

# Developing and Implementing Classroom WISE: A Mental Health Literacy Training Package for Educators and School Personnel

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

Originally presented during the 2022 Advancing School Mental Health Conference



## Classroom

# WISE

Well-Being Information and  
Strategies for Educators



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At the time of this presentation, Miriam Delphin-Rittmon served as the Assistant Secretary for Mental Health and Substance Use and Administrator of 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 under Funding Opportunity Announcement (FOA) No. SM-18-015 from the DHHS, SAMHSA.

# Our Team

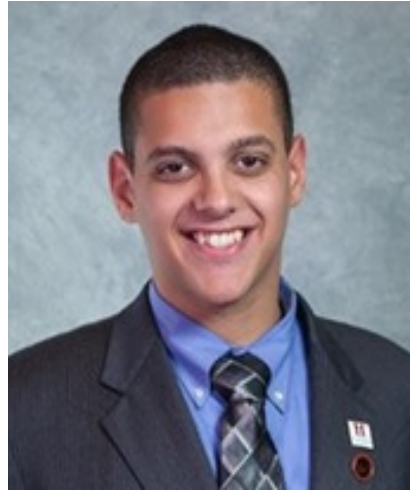


**Dr. Heather Gotham** is a licensed clinical psychologist and Clinical Associate Professor at the Stanford University School of Medicine, and Director of the MHTTC Network Coordinating Office. She works to improve access to effective care in the public mental health and addiction treatment systems. Her research uses implementation science to assist behavioral health providers in utilizing evidence-based treatments at national, state, and local levels.



**Jessica E. Gonzalez, MSW** is the School Mental Health Initiative Project Coordinator for the MHTTC Network Coordinating Office. She has worked in the community as a social worker providing mental health services in school and outpatient clinic settings to children and adolescents of diverse socioeconomic, cultural and ethnic backgrounds. In addition, Jessica has over 6 years of experience in project management support and coordination for research and evaluation in the areas of early childhood learning and development, special education, post-secondary education attainment, and delivery of school mental health services.

# Our Team



**Ricardo Canelo, MPH** is the Associate Project Coordinator for the MHTTC Network Coordinating Office. Ricardo helps coordinate the work of the MHTTC Network, which provides training and technical assistance to the mental health workforce to increase the use of evidence-based mental health prevention, treatment, and recovery support services across the United States. Additionally, he has worked with faculty at the University of Virginia since 2018, investigating how school demographics influence the self-efficacy and fit of first year elementary school English and math teachers.



**Dr. Miranda Zahn** is an Assistant Professor of School Psychology at the University of South Dakota. Miranda's professional and research interests are in School Mental Health, and specifically in the areas of indirect service delivery and tiered supports for social, emotional, and behavioral needs in schools with diverse students from an anti-racist lens. Additionally, she is passionate about family-school connections, community partnerships in schools, and educator well-being.

# Our Team



**Dr. Sharon Hoover** is a licensed clinical psychologist and a Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry, and Co-Director of the National Center for School Mental Health. She currently leads NCSMH efforts to support states, districts and schools in the adoption of national performance standards for quality and sustainability of comprehensive school mental health systems. Dr. Hoover has led and collaborated on multiple federal and state grants, with a commitment to the study and implementation of quality children's mental health services.



**Dr. Nancy Lever** is a licensed clinical psychologist and Associate Professor within the University of Maryland School of Medicine. She is the Co-Director of the NCSMH and Executive Director of the UM School Mental Health Program. She has advanced innovative training and technical assistance efforts to enhance high quality, trauma-informed, and culturally responsive, equitable school mental health supports. She facilitates the advancement of interdisciplinary school behavioral health training for advanced graduate students and the education, health, and behavioral health workforce. She is a leader of the National Quality Initiative on School Based Health Services, supporting states, districts, and schools in advancing school mental health policy and adopting national school mental health quality performance standards.

# A little bit about YOU!

Who do we have in the room with us today?



# Agenda for our time together!

- Overview of the MHTTC Network
- Classroom WISE Training Package
- Demo Time 😊
- Implementation Strategies to Support Student Mental Health
- Discussion
- Q&A



# Mental Health Technology Transfer Center (MHTTC) Network



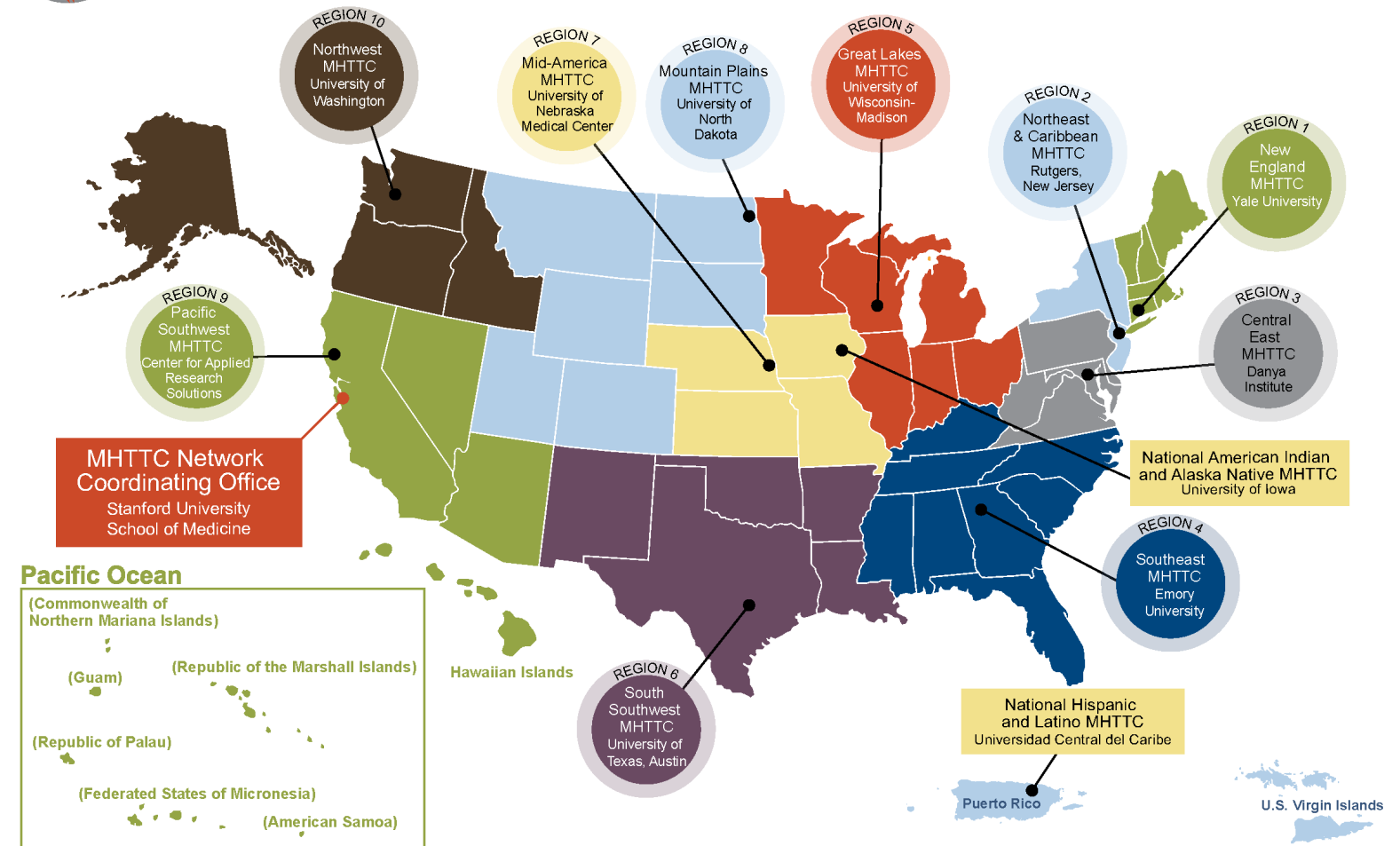
MHTTC

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

MHTTC Network

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

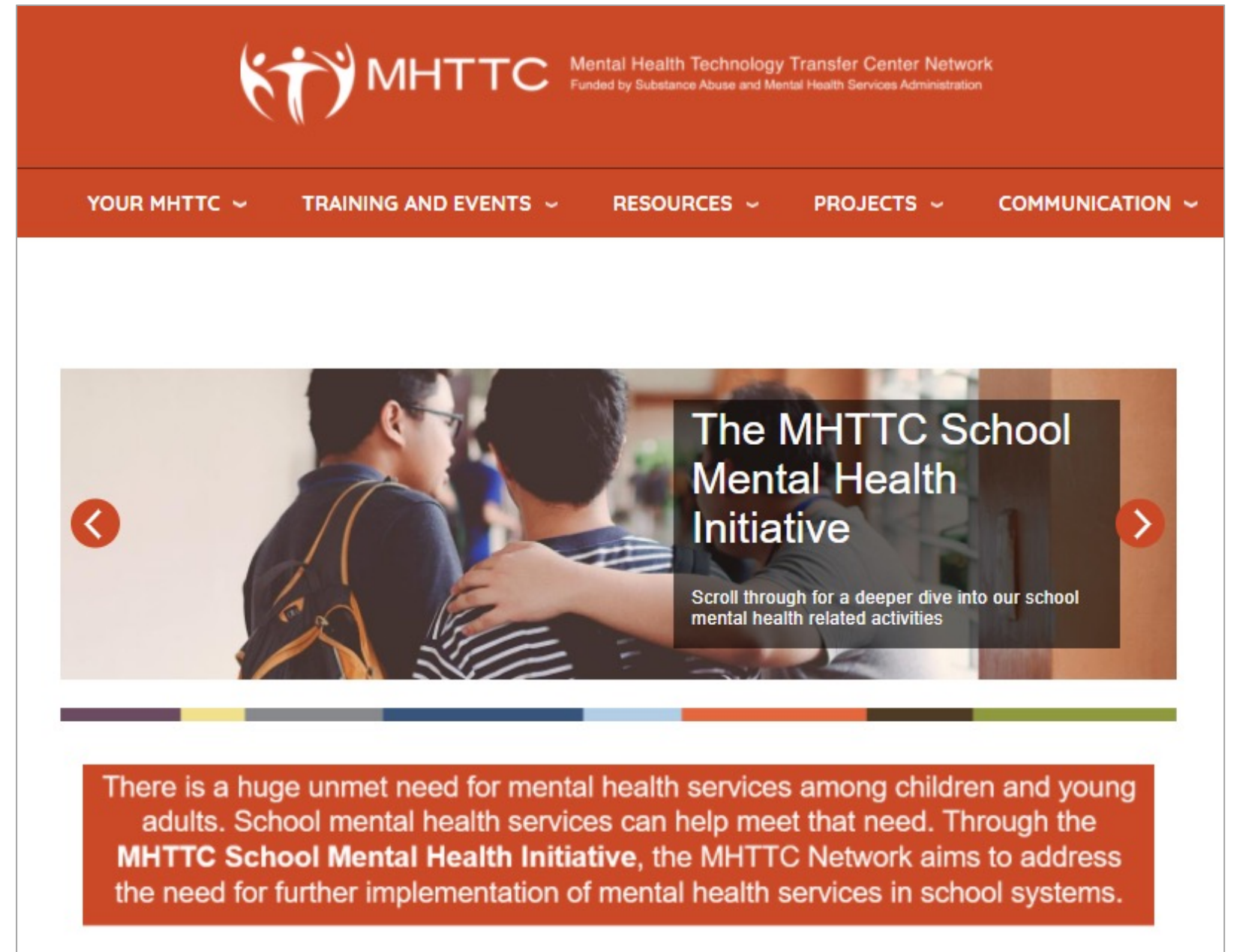
Visit the MHTTC website at  
<https://mhttcnetwork.org/>





