Classroom WISE: Resource Collection

This list is a compilation of resources mentioned in the Classroom WISE online course. These resources are also available on the Classroom WISE website at www.classroomwise.org. Please note: All resources were developed by the MHTTC Network and the National Center for School Mental Health for Classroom WISE, unless otherwise noted.

Module 1: Creating Safe and Supportive Classrooms

Glossary of Terms
This resource includes definitions for key terms used throughout the Classroom WISE course.

Engagement

Building Trauma Sensitive Schools
This resource is a packet that contains guidelines, strategies, and professional development activities that can be used to build trauma-sensitive schools.
Developed by the National Center on Safe Supportive Learning Environments

Creating a Supportive Classroom Climate
This resource is a module from a self-study workbook that provides tools to reduce bullying behavior and build a more supportive classroom environment.
Developed by the National Center on Safe Supportive Learning Environments

Community Building Activities
This resource describes what community building activities are, how and when to use them, and includes a community building activity that educators can implement with their students.

Guide to Active Listening
This resource is a guide to active listening skills and strategies, which provides ways to help make students feel heard and understood.

Positive Affirmations
This resource describes the importance of using positive affirmations to create a safe and supportive classroom.

Strategies for Engagement
This resource is an overview of the engagement strategies detailed in Module 1.

Strategies for Welcoming Students
This resource provides ideas for warmly welcoming students to the classroom, which can encourage engagement.

Student Interest Inventory
This resource is a list of questions that can be used to better understand students and their interests, which helps students feel safe and supported.

Safety

[Bullying Guidelines for Teachers](#)
This resource is a webpage that summarizes bullying guidelines, including do's and dont's.
Developed by Learning for Justice

[Defining Restorative Circles](#)
This resource is a guide to using restorative circles, which can be used proactively to develop relationships and build community or reactively to respond to wrongdoing, conflicts, and problems.
Developed by the International Institute for Restorative Practices

[Defining Restorative Conferences](#)
This resource is a guide to implementing restorative conferences, which are structured meetings between offenders, victims, and both parties' families and friends to deal with the consequences of the wrongdoing and how to repair harm.
Developed by the International Institute for Restorative Practices

[National Drug and Alcohol IQ Challenge](#)
This resource is an interactive National Drug & Alcohol IQ quiz is a brief test of teenagers' knowledge about substance use.
Developed by the National Institute on Drug Abuse

[School Safety](#)
This resource is created by the federal government to provide schools and districts with actionable recommendations to create a safe and supportive learning environment where students can thrive and grow.
Developed by the U.S. Departments of Education, Justice, Homeland Security, and Health and Human Services

[Strategies for Classroom Safety](#)
This resource provides an overview of the classroom safety strategies detailed in Module 1.

[Symbols of Inclusion](#)
This resource describes the importance of displaying inclusivity symbols in the classrooms to signal the classroom is a safe and supportive space to students.

[Take What You Need Poster](#)
This resource explains how to create a Take What You Need Poster, as well as the benefits of including this poster in a classroom.

Environment

[Creating a Safe Space](#)
This resource is a guide to creating a safe space in the classroom where students to take a moment away from potential triggers and practice self-regulation skills.

[Physical Environment Guide](#)
This resource is a guide and self-assessment for developing the physical environment of the classroom.
Developed by the Midwest PBIS Network

[Rules Within Routines Matrix](#)
This resource includes both sample and blank rules within the routines matrix for use in applying classroom rules across contexts.

[Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers](#)
This resource is a document that includes an interactive map of classroom PBIS strategies, a self-assessment, examples in elementary and secondary settings, and implementation scenarios.
Developed by the Center on PBIS

Module 2: Teaching Mental Health Literacy and Reducing Stigma

Provide Accurate Information

[Demystifying the Mind](#)
This resource is an article that discusses incorporating mental health literacy into teacher's curricula and provides examples of successful schools.
Developed by Learning for Justice

[The Mental Health and High School Curriculum Guide](#)
This resource is a series of online modules that are designed to increase understanding of mental health and disorders, decrease stigma, and enhance help-seeking behaviors of teachers and students.
Developed by teenmentalhealth.org

[School-Based Activities Toolkit](#)
This resource is a toolkit that helps schools develop mental health committees made up of teachers, school staff, and students that provide anti-stigma activities.
Developed by Headstrong

[Stress Management and Healthy Coping Activities](#)
This resource explains the benefits of teaching mental wellness activities and lists mental wellness activities.

