

The Zoom Interface

The screenshot displays the Zoom Webinar interface. At the top, a status bar shows "Zoom Webinar" and "You are viewing David Terry's screen". Below this, a navigation bar includes "Click here to maximize your session view" and "Enter Full Screen". The main content area features the TTC logo (Technology Transfer Centers) and a message: "Thank you for joining us today! You will not be on video during today's session". A "Question and Answer" window is open, showing a test question and a text input field. A "Zoom Webinar Chat" window is also visible on the right. The bottom toolbar contains icons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave".

Callouts:

- Question and Answer:** "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above." and "You can switch between questions you've asked and those asked by others using these buttons."
- Zoom Webinar Chat:** "The chat feature will allow you to talk with other people in today's webinar." and "The To field will tell you who will receive your message. Be mindful of who you are chatting to."
- Bottom Bar:** "Click Here to adjust your audio settings" (pointing to the Audio Settings icon) and "Click here to leave the session" (pointing to the Leave button).

All attendees are muted. Today's session will be recorded.

Introduction to Classroom Well-Being Information and Strategies for Educators (WISE) and Cultural Inclusiveness and Equity (CIE) WISE

Stuart Luther, MS, LAC, NBCC
School Mental Health Coordinator
Northeast and Caribbean MHTTC at Rutgers University
Thursday, March 23, 2023



Mental Health Technology Transfer Center
Funded by SAMHSA

**Northeast and Caribbean
Region 2**

**General Mental
Health Workforce**

**Provider
Wellness**

**Youth & Young
Adult Services**

**School Mental
Health Workforce**



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

EPBs for serious mental health conditions

Wellness & Recovery for Providers and people with mental health conditions

School Mental Health
Comprehensive, multi-tiered services & supports

Hispanic and Latiné mental health education

Online Education Courses
Wellness Matters, IMR, Functional Thinking & more

Services Available
No-cost training, technical assistance, and resources





Grow Your Knowledge and Skills

Keep up with the latest effective practices, resources, and technologies!

Subscribe to receive our mailings.

All activities are free!



We Want Your Feedback

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

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Video Recording Information

Please Note:

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

Disclaimer

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question may be visible to other participants.

Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

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 AND
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

Our Presenter

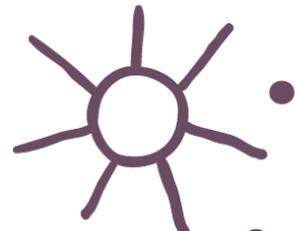


Stuart Luther, MS, LAC, NCC
School Mental Health Coordinator

Northeast & Caribbean Mental Health Technology Transfer Center



Classroom WISE: Well-Being Information and Strategies for Educators & Culturally Inclusiveness and Equity WISE



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



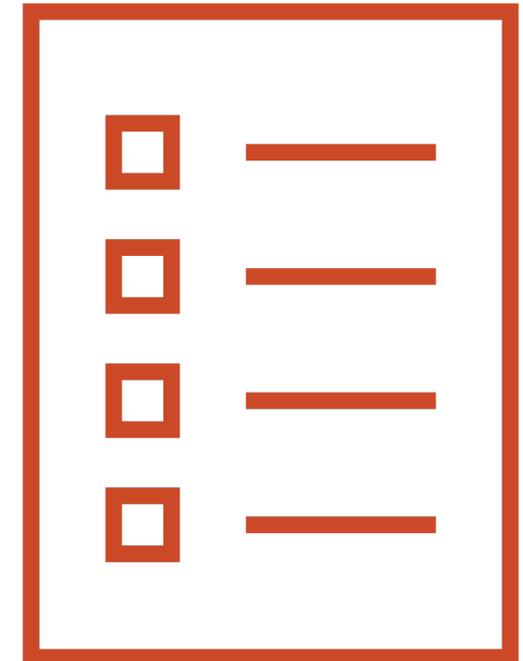
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Agenda