# The MHTTC School Mental Health Initiative

- Bringing awareness to student mental health and evidence-based school mental health supports and services
- Disseminating information related to the implementation of best models of school-based mental health provision
- Providing technical assistance and training on the implementation of mental health services in schools and school systems



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

YOUR MHTTC ▾ TRAINING AND EVENTS ▾ RESOURCES ▾ PROJECTS ▾ COMMUNICATION ▾

## The MHTTC School Mental Health Initiative

Scroll through for a deeper dive into our school mental health related activities

There is a huge unmet need for mental health services among children and young adults. School mental health services can help meet that need. Through the **MHTTC School Mental Health Initiative**, the MHTTC Network aims to address the need for further implementation of mental health services in school systems.

# MHTTC School Mental Health Initiative



## Supporting the Mental Health of Autistic Students

Publication Date: August 9, 2022

Developed By: **Southeast MHTTC**



Expect the Unexpected: Preparing for Crises in Schools

## Early Intervention for Psychosis in Young People: A Lived Experience and School Perspective



3:00pm - December 1, 2021 thru 4:00pm - December 1, 2021 | Timezone: US/Eastern

Hosted By: New England MHTTC



## Supporting the Mental Health Needs of Students Attending Tribal Colleges

Publication Date: November 6, 2021

Developed By: **Mid-America MHTTC**



## Well-Being Wednesdays Taking Care of Teachers Who Take Care of Kids

Webinar series archive available now!

## College Mental Health Professionals Community of Practice (CoP): Self-Care and Wellness during COVID-19

Publication Date: December 8, 2020

Developed By: **Mountain Plains MHTTC**



## Understanding and Addressing Mental Health Needs of Transgender, Non-Binary, and Gender Expansive Youth in Schools

Publication Date: April 5, 2022

Developed By: **Mountain Plains MHTTC**

## Mental Health Bytes: Suicide Prevention for Young Latinas



Collaborating TTC: National Hispanic and Latino MHTTC

Publication Date: May 13, 2019

Why is mental health literacy for educators so important?

# Supporting Student Mental Health: Resources to Prepare Educators

- Collaboration with the National Center for School Mental Health
- 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>

# “Nothing about us without us!”

- Obtained input via focus groups with educators across the US and one-on-one interviews with leaders in the field of education and mental health



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

A FREE 3-part training package for K-12 educators and school personnel on mental health literacy



The image shows a promotional graphic for Classroom WISE. The top half is a dark red banner with the text "Classroom WISE" in white, where "WISE" is significantly larger than "Classroom". Below this, in smaller white text, is "Well-Being Information and Strategies for Educators". The background of the banner is filled with faint, repeating icons of various educational and well-being symbols like books, hearts, musical notes, and suns. Below the banner, on a white background, are three icons: a head with a brain, an open book, and a laptop. Each icon is accompanied by a text label: "Online Course", "Video Library + Resource Collection", and "Website".

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

Online Course

Video Library +  
Resource Collection

Website

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

# Classroom WISE Online Course

- Self-paced online course with a 5 contact hour certificate of completion
- Includes evidence-based strategies
- To date, over 15,000 people have enrolled in the course
- MHTTCs provide Classroom WISE implementation support to schools and districts across the country
- Several states have incorporated this training into required professional development for school staff



School Mental Health

Classroom WISE: Well-Being Information and Strategies for Educators



# 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*

Available at <https://www.classroomwise.org/video-library>



# Classroom WISE Resource Collection



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

Available at <https://www.classroomwise.org/resource-collection>

# Classroom WISE Website



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



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](http://www.classroomwise.org)

**Now for a quick demo...**

# Cultural Inclusiveness and Equity WISE

- A companion training to Classroom WISE
- Educators learn:
  - How inequities in education impact student mental health
  - How implicit bias influences our perceptions and responses
  - Culturally inclusive classroom strategies to support student mental health



Module 1: Understanding How Social Injustices Impact Student Mental Health



Module 2: Understanding How Educator Bias Impacts Student Mental Health



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



Module 4: The Impact of Trauma and Adversity on Learning and Behavior

Visit [www.classroomwise.org/companion-course](http://www.classroomwise.org/companion-course) to learn more!

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



# Classroom **WISE**

Well-Being Information and  
Strategies for Educators



MHTTC

Visit [www.classroomwise.org](http://www.classroomwise.org) to learn more!



# General Evaluation of Classroom WISE

# Classroom WISE Course Development Study – Need

- Needs assessment conducted by the MHTTC Network to better understand the needs of students and educators in America
  - Informed the creation of Classroom WISE training package, which was developed with a multidisciplinary team
- Educators are in a pivotal position in their classroom to teach class-wide behavioral interventions, reduce stigma, and link students to appropriate mental health resources and support

# Classroom WISE Course Development Study – Purpose

- Four primary aims:
  - How can we adapt and translate an evidence-based curriculum into an online training course?
  - How have educators' attitudes, knowledge, and behaviors shifted after completing the training?
  - What level of impact is expected from implementing Classroom WISE in schools?
  - How satisfied are study participants with the content presented in the Classroom WISE training?



# Recruitment

- Participants recruited across the US after release of Classroom WISE through course dissemination
- 2,095 participants completed pre- and post-course surveys between October 2021 and January 2022



# Methods

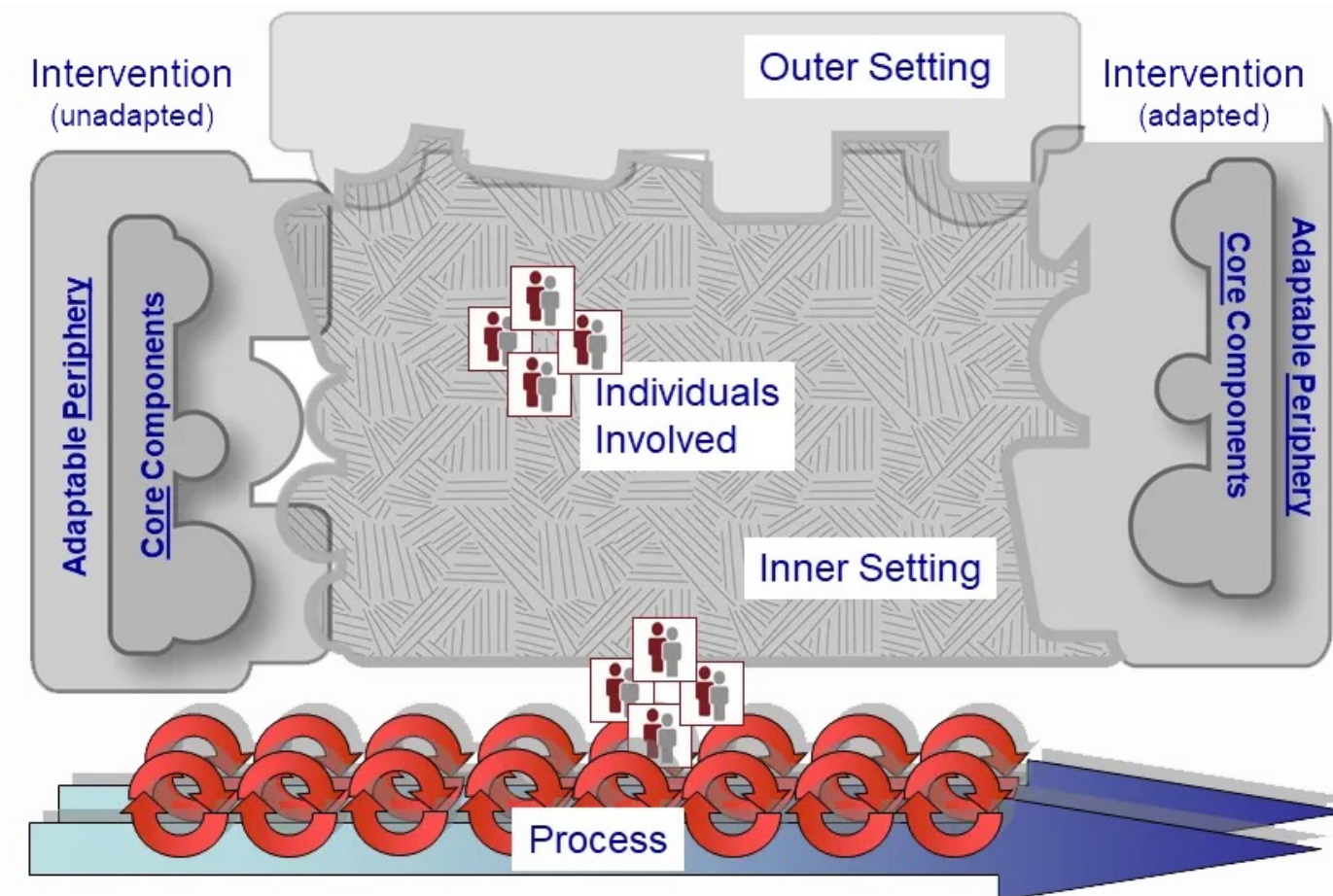
- Classroom WISE online course participants were asked to complete a survey:
  - Before taking the course
  - Immediately after taking the course
- The surveys assessed participants' attitudes, knowledge, and behaviors related to supporting student mental health

