

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

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Contents

I.	Overview of Classroom WISE and Implementation.....	4
	Why Classroom WISE?	4
	Implementing Classroom WISE	4
	Initial Considerations for Successful Implementation.....	5
II.	Classroom WISE Training Package.....	6
	Online Course	6
	Course Navigation.....	8
	Need Help with the Online Course?	9
	Resource Collection	9
	Video Library.....	9
III.	Content Preview.....	10
	Section 1: Promoting mental health and well-being of students	10
	Module 1: Creating safe and supportive classrooms.....	10
	Module 2: Teaching mental health literacy and reducing stigma	10
	Module 3: Fostering social emotional competencies and well-being.....	10
	Section 2: Understanding and supporting students experiencing adversity and distress ..	10
	Module 4: Understanding and supporting students experiencing adversity.....	10
	Module 5: Impact of trauma and adversity on learning and behavior	10
	Module 6: Classroom strategies to support students	11
IV.	Considerations for Implementation	12
	Roles/Responsibilities	12
	Completing Online Modules and Reviewing Resource Collection.....	12
	Recommended: Each Person Complete the Whole Course.....	12
	Alternative 1: Group-Based Completion of the Whole Course.....	13
	Alternative 2: Group-Based Completion of Specific Course Modules.....	13
	Engaging Educators and School Staff	14
	Ongoing Support for Teachers	15
V.	School Implementation Flowchart.....	17
VI.	Alignment with Current Initiatives and Policies.....	18
VII.	Classroom WISE Implementation Stories	19
	Kingwood Elementary School.....	19
	Maplewood High School	22
	Buffalo Grove High School	25

Provisional Accelerated Learning Academy 28

Appendix A: Communication Template on Classroom WISE for Educators and School
Personnel 30

Online Course 30

I. Overview of Classroom WISE and Implementation

Why Classroom WISE?

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. To address this need, the Mental Health Technology Transfer Center (MHTTC) Network, in partnership with the National Center for School Mental Health at the University of Maryland School of Medicine, developed the Classroom WISE training package, which includes a self-paced online course, video library, resource collection, and a website focused on educator and school personnel mental health literacy.

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



The image is a promotional graphic for Classroom WISE. It features a dark red background with white text and icons. The main title 'Classroom WISE' is prominently displayed in a large, bold font. Below it, the subtitle 'Well-Being Information and Strategies for Educators' is written in a smaller font. To the right of the title, there are three icons: an open book labeled 'Video Library + Resource Collection', a head with a brain labeled 'Online Course', and a laptop labeled 'Website'. At the bottom left, it says 'Presented by:' followed by the logos for MHTTC (Mental Health Technology Transfer Center Network) and NCSMH (National Center for School Mental Health). At the bottom right, it says 'Free 3 Part Training Package' and provides the website 'www.classroomwise.org'.

Implementing Classroom WISE

The Classroom WISE package provides knowledge and skills that are effective and applicable for educators, school personnel, and school health and mental health professionals. We know that **training alone is not enough to create practice change**. Taking the Classroom WISE online course and reviewing the videos and resources are only the first steps. It's up to you and your school team to decide how to use the Classroom WISE materials to implement actual changes and enhance how your school promotes student mental health and identifies and responds to students with mental health concerns.

The first steps are to read through this manual and set up a meeting with your school team to develop a plan for implementing Classroom WISE.

Initial Considerations for Successful Implementation

It will be important that you identify in advance the ways in which your school will use Classroom WISE. As the implementation team, you and your colleagues will need to communicate many details to the educators and personnel in your school, including logistics, timelines, technical and content-focused support, and expectations for follow-up. Below are a series of guiding questions that will help start your thinking about how to structure your school's implementation of Classroom WISE.

GUIDING QUESTIONS

- I. Who at your school will participate?
- II. When will staff complete components of the training package?
- III. Who can staff reach out to for support?
- IV. How will staff interact with the training package, including completing the online course modules and accessing the resource collection?
 - a. Independently on a specific timeline?
 - b. Independently without timeline?
 - c. With grade-level or content teams?
 - d. Together at an all-staff training?
- V. How will you offer implementation support to move the content into practice?
 - a. Host discussions?
 - b. Ask for individual reflection?
 - c. Provide coaching?
 - d. Ask teams to discuss content?
- VI. How will you supplement Classroom WISE content?
 - a. How will staff adapt the content to meet the needs of your school/district?
 - b. Will you host discussions, ask for individual reflection, provide coaching, or ask teams to discuss content?
- VII. How will progress be tracked?
 - a. Will certificates be submitted?
 - b. Who will maintain records?

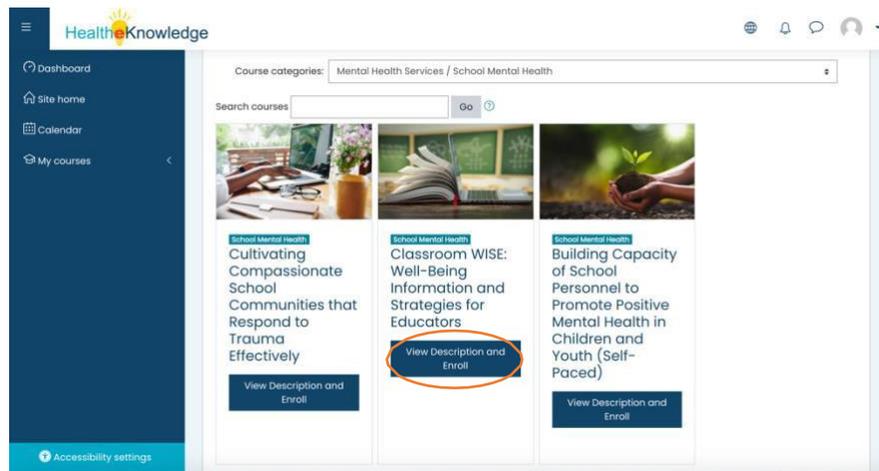
II. Classroom WISE Training Package

All three parts of the Classroom WISE training package can be accessed from the website, <https://www.classroomwise.org/>

