

Welcome

As part of the welcome to the webinar and the series and introducing yourself and me, can we ask participants to type in chat their name, role and organization



Promoting Student Mental Health: Classroom WISE for Educators

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University of Maryland Baltimore, Division of Child and Adolescent Psychiatry

September 10, 2026
Mental Health Association of Maryland, September Learning Series



Funding Acknowledgement



Classroom WISE was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) in connection with their funding for the Mental Health Technology Transfer Center (MHTTC) and its Network Coordinating Office at Stanford University



The National Center for School Mental Health (NCSMH) was originally funded in 1995 with funding from the Health Resources and Services Administration and is now funded through an array of local, state, federal and private foundation funding.



Agenda

- Overview National Center for School Mental Health (NCSMH); Comprehensive School Mental Health Systems (CSMHS)
- Children's Mental Health Data in Maryland
- Why Educators are Critical in CSMHS
- Classroom WISE
 - *Development and How to Access*
 - *Overview of Modules, Website, and Resources*
 - *Effective Integration into Schools and Districts*



Objectives

Participants will be able to:

- *Provide two reasons why educators need to be trained in mental health awareness, identification and referral*
- *Know how to access Classroom WISE online training, resources, and implementation guidance*
- *Describe three strategies and/or resources that educators can use in the classroom or school setting to better support student mental health*



ZOOM POLL

How familiar are you with Classroom WISE?

- a) Never heard of it
- b) Recognize the name or have heard it mentioned before
- c) Have been to trainings about Classroom WISE or saw introductory video
- d) Have taken Classroom WISE modules
- e) Have used Classroom WISE strategies/resources in my school/district
- f) I could teach a class on Classroom WISE



Established in 1995 with funding from the US Department of Health and Human Services (HHS), Health Resources and Services Administration (HRSA) and the Substance Abuse Mental Health Services Administration (SAMHSA)

www.SchoolMentalHealth.org

www.theSHAPEsystem.com

Our Vision

**Every student thrives in
safe and supportive
schools that nurture well-
being and success.**



Mission

Advance comprehensive school mental health systems through research, training, policy and practice at the local, state and national levels to improve youth well-being and promote success.



