



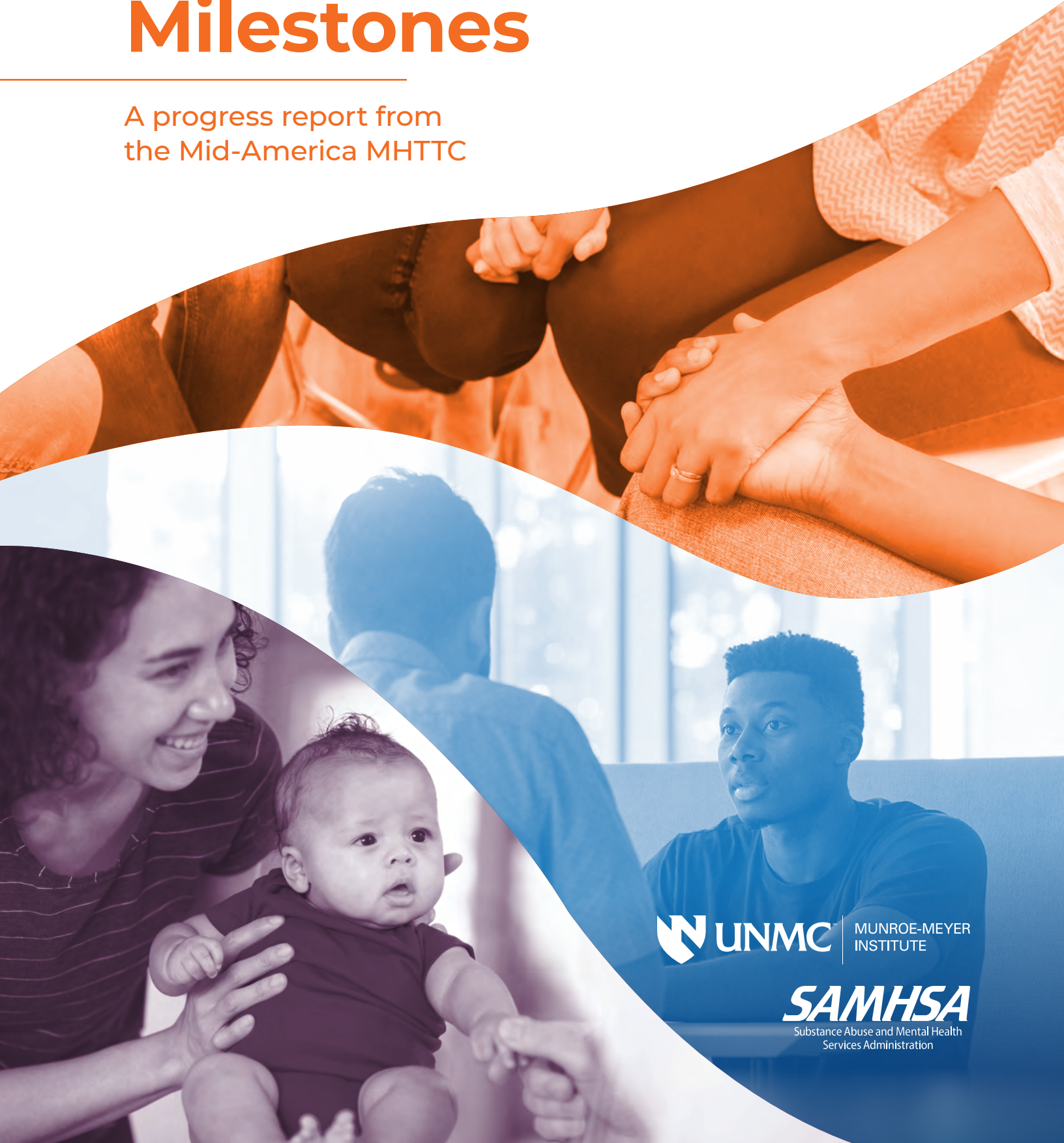
Mid-America (HHS Region 7)

MHTTC

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

Milestones


A progress report from
the Mid-America MHTTC



MUNROE-MEYER
INSTITUTE

SAMHSA

Substance Abuse and Mental Health
Services Administration



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Greetings,

Our mission at the Mid-America MHTTC is to increase access to high quality behavioral health supports throughout our region through training and technical assistance on the implementation of practices that we know work. To do this, we believe that we need to meet people where they are and make effective supports available for all. We focus on the systems that most impact our communities, such as medicine, education, employment, and housing. We also work to improve access to care through strategies that support the recruitment and retention of a diverse behavioral health workforce. As you can see throughout this report, we have been hard at work, not only addressing these needs throughout our region, but also responding to the ever-changing and demanding national climate.

This has been a tough year and a half for many of us. We have been faced with unprecedented challenges that have tested our limits, resolve, and resilience. In moments of crisis and chaos it can be difficult to take pause and remember to give thanks for those people and supports from which we draw our strength. As I reflect on what we have accomplished in this past year, I want to express my gratitude for those individuals that have supported us in making this a successful year, despite seemingly insurmountable challenges. First, I want to thank our advisory board and partners throughout our region for your advisement, sponsorship and engagement in our initiatives. I also want to thank our national network of TTC partners for your collegiality and teamwork to address the national and regional needs we have faced throughout this year. Additionally, I want to thank our incredible regional partners who have engaged with us in meeting our mission and made this work fulfilling. And most importantly, I want to thank my team at the Mid-America MHTTC for your determination, work ethic, passion for what you do and compassion for each other. All of the successes we have experienced are directly related to your unwavering dedication to our team and for that I am eternally grateful.

