELD: So that's just one example. Again, we put the link to classroom WISE in the chat, and you can go on in there and check out some of the other videos and see how they might align again with other training that you're doing or just to enhance topics that if you're doing professional development or training on social emotional learning or any of the different topics.

So the last piece of the three-part package is a resource collection, including tip sheets, toolkits, educator friendly examples, some that were developed specifically for classroom WISE and some that were created by other national experts in school mental health that accompany this online course. So as you go through the course in the different modules, there'll be a symbol that let's you know that there's an additional resource for that content. And so you've come to this resource collection to find it. And again, like the videos, you can come here any time that you're looking for a resource. You can use any of these resources, even if you don't take the course.

So there's several toolkits on kind of general information, but then they really go in deep, like in the social emotional module three. There's a whole list of different activities based on different developmental levels. And actually, I think I have some examples of those here. So these are just examples, some of the resources that you would find in the resource collection.

And so the one on the left is for module four on understanding healthy development and promoting healthy development. Module three, the one in the middle is for module three on social emotional learning. And that really is the actual SEL activities at different levels that you can use in the classroom to enhance learning. And then the resource on the right is a toolkit teaching mental health literacy and reducing stigma. And this is about the mental health needs of racial and ethnic minorities. This is an already existing resource that we pulled in to enhance the course content. So hopefully again, you'll find things that will support what you're already doing or help bring on some new ideas, ways that you can increase or enhance training for students and for staff.

So as I said earlier, that MTSS is really about database decision making. And data is a huge part of being able to use an MTSS system, so that when you need to move students to different or provide different supports and move them to different levels. So it's really important that you have what you need to be able to talk about classroom WISE or MTSS or mental health generally

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to your school, to your administrators, decision makers, teachers, as some of you said in the padlet, like you're just starting, or you haven't started yet, or you need a reason to start.

And so you might also really need to be able to present this in a convincing way and have some of these talking points. And so the most important thing to have really when you have to make a case for this is to have that data. Now, the data available to you, whether that's data on your school level, a local level, on a state level, national level to have that information to really, really say why this is important. And so needs assessment and resource mapping is one really important or obviously, two different things that will help you get an idea of what's around you, what's already being done, what needs to be done, what your community resources are.

And so we're going to drop a link in the chat to the implementation guidance models. And this is another great resource by created by the National Center for School Mental Health in conjunction with the MHTTC network. And there is a module all on needs assessment and resource mapping that has several great resources and tips and tools and tip sheets to help you get started, if this isn't something that you've done yet. And there's also within the modules, there's eight modules, there's two that address tier 1-- one on tier 1 supports and one on tier 2 and 3 supports. So again, that's another great resource to help as you start thinking about integrating mental health in a tiered support.

And then lastly I want to talk-- oh, and just talking about mental health, starting to talk about it in your school in itself just starts to reduce that stigma and make it something that it's OK to talk about. And so the more we talk about it, the more we start really to break down that stigma and that fear of talking about it. And then another resource I really want to talk about is the SHAPE system. Hopefully you're familiar with this resource, but if you're not, I'm really excited to introduce it to you. Because it is a really useful resource. It is also from the National Center for School Mental Health, and it is also free, as is classroom WISE, I think I mentioned and the national implementation guidance modules.

And so SHAPE helps you to do assessments on a variety of different levels, on a variety of different indicators. And you can create custom reports based on what you or your school is most interested in tracking, at the time intervals that you most want to receive updates. And the indicators and the surveys align with the implementation guidance modules that I just spoke about. And so you really can do assessments on all those different levels. As you see on the right hand side, seven of the modules for the implementation guide and modules are teaming, needs assessment, screening, mental health promotion, which is that tier 1 early intervention and treatments, tier 2 and 3, funding and sustainability, and impact.

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And so you can assess your school, if you are at a school level or just district level and all of those. And then additionally, you can do-- there's several assessments on trauma and trauma responsive practices in your school. And this is really connects back to the conversation we had about trauma response in school and classroom WISE a couple of weeks ago. You can use these assessments on a whole school or a class level practices for a tier 1 through tier 3 supports, based on prevention intervention, as well as staff self-care, which we've talked about the value and the importance of, to really have some information to share with your administration about where you're doing really well and where you need some more robust attention and improvement.