RESEARCH

**Developing
evidence-based
practices and
evaluating outcomes.**



TRAINING

**Empowering the
workforce with skills
and knowledge.**



POLICY

**Advocating for
systemic support at all
levels.**



PRACTICE

**Implementing
high-quality
direct services.**

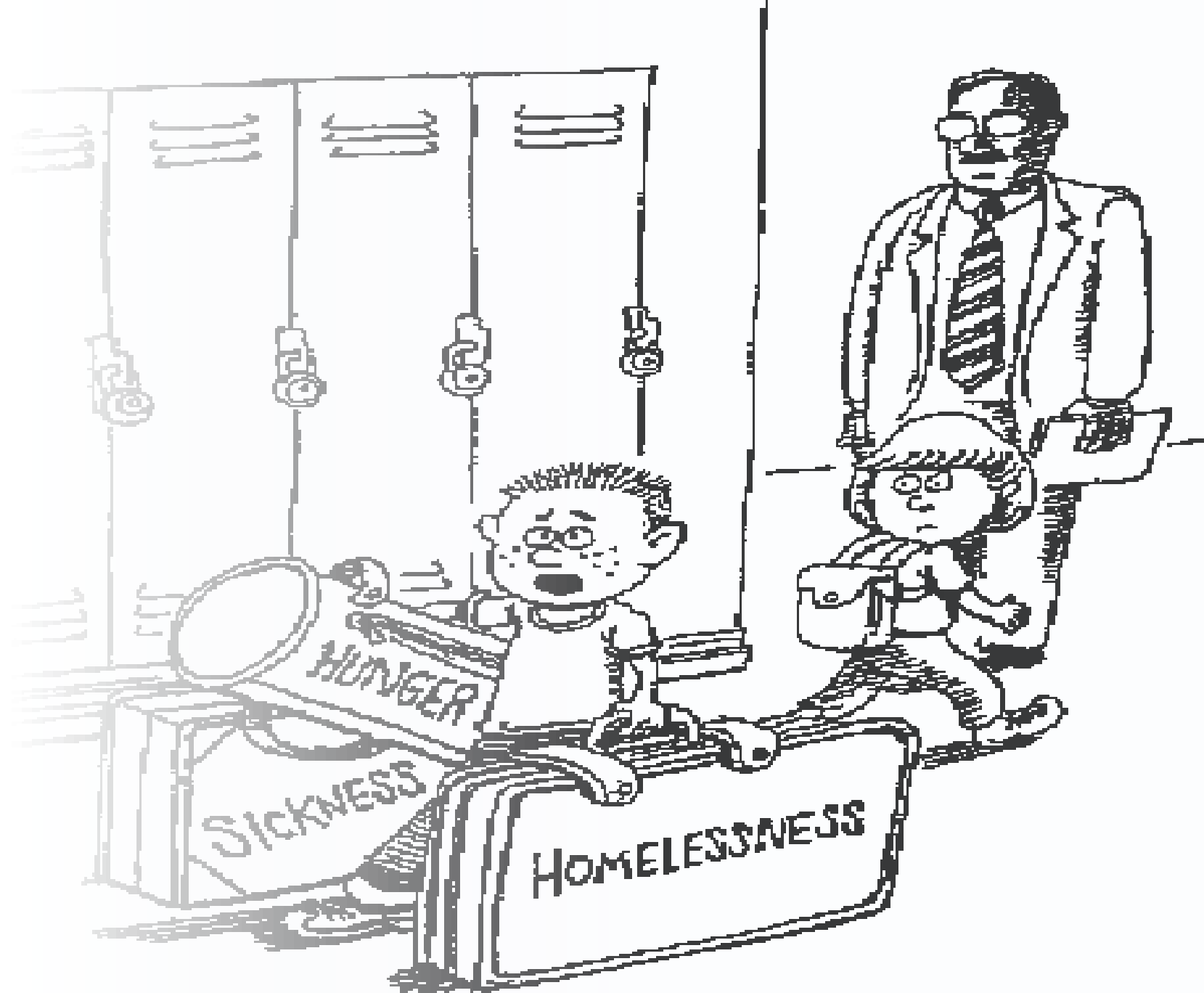
IMPROVE YOUTH WELL-BEING & PROMOTE SUCCESS



Why Mental Health in Schools



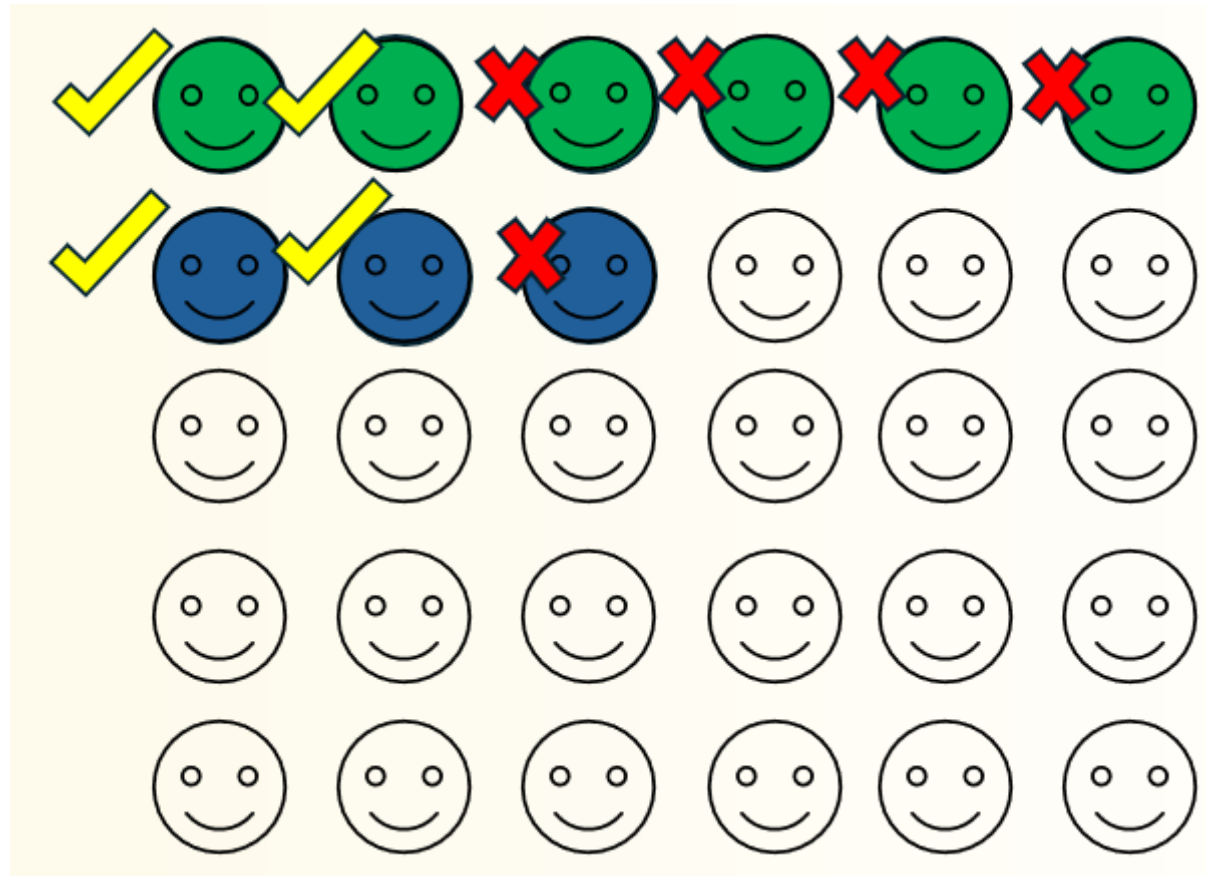
***Can someone
help me with
these things?
I'm late for
math class.***



In a Classroom of 30 Students...

1 in 5 will experience
a mental health
problem of mild
impairment

1 in 10 will
experience a mental
health problem of
severe impairment



**Up to 60% of
students who need
them do not receive
services.**



**Of those who DO
receive services...
more than 50%
receive those services
in schools**



A Sampling of Maryland Student Mental Health Data

Youth Risk Behavior Survey Data

- 31.7% of Maryland high school students and 31.9% of Maryland middle school students experience persistent feelings of sadness or hopelessness
- 14.0% of Maryland high school students seriously considered attempting suicide and 23.1% of Maryland middle school students ever seriously thought about killing themselves
- 23.6% of Maryland high school students and 19.3% of Maryland middle school students reported that *most of the time or always their mental health was not good*
- A 2025 report from Mental Health America found Maryland has the 5th highest percentage of serious suicidal ideation among youth aged 12-17 in the nation



Why School Mental Health Matters

I had some struggles in the past because, like most teenagers, I also struggled in school and because of depression. *Although I knew I had it in me, I just never really fought for it. But when I joined the group, man oh man, it was beautiful to communicate and feel welcomed without judgement....I really found myself and made new meaningful friendships.*

(Student)

I really like the services my child is receiving. **I used to get calls every day from my child's teacher with bad reports, but since having my child receive services, I haven't received a single call.** If that's not progress, I don't know what is.