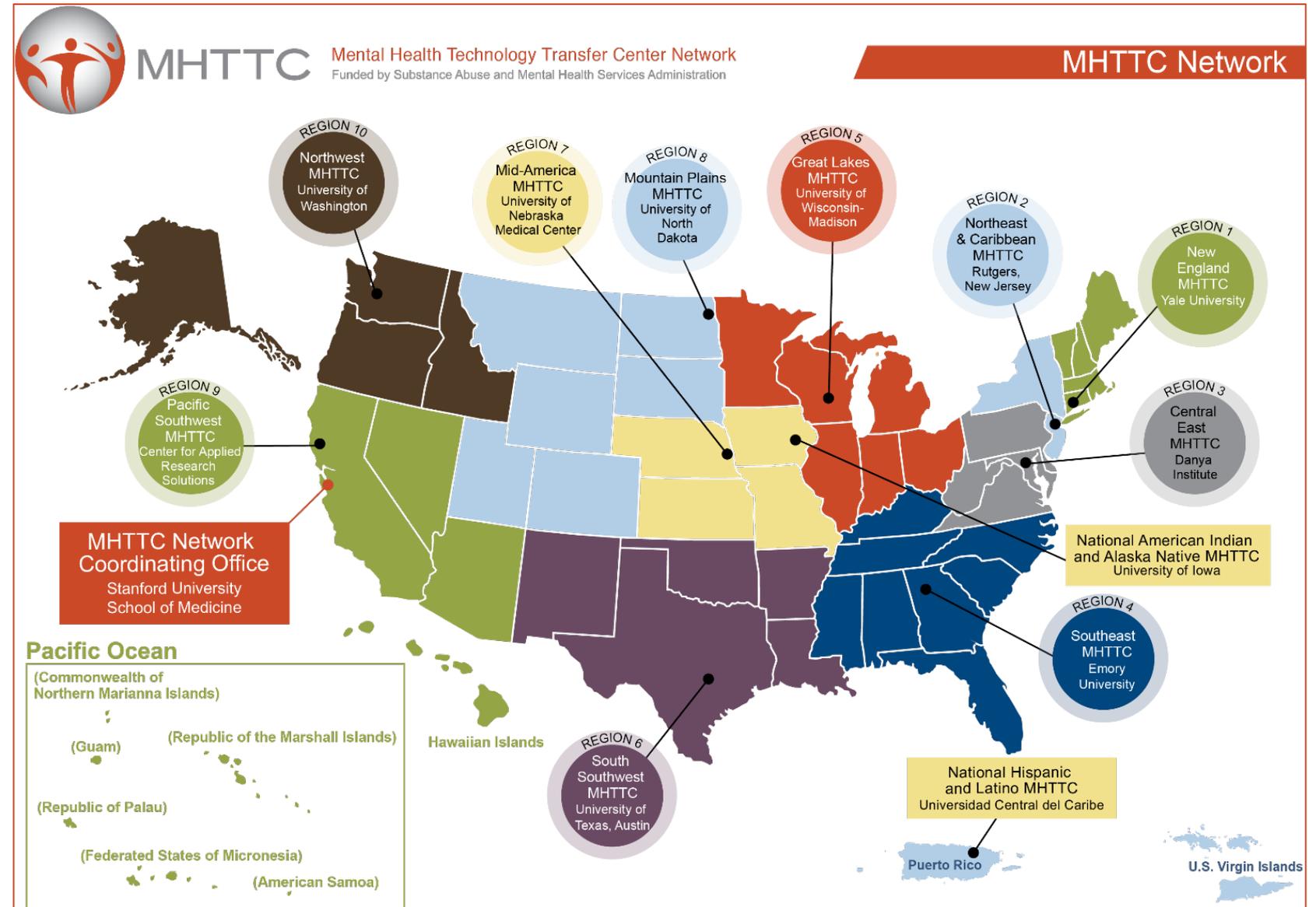
- 1) How and why Classroom WISE was developed
- 2) Classroom WISE content
- 3) Additional Classroom WISE resources
- 4) Implementation tools and potential considerations
- 5) Cultural Inclusiveness and Equity WISE course content