So if you're making the case for staff professional development or staff well being, it's really great to have that data behind you to say, this is why we really need to improve and/or start having this support in our schools.

And so lastly, again, not to like push SHAPE on you. It really is just a great resource for a variety of different ways. But when thinking about different tiers of support, screening and assessment tools are really important to discuss and utilize. And so SHAPE has a screening and assessment library. So you can go in there and think about what you're most interested in screening for in your students and at what age level, and then look at some of the different screening tools available to you. The majority of those in this library are either free or very low cost. Although there are several assessment tools that you can use that are expensive, if you have resources for those.

So many schools have moved to universal screening. And so there are a lot of pros and cons for doing that. We'd love to hear again. We're getting close to our question and answer phase. But if you want to go back onto the padlet as we keep going, if you have specific questions about universal screening, or if you've had some great successes around universal screening or not successes, if you've had some experiences. We'd love to hear how that has done for you, especially those of you who've said, you've started to use that tier 1 or that MTSS framework for school mental health. So how has screening gone for you so far.

Yeah. So again, MTSS is so data driven, and so having both student level and school level data is really essential and is going to be really helpful in knowing how to and what systems and what interventions are important to use. And so SHAPE is just a great tool to help you have data and help you organize that.

So lastly, I just want to talk why classroom WISE was created and what we think it brings to the field of school mental health. We know that you have a lot of options, when you think about using different programs for school mental health, for mental health literacy. And we hope that classroom WISE is not

duplicative of other programs and that it offers something new. And it was really designed to eliminate a number of the barriers that other mental health training for teachers and schools face that we felt like weren't being addressed in the field. So that is a lot of reason why we created a classroom WISE.

For one first reason is cost. Mental health literacy trainings are costly. And so we feel like mental health knowledge should be accessible to everyone, regardless of cost. And so classroom WISE is completely free. We know that everybody learns differently. And so having a self-paced course, means that it's more accessible learning and often more better retention for a diverse audience, because you can do it any time that you have time, as quick or as slow as you want. And you can go back and retake any of the modules to increase your learning on any of the aspects of it.

The course is efficiently packed with essential information, and it averages about six hours of training. So we feel like that's a pretty nice amount of time to get some really good information. It is available 24/7, 365 days a year. And so unlike standalone trainings, anyone can access this training at any time. We know that educators and mental health professionals really have full plates. And so we wanted this to be accessible to fit into everybody's schedule.

And while we know that in-person trainings are great and for many of us preferable-- certainly for me, they're preferable-- we wanted to make this accessible as possible. So we worked to design this with a balance of accessibility and interactivity, so that you can do it online at your own time, whenever you have that time.

And then lastly, again, when you think about, if you are using classroom WISE generally or within any of your MTSS systems or as we talked about in previous webinars, to enhance social emotional learning or trauma informed practices, so you might be responsible in your school as the one to figure out how to roll this out and how this might best be used or how it might best be integrated. So a few things to think about, and we really would love to hear from you as you start to use this, so we can learn from you about what works best.

So thinking about viewing the modules, how will this get done. Is this going to be something that you suggest that teachers in your school do, or is it going to be something that you require that teachers in your school do. Were you going to say that they should do all of the modules or just selected modules. For example, if your school is already really strong in social emotional learning and implementing that throughout the school, maybe that's not a

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module that you think is really important for the staff to spend more time on, because they have that pretty down pat but pretty efficient in there, in that aspect.

And so you might feel like it's more important to talk about trauma informed practices or systems of referral and how to support students in distress. And then ongoing so supported application, as you start moving along with classroom WISE that you might learn how best to support staff. So maybe this is a team based discussion. Maybe you provide team based discussion opportunities. And so each grade level works together to view a module and then come together and talk about that. Or maybe there's consultation or coaching supports, if there's a school mental health team or somebody in that role, a mental health coordinator in your school or your district who can kind of come into classrooms or come into discussions and really help support that.

What are other natural mechanisms for peer support and shared learning at your school. Some schools have done learning communities. So they watch a module, then they come together, and they discuss what they learned and what additional learning they'd like to have. One thing that we've started to talk about is having a discussion guide to help support the watching of the modules, the learning of the modules. So if that's something you think would be really helpful, we'd love to hear your thoughts on that.