As we look ahead to the coming year and the work that lies before us, I am filled with a renewed sense of optimism that we will continue to rise together to support the health and well-being of those within our region and beyond. Again, I thank you all for your support of our efforts and I look forward to our continued collaborations in this next year.

Sincerely,

A handwritten signature in black ink that reads "Brandy L. Clarke". The signature is written in a cursive style and is positioned above the printed name.

Brandy L. Clarke, PhD, LP
Mid-America MHTTC Project Director

Introduction

The Mid-America MHTTC is dedicated to providing free or low-cost training and technical assistance to practitioners and organizations across Iowa, Kansas, Missouri, and Nebraska. Since its establishment at the University of Nebraska Medical Center (UNMC) in Omaha in 2018, the Center has developed hundreds of products and resources for thousands of trainees. This report will highlight key accomplishments to date, beginning with our third grant year, which ran August 2020–August 2021.

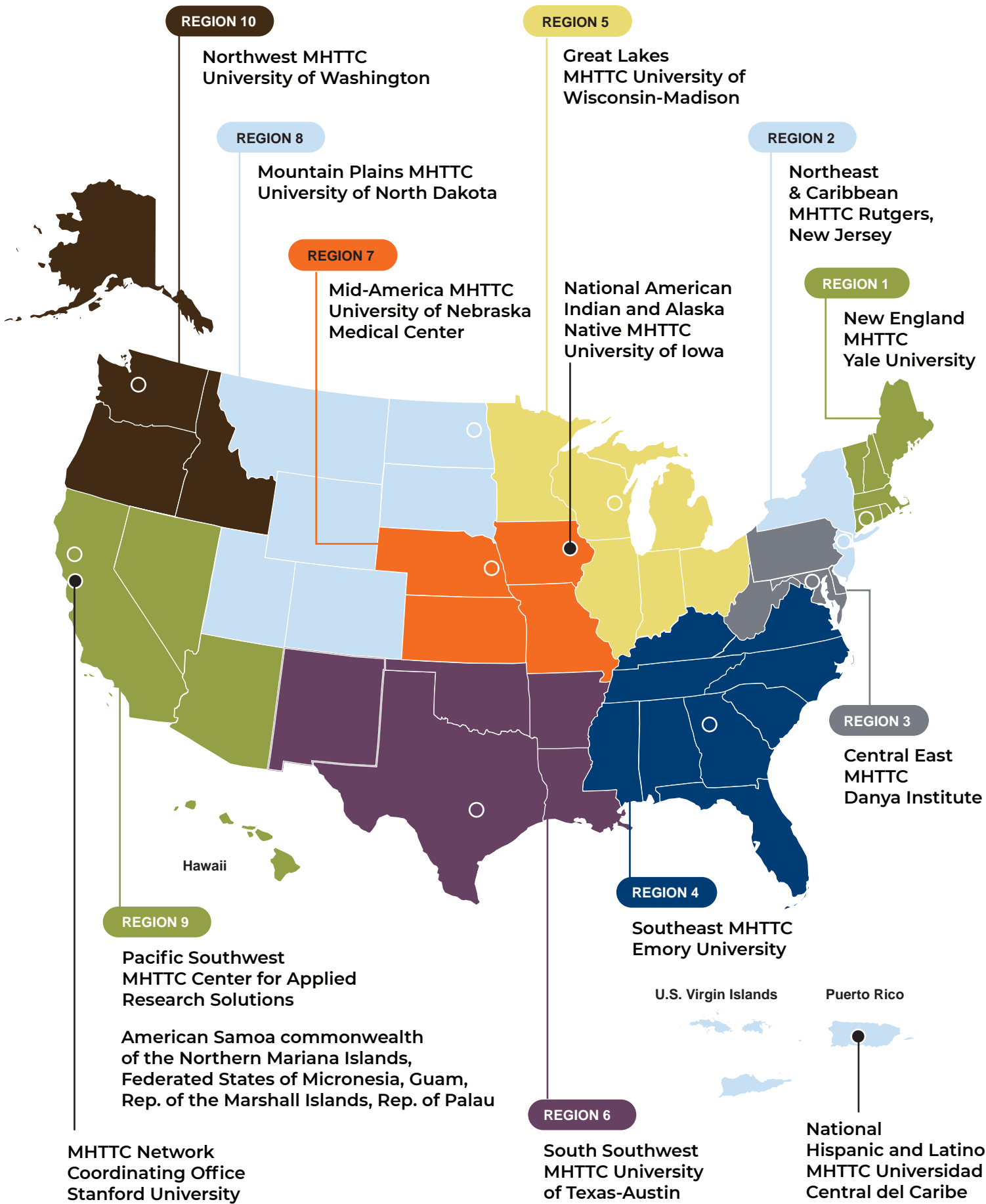
The Mid-America MHTTC is one of 10 regional centers and two national centers that comprise the MHTTC Network. Check out the map on the next page to learn more about our Network.