[Youth Mental Health First Aid](#)
This resource is a training program for youth that teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations.
Developed by Youth Mental Health First Aid

[Addressing the Mental Health Needs of Racial and Ethnic Minority Youth: a Guide for Practitioners](#)
This resource is a guide for mental health practitioners that describes factors influencing ethnic and racial minority youth mental health, their use of mental health services and provide concrete strategies for addressing the mental health needs of these youths.
Developed by the American Psychological Association

[Strengthening Resilience: Promoting Positive School Mental Health Among Indigenous Youth](#)
This resource is a document that provides tools for K-12 educators, administrators, and mental health treatment providers to better address the learning and behavioral health needs of Indigenous youth in a holistic manner.

[Mental Health Research: Latino Community and School Issues](#)
This resource is an article that reviews Latinx mental health and school and community stressors.
Developed by Salud America!

[Mental Health Research: Issues Facing Latino Kids](#)
This resource is an article that provides current research on a variety of mental health issues that Latinx adolescents face.
Developed by Salud America!

Talk Openly

[Creating Mental Health Bulletin Boards](#)
This resource details ideas for topics to include on mental health bulletin boards that make mental health visible and reduce stigma.

[Everyday Mental Health Classroom Resource](#)
This resource contains evidence-informed mental health practices for elementary classrooms.
Developed by SMH Ontario

Be Careful and Intentional with Language

[Language Matters](#)
This resource is a factsheet that advocates for the importance of correct language when talking about mental health.
Developed by teenmentalhealth.org

[Replacing Stigmatizing Language](#)
This resource provides strategies to replace stigmatizing language.

[A Systematic Review of a Common Idiom of Distress](#)
This resource is a journal article that reviews idioms of distress. Idioms of distress communicate suffering via reference to shared ethnopsychologies, and a better understanding of idioms of distress can contribute to effective clinical and public health communication.
Developed by Kaiser, B. N., Haroz, E. E., Kohrt, B. A., Bolton, P. A., Bass, J. K., & Hinton, D. E. (2015)

[Words and Phrases to Avoid](#)
This resource highlights stigmatizing language and offers alternatives for supportive language to utilize instead.
Developed by the National Center of Excellence for Eating Disorders

Incorporate Lived Experience

[Starburst Identity Chart](#)
This resource is a handout that can be used with students or teachers to think about their various identities.
Developed by Facing History and Ourselves

Raise Awareness

[Bring Change 2 Mind](#)
This resource is an organization that has multimedia resources featuring people with mental illness that encourage dialogue about mental health and raise awareness, understanding, and empathy.
Developed by Bring Change 2 Mind

[Children's Mental Health Matters!](#)
This resource is a website for a children's mental health awareness campaign.
Developed by Children's Mental Health Matters!

[Make It OK](#)
This resource is an organization that provides information and strategies to break the stigma around mental health.
Developed by Make It OK

[Mental Health Week: "Be Kind to Your Mind"](#)
This resource describes Mental Health Awareness Month and provides suggestions on how to implement a Mental Health Week in your classroom.

[9 Truths About Eating Disorders](#)
This resource is an infographic that outlines 9 truths about eating disorders that are commonly misconstrued.
Developed by the National Center of Excellence for Eating Disorders

Module 3: Fostering Social Emotional Competencies and Well-Being

CASEL Framework

[Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School](#)
This resource is a roadmap that supports the return to school with equity-focused SEL strategies centered on relationships and built on the existing strengths of a school community.
Developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL)

[SEL Competencies and Practices](#)
This resource can help educators identify common practices for use with each of CASEL's social-emotional learning competencies. Each SEL competency is listed in the first column, followed by broad classroom practices and more specific sub-practices.