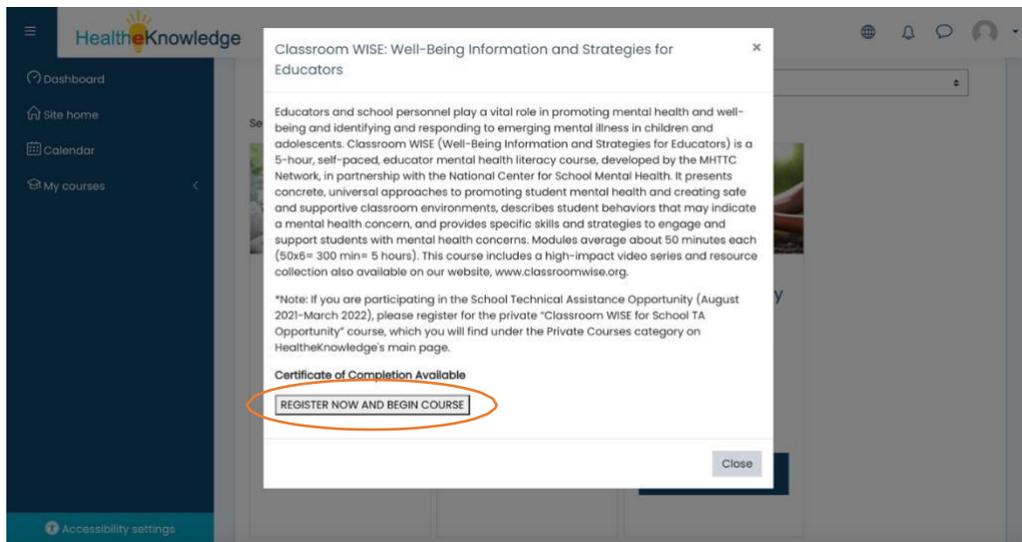
Online Course

To access the online course, navigate to <https://healthknowledge.org/course/index.php?categoryid=120> follow the steps below.

1. Click the “view description and enroll” button.



2. Then click the “register now and begin course” (at the bottom of the course description).



3. When you click the link, you will be asked to log in (if you already have a HealthKnowledge account) or asked to create an account (if you do not already have one) and then return to the course page to register.
4. If you do not already have a HealthKnowledge account, follow the prompts and on-screen instructions to create one.
5. After registering for your account, you should automatically return to the course registration page, and you may repeat steps 1-2.

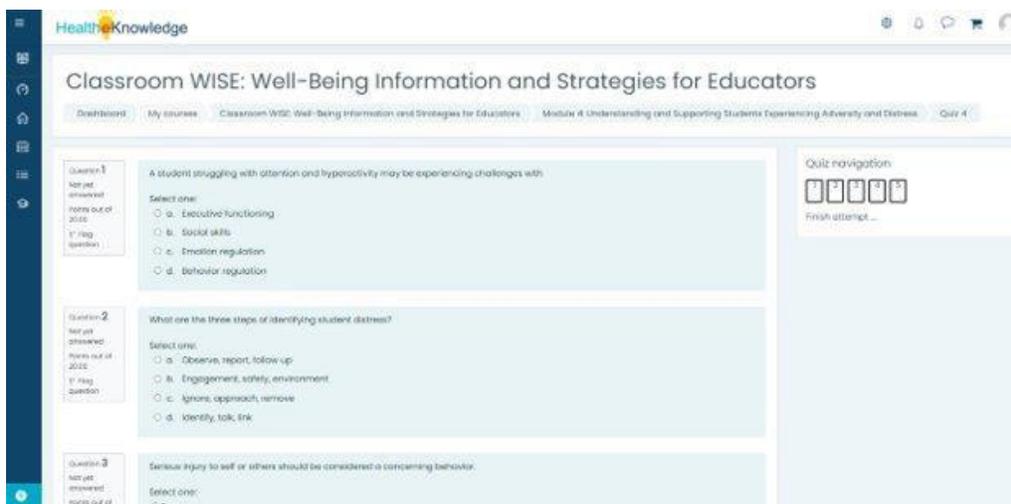
If you need to, you can use your browser's back button (or click <https://healthknowledge.org/course/index.php?categoryid=120>) after creating your account to return to the course registration page and click the Register Now and Begin Course button again.

If you have any issues, the Help Desk number is 1-844-284-9616, and they are available 9:00 AM to 9:00 PM Central Time, Monday-Friday. **At any time of day, you can also contact them via <https://hek.zendesk.com/> for assistance with your registration, or with any problems you may have while taking the course.**

If you have registration problems, let them know that you are attempting to register for the course **Classroom WISE: Well-Being Information and Strategies for Educators.**

Course Navigation

Learners will take a brief survey at the beginning of the course, followed by a brief Introduction. Then, each module includes the module content, a full transcript of the content, and a quiz to check learning. A passing score of 80% serves to verify understanding of the module's material. Learners can exit in the middle of a module, and then resume where they left off. The modules need to be taken in order, with each quiz completed and passed before the next module content is able to be viewed. After Module 6 and its quiz are completed, learners will be asked to complete two brief feedback surveys, and then can access and print/save their Certificate of Completion.



Within the modules, the following navigation options are included to serve learner needs. See the icons and their associated functions, including volume, closed captioning, transcripts, and other resources, below.

Navigation, Transcripts, and Course Completion

Course Navigation

- The course has narration, so make sure speakers are on.
- Select  to control volume.
- Select  to access closed captions.
- Select  for free resources and guidelines on the topic available at www.classroomwise.org. It will open in a new window.

Accessible Transcripts

An accessible PDF transcript is available on each module's home page.

Quizzes

Once you have completed the learning module, return to the home page and take the quiz. A passing score (80%) is needed to advance to the next module.

Certificate of Completion

A Certificate of Completion for 5 contact hours (not CEUs) will become available once the course is completed.

Note: Make sure pop-up blockers are disabled in your browser and that you have speakers or headphones for sound.

Need Help with the Online Course?

Need assistance with registration, navigation, moving through the course, etc.? Contact the Help Desk for 24/7 email support, as well as weekday chat and phone support:

<https://healthknowledge.org/> and click on Need Help.

Resource Collection

All of the resources recommended in the online course are gathered in our Resource Collection. The Resource Collection has reflection guides, materials to help educators and school personnel use the strategies presented in Classroom WISE in their work, and relevant outside resources: <https://www.classroomwise.org/resource-collection>



Video Library

All of the videos are embedded in the online course, but you can also access them via the Video Library. The Video Library has over 50 brief (1-3 minute) educational videos about the specific strategies presented in Classroom WISE, including modeling and interviews with educators and students: <https://www.classroomwise.org/video-library>



III. Content Preview

The Classroom WISE Online Course is divided into six modules, organized as two major sections with three modules each. The first major section covers promoting mental health, and can be considered a Tier I or prevention-oriented training. The second section provides information and strategies for work with students experiencing adversity or distress, aligned with Tiers II/III and classroom intervention strategies. In each module, educators will learn about school mental health topics through a range of engaging online learning formats. These include didactic training videos, interviews with youth, educators, and school mental health experts, interactive slides, reflection questions, and more. Each module concludes with a content-focused quiz to ensure that the relevant learning objectives have been achieved.

Here are the course objectives, listed by module.