# Measures – Barriers/Facilitators of Implementation

- Characteristics of Individuals
  - Knowledge and beliefs about the intervention – individuals' attitudes and the value they place on Classroom WISE
  - Self-efficacy – individuals' beliefs in their own ability to achieve the Classroom WISE implementation goals
  - Other personal attributes – personal traits that lead to the implementation of Classroom WISE, such as motivation and competency

# Measures – Barriers/Facilitators of Implementation

- Example: Consolidated Framework for Implementation Research (CFIR)



# Analysis

- Frequencies analyzed using SPSS
  - Paired samples t-tests performed to determine if there were any observable differences before and after taking the Classroom WISE online course
- Qualitative responses were coded to determine prominent themes

# Demographics – Course Completers (n=2095)

- Gender
  - 84% identified as a woman
  - 14% as a man
- Race
  - 78% identified as White
  - 15% identified as Black or African American
- Education
  - 48% bachelor's degree
  - 36% master's degree



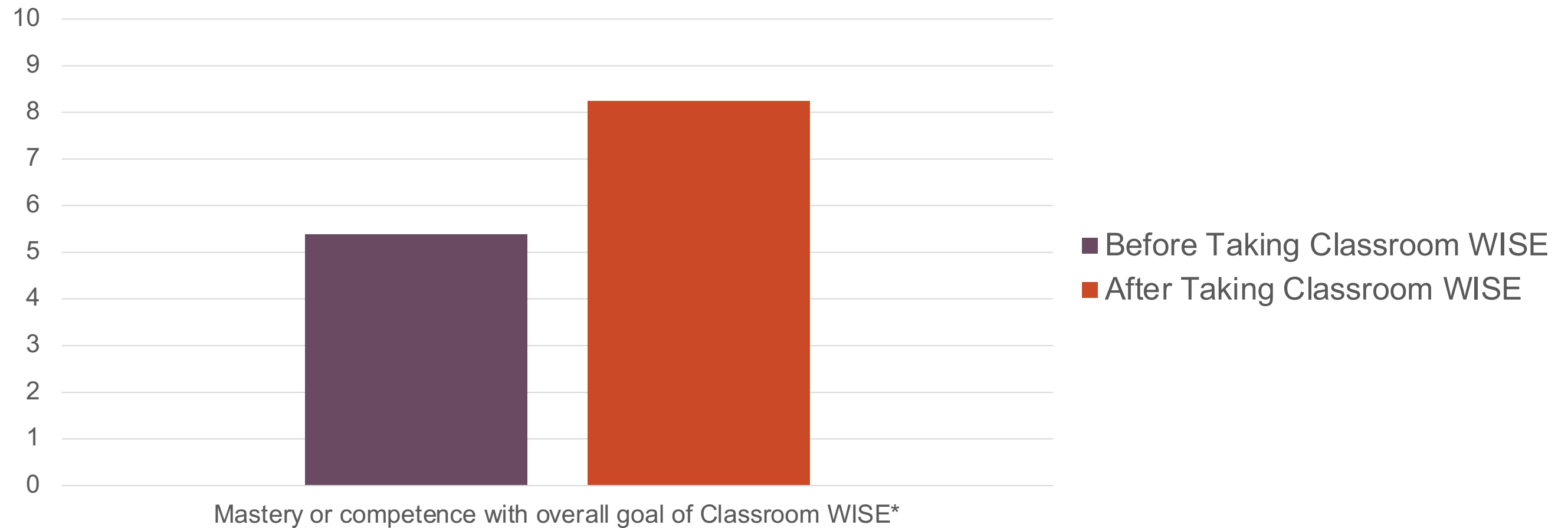
# Demographics – Course Completers (n=2095)

- Role
  - 76% educators
  - 10% student instructional support personnel
- 80% worked in a K-12 school



# Results – Attitudes and Knowledge

Mastery of Skills to Promote Well-Being Strategies and Support Students with Mental Health Challenges

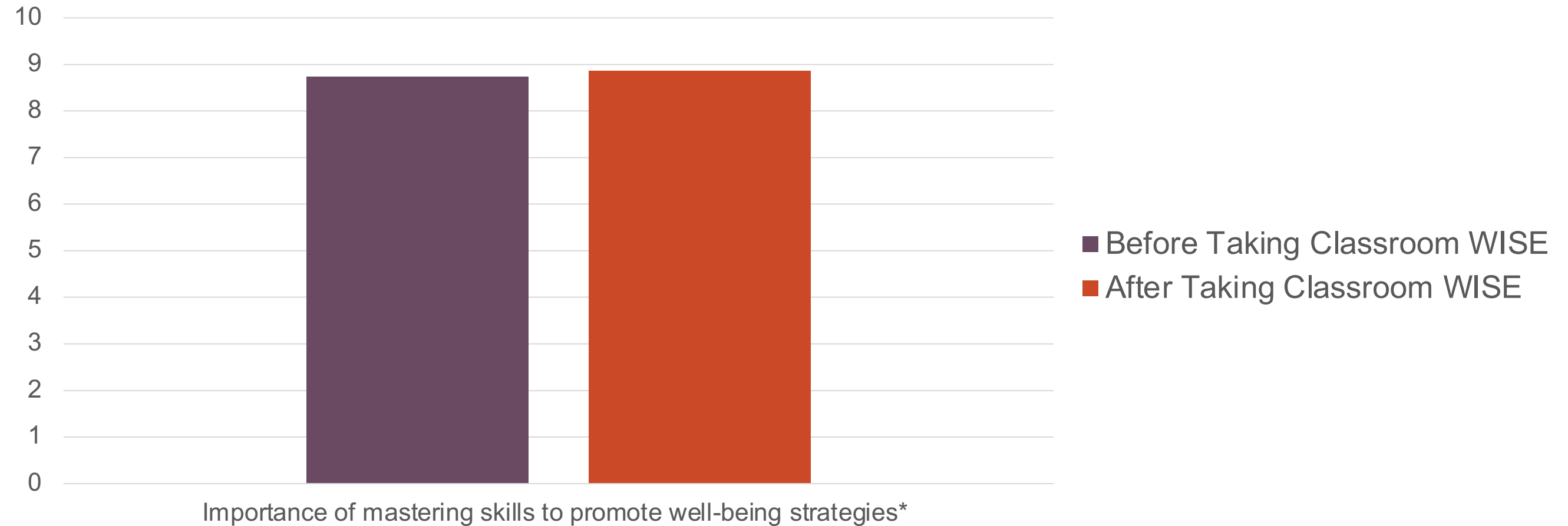


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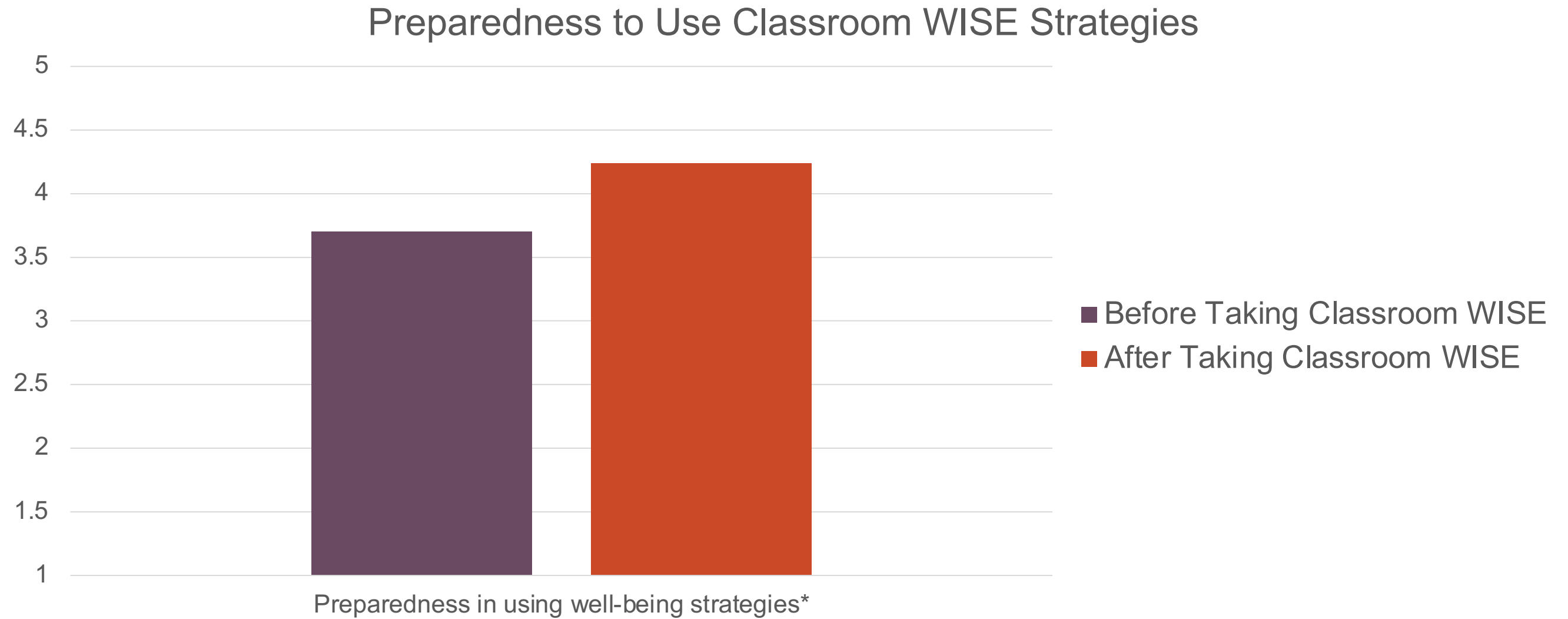
# Results – Attitudes and Knowledge