K-12 SEL

[Habits of Mind](#)
This resource provides problem-solving strategies for students. Within this resource, teachers can access curriculum, lessons, and posters for their classrooms.

[SEL Activities by Grade Level](#)
This resource provides ideas for SEL activities that may be best used in elementary and secondary classrooms.

[SEL High School Resources](#)
This resource is a curated list of resources selected by CASEL staff that focuses on social and emotional learning in a high school setting.
Developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL)

[Key Elements of SEL Implementation](#)
This resource is an article that reviews the key elements of effective social emotional learning implementation.
Developed by Edutopia

[Tried-and-True Resources to Teach Teens About Empathy Strategies for Implementation](#)
This resource is an article that reviews resources that help teach teens about empathy.
Developed by Edutopia

[Guiding Students to Improve Executive Functioning Skills](#)
This resource is an article that reviews strategies that can improve teen executive functioning skills.
Developed by Edutopia

[Emotional Regulation Activities for Tweens and Teens Strategies for Implementation](#)
This resource is an article that reviews emotional regulation strategies for tweens and teens.
Developed by Edutopia

[Making SEL More Relevant to Teens](#)
This resource contains three social and emotional learning activities that are designed to address high school students' need for status and respect.
Developed by Edutopia

[8 Social-Emotional Learning Activities for High School](#)
This resource contains eight social emotional activities for high school students.
Developed by Panorama Education

[Student Life Skills to Survive & Thrive During COVID-19 & Beyond](#)
The resource is an online curriculum that reviews the basics of emotional regulation and specific skills such as mindfulness, distress tolerance and interpersonal effectiveness—essential skills at any time, but even more critical during COVID-19.

Strategies for Implementation

[Adult SEL Self-Assessment](#)
This resource is a self-assessment that provides a framework and process for staff to reflect on their own social and emotional growth.
Developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL)

Module 4: Understanding and Supporting Students Experiencing Adversity and Distress

Understand Student Development

[Promoting Healthy Development](#)
This resource is an extension of the guidelines detailed in Module 4 for promoting healthy development across various ages.

[Typical Child Development](#)
This resource extends the information on typical child development detailed in Module 4 and outlines typical child development at various stages.

Identify Student Distress

[Children's Mental Health Disorder Fact Sheet for the Classroom](#)
This resource includes information on the most common mental health disorders in youth, as well as classroom strategies and additional resources.
Developed by the Minnesota Association for Children's Mental Health

[Eating Disorders among Athletes](#)
This resource is a presentation that provides a definition of an eating disorder, as well as information regarding prevalence, etiology, health risks, signs, symptoms & early detection of eating disorders among athletes.
Developed by the National Center of Excellence for Eating Disorders

[Eating disorders in adolescent and young adult males: prevalence, diagnosis, and treatment strategies](#)
This resource examines prevalence rates, eating disorder symptom presentation, and assessment and treatment strategies relevant to adolescent and young adult males.
Developed by the National Center of Excellence for Eating Disorders

[Identifying Student Distress](#)
This resource is a summary of strategies for identifying student distress related to emotion regulation, executive functioning, social skills, behavior regulation, and substance use.

[Signs of Student Distress and Age-Appropriate Interventions](#)
This resource reviews signs that signal a student is distress and provides relevant intervention strategies that educators and school staff can implement. Additional considerations for supporting students in elementary settings and secondary settings are included for each domain.

[Reflective Thinking Questions for Identifying Students in Distress](#)
This resource provides several questions educators can ask themselves to help identify if a student is in distress.

[Recognizing Anxiety in Youth Webinar and Resource Document](#)
This resource is a webinar focused on helping educators and families recognize signs of anxiety in youth.

[Warning Signs and Symptoms](#)
This resource is a video that describes basic warning signs and symptoms that may be displayed by someone with an eating disorder.
Developed by the National Center of Excellence for Eating Disorders

Recognize Students with Potential Mental Health Concerns and Link to Support

[Identifying Sources of Support for Students Experiencing Distress](#)
This resource describes the backgrounds and roles of various student supports that can be used when supporting students experiencing distress.