(Parent)

This group makes me feel connected with people. Knowing that other people deal with the same thing as me. I am much more talky in math class because of this group. I want more people to feel like this. (Student)

One student who struggled with anger and outbursts has completely improved in both academic and behavioral areas. They ...**recently helped mediate a peer conflict. The student is showing leadership we hadn't seen before.**

The change has been inspiring
(School Staff Member)

Each and every therapist has been fully committed to improving my daughter's mental health. [They have taught] both of us the skills we need to reach our goals.
(Parent)

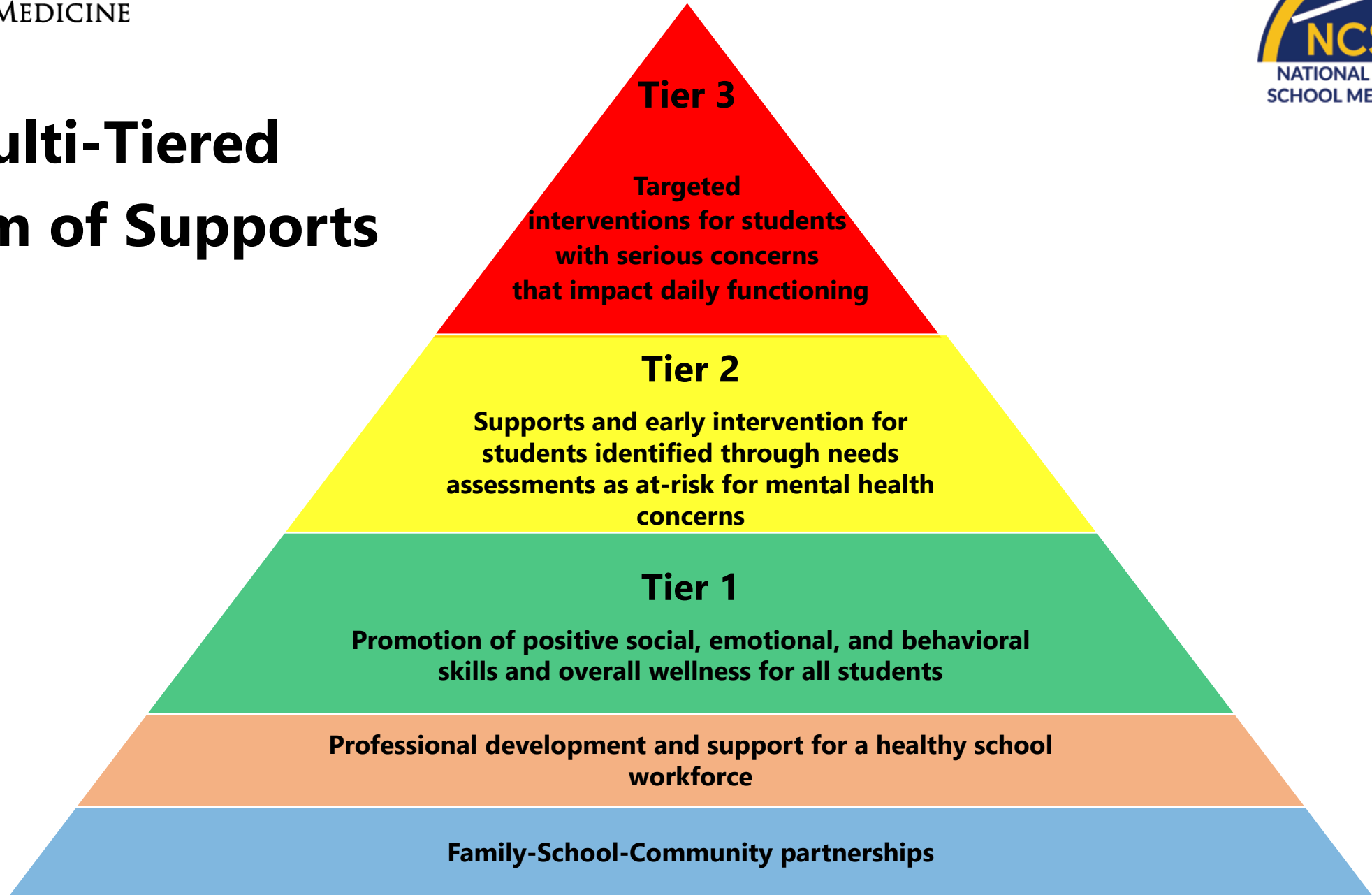


Comprehensive School Mental Health

- **Provide a full array of tiered supports and services** that promote a positive school climate, social and emotional learning, and mental health and well-being, while reducing the prevalence and severity of mental illness and substance use.
- **Are built on a strong foundation of district and school professionals**, including administrators, educators, and specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses, and other school health professionals), in strategic collaboration with students, families, and community health and mental health partners.
- **Assess and address social, political, and environmental structures**, including public policies and social norms, that influence mental health outcomes.