## Attitudes Towards Promoting Well-Being Strategies and Supporting Students with Mental Health Challenges



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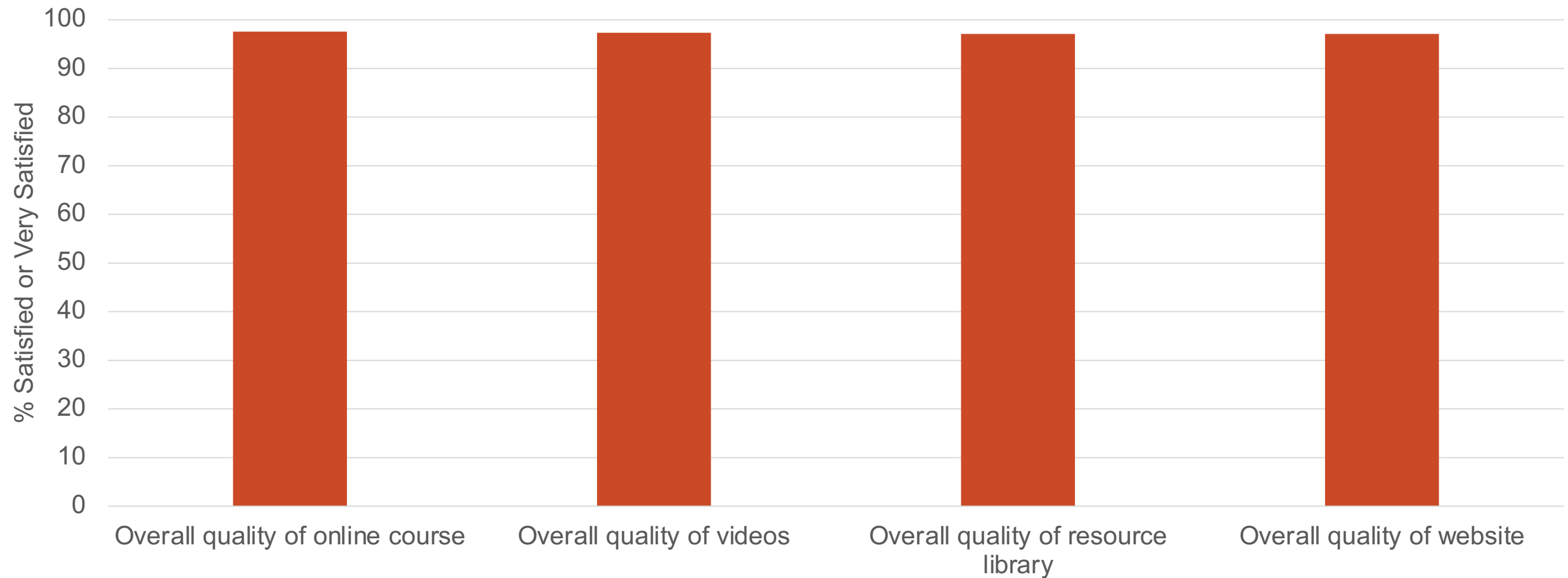
# Results – Behaviors



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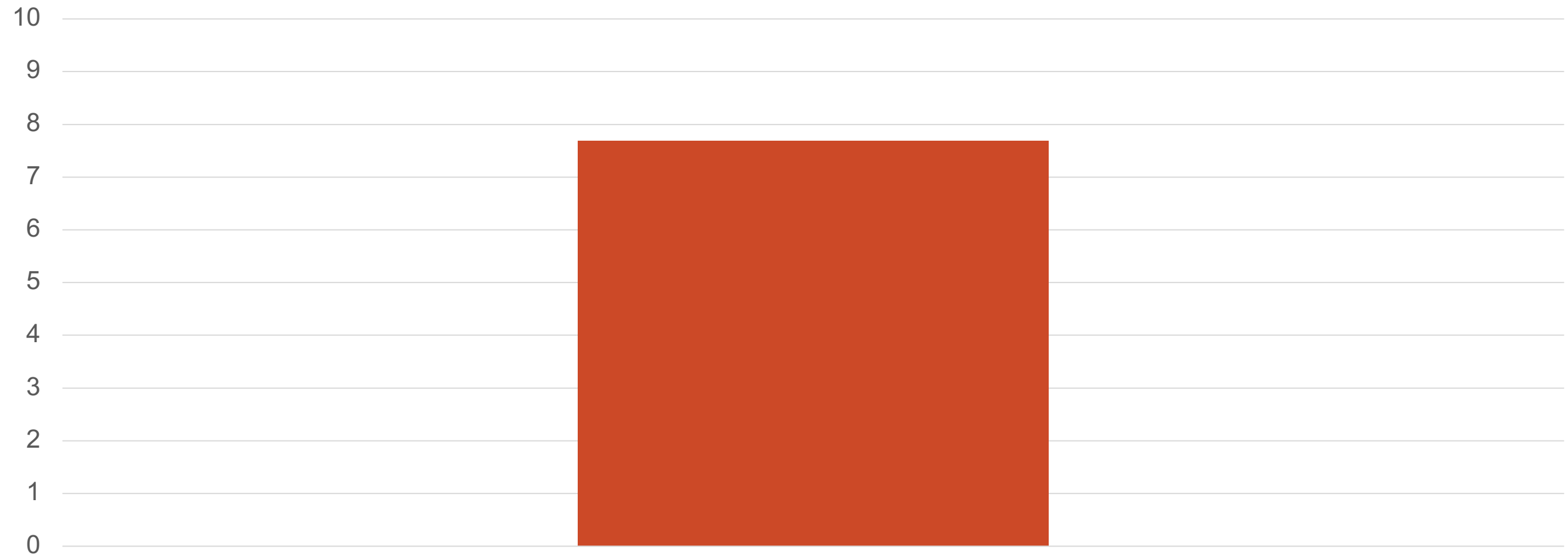
# Results – Satisfaction

## Satisfaction with Classroom WISE Training Package



# Results – Barriers and Facilitators

Level of Perceived Impact of Classroom WISE on Work



What level of impact do you think that Classroom WISE will have in your work in the next 3 months?

# Results – Changes in Work After Completing Classroom WISE

- Creating safe and supportive classrooms (30%)
  - “I plan to check in with kids more on an emotional and personal level...”
- Fostering social emotional competencies and well-being (19%)
  - “I plan to have more explicit social skills teaching and discussions about students’ lives...”
- Classroom strategies to support students experiencing distress (16%)
  - “The course was enlightening in challenging me to better look for cues...and to not jump to any conclusions until I know more clearly what the situation is...”

# Results – Barriers to Using Classroom WISE

- Classroom WISE characteristics (25%)
  - “...We are already short on time to cover all objectives for the class.”
- Individual characteristics (17%)
  - “My ability to effectively cope with students and my thoroughness to reach students and implement the change[s] to help them.”
- None (16%)
- Outer setting (16%)
  - “COVID-19. I have so many students that are exhibiting these behaviors due to being out of school for 2 years.”
- Inner setting (11%)
  - “...all parts of the administration do not agree with certain strategies or counseling techniques.”

# Results – Facilitators of Classroom WISE

- Inner setting (30%)
  - “I work with a very strong team...”
- Outer setting (18%)
  - “Social workers, military liaisons, counselors, principal[s], assistant principal[s] are school staff that help...”
- Classroom WISE characteristics and implementation process (13%)
  - “Having time set aside to do the social-emotional learning lessons...”
  - “Frequent PLC meetings with support staff and actively discussing the training during PLC and make goals with grade level on the practices to use.”

# Discussion

- Limitations
  - Overrepresentation from one state on the East Coast
  - Cross-sectional data does not measure long-term impact
- Implications
  - Results contribute to the knowledge base about the effectiveness of online training courses for school staff and educators
  - Classroom WISE enhances mental health literacy by providing evidence-based information and strategies
  - Framework for development and evaluation of online training courses for educators' mental health literacy



# Classroom WISE Implementation Project

# Implementation Science

- Scientific study of processes and factors associated with successful integration of evidence-based interventions within a particular setting.
  - How do you get evidence-based practices into routine practice settings so that more people can receive the best care possible?
  - What types of implementation strategies (technical assistance, training, etc.) are needed to help implement the new practices?

# Implementation Strategies

- The activities, actions, or causal agents for the installation, scale up, scale out, or sustainment of an evidence-based practice
  - Training and technical assistance “interventions” of an implementation or sustainment endeavor
- Passive dissemination strategies (e.g., research publications, training manuals), standalone trainings are not enough
- Which implementation strategies can really push practice change?



