

# The Effect of Low Versus Moderately Intensive Implementation Strategies on Uptake of Mental Health Literacy Training in Schools



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## Background

- Schools are an optimal setting to address youth mental health. There is, however, little to no mental health literacy training for educators.
- The **Mental Health Technology Transfer Center (MHTTC) Network** and the National Center for School Mental Health developed a free 3-part educator mental health literacy training package, **Classroom WISE (Well-Being Information and Strategies for Educators)**.



Online Course



Video Library and Resource Collection



Website

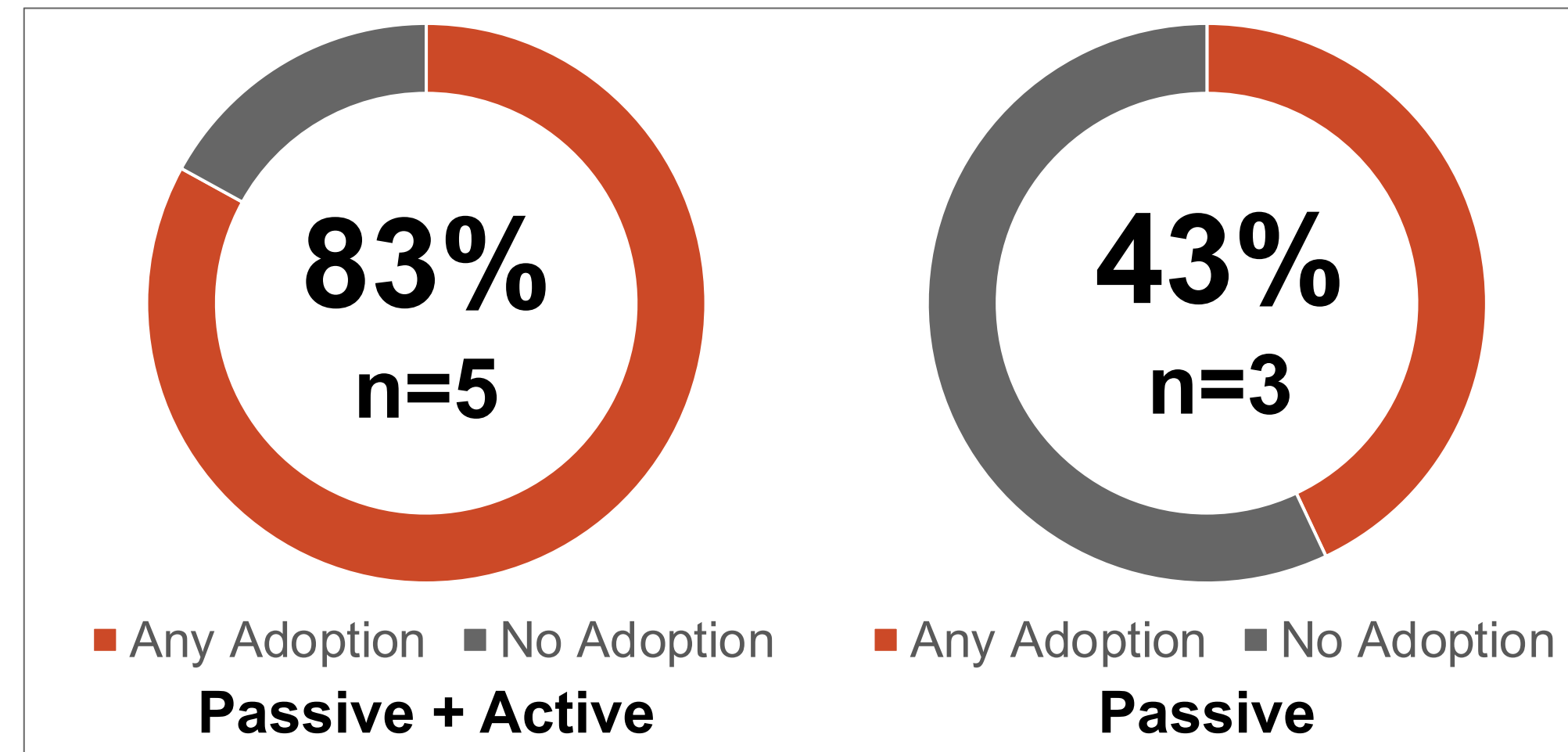
- Research Question:** Which implementation strategies help schools adopt resources like **Classroom WISE**?

## Methods

- We examined the effect of passive vs. passive + active implementation strategies on adoption of Classroom WISE (completion of the 5-hour online course) over 3 months.
- Data collected from small pilot with 13 school implementation teams included pre/post online course surveys and focus groups that measured adoption and implementation of Classroom WISE.
- CFIR** and **RE-AIM** were used to respectively organize barriers and facilitators and outcomes.

Intensity of Strategies	Implementation Strategies Provided
Passive (n=7)	<ul style="list-style-type: none"> <li>Orientation webinar</li> <li>Implementation guide</li> </ul>
Passive + Active (n=6)	<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>

## Adoption of Classroom WISE by Intensity of Implementation Strategies



## Factors that Affected Classroom WISE Adoption

School Factors	Teacher Factors	Student Factors
<ul style="list-style-type: none"> <li>Impacts of COVID-19</li> <li>Administrative support and effectiveness</li> <li>Mental health protocol</li> <li>Structural barriers</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Views on mental health</li> <li>Teacher buy in</li> <li>Teacher satisfaction</li> <li>Self care</li> </ul>	<ul style="list-style-type: none"> <li>Communication between staff and students</li> <li>Student and family barriers</li> <li>Diverse needs</li> </ul>

## Feedback from School Staff on Adoption

School Factors

"...the school allowed us to skip [weekly staff] meetings three times so [those who completed Classroom WISE could] meet to discuss [course strategies]."

Teacher Factors

"I'm in a learning support position, so I have to be aware of the whole child and what's going on in that student's life."

Student Factors

"I have a student who is transgender...he has been so appreciative of my welcoming him, accepting him, and just creating as positive a learning environment as I can."

## Conclusions

- Our findings from this small pilot project highlight the importance of adding more interactive implementation strategies (e.g., sharing sessions, individual facilitation) to less intensive, passive strategies (e.g., orientation webinar, written guide).
- Most barriers and facilitators of implementing Classroom WISE were found in individual characteristics and the inner setting of CFIR (i.e., teacher and school factors, respectively).
- Future directions include assessing the effects of implementation planning on the adoption of resources like Classroom WISE.

For more information, scan the QR code or visit [www.classroomwise.org](http://www.classroomwise.org)!