Section 1: Promoting mental health and well-being of students

Module 1: Creating safe and supportive classrooms

- Upon completion of this module, the educator will be able to
 - *describe the three components necessary for creating safe and supportive classrooms*
 - *help students feel engaged in the classroom community*
 - *help students feel both physically and emotionally safe in the classroom*
 - *design a safe and supportive physical classroom environment*

Module 2: Teaching mental health literacy and reducing stigma

- Upon completion of this module, the educator will be able to
 - *describe complete mental health*
 - *integrate mental health literacy into instruction*
 - *address mental health stigma in the classroom*

Module 3: Fostering social emotional competencies and well-being

- Upon completion of this module, the educator will be able to
 - *define social emotional learning (SEL)*
 - *describe the five SEL competencies*
 - *integrate SEL competencies into instruction*

Section 2: Understanding and supporting students experiencing adversity and distress

Module 4: Understanding and supporting students experiencing adversity

- Upon completion of this module, the educator will be able to
 - *understand and promote healthy child and adolescent development*
 - *recognize signs of student distress and who may need additional mental health supports*
 - *link students with potential mental health concerns to support*

Module 5: Impact of trauma and adversity on learning and behavior

- Upon completion of this module, the educator will be able to
 - *define childhood trauma and adverse childhood experiences (ACES)*
 - *describe the impact of trauma and ACES on learning and overall functioning*

- *demonstrate trauma-sensitive teaching practices*

Module 6: Classroom strategies to support students

- Upon completion of this module, the educator will be able to
 - *understand factors that contribute to student behaviors*
 - *practice co-regulation and self-regulation*
 - *identify classroom strategies to support students experiencing distress*

IV. Considerations for Implementation

As you plan for implementation of Classroom WISE, be sure to review with your School Team the following considerations.

Roles/Responsibilities

- District and school administrators – communicate about alignment with strategic priorities and student needs, explain purpose and how it will be supported, identify and problem solve implementation barriers (e.g., time)
- School mental health professionals – support teacher implementation, provide input on personalizing and individualizing strategies to teacher style and student strengths/needs/culture/language/grade level
- Educators – provide feedback to school mental health professionals and administrators about application with students, experiences implementing, and needed adjustments

Completing Online Modules and Reviewing Resource Collection

Recommended: Each Person Complete the Whole Course

- We strongly recommend having each educator, school staff, and school mental health professional take the online course to experience the course themselves and obtain a certificate of completion. We also strongly recommend completing the entire course, as the modules build on one another. The course is set up so that modules must be taken in order, and a Certificate of Completion is only provided when all modules and quizzes are completed.
- Providing a timeline for completion of individual modules or the whole course, and tracking Certificates of Completion are great ways to keep forward progress.
 - Schedule:
 - Module 1 Completion Date: _____
 - Module 2 Completion Date: _____
 - Module 3 Completion Date: _____
 - Module 4 Completion Date: _____
 - Module 5 Completion Date: _____
 - Module 6 Completion Date: _____
 - Collect Certificates of Completion: YES / NO
 - If Yes, School or District Point Person: _____
 - If Yes, where will they be collected (e.g., shared folder or tracking doc): _____

Alternative 1: Group-Based Completion of the Whole Course

One alternative to each person taking the whole course is to have educators and/or school staff take the course in a group setting with a facilitator. It is recommended that the facilitator complete the course (or each module) beforehand, so that they are prepared to answer questions about the content.

- Have facilitators work through the online course in groups during professional development time/days, during team or grade level meetings, or with a professional learning community (PLC), with a goal of completing at least one module per session.
 - (A) Attendees can follow along on their own devices while enrolled in the course, or (B) facilitators can lead the presentation using their own enrollment (in which case individual staff would not receive a Certificate of Completion).
 - Facilitators should be prepared to support in-person or virtual professional development opportunities.
 - If in person, have a projector (and staff should have their own devices if needed) and speakers for the course narration. Have help available if technical issues arise.
 - If virtual, plan to share screen and sound.
 - If attendees are following along in the online course, course narration should be muted.
 - Facilitators can pause for questions and create discussions around module content.
 - Utilize discussion guides to help facilitate discussion.
 - Create a list of key points in the online course modules for learners to reference.

Alternative 2: Group-Based Completion of Specific Course Modules

Another alternative is to have a facilitator present specific course modules. However, we caution that for learners taking the modules piecemeal or out of order, the content may seem disjointed and elements may be hard to understand because the content builds across the modules. Learners' experience will form their opinion of the course, what they tell others about it, and influence the likelihood of others taking the course. However, we also recognize that each school's or district's needs are different. If using only specific modules, here are a few recommendations:

- Because the course is designed to be taken in order (modules do not become available for viewing until the previous modules and quizzes are completed), facilitators need to finish the entire course prior to leading a group through specific modules. After finishing the entire course, the facilitator (or any learner) is able to re-take any specific module.
- Regardless of which modules are presented, start by presenting the Introduction, to provide learners with context for the course and content.
- See Alternative 1 above for other recommendations for facilitators.

Engaging Educators and School Staff

Educators will utilize programs that align with their interests or the interests of their school. Prior to implementing Classroom WISE, it is important to engage educators and other school staff understanding the importance of mental health literacy, their role related to the mental health of students, and how Classroom WISE can help them. Some barriers that may interfere with teacher engagement include thinking that they are being asked to assess and diagnose mental illness or take on a similar role they're not prepared for, lack of time to interact with the training package, competing job responsibilities, and policies (e.g., state or local) that may affect how mental health can be addressed in the classroom. Considering those potential barriers, here are some ways to promote engagement among educators and staff at your school:

- Discuss shared values and goals related to the role of the school and educators in supporting student mental health and well-being.
 - Consider pre-implementation activities that set a foundation of awareness and support for the principles and practices in Classroom WISE, such as positive school climate, safe and supportive environments, social emotional learning, and trauma-informed classrooms.
 - For more information on the effects of trauma and adversity on student academic outcomes and the association between youth mental health and academic outcomes, please view the following resources:
 - [Centers for Disease Control and Prevention: We Can Prevent Childhood Adversity](#)
 - [National Child Traumatic Stress Network: Trauma Facts for Educators](#)
 - [Pacific Southwest MHTTC: The Connection Between School Mental Health and Academic Achievement](#)
 - [Southeast MHTTC: Communicating the Value of Social Emotional Learning: Evidence and Resources to Facilitate Community Conversations](#)
- Consider different ways to highlight the importance of Classroom WISE in your school. Here are some examples:
 - Even if mental health cannot be discussed in the classroom, the Classroom WISE online course is a method to assist educators and school staff in educating or helping the whole student.
 - Classroom WISE discusses multiple evidence-based strategies, including restorative practices, trauma-informed practices, positive behavioral interventions and supports, etc.
- Provide protected time for educators during or outside of school hours so they can engage with Classroom WISE.
- Provide incentives, such as a stipend, to motivate educators and school staff to engage with Classroom WISE.
- Utilize the alternative group-based methods for interacting with Classroom WISE (see

above section, “Completing Online Modules and Reviewing Resource Collection”).