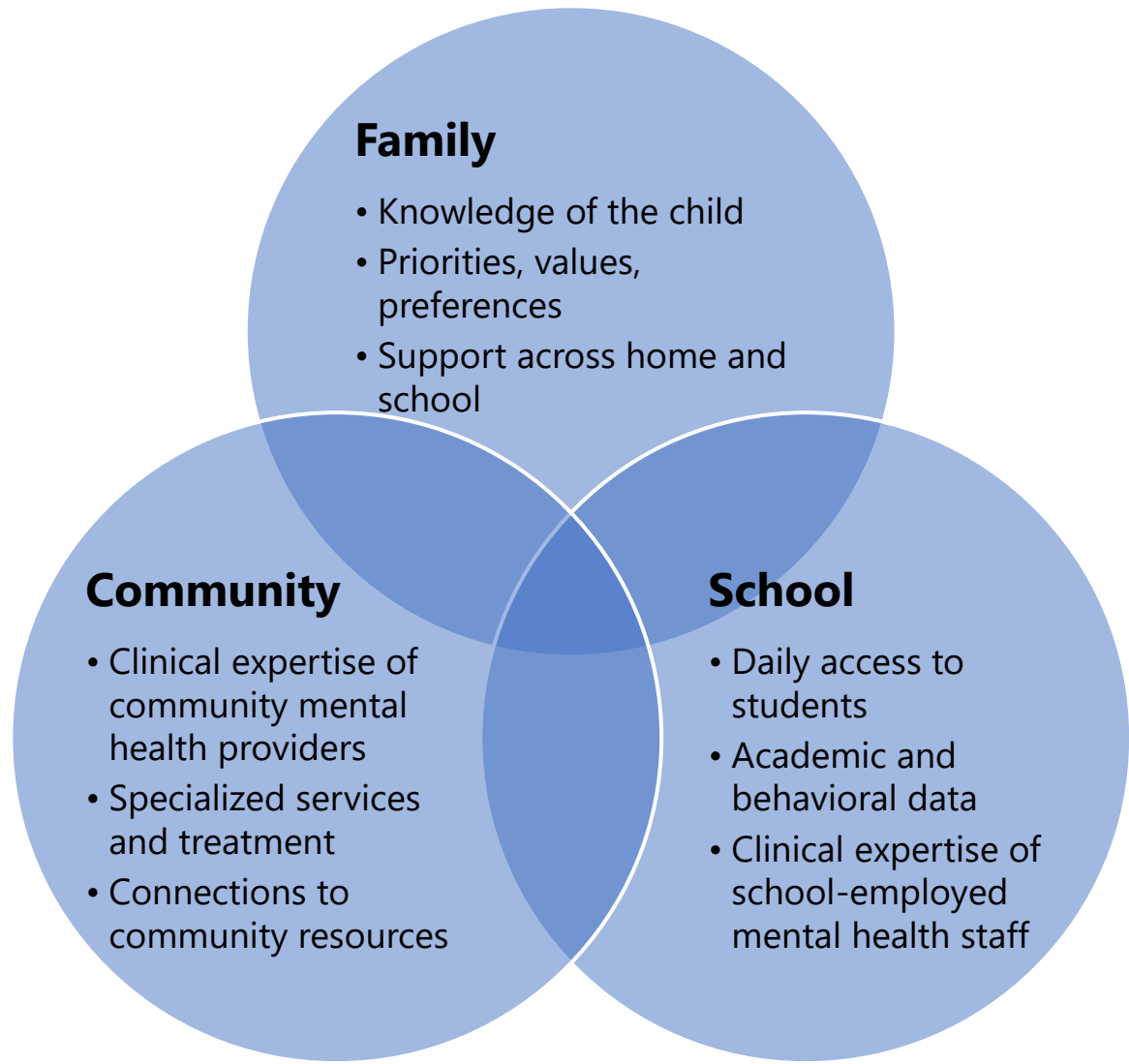


Multi-Tiered System of Supports





Family-School-Community Partnership



=

- Increased access to mental health services
- Earlier identification and intervention
- More coordinated, continuous care
- Supports matched to student and family needs
- Improved student outcomes



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History – How did we get here

Request from SAMHSA to develop a mental health literacy training for educators



Intensive environmental scan of what is available in the field



Retreat with MHTTC national and regional leadership



Nominated educators participated in key informant interviews/focus groups



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**Supporting Student Mental Health:
Resources to Prepare Educators**



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Environmental Scan

Conducted an environmental scan with educators, state education and mental health staff, and national school mental health experts to identify existing resources and trainings focused on mental health literacy for educators



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Methodology: Environmental Scan

Environmental scan and needs assessment results were combined to summarize content areas and features.

Content

- Signs & Symptoms of Mental Illness
- Resilience/Assets/Protective Factors
- Supporting Students with MH Concerns
- Help-Seeking
- Anti-Stigma/MH Awareness
- Referral
- Mental Health Promotion/School Climate
- Trauma-Informed Classrooms/Schools
- MH and Culture
- MH and Family/Youth Engagement
- Staff Well-Being

Features

- Evidence/Source
- Audience
- Modality
- Length
- Cost
- Age/Grade
- CEUs



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Environmental Scan Results: Content

Content ***frequently*** included in training

- signs and symptoms of mental illness (25 of 38)
- supporting students with mental health concerns (26 of 38)