The COVID-19 pandemic drastically altered the landscape for the health care and caregiving professions. The pandemic added new stressors to the plates of caregiving professionals, from behavioral health providers to educators. It also impacted the Mid-America MHTTC's role as a training resource, the technologies our Center used to reach people, and the content areas we focus on.

“We're finding across many programs and trainees that we talk to that COVID has made the severity of our clients' needs much worse,” says Bill Baerentzen, PhD, Serious Mental Illness Program Director. “We've lost a lot of opportunities to engage with our clients, but our clients' needs have also grown. And staff are burdened and stretched.”

This report will demonstrate the many ways in which the Mid-America MHTTC has been able to step up for our region and assist behavioral health workers amid difficult times. From improving telehealth practice in integrated care clinics to addressing professional burnout, we've been busy hosting free online trainings, developing handouts and interactive resources, and helping entities implement meaningful mental health supports for clients and staff alike.

If any of our programming areas pique your interest, please reach out to midamerica@mhttcnetwork.org.



Year 3 Accomplishments

August 2020–August 2021

Year 3 at the Mid-America MHTTC was characterized by new challenges, valuable lessons learned, and resilience. In 2020, health care professionals were in the depths of responding to the COVID-19 pandemic, and as such, many of our training offerings and technical assistance reflected those needs. Year 3 also saw the continuation of the Center's efforts to double down on racial equity considerations across all areas of focus, including trainings on cultural responsiveness in integrated care, how to address social determinants of health, and collaborations with other regions on addressing racial violence in schools.



Rapid Response to Emergent Needs

Throughout Year 3, we devoted ample time to:

- Strengthening clinicians' comfort with telehealth and other new technologies;
- Providing well-being support to front-line health care workers and educators; and
- Educating schools and districts on crisis response and prevention.

This phase of the pandemic response also yielded difficult but important conversations around grief and loss in the impressively attended Grief Sensitivity Virtual Learning Institute, a collaborative effort of the MHTTC Network. More than **4,000 people** attended each of the two-day GSVLI events, held in September and November 2020.

In addition to supporting health care professionals and educators, our team moved quickly to provide support to unlicensed, direct-care members of the workforce caring for individuals with serious mental illness. This group includes family members and peer support specialists who, prior to the pandemic, leaned into in-person networks to learn evidence-based strategies for caring for family members and peers with serious mental illness. Our Center worked closely with leadership at Omaha-based Community Alliance to provide online-adapted training opportunities to its peer support networks as well as other interested parties from across the region.

Many of our Year 3 trainings, regionally and nationally, continued our mission of addressing racial injustices, especially their effect on mental health. In May 2020, amid a national reckoning over racial inequities, our Center and other Mid-America TTCs announced our renewed focus on this work.

Standout Trainings

Coming Home to Primary Care Pediatric Integrated Health Webinar Series

In this monthly series, our Center's integrated care team led discussions on topics relevant and practical for today's mental health professionals and primary care providers. Attendees walked away equipped with knowledge of how to 1) integrate behavioral health into primary care, 2) use evidence-based practices in primary care, and 3) become a valued member of the medical home team in primary care. These webinar recordings have been viewed more than 250 times.



Well-Being Wednesdays Taking Care of Educators Who Take Care of Kids

This webinar series drew hundreds of education professionals, administrators, and stakeholders seeking to create a culture of well-being that supports students and educators. Each session focused on one of the 10 Adult Resilience Curriculum (ARC) practice modules and followed a tell-show-do approach. The webinar recordings from this series have been viewed more than 500 times.



Family Peer Support: An Emerging Workforce

Our **Family Peer Support: An Emerging Workforce** webinar series presented core concepts of peer support, SAMHSA-published competencies in peer support, and how persons with lived experience as a family member, friend, or other caregiver of a person with a mental illness can support others in a similar situation. Special guests with experience in the field helped tell this important story. The webinar recordings from this series have been viewed more than 300 times.

Supporting Professional Well-Being in Health Care: An HHS Region 7 Town Hall Event

This April 2021 virtual town hall event provided information on the context of professional well-being within health care and featured several regional experts focusing on supporting organizational well-being within their health care systems. Panelists from various large hospital systems shared strategies and lessons learned from implementing employee well-being initiatives at the organizational level.

By the Numbers

90.46%

surveyed trainees **satisfied**
or **very satisfied** with Y3 trainings

3,486

number of times products +
resources were accessed online

159

new products + resources
published online

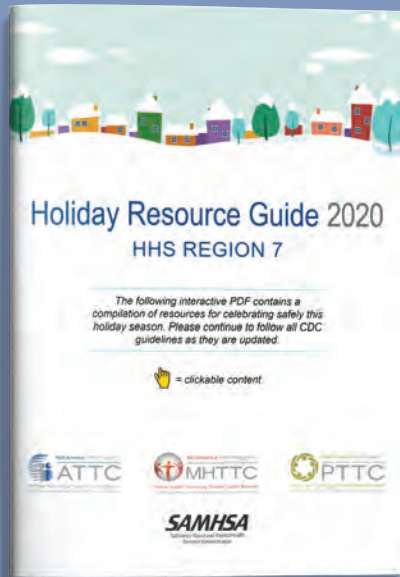
96

free trainings
available to public

16

national collaborations

Standout Resources



Holiday Resource Guide

(137 downloads)