[Image from www.gotcredit.com](http://www.gotcredit.com)

# Implementation Strategies

Category	Examples
Plan	Conduct local needs assessment; assess for readiness and identify barriers; develop implementation plan; build local consensus; mandate change
Educate	Develop effective educational materials; conduct ongoing training; inform local opinions leaders; prepare patients/consumers to be active participants
Finance	Alter incentives; place on formularies; access new funding; make billing easier
Restructure	Create new clinical teams; change service sites; change physical structure and equipment; change records systems
Manage Quality	Develop and organize quality monitoring systems; audit and feedback; obtain and use patient/consumer/family feedback; provide clinical supervision; conduct cyclical small tests of change (PDSA cycles)
Attend to Policy	Encourage the promotion of programs and practices through accrediting bodies, licensing boards, and legal systems

# Tailoring Strategies to Barriers - Precision Implementation

- Assess context to identify determinants of implementation outcomes (i.e., barriers and facilitators) that may need to be addressed
- Design and select strategies appropriate to the barriers
- Implement and evaluate the strategies
- Evaluate adaptations, sequencing and combining strategies based on context (and ongoing measures of implementation outcomes)
- Model implementation outcomes

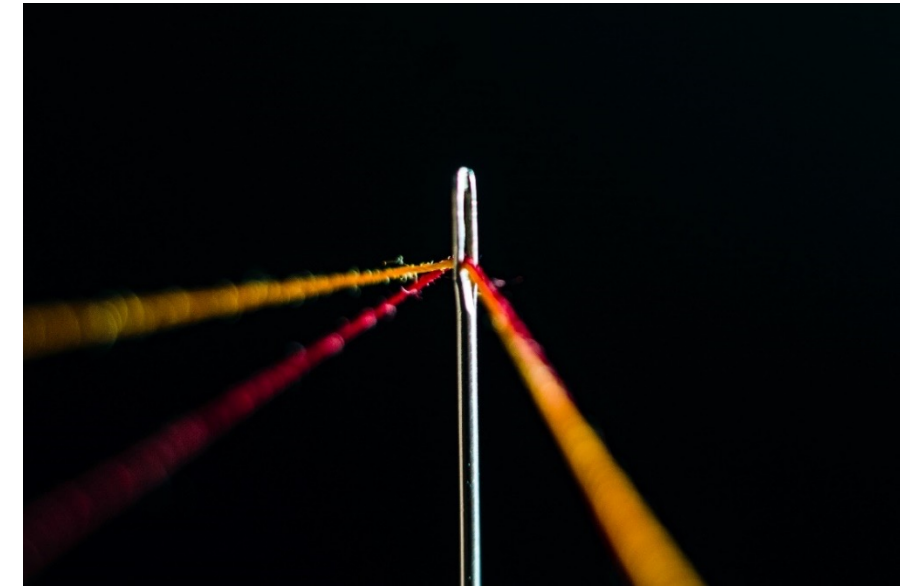


Photo by [amirali mirhashemian](#) on [Unsplash](#)

# Evaluating Implementation

- How can I know whether the new practice, and how it is implemented, works?
- RE-AIM Framework
  - Reach Participants who need (& want) it, get it
  - Effectiveness It works (participant-level outcome)
  - Adoption Providers/educators deliver it
  - Implementation It is delivered with quality
  - Maintenance It continues to be delivered

# Classroom WISE Implementation Study – Need

- Developing and disseminating effective educator and school personnel training and education packages does not necessarily lead to their use and implementation in practice.
- Active implementation strategies are needed to introduce districts and schools to mental health training resources and help them explore, plan, implement, and sustain educator training in mental health.

# Classroom WISE Implementation Study – Purpose

- Examine the effectiveness of a low versus moderately resource intensive set of strategies to assist schools in implementing Classroom WISE with their school personnel
  - Assist schools to implement (use, embed) Classroom WISE with educators and school personnel
  - Use the strategies provided in Classroom WISE to better promote student mental health and respond to students with mental health concerns



# Recruitment – August 2021

- Request for applications sent to encourage participants
- 17 applications, 15 schools selected
- After two dropouts, 13 schools participated



# Sites & Participants

- Sites
  - 13 schools from across the United States
  - 10 public schools (5 high schools, 5 elementary schools), 3 private schools
- Participants
  - School teams
    - At least 4 members per school
    - Composed of at least 1 school administrator, school mental health professional, teacher, and district representative
  - Educators and school personnel who complete the Classroom WISE online course

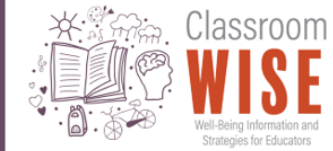


# Design

- What's the effectiveness of low versus moderate resource-intensive implementation/TA strategies?

	<b>Classroom WISE Mandate</b>	<b>No Classroom WISE Mandate</b>
<b>Basic TA</b>	<ul style="list-style-type: none"><li>• Orientation webinar</li><li>• Implementation guide</li></ul>	<ul style="list-style-type: none"><li>• Orientation webinar</li><li>• Implementation guide</li></ul>
<b>Enhanced TA</b>	<ul style="list-style-type: none"><li>• Orientation webinar</li><li>• Implementation guide</li><li>• Individual school facilitation session</li><li>• 2 Community of Practice sharing sessions</li></ul>	<ul style="list-style-type: none"><li>• Orientation webinar</li><li>• Implementation guide</li><li>• Individual school facilitation session</li><li>• 2 Community of Practice sharing sessions</li></ul>

# Classroom WISE Implementation Guide



## Classroom WISE Implementation Guide for School Teams

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

August 2021





MHTTC

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



## Implementation Guide Contents

- Overview of Classroom WISE and Implementation
- Classroom WISE Training Package and Course Logistics
- Content Preview
- Considerations for Implementation
- School Implementation Flowchart
- Alignment with Current Initiatives and Policies
- Communication Template for Educators and School Personnel

# Initial Considerations for Successful Implementation

## 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 tracking 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?

# Methods

- School implementation team member surveys:
  - Prior to the first TA event (orientation session, August 2021)
  - After TA ended (Dec 2021)
- Classroom WISE online course participants were asked to complete a survey:
  - Before taking the course
  - Immediately after taking the course
- Key informant interviews were conducted using a semi-structured interview guide in Jan 2022 among:
  - Basic and enhanced TA teams
  - Classroom WISE online course participants

# Measures – Barriers/Facilitators of Implementation

- Characteristics of Classroom WISE
  - Effectiveness – e.g., whether Classroom WISE is more effective than current school mental health promotion efforts
  - Adaptability – e.g., whether Classroom WISE can be adapted to fit a school and their students' needs
  - Trialability – e.g., whether using strategies suggested in Classroom WISE seems realistic



# Measures – Barriers/Facilitators of Implementation

- Inner setting
  - Demographic factors of schools – e.g., size of student body, grade levels, geographic area, socioeconomic status, etc.)
  - Implementation readiness – e.g., whether staff feel that they have access to resources to help them implement Classroom WISE
  - Implementation climate – e.g., whether staff feel that Classroom WISE can have a substantial impact on students

# Measures – Barriers/Facilitators of Implementation

- Outer setting
  - Needs of students – e.g., whether staff feel that Classroom WISE is compatible with their school or whether it needs to be culturally adapted
  - External relationships – e.g., whether a school is connected with local mental health providers or whether staff know of other schools who have implemented Classroom WISE

# Measures – Outcomes

- Focus on measuring constructs via RE-AIM
  - Adoption – percentage of staff members that utilize Classroom WISE
  - Implementation – what staff do with the content of the Classroom WISE online course
  - Maintenance – whether what staff does with the content of the Classroom WISE online course can be maintained after 90 days

# Analysis

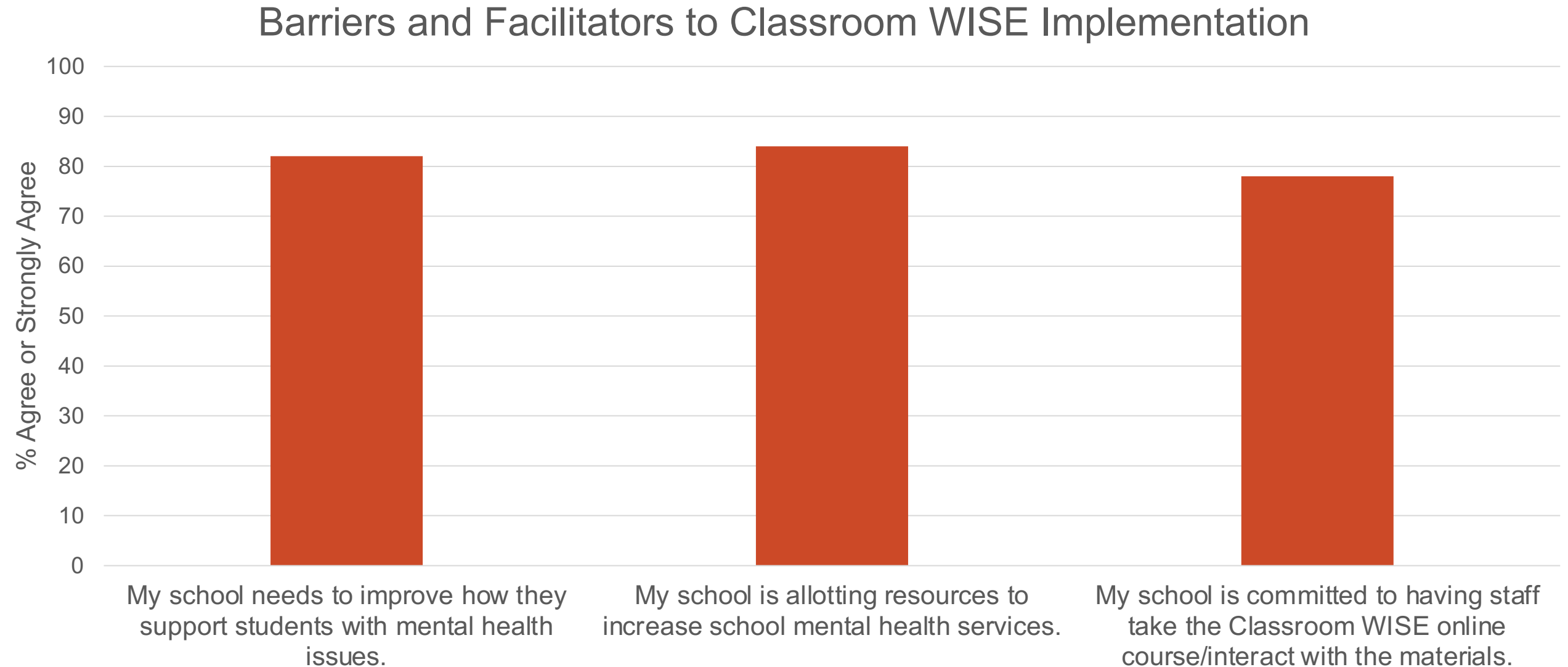
- Frequencies analyzed using SPSS
  - T-tests performed to determine if there were any observable differences from before to immediately after taking the Classroom WISE online course
- Qualitative responses on team baseline surveys were coded to determine prominent themes affecting student mental health
- Descriptive-interpretive approach used to code and analyze interview data