Mental Health Technology Transfer Center (MHTTC) Network

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

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



MHTTC School Mental Health Initiative

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

1 How to Navigate Privacy and Technology

- ▶ **Identify** whether your organization suggests a platform for tele-services
 -  [National Center for School Mental Health \(NCSMH\) COVID-19 Resources](#)
- ▶ **Find** regulations that your school or agency may have for privacy
 - At this time, HIPAA-compliant platforms are not federally required
- ▶ **Determine** the platform that meets your service and student needs
- ▶ **Consider:**
 -  *Is it safe and necessary to see one another?*
 - Does the student have access to a cell phone or computer?*
 - Are there other barriers to technology?*
- ▶ **Pick a platform.** Use professional accounts (e.g. email/phone) to the greatest degree possible. Practice using the platform with colleagues to gain support
- ▶ **Determine** when you need to obtain **consent** from parents and keep them informed as best you can

2 How to Engage Your Team

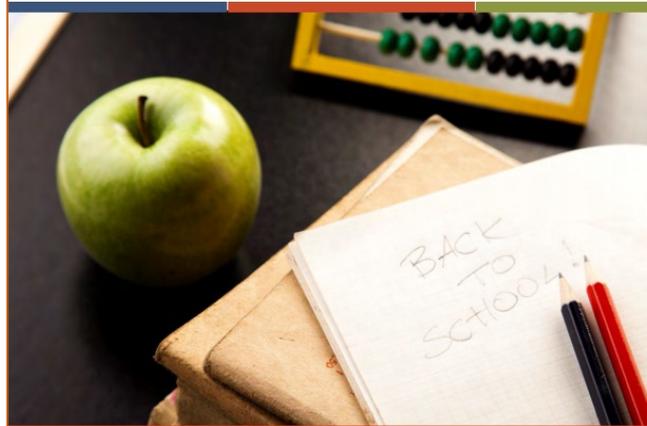
- ▶ **Identify** relevant team members to contact (e.g. administrators, school counselors, school psychologists, school social workers)
 - **Consider** how you can partner with colleagues with telehealth experience, such as home-school providers
- ▶ **Set** a weekly or biweekly virtual meeting time
- ▶ **Set** an agenda and send it out prior to meeting
- ▶ **Troubleshoot** how to use the telehealth platform, and consider:
 -  *Who is going to contact students and families?*
 - Who can provide support to staff?*
 - How can you share helpful tools and tips with each other on how to conduct telehealth?*
- ▶ **Talk** with team members about their current needs and perceived needs of students, families and school staff
- ▶ **Set** reasonable expectations for your team and divide tasks among members
 - ▶ **Set** plan to monitor tasks and date/time for follow-up meeting

TELEHEALTH TOOLBOX

• for school personnel •



New England (HHS Region 1)
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Back to School After COVID-19: Supporting Student and Staff Mental Health

Childhood-Trauma Learning Collaborative Toolkit

Dana Asby, MA, MEd; Kaela Farris, MA; Christine Mason, PhD;
Ali Sumski, MA; John Crocker, MEd; Rachel Santa, EdD, and
Martha Staeheli, PhD





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

After a School Tragedy...Readiness, Response, Recovery, & Resources

Acts of violence, suicide, and other tragedies affect many school communities. In 2018, there were 82 school shootings, the highest number since 1970 (CHDS, 2019). Death by suicide is currently the 2nd leading cause of death among teenagers, next to [car] accidents (CDC, 2018). In 2017, 2 out of every 100 teenagers made suicide attempts serious enough to require medical treatment; 7 out of 100 attempted suicide (CDC, 2019).

These tragedies have a wide-ranging impact on the school community that extends far beyond the events of the day. Secondary trauma and complicated grief affect students, families, and school staff in ways that may appear immediately following a school tragedy or weeks, months, or years later. Stoneman Douglas High School in Parkland, Florida is facing another wave of painful challenges after death by suicide of two student survivors of the March 14th, 2018, school shooting that resulted in 17 student and teacher deaths.

This resource is designed to help schools better support students and families in the aftermath of violence and trauma. We provide strategies to assist schools with readiness, response, and recovery to help a school community support resilience in the event of a tragedy. We offer places to turn for more resources. We discuss terminology and concepts related to suicide and grief. Finally, we highlight the importance of providing culturally responsive services, with example cultural considerations for schools to help Hispanic/Latino students struggling with grief and trauma.