The Holiday Resource Guide provided a one-stop shop for approaching the holiday season during a pandemic. The guide helped readers address grief and loss, social isolation, and other mental health concerns unique to the pandemic era. It also provided resources for celebrating with friends and family virtually or in small gatherings in accordance with CDC guidelines, utilizing technology to host a virtual celebration, and devising creative strategies for celebrating with family virtually. This product was developed in collaboration with the Mid-America Addiction Technology Transfer Center (ATTC) and Prevention Technology Transfer Center (PTTC).



HHS Region 7 Racial Equity Resource Packet

(143 downloads)

This resource packet, developed in Year 2 in collaboration with the Mid-America ATTC and Mid-America PTTC, provides a compilation of racial equity resources in the areas of behavioral health, substance use and prevention, working with children and adolescents, and discrimination, race, and privilege.

The Value of Teacher Well-Being: A Research Brief

(109 downloads)

This research brief teaches common barriers to well-being; how teacher well-being impacts outcomes; how social-emotional learning (SEL) can improve teacher well-being; strategies for improving well-being; and steps that states, districts, and schools can take to improve teacher well-being. This brief can serve as a valuable resource in advocating for educator well-being supports in school systems.

THE VALUE OF TEACHER WELL-BEING: A RESEARCH BRIEF

Even before the COVID-19 pandemic, teachers were at a high risk for experiencing professional burnout and stress. During the pandemic, teacher stress has increased and morale has decreased. With teacher well-being directly impacting student outcomes, a lack of focus on educator well-being contributes to a public health crisis and states, districts, and schools have an ethical obligation to respond.

61% IN A 2017 POLL FROM THE AMERICAN EDUCATION SURVEY, 61% OF TEACHERS SAID THEY WORK AT STRESSFUL, OVERWHELMING, UNDERAPPRECIATED, AND UNDEVELOPING SCHOOLS (Skaalvik & Skarvik, 2017).

50% 50% OF TEACHERS SAID BURNOUT HAD A NEGATIVE IMPACT ON THEIR PROFESSIONAL SATISFACTION AND WELL-BEING (Skaalvik & Skarvik, 2017).

WHAT IS WELL-BEING?

Well-being is a construct that includes positive emotion, engagement, relationships, meaning, and accomplishments (Seligman, 2015).

BURNOUT (depersonalization, emotional exhaustion, lack of personal accomplishment) can impact well-being and have adverse effects on the education system (Skaalvik & Skarvik, 2017).

Individual and organizational level factors impact teacher well-being. In order to improve teacher well-being, schools must support teachers in developing coping strategies while systematically addressing organizational factors that increase stress & burnout.

WHAT FACTORS NEGATIVELY IMPACT TEACHER WELL-BEING?

CONTRIBUTORS TO TEACHER STRESS

- overpopulation and poor resources
- lack of administrative support and organizational structure
- lack of teacher support
- lack of professionalism
- unclear expectations
- heavy workload (Skaalvik & Skarvik, 2017)

“THIS JOB IS STRESSFUL, OVERWHELMING AND HARD. I AM OVERWORKED, UNDERPAID, UNDERAPPRECIATED, QUESTIONED AND BLAMED FOR THINGS THAT ARE OUT OF MY CONTROL.” (Skaalvik & Skarvik, 2017)

Time pressure had documented effects on teachers' emotional exhaustion, which in turn led to burnout, which in turn led to decreased job satisfaction and performance (Skaalvik & Skarvik, 2017).

WHAT FACTORS POSITIVELY IMPACT TEACHER WELL-BEING?

Trust in colleagues and a feeling of belonging is critical for teachers' work place satisfaction, engagement, well-being, resilience and performance and self-efficacy (Yeo et al., 2016).

Teachers' positive perceptions of school climate were linked to increased job satisfaction. Teachers who perceived a positive school climate had a positive effect on job satisfaction and a negative effect on burnout (Barnes & Kavanagh, 2016).

CAN SOCIAL-EMOTIONAL LEARNING IMPROVE TEACHER WELL-BEING?

Adult SEL cultivation results in:

- Increased patience and empathy, healthy communication, safe learning environments
- Teacher retention, collaborative work, collegiality
- Better modeling for students
- Increased quality of relationships and school climate

When educators reflect on their social, emotional, and behavioral skills, identify their strengths and their areas of struggle, and design a plan to use that information to grow personally and professionally they become better equipped to meet the social, emotional, behavioral, and academic needs of all students (NAMI's SEL Implementation Support Team, 2020).

HOW DOES TEACHER WELL-BEING IMPACT OUTCOMES?

Teacher stress is linked to high turnover, which in turn can result in lower achievement for students and higher costs for school districts (Robert Wood Johnson Foundation and Penn State University, 2016).

Teachers who are directly linked to an increase in student achievement (Skaalvik & Skarvik, 2017).

By 2019, they are working more than a year less than a year ago (Skaalvik & Skarvik, 2017).