# School Team Results

# Demographics – School Teams (n=46)

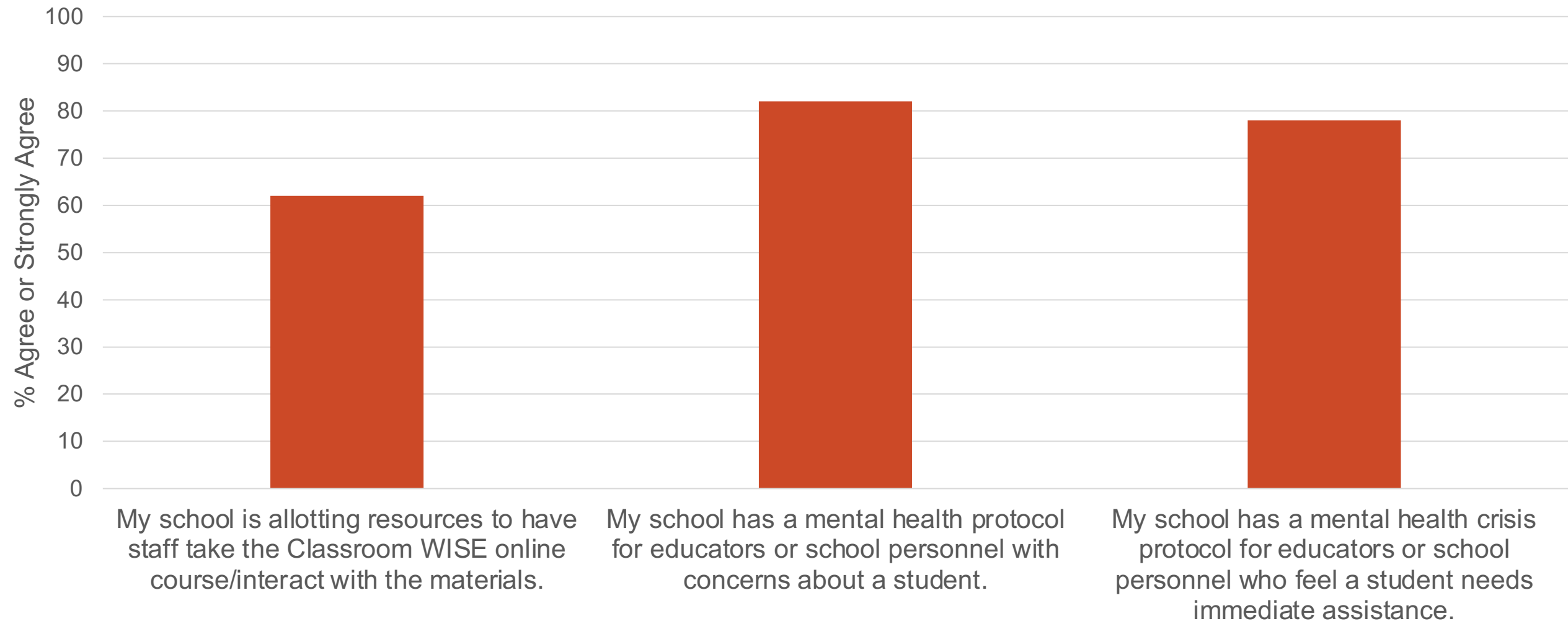
- Average age: 43 years old
- Average experience: 14 years
- Gender
  - 80% identified as a woman
  - 20% as a man
- Race
  - 80% identified as White
  - 22% identified as Black or African American

# Results – Barriers and Facilitators



# Results – Barriers and Facilitators

Barriers and Facilitators to Classroom WISE Implementation





# Mandating Use of Classroom WISE

- 39% indicated there was a mandate in place for using Classroom WISE
- Of those who reported that their school was mandating use of Classroom WISE, the type of mandate varied:
  - Mandate through professional development or other means (n=5)
  - Mandate for Classroom WISE implementation team or other pilot group (n=3)
  - Mandate school-wide (n=2)

# Student Mental Health

- 72% indicated their school has something specific that they or their community are struggling with, affecting student mental health
- Themes include:
  - Poverty or low socioeconomic status (n=19)
  - Substance use – opioids, marijuana, etc. (n=12)
  - COVID-19 (n=11)
  - Violence from gangs, guns, neighborhood etc. (n=11)
  - Depression, anxiety, trauma, abuse, or suicide (n=6)

# Adoption

School	Size of school (# Educators)	Planned to mandate CWISE	Mandated CWISE	# (%) of team who attended Orientation webinar	Attended virtual community of practice sessions	Completed individual facilitation meeting	# completed CWISE online course
Enhanced TA							
School 1	32	Yes	Yes	2 (50%)	Yes	Yes	16 (30 = mod 1)
School 2	93	Yes	Yes	1 (20%)	No	Yes	1 (68 = mod 1)
School 3	42	Yes	Unknown	1 (25%)	No	No	0
School 4	33	No	Yes	1 (14%)	Yes	Yes	36
School 5	25	No	No	5 (83%)	Yes	Yes	5
School 6	98	No	No	0 (0%)	Yes	Yes	4
Standard TA							
School 7	58	Yes	Yes	2 (40%)			63
School 8	20	Yes	(by 2022)	3 (42%)			0
School 9	100	Yes	Yes	1 (17%)			0
School 10	85	No	Unknown	2 (50%)			4
School 11	110	No	No	4 (57%)			0
School 12	18	No	No	2 (40%)			0 (35 = mod 1)
School 13	24	No	Unknown	1 (20%)			0

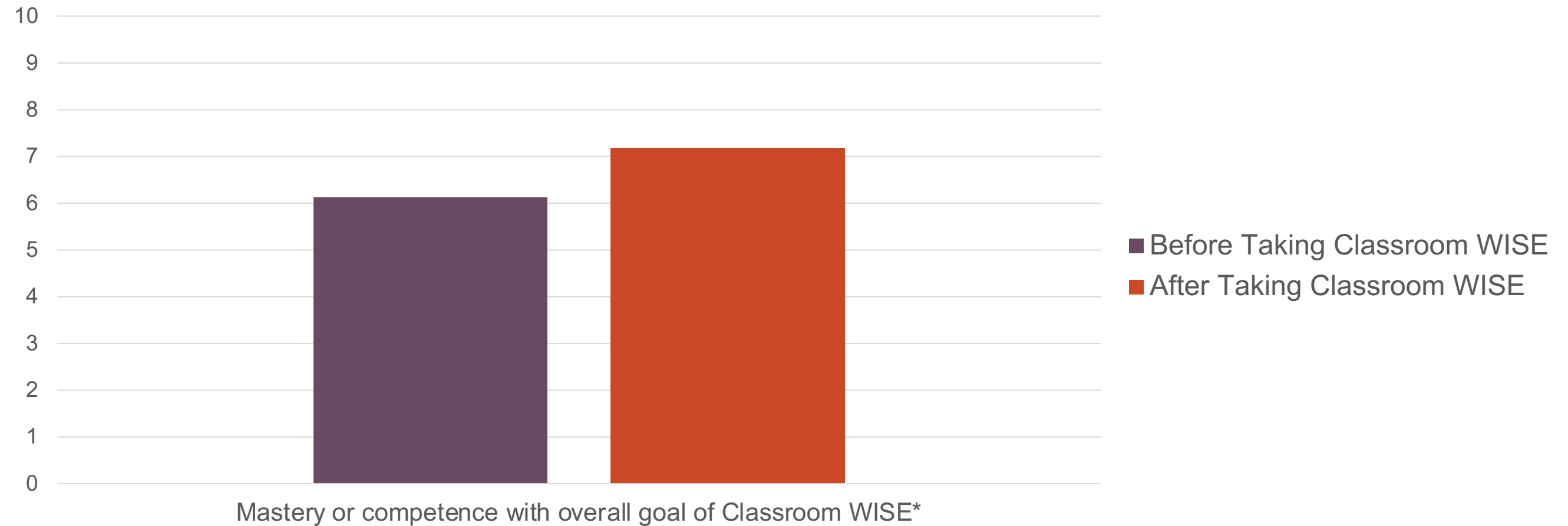
# **Classroom WISE Course Completion Results**

# Demographics – Course Completers (n=58)

- Gender
  - 72% identified as a woman
  - 28% as a man
- Race
  - 81% identified as White
  - 12% identified as Black or African American
- 64% identified as an educator, 14% as student instructional support personnel
- 66-85% worked in a school that served K-12 students