Supporting School Mental Health in the Context of Racial Violence

A TWO-PART LEARNING FORUM

12-1:30 p.m. CT
Friday, July 31 | Friday, Aug. 7

<https://bit.ly/SMHRacialEquity2020>



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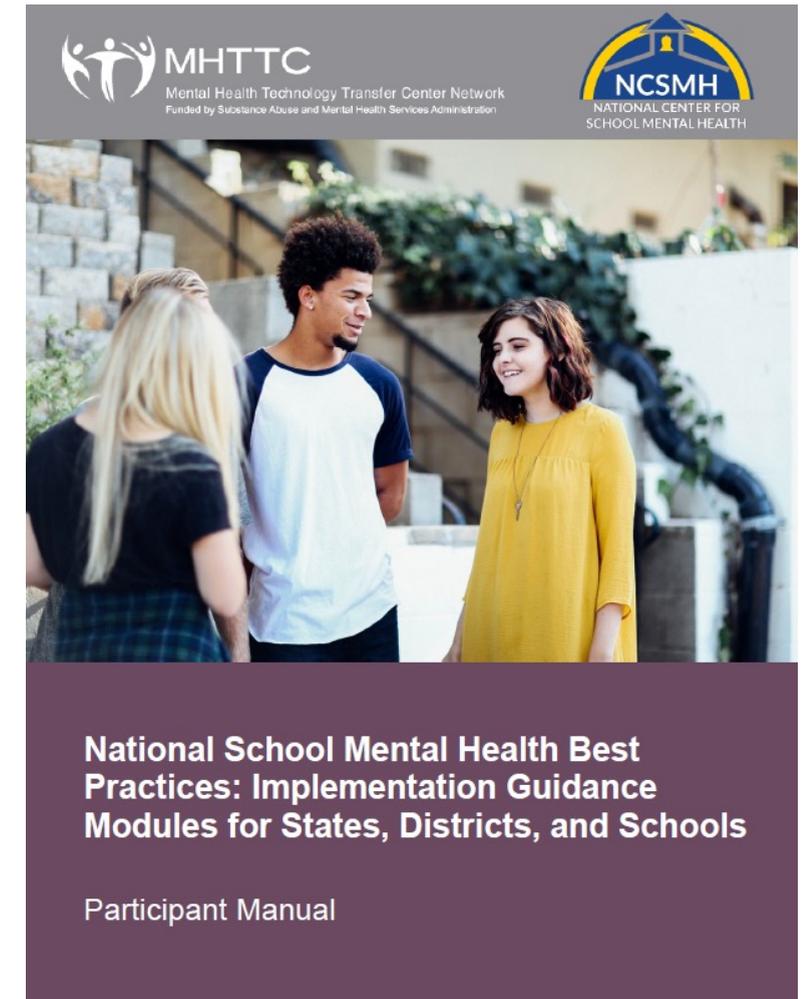
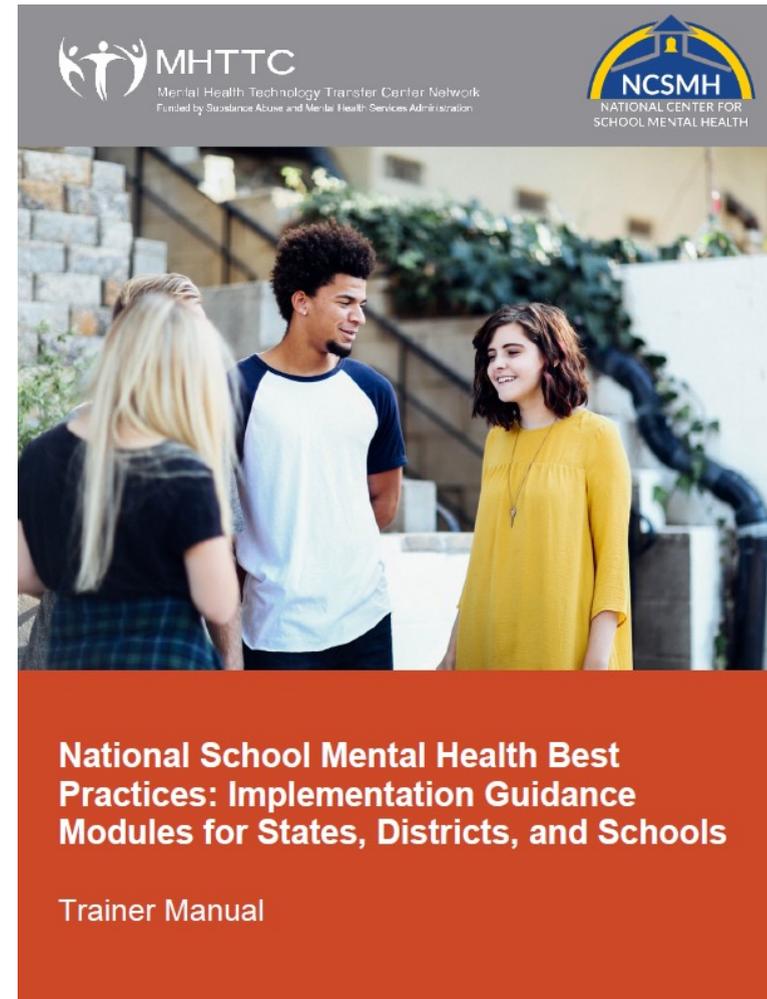