NEW PROMOTION PROGRAMS: A school district that implemented a wellness program did not lose any teachers in the year and found an increase in teacher retention (Skaalvik & Skarvik, 2017).

\$2.2 B PROFESSIONAL ATTENTION FROM BOARDS OF EDUCATION: A MILLION TEACHERS EACH YEAR COSTS THE UNITED STATES UP TO \$2.2 BILLION ANNUALLY (Skaalvik & Skarvik, 2017).

an school district that invested in on-site employee health care costs, saw a 15% increase in turnover intention, as well as higher teacher retention scores and student achievement (Integrated Benefits Institute, 2015)

Farm Stress Grab-n-Go Kits

(436 downloads)

Farm stress is the stress experienced by farmers and their families due to the unique agricultural work environment. In response to the pandemic, farming and ranching communities already dealing with high stress levels saw incidents of drug and alcohol abuse rapidly increase, as well as rising numbers of death by suicide. In response to the increasing need for mental health tools designed to address the specific needs of farm and ranching communities, the Mid-America MHTTC, the Mid-America ATTC, and the Mountain Plains MHTTC collaborated with regional extension offices to develop a set of easy-to-use (“Grab-n-Go”) presentations and flyers for use by extension offices and behavioral health providers in farm communities.

Understanding Your Mental Health and Farm Stress

Mental health awareness is achieved with an understanding of how to obtain and maintain positive mental health. People with limited mental health awareness may be unable to recognize signs of distress in themselves or others, which can prevent them from seeking support.

UNIQUE ASPECTS OF FARM STRESS

Farm stress is the stress experienced by farmers and their families as a result of the unique agricultural work environment. Farm stress can be experienced by the farmer/producer, agricultural workers, and/or farm families.

SIGNS AND SYMPTOMS OF MENTAL HEALTH CONCERNS

- Changes in routines or social activities
- Decline in the care of domestic animals
- Increase in illness or other chronic conditions
- Increase in farm accidents
- Decline in appearance of the farmstead
- Signs of stress in children including struggles with school
- Decreased interest in activities or events

RESOURCES

- National Alliance on Mental Illness (NAMI) at 1-800-950-6264 or email info@nami.org
- National Suicide Prevention Lifeline at 1-800-273-8255
- Crisis Text Line: Text HOME to 741741

LOCAL RESOURCES OR CONTACT INFORMATION

Alcohol Use

Alcohol use is a common problem in farm communities. It can lead to mental health issues, accidents, and health problems. It is important to understand the risks and seek help if you are struggling with alcohol use.

Low-Risk Drinking Limits

To stay low risk, keep within BOTH the single-day AND weekly limits.

	MEN	WOMEN
On any single DAY	4 No more than 4 drinks on any day	3 No more than 3 drinks on any day
Per WEEK	14 No more than 14 drinks on any week	7 No more than 7 drinks on any week

RESOURCES

- National Suicide Prevention Lifeline at 1-800-273-8255
- Farm Aid Hotline at 1-800-FARM-AID (327-6243)
- Crisis Text Line: Text HOME to 741741
- National Alliance on Mental Illness (NAMI) at 1-800-950-6264 or email info@nami.org

LOCAL RESOURCES OR CONTACT INFORMATION

Moving Health Care Forward

Since its inception in 2018, the Mid-America MHTTC has provided training and technical assistance and developed resources on the cutting edge of integrated primary care. In addition to following broad trends, it also has been responsive to more immediate needs, including those deriving from the COVID-19 pandemic.

According to the CDC, telehealth utilization increased on average across the U.S. by 154 percent.



Adaptations in Primary Care

Telehealth

In early 2020, COVID-19 interrupted clinical practice as we knew it. Many providers and patients alike were challenged to learn new technologies to continue to provide and receive care. According to the CDC, telehealth utilization increased on average across the U.S. by 154 percent.

Our trainers have extensive experience working in underserved communities, an early arena for experimentation in telehealth. Health care professionals serving rural settings have long utilized telehealth to reach clients in remote areas or to work with clients who wish to circumvent the stigma associated with visiting a mental health clinic in person.

One of our most successful and widely accessed training resources to date is **Telehealth Learning and Consultation (TLC) Tuesdays**, a webinar series produced collaboratively with the Mountain Plains MHTTC and Mid-America ATTC that aired from March through May 2020. The series covered a variety of topics relevant to telehealth including technology basics, billing, state legislation, and working with children and adolescents. More than **4,500 people** attended the live webinars, and the webinar recordings have been viewed more than **2,500 times**. The landing page containing all resources from the series has been accessed more than **15,000 times**.

Given the demand of the TLC Tuesdays series, additional trainings were requested by agencies and other SAMHSA-funded technology transfer centers such as the American Psychological Association, the Health Resources Services Administration (HRSA), the National Organization of State Offices of Rural Health, the Suicide Prevention Resource Center, and university training programs. Training topics have included rural tele-mental health, farm stress, telehealth, and addressing cultural competencies in the use of tele-mental health.

These trainings also inspired the development of a manuscript that was submitted and accepted by the *Journal of Rural Mental Health*¹. The manuscript was authored by individuals from the Mid-America MHTTC, Mountain Plains MHTTC, and MHTTC Network Coordinating Office.