Ongoing Support for Teachers

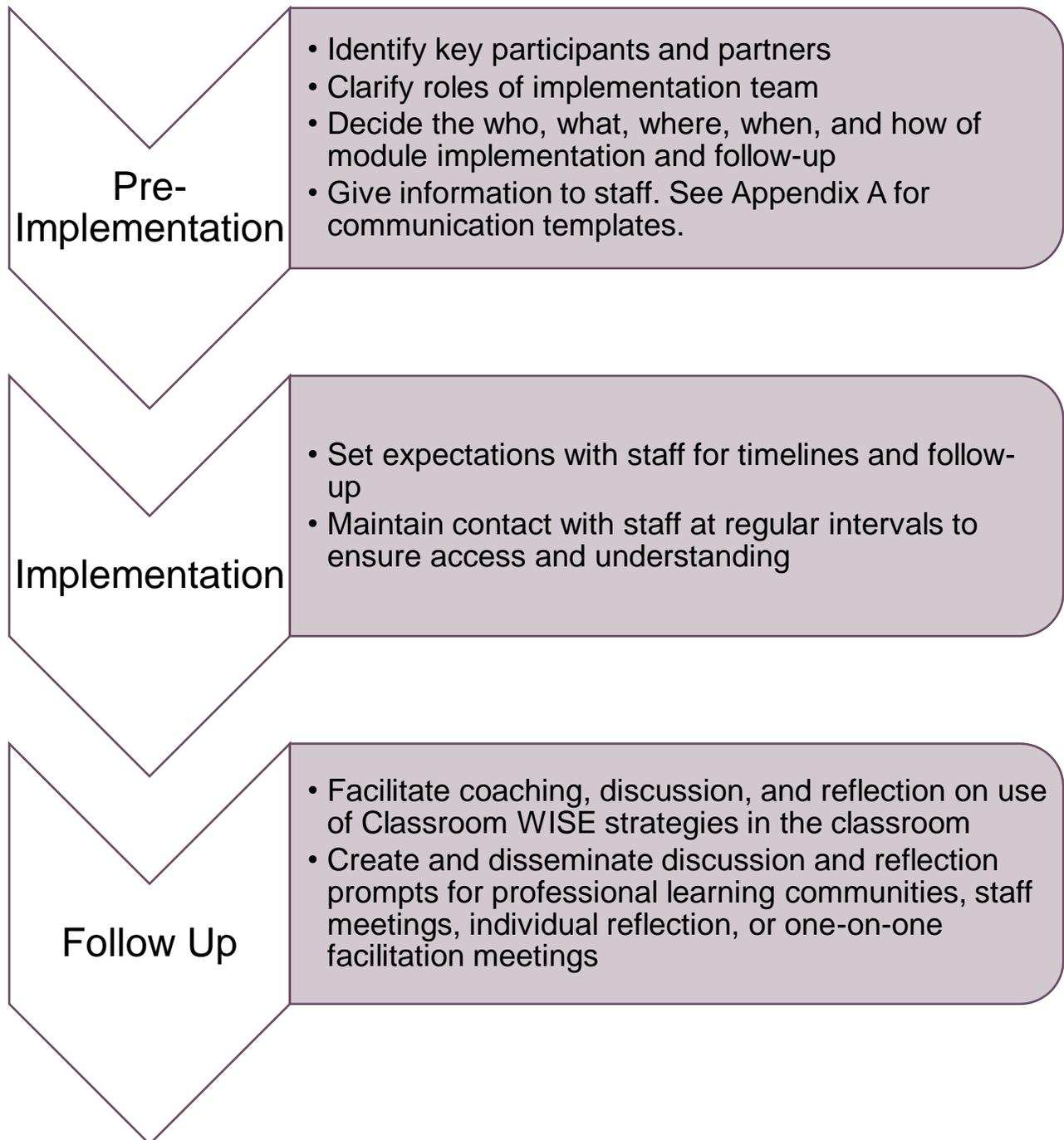
Regardless of how your school or district has educators and school staff use Classroom WISE, moving from knowledge to practice change requires ongoing support, coaching, and engagement with the content. Here are suggestions to help get educators and school staff to use the content and sustain change.

- Have staff share their experiences with Classroom WISE.
 - Have staff present on their favorite Classroom WISE strategy, video, or resource during grade level or team meetings.
 - Have staff/ambassadors/champions for Classroom WISE share how they are integrating the strategies into their everyday practices.
 - Particularly, share best practices with teachers who are struggling with assisting students with mental health concerns.
- Generate discussion around Classroom WISE by creating partnerships.
 - Have instructional coaches attend grade level team meetings or PLCs to assist staff members with taking the Classroom WISE online course.
 - Connect school mental health staff (e.g., school counselors, social workers, etc.) with teachers and other support staff so they can approach school mental health staff with concerns or questions about student mental health.
 - Build partnerships with nearby schools to facilitate conversations around implementing strategies from Classroom WISE.
- Assist staff so they can complete the course and maintain use of the strategies and resources.
 - Provide new hires with information on trainings that need to be completed within the first 30 days.
 - Include Classroom WISE, and work with new hires to get coverage if they need time to complete the online course.
 - If videos are blocked on school internet networks, provide guidance on using the transcripts of Classroom WISE videos provided for each module (or have printed copies available).
 - Note: you can still advance in the online course without viewing videos that may be blocked
 - Create a shared folder for resources and individuals to upload certificates of completion.
 - Integrate components of Classroom WISE into existing infrastructures to maintain use.
- Train facilitators so they can train school staff in in-person settings and, in return, have facilitators communicate how many people they trained.
 - This leverages local leaders to increase buy in related to Classroom WISE.
- Team-based opportunities to discuss modules after viewing: _____
 - Sample discussion questions:
 - *How are you already integrating the strategies from this module in your classroom?*
 - *What strategies do you think would be the most helpful in your classroom?*

- What adaptations do you think would be needed, if any, to bring this to your classroom?*
- Which students do you think this is most likely to help and why?*

- Consultation or coaching supports offered by the school mental health team
 - Who will offer the consultation/coaching: _____
 - Frequency of consultation/coaching: _____
 - Who will receive the consultation/coaching: _____
 - How will consultation/coaching be delivered: _____
- Natural mechanisms for peer support/shared learning among teachers
 - Grade Level Meetings
 - Professional Learning Communities
 - Staff Meetings
 - Other: _____