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Substance Abuse and Mental Health Services Administration



National School Mental Health Implementation Guidance Modules

- MHTTC & NCSMH Partnership
- *National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools*
 - Core features of effective school mental health systems
- 2019 National School Mental Health Learning Community



Available on the MHTTC Website!

<https://bit.ly/implementation-guidance-modules>

Supporting Student Mental Health: Resources to Prepare Educators

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



Supporting Student Mental Health: Resources to Prepare Educators

Background

Educators and school personnel play a vital role in promoting mental health and well-being and identifying and responding to emerging mental illness in children and adolescents. However, they often have not received the education, training, and/or ongoing support needed to respond in the classroom. The MHTTC Network and the National Center for School Mental Health collaborated on an environmental scan and needs assessment of available educator mental health literacy training and resources. This document describes the role of educators in supporting student mental health, explains the core components of mental health literacy, and provides an annotated list of existing resources and trainings that instruct educators on mental health literacy.

Student Mental Health Facts

Committed relationships with supportive adults can act as a protective factor for children (NSCDC, 2015)	1 in 5 U.S. children meet criteria for a diagnosable mental health disorder (Child Mind Institute, 2015)	Students who participate in social emotional learning programs improve academic performance by 11–17 percentile points (Durlak et al., 2011)	50% of mental disorders begin before age 14, 70% before age 18 (WHO, 2019)
Students with good emotion regulation skills perform better in school and are at less risk of mental health symptoms (Project CoVitality, 2020)	The average delay between onset of mental illness symptoms and treatment is 11 years (NAMI, 2019)	17.2% of students nationwide reported seriously considering attempting suicide (CDC, 2017)	Early identification and intervention of mental health concerns can vastly improve school and life outcomes for students (Mental Health America, 2016)

Available on the MHTTC Website!

<http://bit.ly/supporting-student-mh>

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
- 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 white icons and text. The text reads "Classroom WISE" in large white letters, with "Well-Being Information and Strategies for Educators" in smaller white text below it. The bottom half has a white background with three red line-art icons: a head with a brain, an open book, and a laptop. Below each icon is its corresponding 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



Classroom WISE

Well-Being Information and
Strategies for Educators



Video Library +
Resource Collection



Online Course



Website

Presented by:



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NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

Free 3 Part Training Package
www.classroomwise.org

Classroom WISE Modules

Promoting mental health and well-being

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

Understanding and Supporting Students Experiencing Adversity



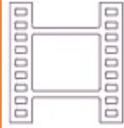
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Module 1: Creating Safe and Supportive Classrooms

- 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?