“Training in tele-mental health is not complete. It has only begun,” says Holly Roberts, PhD, LP, a trainer for the Mid-America MHTTC. “The silver lining of this devastating global pandemic is that we have an opportunity to continue to utilize telehealth to reach Americans with limited access to mental and behavioral health services.”

1 Schroeder, S., Roberts, H., Heitkamp, T., Clarke, B., Gotham, H., & Franta, E. (2021). Rural mental health care during a global pandemic: Addressing and supporting and rapid transition to tele-mental health. *Journal of Rural Mental Health*, 45(1), 1-13. <https://doi.org/10.1037/rmh0000169>

Equity

The Mid-America MHTTC has always striven to provide services that are culturally competent and racially and ethnically sensitive. In May 2020, amid a national reckoning over racial injustices, the Center announced its renewed focus on addressing racial inequities in the region. Many of our training offerings, products, and resources reflected this mission moving forward.

Our Coming Home to Primary Care: Pediatric Integrated Health series

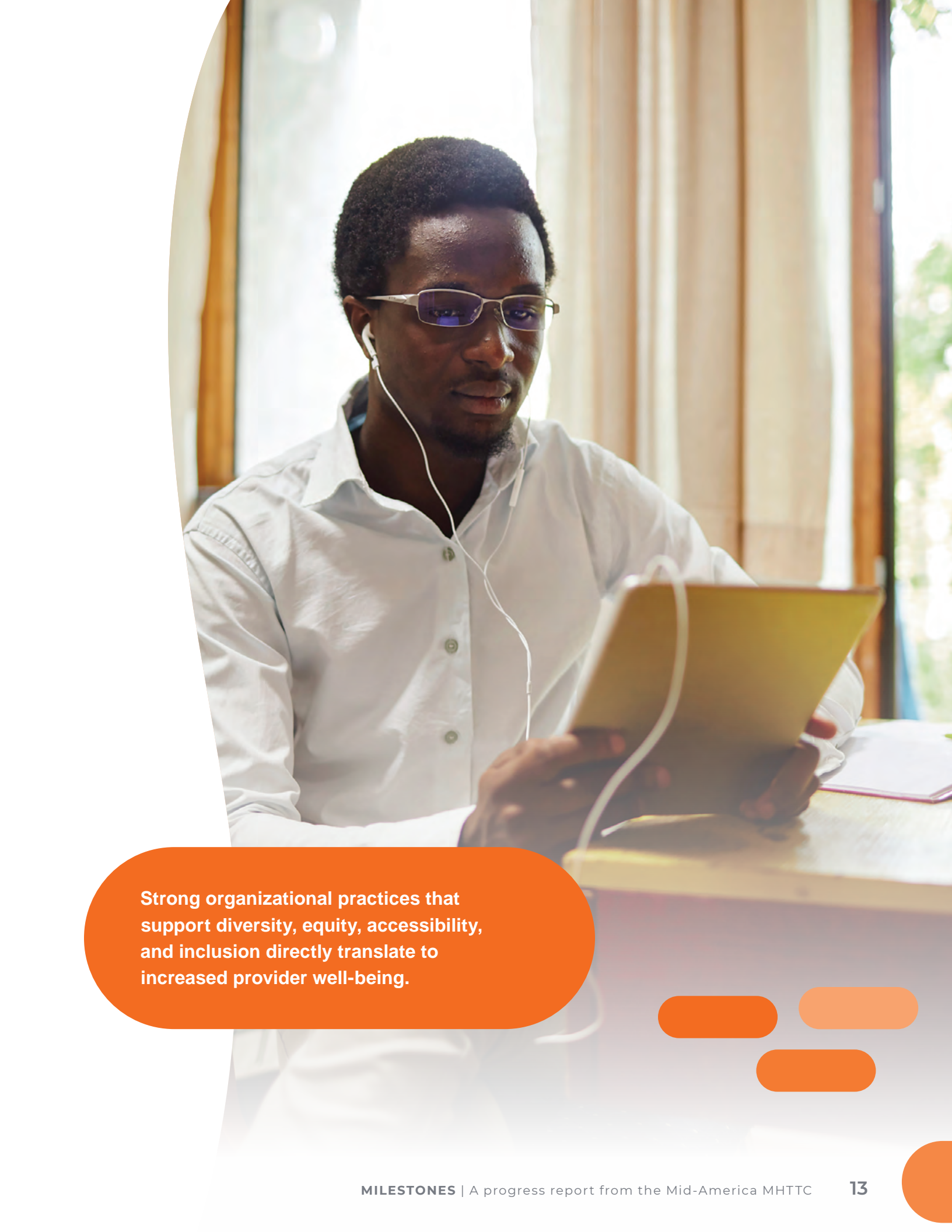
(July 2020–May 2021) highlighted cultural competencies in providing integrated primary care, including health care access, equitable workforce development, linguistic needs, and attention to communities living in rural areas and on reservations. These webinars included:

- **Building an Equitable Workforce in Pediatric Integrated Care**
- **Addressing Linguistic Diversity in Pediatric Integrated Care**
- **Equity Considerations in Rural Communities and Reservations**
- **Considerations in Maintaining Equity on Our Path to Pediatric Primary Care**