V. School Implementation Flowchart



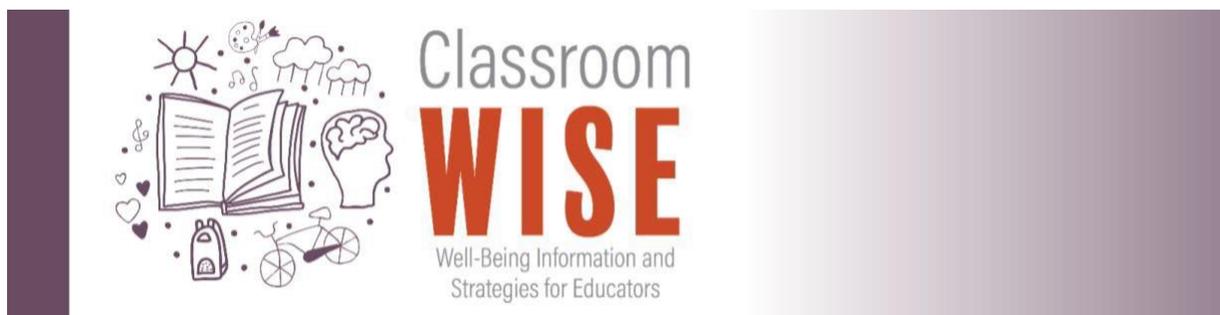
VI. Alignment with Current Initiatives and Policies

When implementing any new curriculum, there are several ways in which school teams may assess and optimize alignment with current initiatives and policies. Alignment is critical to reducing staff burden and avoiding staff burnout, promoting fidelity in implementation, and increasing efficiency of systems. Below are some considerations for aligning and integrating Classroom WISE with what your school is already doing.

- What training have educators already received regarding mental health and supportive classroom practices? How can you honor their expertise when introducing Classroom WISE?
- How can you promote collaboration among teachers using natural groups? Do you already have grade level teacher teams, professional learning communities, or content planning teams that can work together on integrating Classroom WISE during their established co-planning time?
- How can you create efficiencies by leveraging existing teams and meeting times? Do you have school teams or staff meetings that can be used to provide timeline updates, reminders, and technical assistance to staff?
- How can Classroom WISE be leveraged towards completion of state or local standards and continuing education requirements?
- How can Classroom WISE be coordinated with school improvement policies and plans?
- Consider aligning target outcomes and data collection with Classroom WISE objectives to understand the impact of implementation. Consider adding items to a climate survey, teacher self-assessments, or other data collection that is already present in your school workflow.

VII. Classroom WISE Implementation Stories

Some schools have taken steps to implement Classroom WISE within their schools. Below, we highlight some examples of how schools utilized and implemented Classroom WISE.



Kingwood Elementary School

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.

To address this need, the MHTTC Network, in partnership with the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine, has developed a free, self-guided online course, video library, and resource collection focused on educator mental health literacy. The 3-part training package, Classroom WISE (Well-Being Information and Strategies for Educators; www.classroomwise.org), was informed by and co-developed with educators from across the nation.

In Fall 2021, the MHTTC Network and NCSMH worked with 13 schools throughout the U.S. to facilitate the implementation of Classroom WISE in their everyday practices. This is the story of how Kingwood Elementary School worked to bring Classroom WISE to their school.

The School

Kingwood Elementary School is a public school within Preston County Schools, located in a small town in West Virginia. Approximately 400 students attend the school, with 18 educators and 33 staff members. They have one school counselor.

The Need

One of the goals included in Kingwood Elementary's strategic plan is to increase opportunities for student growth in the areas of social emotional learning (SEL) and mental health. Implementing Classroom WISE would afford staff an additional avenue for education and training that would further enhance their efforts toward their commitment to making these areas of learning a critical part of their school's mission. It would also enhance the work that their schoolwide Positive Behavioral Interventions and Supports (PBIS) team is already doing in the area of support for SEL and mental health.

What Help They Received

A small implementation team from Kingwood, consisting of a school administrator, school mental health staff member, school district representative, and educator, was invited to attend an orientation webinar for Classroom WISE and received a Classroom WISE implementation guide. In addition, they attended two sharing sessions to learn what other schools were doing to implement Classroom WISE, as well as a one-on-one facilitation session with school mental health experts from NCSMH.

What They Did

Kingwood's implementation team worked with school leaders to bring information about Classroom WISE to the school. The school mandated that educators and classroom aides complete the first module of the Classroom WISE online course. The school was not able to use professional development time as initially planned, but a counselor was able to meet one-on-one with participants to discuss course content. Additionally, the school worked with their district to provide a \$30 per hour stipend to staff members who took the time to complete other modules from the Classroom WISE online course. The school tracked completion of the course by having course certificates forwarded to a guidance counselor.

Who Used Classroom WISE?

Approximately 28 educators and classroom aides were asked to take the first module of the Classroom WISE online course. Kingwood exceeded this target, as 30 educators and school staff members completed module 1. Out of the 30 that completed module 1, 16 went on to complete the whole 6-module course.

What Changed?

After implementing Classroom WISE, course participants indicated a higher level of mastery or competence with information, tools, and/or skills to promote student well-being and support students experiencing adversity, distress, and mental health challenges in the classroom. Participants also indicated they were more prepared to use well-being strategies and reported using strategies from Classroom WISE more frequently in their role.

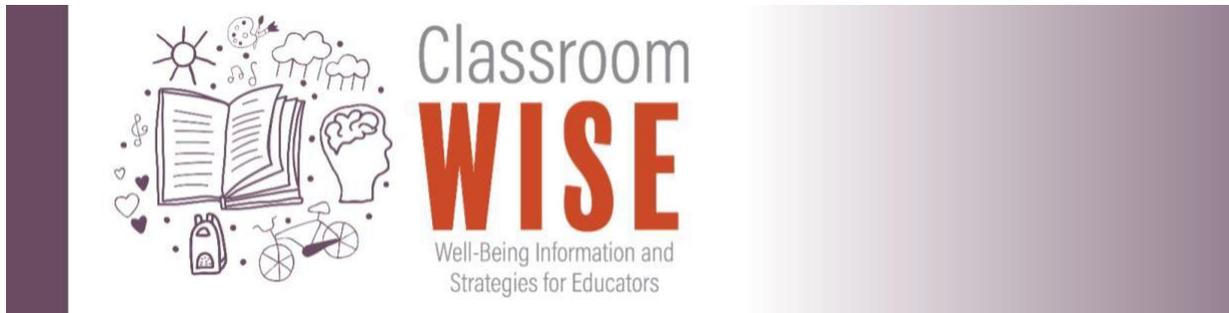
Barriers and Facilitators

Kingwood staff cited some barriers to using Classroom WISE, including time to take the course and issues with their school's wi-fi filter blocking access to some of the videos in the video library. MHTTC Network staff worked to troubleshoot with Kingwood for the latter. For facilitators, Kingwood staff cited support from their school counselor, as she was very active within the implementation process. They also cited compatibility with other curricula, such as Positive Behavioral Interventions and Supports (PBIS) and social emotional learning (SEL).