- mental health promotion/school climate (27 of 38)

Content ***infrequently*** included in training

- anti-stigma/mental health awareness (4 of 38)
- trauma-informed classrooms/schools (6 of 38)
- mental health and culture (1 of 38)



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Environmental Scan Feature Challenges

Common challenges

- Costly
- Cannot be integrated into in-person professional development
- Length is too long
- Not flexible on when can be accessed
- Do not address a multi-tiered system of support
- Does not address K-12 grade range considerations

Reviewed Categories & Icon Key

Icon Key

Cost	Modality (length)	Target Grade Level	CEUs Available	Mental Health Literacy Components	
Free	In-person	Elementary	Yes	Knowledge	Promotion
		K-5th	✓		
Cost associated	Online	Secondary	No	Stigma	Support
\$		6th-12th	✗		

Interrelated Components of Educator Mental Health Literacy

Mental Health Knowledge

- Signs and symptoms of mental health concerns
- Appropriate treatments for mental health concerns

Mental Health Promotion

- Promoting positive mental health in the classroom and school-wide

Providing Support

- Identifying students in need of support and linking them to appropriate services
- Supporting students with mental health problems at school

Reducing Stigma

- Improving attitudes about mental health and mental illness across students and school staff
- Providing support in ways that do not increase stigma



Who Counts as An Educator

Classroom teachers

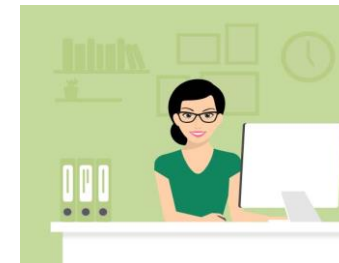
Specialists (i.e., special education, English language, reading interventionists)

Paraprofessionals

Administrators

Mental Health, Health and Counseling Staff

Support Staff (i.e., Cafeteria, Bus, Hall Monitors, Before and After-School Program Staff, Front Office)





Provide response in chat

Why do educators need to be a part of mental health identification, referral and support?