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Module 2: Teaching Mental Health Literacy and Reducing Stigma

- How to educate students about mental health
- How to integrate mental health literacy 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



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Self-Awareness: Core Lesson Example

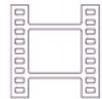
Today we are going to focus on how our feelings feel on the inside. Think about ways that we feel our feelings on the *inside* – in our bodies.
If I'm scared, my heart starts to beat fast. What are other things that happen on the inside when we are scared?

I feel sick to my stomach.

My heart beats hard, and I breathe fast.

I get butterflies.

My mouth gets dry.



Identifying Feelings

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



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



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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

Steps for Addressing Distress

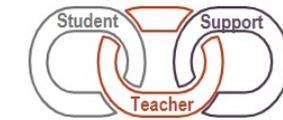


1. Identify



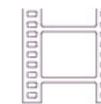
2. Talk

- Students
- Parents/caregivers
- Professionals



3. Link

- Formal/informal support
- School and community support



Behavior Regulation

What do teachers notice when students demonstrate problems with behavior regulation?





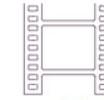
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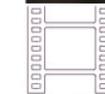
Module 5: Impact of Trauma and Adversity On Learning and Behavior

- 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



ACEs

How are educators a key to buffering against the negative impact of adversity?



Trauma's Impact in Classroom

How does student adversity and trauma show up in the classroom in terms of students' emotional, physical, behavioral, and cognitive reactions?



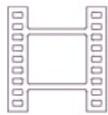


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Module 6: Classroom Strategies to Support Students



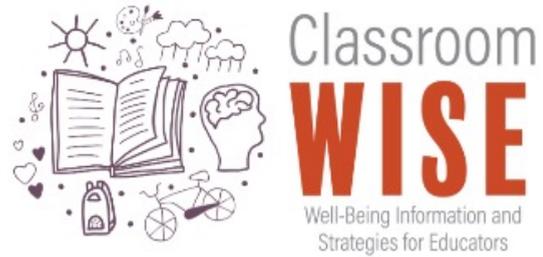
Emotion Regulation

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



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

Classroom WISE Website



[About Classroom WISE](#) [About the Developers](#) [Video Library](#) [Resource Collection](#) [Contact Us](#)



[Launch Course](#)



Catch a sneak peek of Classroom WISE by clicking on the video above!

Introducing Classroom WISE

Well-Being Information and Strategies for Educators

Classroom WISE is a FREE 3-part training package that assists K-12 educators in supporting the mental health of students in the classroom. Developed by the Mental Health Technology Transfer Center (MHTTC) Network in partnership with the National Center for School Mental Health, this 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!

[Learn more](#)

www.classroomwise.org

Classroom WISE Video Library



How Teachers Can Show Interest

Teachers can help keep students engaged by showing interest. In this video, students of various ages describe ways that teachers have shown interest in them and their lives.

1min 10sec



Promoting Self-Regulation

Self-regulation incorporates stress management, impulse control, and goal setting to positively impact motivation and moderate one's emotions, thoughts, and behaviors. In this video, teachers discuss strategies for promoting self-regulation in the classroom.

2min 30sec

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



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Classroom Wise: Value Added

- ✓ Cost: FREE
- ✓ Pace: Self-paced
- ✓ Duration: 6 hours
- ✓ Timing: Available 24/7
- ✓ Engagement: Accessible yet interactive



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Classroom WISE Implementation guide

- Overview of Classroom WISE
- Implementation guiding question
- Considerations of implementation
 - Roles/responsibilities
 - Suggested ways to have staff complete modules
 - Ongoing support
- Alignment with current initiatives and policies
- Implementation testimonies



Classroom WISE Implementation Guide for Schools

Developed by the National Center for School Mental Health, University of Maryland School of Medicine for the Mental Health Technology Transfer Center (MHTTC) Network

Updated May 2022





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Implementation Planning Considerations

- Initial: Viewing Modules
 - Suggested or required?
 - All or selected modules?
- Ongoing: Supported Application
 - Team-based discussion opportunities (e.g., following module viewing)
 - Consultation or coaching supports (e.g., school mental health team)
 - Natural mechanisms for peer support/shared learning (e.g., PLCs)
- Multilevel Implementation Roles/Responsibilities
 - District administrators
 - School administrators
 - SMH professionals
 - Educators

Cultural Inclusiveness and Equity WISE

- A companion course to Classroom WISE, Cultural Inclusiveness and Equity WISE (Well-Being Information and Strategies for Educators)
- 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 <https://www.classroomwise.org/cie-wise-companion-course> to learn more.