And then lastly, it's really important to have clear roles and responsibilities of who needs to do what to roll out the implementation of this. So you need district administrators or those in the admin role to really communicate about the alignment and the strategies, strategic priority student needs, clearly explaining the purpose of using classroom size and how it will be supported. And that might be-- you might be in the role where you need to give that information to the district administrators.

We also need the school mental health professionals to be involved to support the application, in terms of discussion of the key topics and problem solving and helping teachers with what they might be seeing in their classrooms. And then obviously, educators need to be on board and help provide feedback to the school mental health professionals and admin about the application, what they're seeing with their students and their grade level and what they see changing when they start to use this-- if they start to roll out classroom WISE, how they see it, how they see their students responding or what they're noticing and what adjustments they might need to make.

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So that's kind of it for today, the content. We would still love to hear about what you think about this and what you think you might need to roll this out or any additional questions or the alignment with classroom WISE and MTSS or any of the other topics that we've talked about. I want to just, on behalf of the MHTTC network, thank all of the school mental health professionals and educators and all that you do every day for our students and taking care of our children. And we know that this is a really hard year. And we thank you every day for showing up.

We would love to hear from you as you go. Please reach out with any questions, ideas, any additional technical assistance support that you might need from the Great Lakes MHTTC. So please reach out with any ideas in the chat. And so we'll go back to our padlet, or you feel free to write any questions in the chat or in the Q&A box, so that we can really hear from you and what you think and what you're needing as we go. So again, thank you so much for being with us today. And we'd love to hear your questions.

ANN SCHENSKY: Stefanie, we do have one question in the chat, while people are writing in the padlet. It's if a person only completes a few modules, can they earn a certificate for their participation.

STEFANIE WINFIELD: That is a great question. Right now, I think the certificate is only coming if you complete the whole course. I think it's something that they are working on to see if there is a certificate for just completing one or two modules or for completing each module. But for now, the certificate comes from completing the whole course.

PRESENTER: Great. Thank you.

STEFANIE WINFIELD: Yeah.

PRESENTER: And if anybody has any other questions you can either put them in the Q&A or in chat or put them in the padlet. You have many options. And there were a couple people-- someone said, we've been using classroom WISE by asking our resilience champions to complete the full training. And the certificate they earned at the end was helpful evidence that they did complete the training. And someone also said, we are having conversations at our district level as to how to use classroom WISE training with other district staff.

STEFANIE WINFIELD: Great. Really happy to hear that and would love to hear more about how the resilience-- I forgot the title of that, but how the

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resilience support staff, how they felt like the impression of the course or how they felt it helped with the other work that they were doing, and how it integrated. And again, those of you, the one who said they're working on rolling it out in the district, if there's any additional supports that you need or any additional resource that would be helpful, please reach out to us and let us know how to best support that.

ANN SCHENSKY: OK. They were called resilience champions.

STEFANIE WINFIELD: Thank you, resilience champions. What a great title.

ANN SCHENSKY: I was just going to say, that is an awesome title.

KRISTINA SPANNBAUER: Sorry, I just stopped the padlet sharing, because I didn't see anyone typing. But we can keep that link open so if anyone does want to add anything on there, we can send the link out again as well.

ANN SCHENSKY: And we will also include on the website, I pulled all of the amazing links that we shared in chat, pulled them all out and put them in a Word doc, so when we post this, we will be able to put all of those links and resources up for people, so they can get to them easily.

STEFANIE WINFIELD: So I mean, if there's no additional questions, that's fine. And we just thank you so much for joining us, for joining us if have you been through this whole series. Thank you so much for sticking with us. And we hope that you got some great information. And if today was your first, hopefully you get an overview. And again, feel free to reach out with any additional questions or need for support. And thanks again for joining us today.

ANN SCHENSKY: Thank you everyone. And I also just again, all of the recordings Stephanie just put another link in the chat that has everything. You can get to all of the previous recordings. But again we want to thank you again for spending time with us. Thank you, Stefanie, for four amazing presentations. And we hope to see everyone soon.

STEFANIE WINFIELD: Great. Thanks so much.