# Results – Attitudes and Knowledge

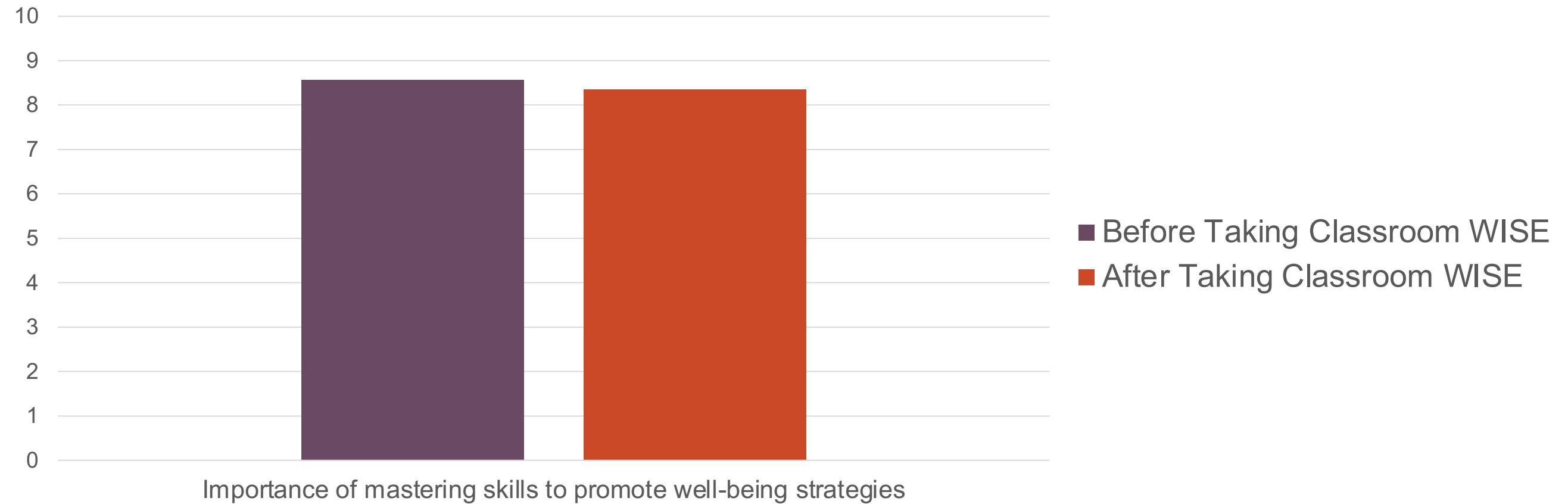
Mastery of Skills to Promote Well-Being Strategies and Support Students with Mental Health Challenges



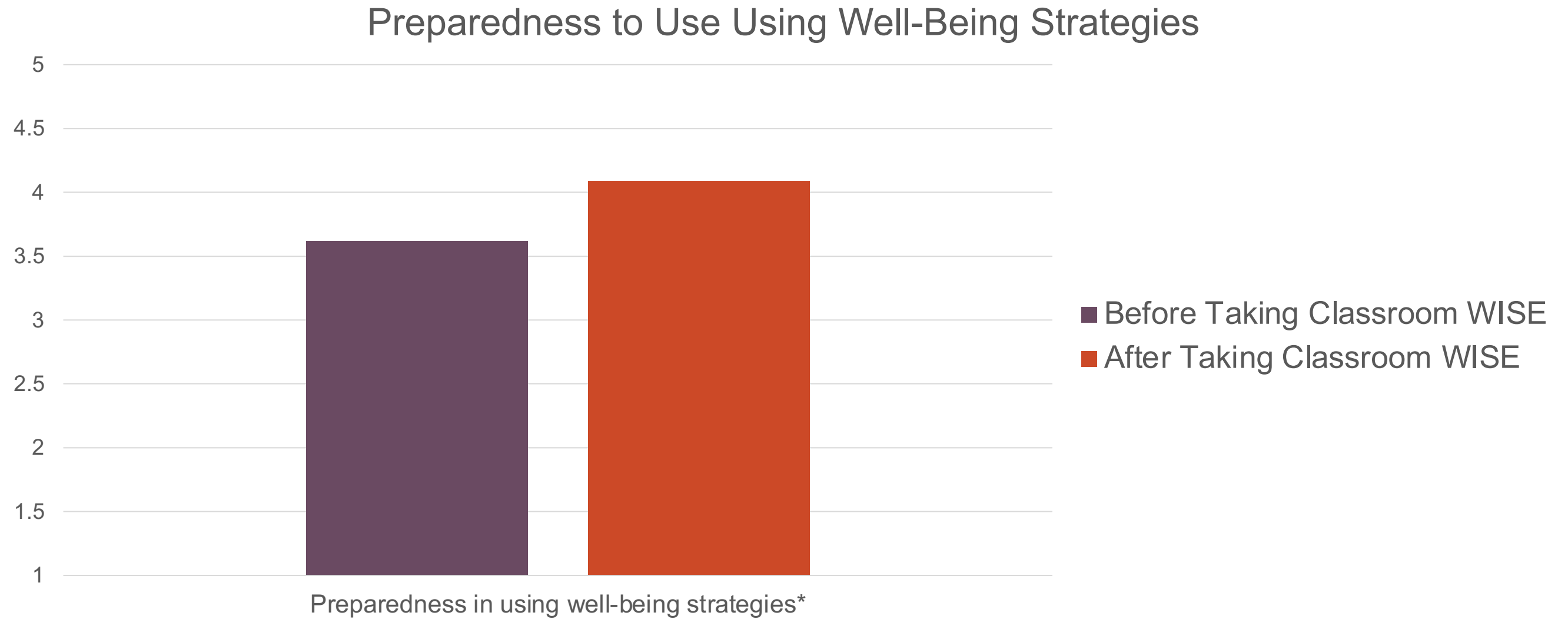
\*p < 0.001

# Results – Attitudes and Knowledge

Attitudes Towards Promoting Well-Being Strategies and Supporting Students with Mental Health Challenges