Why Educators Matter in Mental Health Identification, Referral and Support

See students regularly

Have gained trust of
students

Can identify changes in
student academic and
behavior functioning

Observe and are told
concerns by other
students

Students may be more
comfortable being
approached first by an
educator than a mental
health provider

Can integrate coping,
relaxation, problem-
solving, and social skills
into daily lessons

Can provide regular
updates on student
wellbeing

Classroom WISE

Well-Being Information and
Strategies for Educators



Video Library +
Resource Collection



Online Course



Website

Presented by:



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Free 3 Part Training Package
www.classroomwise.org



Introduction Video





Classroom WISE: Well-Being Information and Strategies for Educators

Module 1
**Creating Safe and
Supportive Classrooms**

Module 2
**Teaching Mental Health
Literacy and Reducing
Stigma**

Module 3
**Social and Emotional
Learning (SEL)**

Module 4
**Understanding and
Supporting Students
Experiencing
Adversity and Distress**

Module 5
**The Impact of Trauma and
Adversity on Learning and
Behavior**

Module 6
**Classroom Strategies to
Support Students
Experiencing Distress**



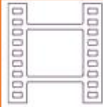
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Module 1: Creating Safe and Supportive Classrooms

- Describes the components necessary for creating safe and supportive classrooms
- Guidance on helping students feel engaged in the classroom community
- Guidance on helping students feel physically and emotionally safe in the classroom
- Guidance on designing a safe and supportive physical classroom environment



Welcoming Students

How can teachers make their students feel included and welcomed?



Watch on  YouTube



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How Teachers Make Students Feel Welcome





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Module 2: Teaching Mental Health Literacy and Reducing Stigma

- How to educate students about mental health
- How to integrate mental health literacy into instruction
- How to address mental health stigma in the classroom



Mental Health in the Classroom

How can teachers bring mental health into the classroom?



Bringing Mental Health to Classroom

Copy link



Stigmatizing Language

How can teachers help students replace stigmatizing language?



Addressing Stigmatizing Language

Watch later Share

Watch on YouTube



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Addressing Stigmatizing Language





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Self-Awareness: Core Lesson Example

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

I feel sick to my stomach.

My heart beats hard, and I breathe fast.

I get butterflies.

My mouth gets dry.



Identifying Feelings

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



Module 3: Fostering Social Emotional Competencies and Well-Being

- Introduction to social emotional learning (SEL)
- How to integrate SEL competencies into instruction
- Strategies for teaching students SEL skills



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Promoting Self-Regulation





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Module 4: Understanding and Supporting Students Experiencing Adversity

- Overview of typical child and adolescent development
- Strategies for promoting healthy child and adolescent development
- How to recognize signs of student distress
- How to link students with potential mental health concerns, and their families, to support

Steps for Addressing Distress



Behavior Regulation

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





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Problems with Emotional Regulation





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

- Overview of childhood trauma and adverse childhood experiences (ACES)
- Describes the impact of trauma and ACES on learning and overall functioning
- Strategies for integrating trauma-sensitive teaching practices in the classroom



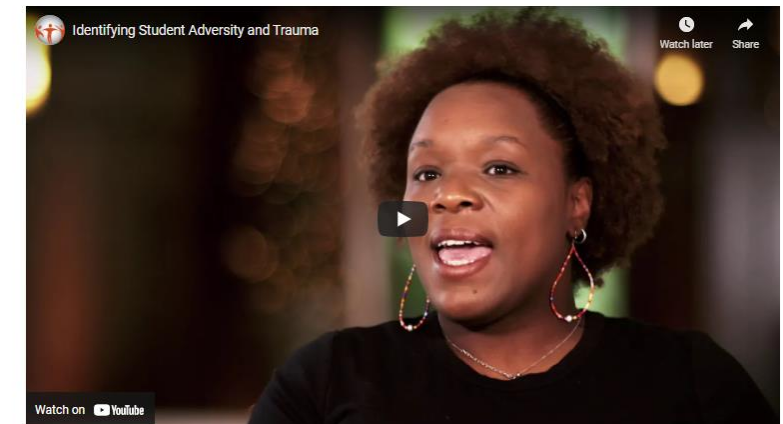
ACES

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



Trauma's Impact in Classroom

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





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Creating a Sense of Safety in the Classroom