Lessons Learned

Kingwood's school counselor reaffirmed that Classroom WISE is another way to continue their school's efforts to focus on student mental health and emphasize to staff the importance of recognizing students in need of services and how to respond. Those who took the online course indicated that Classroom WISE would have a moderate impact on their work over the next 3 months. Participants also indicated they wanted to utilize the resource library more and discuss the implementation timeline so they could carry over the strategies they learned from Classroom WISE. One participant also indicated they would change their existing practices by using more compassion and de-escalating techniques with students in the classroom.

The MHTTC Network thanks Kingwood Elementary School for participating in the Classroom WISE School TA Opportunity, which was conducted from August to December 2021.



Maplewood High School

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.

To address this need, the MHTTC Network, in partnership with the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine, has developed a free, self-guided online course, video library, and resource collection focused on educator mental health literacy. The 3-part training package, Classroom WISE (Well-Being Information and Strategies for Educators; www.classroomwise.org), was informed by and co-developed with educators from across the nation.

In Fall 2021, the MHTTC Network and NCSMH worked with 13 schools throughout the U.S. to facilitate the implementation of Classroom WISE in their everyday practices. This is the story of how Maplewood High School worked to bring Classroom WISE to their school.

The School

Maplewood High School is a public school within Penncrest School District in rural Pennsylvania that houses 460 students, 35 educators, and 8 other staff members. School mental health staff include a school counselor, a school psychologist, an outsourced trauma therapist, and two outsourced outpatient mental health counselors.

The Need

Maplewood school indicated they have a high volume of student mental health issues. Often, services are not available to help students because of the school's rural location and families' lack of transportation, finances, and health insurance. Maplewood indicated that Classroom WISE would benefit their school because teachers could support students at school and provide early intervention to help avoid the need for more intensive care as students age. Classroom WISE would also help educators understand mental health and center health and wellness in their instruction.

What Help They Received

A small implementation team from Maplewood, consisting of a school administrator, school mental health staff member, school district representative, and educator, was invited to attend an orientation webinar for Classroom WISE and received a Classroom WISE implementation guide. In addition, they attended sharing two sessions to learn what other schools were doing to implement Classroom WISE, as well as a one-on-one facilitation session with school mental health experts from NCSMH.

What They Did

Maplewood's implementation team worked with school leaders to bring information about Classroom WISE to the school. The school mandated that educators complete the Classroom WISE online course, while providing time during professional learning community times for this purpose. The school also tracked course completion by asking staff to forward their course certificates to the assistant principal.

Who Used Classroom WISE?

Thirty-five educators and school staff were asked to take the Classroom WISE online course. Maplewood exceeded this target, as 36 educators and school staff members completed the 6-module course, and some paraprofessionals watched videos from the Classroom WISE video library.

What Changed?

At Maplewood High School, there appeared to be a lack of student engagement after returning from asynchronous learning during the COVID-19 pandemic. However, the school has worked to address student engagement in different ways. There is more communication between staff and students during grade-level meetings to assess student progress and create a plan to address behavioral stressors going forward. These stressors are also communicated to staff members so they can be more prepared to address behaviors in a more effective manner. An SEL curriculum is also being delivered with more rigor than in previous years, to the point where teachers reported students being more engaged with and enjoying the material for the first time in a long time. All of this is reflective of Maplewood's efforts to address student behavioral health, so that they may find creative solutions to ensure students are happy, healthy, and able to graduate.

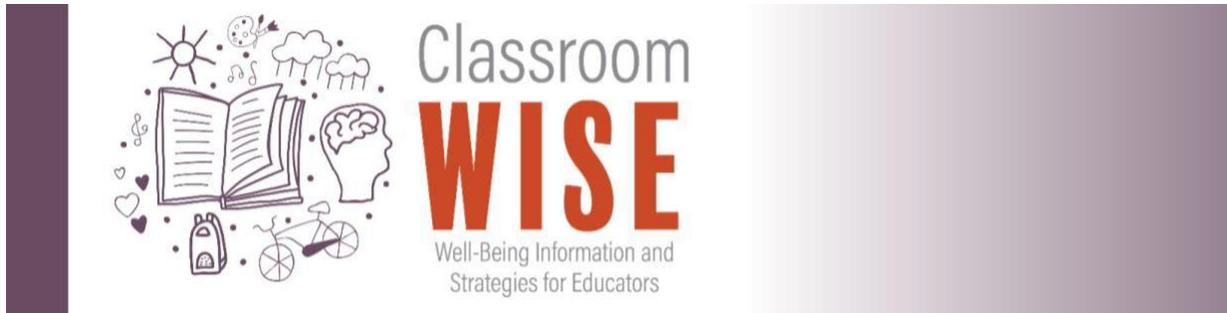
Barriers and Facilitators

Maplewood staff cited some barriers to using Classroom WISE, including time to take the course and other responsibilities associated with their roles in the school. For facilitators, they cited administrative support, as Maplewood's assistant principal was very active in cheerleading staff to take the course and use the materials. Staff also appreciated time within professional learning communities to share information and complete the course.

Lessons Learned

Those who took the online course indicated that Classroom WISE would have a moderate impact on their work over the next 3 months. Classroom WISE highlighted the desire and importance of having access to a wider variety of mental health resources for students at Maplewood High School. The assistant principal discussed how the school wants to improve communication with the district about mental health resources available to students, with the hope of disseminating those resources to others within the school, including educators. This way, school staff can have a wider variety of resources to use with students to help improve and maintain their well-being.

The MHTTC Network thanks Maplewood High School for participating in the Classroom WISE School TA Opportunity, which was conducted from August to December 2021.



Buffalo Grove High School

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.

To address this need, the Mental Health Technology Transfer Center (MHTTC) Network, in partnership with the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine, developed a free, self-guided online course, video library, and resource collection focused on educator mental health literacy. The 3-part training package, Classroom WISE (Well-Being Information and Strategies for Educators; www.classroomwise.org), was informed by and co-developed with educators from across the nation.

In Spring 2023, the MHTTC Network Coordinating Office, in partnership with the NCSMH, led the 2023 Classroom WISE School TA Opportunity, which involved working with 15 schools and school districts throughout the U.S. to facilitate the implementation of Classroom WISE in their everyday practices. This is the story of how Buffalo Grove High School worked to bring Classroom WISE to their school.

The School

Buffalo Grove High School is a public school within High School District 214 in Illinois that houses 2,000 students, 139 educators, and 80 other staff members. School mental health staff include 9 school counselors, 3 school counselor interns, 2 school psychologists, 2 social workers, and one school social work intern.