Online Course



Video Library +
Resource Collection



Website

Cultural Inclusiveness
and Equity (CIE)

WISE

Well-Being Information and
Strategies for Educators



Cultural Inclusiveness and Equity WISE





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Module 1: Understanding How Social Injustices Impact Student Mental Health

- Describes the historical context of racism in the US education system
- Describes the benefits of cultural inclusivity on student mental health
- Describes how social injustices impact BIPOC student mental health
- Describes how social injustices result in inequities within school systems





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Module 2: Understanding How Educator Bias Impacts Student Mental Health

- Define implicit bias and how it manifests
- Describe how implicit bias influences perceptions of students
- Describe how implicit bias can influence responses to student mental health and academic needs





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Module 3: Engaging in Culturally Inclusive Action to Promote Student Mental Health

- Describes why educator self-reflection about biases is important
- Describes culturally inclusive strategies to engage students in the classroom
- Guidance on culturally inclusive strategies to promote safety in the classroom
- Guidance in designing a culturally inclusive and equitable classroom environment





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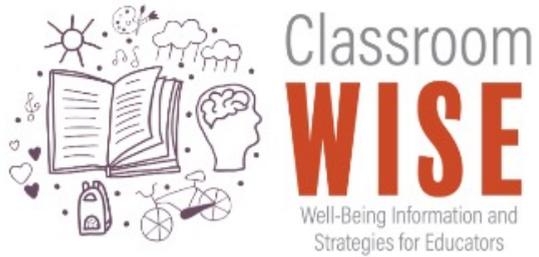


Module 4: Supporting Students Experiencing Distress from a Culturally Inclusive & Equity Lens

- Guidance on how student behavior is connected to their emotions and cultural backgrounds
- Guidance on how to utilize a strengths-based approach to connecting families to culturally responsive mental health services
- Guidance on how to partner with clinicians to promote student wellness and equitable supports in the classroom



Classroom WISE Website



[About Classroom WISE](#) [About the Developers](#) [Video Library](#) [Resource Collection](#) [Contact Us](#)



[Launch Course](#)



Introducing Classroom WISE

Well-Being Information and Strategies for Educators

Classroom WISE is a FREE 3-part training package that assists K-12 educators in supporting the mental health of students in the classroom. Developed by the Mental Health Technology Transfer Center (MHTTC) Network in partnership with the National Center for School Mental Health, this 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!

[Learn more](#)

Catch a sneak peek of Classroom WISE by clicking on the video above!

www.classroomwise.org

Question and Answer

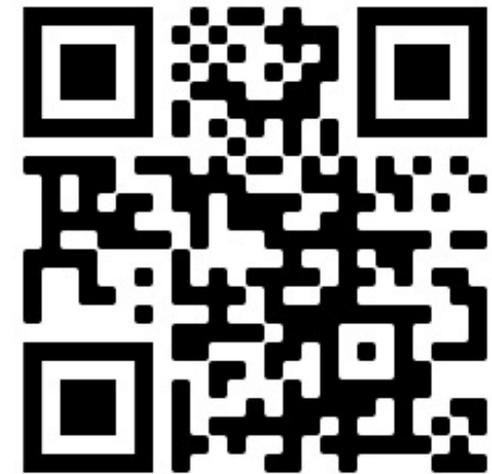


Access the **FREE** 3-part training package now!



Classroom **WISE**

Well-Being Information and
Strategies for Educators



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Visit www.classroomwise.org to learn more!



Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



Certificate of Completion

A Certificate of Completion will automatically be emailed to all online participants within 7 days of webinar broadcast.

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Phone: (908) 889-2552

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Website: <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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Twitter: @necmhttc

LinkedIn: @Northeast and Caribbean MHTTC





MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals.

Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

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