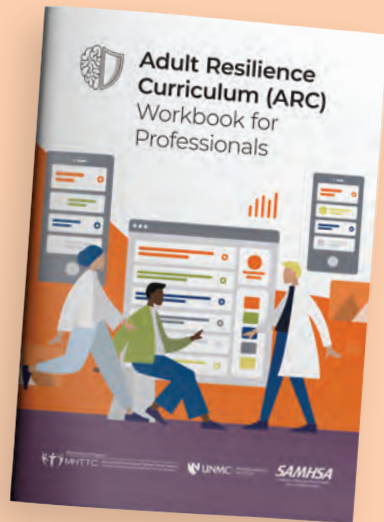
In August 2021, we co-hosted **Organizational Well-Being in Health Care: A National Symposium**. This two-day event generated thoughtful conversations around improving organizations' cultures to be more supportive of their employees. Both days featured experts in diversity, equity, accessibility, and inclusion (DEAI) who presented strategies for ensuring that employees of color would get the well-being supports they need. As Ashley Stewart, PhD, MSW, LSW, framed it: Strong organizational practices that support DEAI directly translate to increased provider well-being.

Beginning July 2021, we partnered with Aetna Better Health of Kansas to host **Context Clues: Using Social Determinants of Health (SDOH) to Enhance Treatment**, a free webinar series teaching health care providers and other interested parties how economic stability, education access and quality, health care access and quality, neighborhood and environmental factors, and social and community context affect patients' health and quality-of-life outcomes.

All of our training opportunities are developed through the lens of DEAI and aim to incorporate meaningful discussions around disparities in mental health care and access to treatment. We take seriously the opportunity afforded to us to educate our region's workforce to improve the mental health of our neighbors.

A man with short dark hair, wearing glasses and white earbuds, is seated at a desk. He is wearing a white button-down shirt and is looking at a laptop. The background shows a window with light-colored curtains. The image is framed with a white circular border on the left side.

Strong organizational practices that support diversity, equity, accessibility, and inclusion directly translate to increased provider well-being.



Professional Well-being

The Adult Resilience Curriculum (ARC)

Since the outbreak of COVID-19, front-line caregivers, including health care workers and school-based providers, have endured atypically high stress levels. In addition to the harmful mental health impacts, stress and burnout can impact performance. It is crucial for us to make the mental health and well-being of these populations a priority.

While many people, especially in health care, are likely familiar with self-care or well-being strategies, these strategies are often misunderstood or underutilized. Sometimes, attention to well-being can even feel challenging or burdensome. Our Center's goal is two-fold: to help providers incorporate research-backed well-being practices into their lives in new and innovative ways, and to help organizations and their leaders implement well-being supports for their employees.

In November 2020, the MHTTC Network received additional federal funding to address increasingly pervasive burnout among health care workers. At the Mid-America MHTTC, trainers were able to embrace an innovative new model for improving well-being at the individual and organizational levels: the Adult Resilience Curriculum, or ARC.



ARC is a 10-module model rooted in adult positive psychology and organizational well-being theories, and it has been adapted to apply across both medical and educational settings. The additional funds enabled Mid-America MHTTC trainers to invest in robust offerings that would be made available to numerous entities across the region and United States. These products and trainings included:

- **Adult Resilience Curriculum (ARC) Workbook for Professionals** — The ARC Workbook for Professionals, released September 2021, is a resource for professionals experiencing stress and burnout to use in conjunction with the ARC. Learners can use the workbook whether following along with the modules individually or as part of an organization. The workbook covers the core modules and provides space for activities and note-taking.
- **Organizational Well-Being in Health Care: A National Symposium** — In this August 2021 symposium, attendees learned why it is essential for health care organizations to play a role in evaluating and addressing the conditions influencing their employees' well-being. Attendees learned the lasting benefits organizations can experience when investing in these efforts and walked away with practical measures their organizations can implement at various levels.
- **Burnout Busters | The Podcast** — Our first six-episode season of Burnout Busters, which aired from March to May 2021, helps health care workers make sense of the wealth of well-being research and apply these tried-and-true practices to their own lives and organizations. Well-versed in well-being, Drs. Jordan Thayer and Hannah West help providers identify their values, begin their mindfulness journey, and engage in activities that reinforce the principles of well-being.
- **Enhancing Health Professionals' Well-Being: A Structured Approach Utilizing the Adult Resilience Curriculum (ARC)** — This webinar provided an informational 101 on ARC for Health Professionals. Attendees learned the what, why, and how of the ARC, as well as the most up-to-date information on stress: how it affects us psychologically and biologically, why it is necessary in certain situations, and how it relates to our overall well-being.
- **Supporting Professional Well-Being in Health Care: An HHS Region 7 Town Hall Event** — This virtual town hall event held in April 2021 provided information on the context of professional well-being within health care and featured several regional experts focusing on supporting organizational well-being within their health care systems. Panelists from various large hospital systems shared strategies and lessons learned from implementing employee well-being initiatives at the organizational level.