The Need

Buffalo Grove High School indicated that after providing training and reviewing best practices for trauma-informed schools, their educators did not feel qualified to help students with their mental health needs. Buffalo Grove indicated that Classroom WISE would benefit their school by supporting educators in their ability to make connections with students, manage students' social-emotional concerns, and make appropriate referrals to student services staff. Classroom WISE implementation would also bolster their Tier 1 social-emotional supports.

What Help They Received

A small implementation team from Buffalo Grove, consisting of a school administrator, three school mental health staff members, a school district representative, and three educators, was invited to attend an orientation webinar for Classroom WISE and participate in sharing sessions to learn what other schools were doing to implement Classroom WISE. They also received a Classroom WISE implementation guide.

What They Did

Buffalo Grove's implementation team disseminated information on Classroom WISE to school staff so they could decide if they wanted to take the Classroom WISE online course. While the school did not mandate that educators and other school staff complete the online course, they offered suggested deadlines and scheduled group discussions to reflect on the pros and cons of the online course modules and generate ways to disseminate Classroom WISE to more school staff. The school also utilized Google Forms to track completion of the online course and gather reflections from the modules.

Who Used Classroom WISE?

Thirty educators and school staff were encouraged to take the Classroom WISE online course. Buffalo Grove had 27 educators and school staff members enroll in the 6-module course, with 8 completing the course and approximately 10-20 staff members watching videos or downloading resources from the Classroom WISE website, video library, or resource collection.

What Changed?

Buffalo Grove High School focused on first introducing Classroom WISE to a small group of school staff to see whether there would be interest in implementing the training schoolwide. The staff members who took the online course spoke about implementing strategies they learned from the course and how it reminded them of the importance of social-emotional learning. Staff felt Classroom WISE strategies were easy to implement and benefited their work, and more educators and administrators have increased their awareness of the online course and its potential to help students.

Barriers and Facilitators

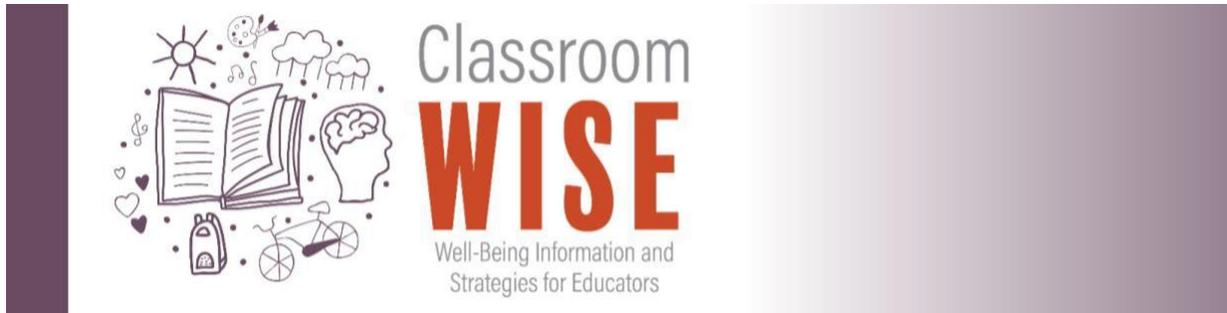
Buffalo Grove staff cited some barriers to using Classroom WISE, including limited time to take the course due to competing initiatives and mandates, mixed perceptions about administrative support, and some disagreement among educators as to whether they are open to supporting student mental health. For facilitators, they cited the helpfulness of the course content and the ability to discuss information from the course with other school staff.

Lessons Learned

Those who took the Classroom WISE online course rated it as having a moderate to high impact on their work over the next 3 months. Buffalo Grove's implementation team also indicated Classroom WISE has had a moderate impact on their school and would continue to have a moderate impact over the next 3 months. The implementation team is looking to get more feedback from students about the impact of the new Classroom WISE strategies

that educators are using in their classrooms. In the meantime, Buffalo Grove has decided to include Classroom WISE as part of their professional development offerings for educators during the 2023-24 school year.

The MHTTC Network thanks Buffalo Grove High School for participating in the 2023 Classroom WISE School TA Opportunity, which was conducted from January to April 2023.



Provisional Accelerated Learning Academy

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.

To address this need, the Mental Health Technology Transfer Center (MHTTC) Network, in partnership with the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine, developed a free, self-guided online course, video library, and resource collection focused on educator mental health literacy. The 3-part training package, Classroom WISE (Well-Being Information and Strategies for Educators; www.classroomwise.org), was informed by and co-developed with educators from across the nation.

In Spring 2023, the MHTTC Network Coordinating Office, in partnership with the NCSMH, led the 2023 Classroom WISE School TA Opportunity, which involved working with 15 schools and school districts throughout the U.S. to facilitate the implementation of Classroom WISE in their everyday practices. This is the story of how Provisional Accelerated Learning (PAL) Academy worked to bring Classroom WISE to their school.

The School

PAL Academy is a public school within San Bernardino City Unified School District in California that houses 300 students, 14 educators, and 25 other staff members. School mental health staff include two school counselors and a mental health specialist.

The Need

As an Alternative Schools Accountability Model (ASAM) school, PAL Academy's motto is "education with an individualized approach," which focuses on helping all students holistically, including students who may be considered "at risk." In addition, PAL Academy is an ASAM school implementing a [Community Schools](#) grant and expressed interest in promoting more mental health opportunities. PAL Academy saw Classroom WISE as an opportunity to engage the whole school in developing actionable mental health skills and improving the school climate.

What Help They Received

A small implementation team from PAL Academy, consisting of a school administrator, a school mental health staff member, a school district representative, and an educator, was invited to attend an orientation webinar for Classroom WISE and participate in sharing sessions to learn what other schools across the country were doing to implement Classroom WISE. They also received a Classroom WISE implementation guide.

What They Did

PAL Academy's implementation team mandated that educators and school staff complete the Classroom WISE online course and tracked course completion by requiring all staff to send their certificates of completion to their Head of Schools. They also scheduled group discussions to reflect on the Classroom WISE online course modules and their work in implementing strategies that they learned from the course into the classroom.

Who Used Classroom WISE?

Twenty-five educators and school staff were asked to take the Classroom WISE online course. Over three months, 19 educators and school staff members enrolled in the 6-module course, with 18 completing the course.

What Changed?

PAL Academy staff indicated that they wanted to change how they engage with their students. Some staff talked about utilizing positive talk in the classroom, while others pledged to build connections with their students as they enter the classroom. Others noted that they would include resources focused on accessibility to learning in their classroom, so that students of all grade levels could utilize them.

Barriers and Facilitators

PAL Academy staff cited some barriers to using Classroom WISE, including limited time to take the course, lack of staff, and needing to remember to implement course strategies during teacher-student interactions. For facilitators, they cited having support staff in the classroom, one-on-one time with students, and a desire to accommodate the mental health needs of high school students.