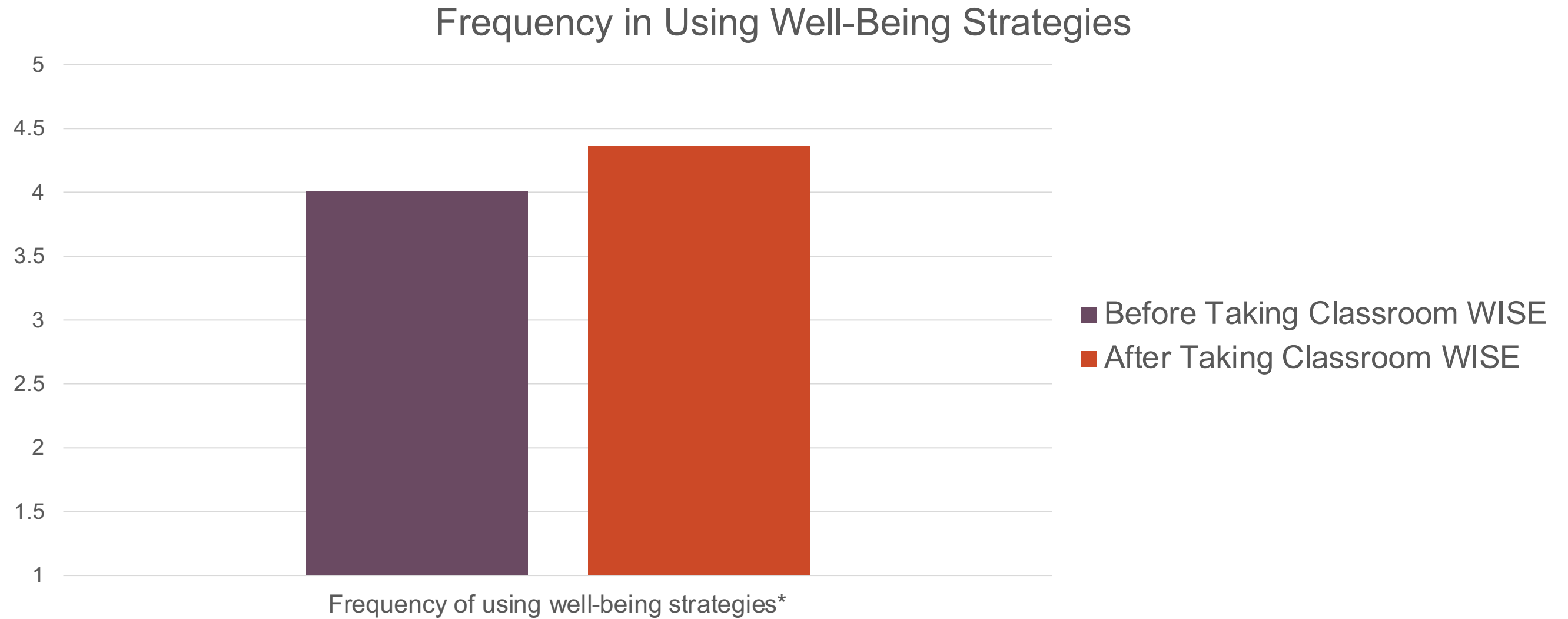
# Results – Behaviors



\*p < 0.001



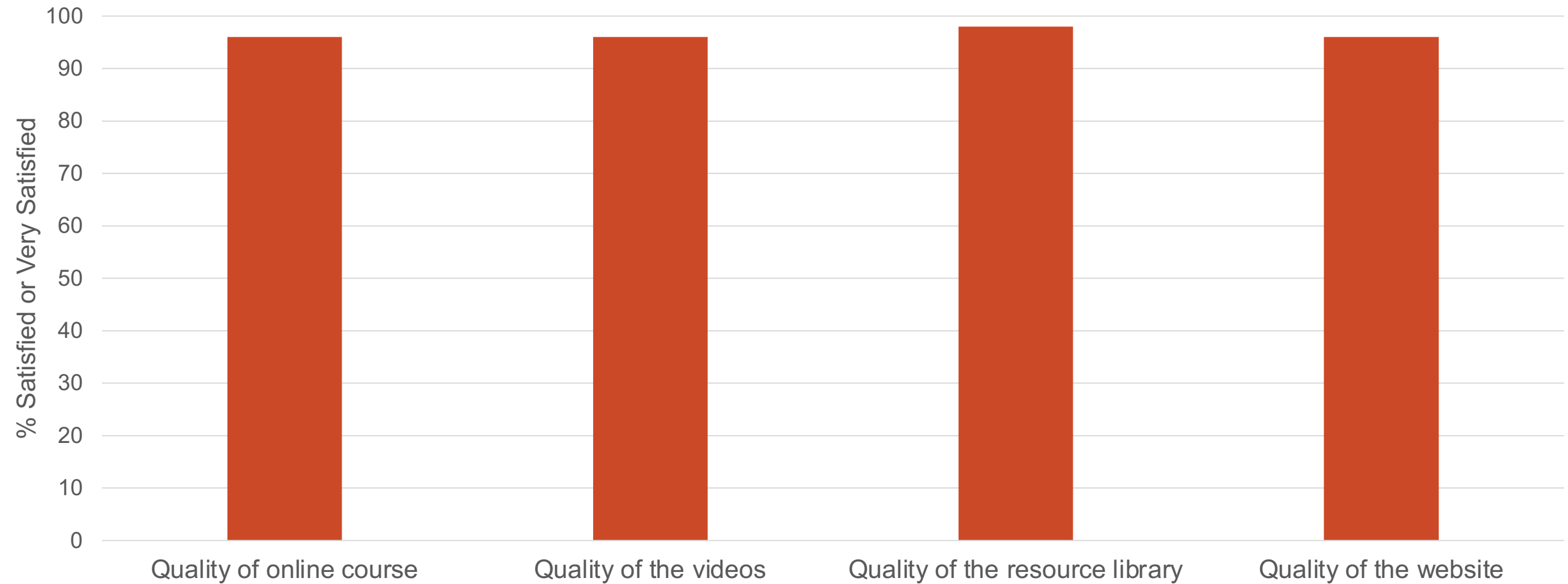
# Results – Behaviors



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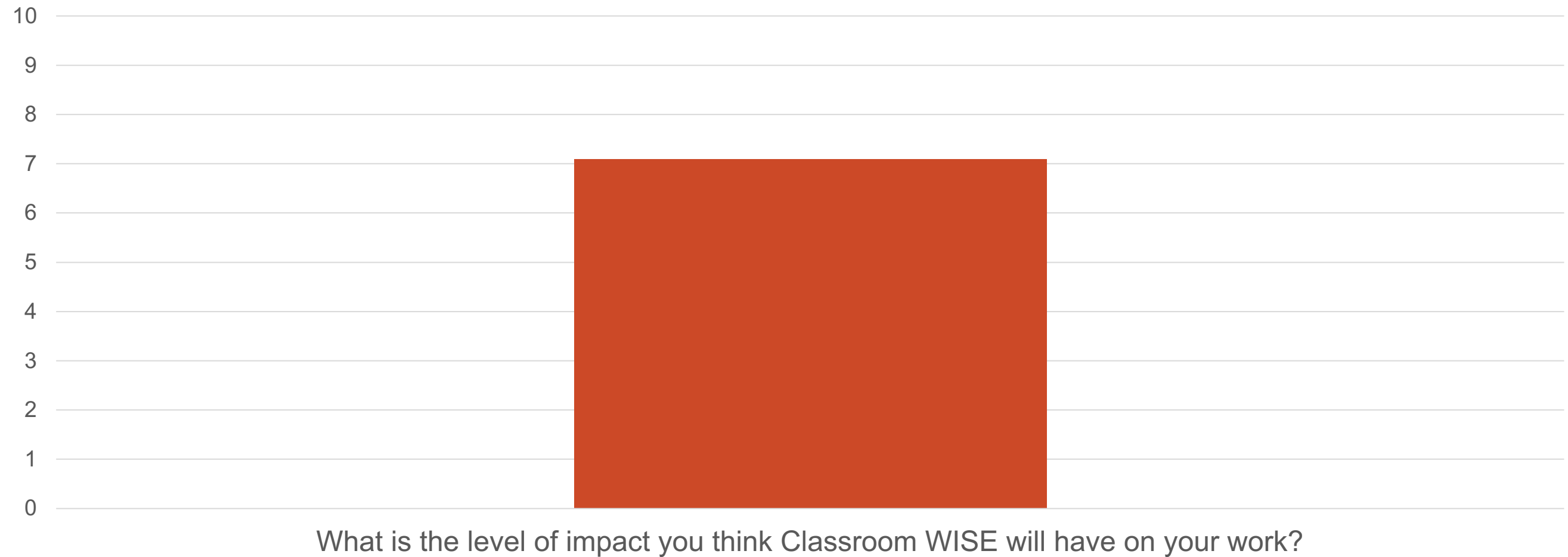
# Results – Satisfaction

Satisfaction with Classroom WISE Training Package



# Results – Barriers and Facilitators

Level of Perceived Impact of Classroom WISE on Work



# Focus Group Results

# Classroom WISE Curriculum and Dissemination (n=261)

- Implementing Classroom WISE strategies (38%)
  - “I’m just thinking a little bit more about how to handle certain behaviors in my classroom.”
- Improving Classroom WISE (24%)
  - “You film how the teacher handles a behavior, but there is a difference, how you have 26 kids reacting to one kid misbehaving...”
- Dissemination of Classroom WISE (17%)
  - “At the beginning of the school year...I explained it to them and we went over the first module as an entire staff together.”
- Sustainment of Classroom WISE implementation (16%)
  - “I want to make sure that there’s time every day for them to, if they want, share at the beginning, kind of the check in and everything.”

# School Factors (n=216)

- Impacts of COVID-19 (32%)
  - “...we’re seeing a lot of young people who might not normally be triggered in mental health ways, who are struggling.”
- Administrative support and effectiveness (21%)
  - “Either my principal had to make adjustments for [school staff in a union] to do [Classroom WISE] and take out something else, or he would have had to pay them for that additional time...”
- Mental health protocol (18%)
  - “I think another struggle some of my teachers have is what if they tell me something.”
- Structural barriers (17%)
  - “[School] just starts too early...I’ve had kids fall asleep a they’re writing.”
- Time (12%)
  - “It didn’t require a lot of my “extra time” off the clock...”

# Teacher Factors (n=157)

- Views on mental health (49%)
  - “...some of the pushback is just ‘this feels like a lot’ and ‘this doesn’t feel like me’ and ‘this isn’t what I’m being paid for.’”
- Teacher buy in (20%)
  - “[Taking Classroom WISE] was voluntary, and I think it really came down to people for whom students come to outside of class to talk to.”
- Teacher satisfaction (16%)
  - “...the videos...actually had interviews, not only with the teachers, but really with the students and things that really worked for them.”
- Self care (11%)
  - “It’s not only, you know, keeping tabs on my students, but probably keeping tabs on myself.”

# Student Factors (n=103)

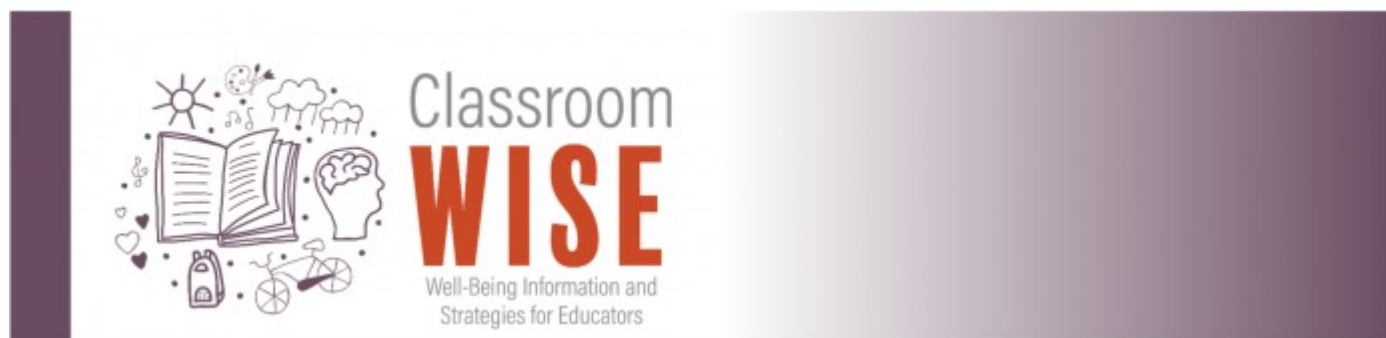
- Communication between staff and students (63%)
  - “It’s not all about, you know, academics or what’s going on in their classes.”
- Student and family barriers (20%)
  - “...kids have had screens in their face since they were born...they’re so addicted to screen time.”
- Diverse needs (17%)
  - “Even if you think about anxiety and how students show anxiety, there are some students who, through their anxiety, can't stop talking.”



# Discussion

- Schools are swamped
  - However, there is a need for this course, and schools are not alone
- Very few free, engaging resources that provide real-world strategies for educators and school staff to supporting the mental health of students in the classroom
- Ultimate utility depends on actual use in schools
  - What types of technical assistance do schools need to adopt resources like Classroom WISE?

# FREE Implementation Support!



## Coming soon! 2023 Classroom WISE School TA Opportunity

Developed by the MHTTC Network and the National Center for School Mental Health, we will offer FREE implementation support for Classroom WISE to school districts beginning in January 2023, including access to an orientation webinar, implementation guide, a facilitation session, and multiple sharing sessions with other teams that are implementing Classroom WISE.

Interested? Learn more below!

<https://bit.ly/2023-CWISE-TA-Interest-Form>



For questions about the Classroom WISE School TA Opportunity, contact Ricardo Canelo at [rcanelo@stanford.edu](mailto:rcanelo@stanford.edu)

# Stay in touch with us!

Visit our website!

[www.MHTTCnetwork.org](http://www.MHTTCnetwork.org)



@MHTTCNetwork



For questions about the MHTTC School Mental Health Initiative, contact Jessica Gonzalez

[jegonzalez@Stanford.edu](mailto:jegonzalez@Stanford.edu)


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

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 <p><b>National American Indian and Alaska Native MHTTC</b></p> <p>University of Iowa College of Public Health 145 N Riverside Dr Iowa City, IA 52246 United States 319-335-5564 <a href="mailto:native@mhttcnetwork.org">native@mhttcnetwork.org</a></p>	 <p><b>National Hispanic and Latino MHTTC</b></p> <p>Universidad Central del Caribe Laurel, Av. Sta. Juanita Bayamon, PR 00960 United States 787-785-5220 <a href="mailto:hispaniciatino@mhttcnetwork.org">hispaniciatino@mhttcnetwork.org</a></p>	 <p><b>New England MHTTC</b></p> <p>PRCH 319 Peck Street New Haven, CT 06513 United States 617.467.6014 <a href="mailto:newengland@mhttcnetwork.org">newengland@mhttcnetwork.org</a> States Served CT, ME, MA, NH, RI, VT</p>
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