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Module 6: Classroom Strategies to Support Students



Emotion Regulation

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



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



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Example Resources

De-Escalating a
Distressed Student

Preventing Suicide:
The Role of High
School Teachers

Strategies for
Supporting
Students: Behavior
Regulation

Strategies for
Supporting
Students: Emotion
Regulation

Strategies for
Supporting
Students: Executive
Functioning

Strategies for
Supporting
Students:
Substance Use

Nurturing My
Mental Health and
Emotional Health
(for teens)



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Implementation Resources

- Classroom WISE Implementation Guide – helps teams to develop a plan for implementing Classroom WISE
- Classroom WISE Discussion Guide – provides discussion questions and book suggestions
- Implementation Learning Series with state and district leaders who share best practices on implementing Classroom WISE
- Integrating Classroom WISE with Trauma Informed Schools Framework
- Integrating Classroom WISE with an SEL Framework
- Integrating Classroom WISE with an MTSS Framework



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Readiness Considerations

School Leadership and Buy-In

Are school administrators onboard?

Organizational Expectations and Dedicated Time

Is there dedicated time to complete modules and is topic valued?

Personal Beliefs and Motivation

Are school staff to learning about mental health and having a role in supporting students?

School Culture

Is mental health a priority and integrated with academic success versus siloed?

Is the school climate open to mental health discussion and promoting well-being?

Physical Infrastructure

Does the school have the necessary technology and resources to access the course?

Professional Development Infrastructure

Is there a plan for new staff to be trained and for trained staff to continue to interact with, receive coaching, and grow their implementation skills related to the content?

Impact/Outcomes

Does participation in the course and related implementation support and discussions contribute to improved outcomes for students and staff?



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Best Practices: Marketing and Ongoing Support

Have **staff/ambassadors/champions** for Classroom WISE broadly share their experiences with accessing and taking the Classroom WISE online course (as part of email communication, newsletters, meetings, professional development)

Encourage discussions across school staff in the building and in other schools about Classroom WISE experiences

Identify who, how, when, and for what **purpose consultation and coaching opportunities** will be offered

- Connect school mental health staff with staff members so they can discuss concerns or questions about student mental health

Have **staff present** during grade or team level meetings on how they are integrating their favorite strategy or resource from the Classroom WISE course into their everyday practices

Facilitators should be able to **support both in-person or virtual professional development days**

- Set a schedule for module completion on professional development days



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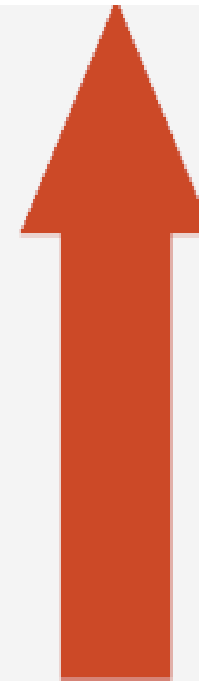
Feedback from Educators

97%

Of participants were satisfied or very satisfied with the Classroom WISE 3-part training package

97%

Of participants thought Classroom WISE would have at least a moderate impact on their work



Participants showed a significant increase in mental health knowledge and preparedness to use well-being strategies after completing the Classroom WISE online course



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Feedback from Educators

I really enjoyed the course and the detailed examples of strategies to deal with students experiencing distress (educator, NC)

I'm excited to use these skills to promote a healthier and positive atmosphere (food service worker, MS)

What I found most helpful about the Classroom WISE online course is that it gives educators resources for using trauma-informed strategies in the classroom. I also liked the videos of teachers discussing what works for them in the classroom (educator, SC)

The course helps us give consideration and attention to the whole wellness of our students (Educator, NC)