Lessons Learned

Those who took the Classroom WISE online course rated it as having a moderate to high impact on their work over the next 3 months. PAL Academy's implementation team also indicated Classroom WISE has had a moderate impact on their school and would continue to have a moderate impact over the next 3 months. PAL Academy plans on obtaining feedback about the online course now that the initial implementation phase has passed, while other plans to move forward with additional implementation efforts may include gathering information on what strategies staff continue to use to help students, following up with staff on a regular basis, and having a school-designated person to oversee continued Classroom WISE implementation efforts.

Appendix A: Communication Template on Classroom WISE for Educators and School Personnel

Hello! Our school is implementing a new school mental health literacy package for educators and school personnel: Classroom WISE. This package includes a 6-module self-paced online course, a video library, and a resource collection. Please complete the online course by insert date. See below for important information about the course and your participation.

Site Information

The site lead for Classroom WISE at enter school name is enter site lead name here. If staff have questions about Classroom WISE, they can contact the Site Lead, insert contact information for site lead. Additional members of the Classroom WISE implementation team include insert implementation team members here.

Training Information

To kick off our use of Classroom WISE, we will insert information about initial meeting or onboarding. You are asked to complete the course and review the resources by insert completion date.

Materials

To access Classroom WISE, go to www.classroomwise.org. Follow the screenshots below to register for the course. You will be redirected to the online course host site, HealthKnowledge.org.

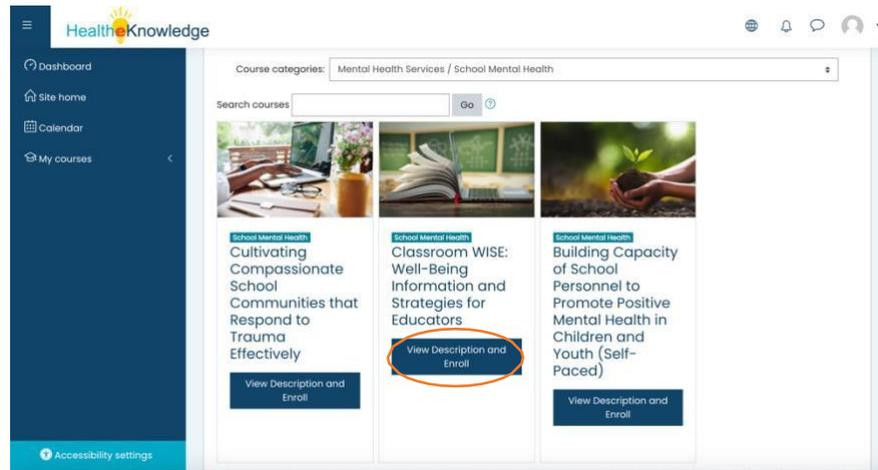
You will take a brief survey at the beginning of the course, followed by a brief Introduction. Then, each module includes the module content, a full transcript of the content, and a quiz. A passing score of 80% serves to verify understanding of the module's material. You can exit in the middle of a module, and then resume where you left off. The modules need to be taken in order, with each quiz completed and passed before the next module content is able to be viewed. After Module 6 and its quiz, you will be asked to complete two brief feedback surveys, and then can access and print/save their Certificate of Completion. Make sure pop-up blockers are disabled in your browser and that you have speakers or headphones for sound.

If you have technical issues, first please contact the please contact the Help Desk for 24/7 email support, as well as weekday chat and phone support: <https://healthknowledge.org/> and click on Need Help. For other questions, contact insert site lead name and contact info. In addition to the modules, you can find a video library, <https://www.classroomwise.org/video-library>, and resource collection, <https://www.classroomwise.org/resource-collection>.

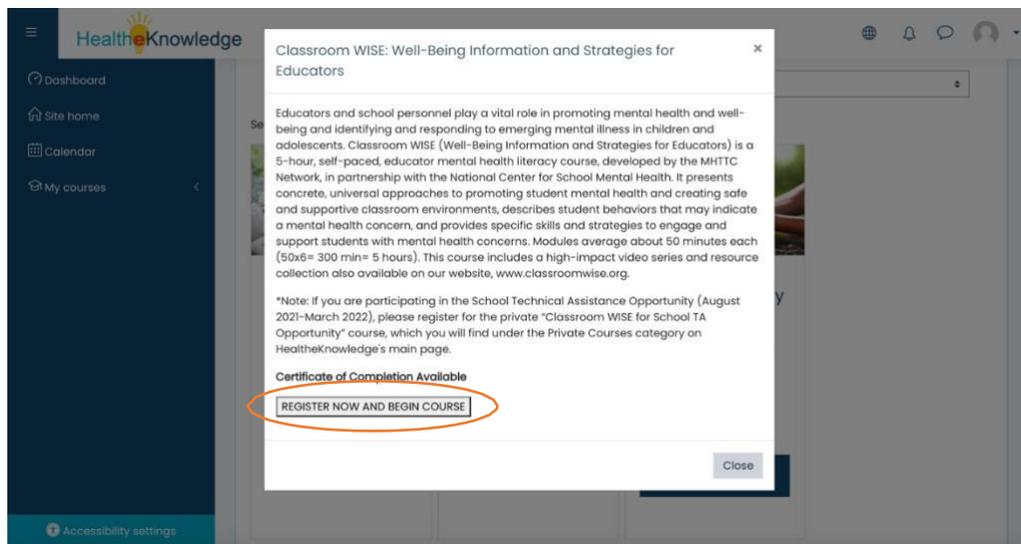
Online Course

To access the online course, navigate to <https://healthknowledge.org/course/index.php?categoryid=120> follow the steps below.

1. Click the “view description and enroll” button.



2. Then click the “register now and begin course” (at the bottom of the course description).



3. When you click the link, you will be asked to log in (if you already have a HealthKnowledge account) or asked to create an account (if you do not already have one) and then return to the course page to register.
4. If you do not already have a HealthKnowledge account, follow the prompts and on-screen instructions to create one.
5. After registering for your account, you should automatically return to the course registration page, and you may repeat steps 1-2.

If you need to, you can use your browser's back button (or click <https://healthknowledge.org/course/index.php?categoryid=120>) after creating your

account to return to the course registration page and click the Register Now and Begin Course button again.

If you have any issues, the Help Desk number is 1-844-284-9616, and they are available 9:00 AM to 9:00 PM Central Time, Monday-Friday. **At any time of day, you can also contact them via <https://hek.zendesk.com/> for assistance with your registration, or with any problems you may have while taking the course.**

If you have registration problems, let them know that you are attempting to register for the course **Classroom WISE: Well-Being Information and Strategies for Educators.**

Questions?

Reach out with any questions to: networkoffice@mhttcnetwork.org

Disclaimer

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