Supporting School Mental Health

The 2020–2021 school year posed unprecedented challenges to school personnel. Since early 2020, teachers, school psychologists, counselors, social workers, and building administrators have had to:

- Work with students via new, remote modalities;
- Support student learning and well-being while their families or caregivers face health issues, unemployment, or financial strain related to the pandemic; and
- Provide a compassionate voice for students who have been isolated from their peers for prolonged periods.

As many schools prepared for a return to in-person learning for 2021–2022, the focus of much of our training and technical assistance shifted to educator well-being, crisis response, and grief management.

Back to the Classroom

Well-being

The Adult Resilience Curriculum (ARC) for Educators helps educators and their organizations navigate difficult times and overcome barriers to well-being that persist even in non-pandemic years. Through self-paced learning or institutional efforts, ARC provides the structure that is often missing from meaningful well-being programming.

Training and resource highlights:

- **ARC Modules Overview** — This flyer provides brief descriptions of content within each of the ARC modules.
- **Well-Being Wednesdays: Taking Care of Educators Who Take Care of Kids Webinar Series** — This monthly series walks attendees through each of the ARC modules in concise, 30-minute webinars.
- **The Value of Teacher Well-Being: A Research Brief** — This research brief describes common barriers to well-being, how teacher well-being impacts outcomes, how social-emotional learning (SEL) can improve teacher well-being, strategies for improving well-being, and steps that states, districts, and schools can take to improve teacher well-being.



Crisis Response

Crises come in many forms and affect children and adolescents differently. They can be large-scale, such as severe violence and natural disasters. Or, they can be more individualized, such as a car accident or the unexpected death of a student.

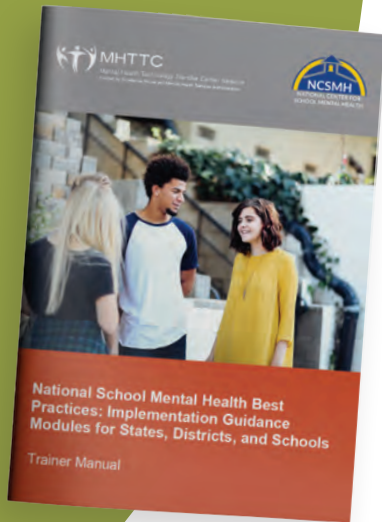
For many students, COVID-19 dramatically altered routines, stoked a sense of loss of control, forced families into financial disarray, dismantled opportunities for social connection, and caused grief—not just for the loss of loved ones, but for the loss of life as they knew it.

In advance of the 2021–2022 school year, the Mid-America MHTTC hosted a training series, **Expect the Unexpected: Preparing for Crises in Schools**, and launched the Mid-America Crisis Planning Learning Community for school teams. Topics covered in the series included:

- Developing Comprehensive and Living Crisis Plans
- What Educators Need to Know: School-Based Suicide Prevention and Intervention
- What Now? Supporting Students after a Mental Health Crisis

Equity

Our school mental health trainers approach all programming through the lens of diversity, equity, accessibility, and inclusion. Over the past two years in particular, we have had the honor of collaborating with other regional centers to develop training around racial injustices in schools and their impact on mental health. In summer 2020, we co-produced Supporting School Mental Health in the Context of Racial Violence, a two-part learning forum that inspired the early 2021 counterpart Healing School Communities in the Context of Racial Violence: Where do we go from here? Both forums welcomed advocates, leaders, and the school mental health workforce to engage in a panel conversation. More than **2,500 people** attended the forums.



Back to Our Roots

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

The National School Mental Health Curriculum, the backbone of much of our technical assistance with schools and districts in Region 7, re-branded in early 2021 when it underwent a name change in order to more precisely convey its utility: the **National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools**. The training content was developed by the MHTTC Network Coordinating Office (NCO) and National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine to address issues that impact access and provision of mental health services in schools across the U.S.

The content's impact has been broad beyond our region: since the modules were launched, they have been downloaded over **4,000 times** across the U.S. and in over **20 other countries**. In our four-state region, we have offered numerous learning communities and worked one-on-one with schools and districts to assist in the development of a strong infrastructure to build comprehensive school mental health supports for students.

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



Classroom W.I.S.E.

In June 2021, the MHTTC Network launched Classroom Well-Being Information and Strategies for Educators, or Classroom WISE. Classroom WISE is a free three-part training package that assists K–12 educators in supporting the mental health of students in the classroom. Developed in partnership with the NCSMH, the package offers evidence-based strategies and skills to engage and support students with mental health concerns in the classroom. In addition to a free online course on mental health literacy for educators and school personnel, a video library and resource collection are also available.

The Mid-America MHTTC played an integral role in the development of Classroom WISE, including reviewing the content, providing feedback, and sharing strategies for engaging regional educators and educational leadership teams in utilizing the resource. Our team regularly presents on Classroom WISE at conferences. And at home in Omaha, the Mid-America MHTTC began providing technical assistance to several school districts to develop and support district-wide implementation of the Classroom WISE content.



Connect with Us

We are happy to have had the opportunity to share some of our work with you. If you like what you've seen, follow us on social media, sign up for our mailing list, or reach out to us directly with questions or requests for technical assistance.

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Milestones

A progress report from
the Mid-America MHTTC



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