[Tips for Starting Mental Health Conversations](#)
This resource provides several tips and strategies for educators to use to start mental health conversations with students.

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

Childhood Trauma and Adverse Childhood Experiences

[ACES Facts](#)
This resource outlines information related to adverse childhood experiences, their impact, and ongoing ACES studies.
Developed by the CDC

[About Child Trauma](#)
This resource details traumatic events, childhood traumatic stress, and risk and protective factors.
Developed by NCTSN

[Childhood Traumatic Grief: Information for School Personnel](#)
This resource provides educators with guidance for helping students experiencing traumatic grief.
Developed by NCTSN

[Complex Trauma: Facts for Educators](#)
This resource is a detailed list of facts regarding trauma aimed at educators.
Developed by NCTSN

[Toxic Stress 101](#)
This resource from Harvard's Center on the Developing Child provides an overview of toxic stress, social causes, and steps toward prevention.
Developed by Harvard's Center on the Developing Child

[Types of Trauma](#)
This resource provides a review of the various types of trauma that impact people on a daily basis.

[HEART Framework: Healing Ethno And Racial Trauma Framework](#)
This resource is a journal article that examines the Latinx immigrants living experience in the United States. Latinx immigrants often experience the negative effects of systemic oppression, which may lead to psychological distress, including ethno-racial trauma.
Developed by Chavez-Duenas, N., Adames, H., Perez-Chavez, J., Salas, Silvia (2019)

Demonstrating Trauma-Sensitive Teaching Practices

[Addressing Race and Trauma in the Classroom](#)
This resource is intended to help educators understand how they might address the interplay of race and trauma and its effects on students in the classroom. After defining key terms, the guide outlines recommendations for educators and offers a list of supplemental resources.
Developed by NCTSN

[Teaching Tolerance Anti-Bias Framework](#)
This resource is a set of anchor standards and age-appropriate learning outcomes divided into four domains—identity, diversity, justice, and action (IDJA). The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable, and safe.
Developed by Learning for Justice

[Building Trauma Sensitive Schools](#)
This resource is a packet that contains guidelines, strategies, and professional development activities that can be used to build trauma-sensitive schools.
Developed by the National Center on Safe Supportive Learning Environments

[Creating, Supporting, and Sustaining Trauma-Informed Schools](#)
This resource will help schools and sites that partner with schools have a better sense of the areas they can address when working towards a more trauma-informed school.
Developed by NCTSN

[Guidance for a Trauma-Informed Approach](#)
This resource aims to develop a working concept of trauma and a trauma-informed approach and to develop a shared understanding of these concepts that would be acceptable and appropriate across an array of service systems and stakeholder groups.
Developed by SAMHSA

[Integrating a Trauma-Informed Approach in PBIS](#)
This resource describes how district and school leaders can incorporate trauma-informed practices within a Positive Behavioral Interventions and Supports (PBIS) framework.
Developed by the Center on PBIS

[Principles of a Trauma-Informed Approach](#)
This resource provides a summary of SAMHSA's Guide for a Trauma-Informed Approach that can be applied to the classroom.

[Suggestions for Educators](#)
This resource provides educators with suggestions for helping students experiencing trauma in the classroom.
Developed by NCTSN

[Trauma Responsive Schools theory of Change Toolkit: National Edition](#)
This resource is a toolkit designed to guide users to develop a plan and to organize efforts to meet evidence-based practice standards in creating trauma-responsive schools.

Module 6: Classroom Strategies to Support Students Experiencing Distress

Self-Regulation and Co-Regulation

[Co-Regulation: Birth to Young Adulthood](#)
This resource from the Duke Center for Child and Family Policy for the Administration for Children and Families (ACF) aims to provide caregivers and program administrators with guidelines for effective co-regulation support at each stage of development.
Developed by the Duke Center for Child and Family Policy for the Administration for Children and Families (ACF)

[Self-Regulation](#)
This resource defines self-regulation and provides a set of strategies that could be used to increase self-regulation.

[Strategies for Co-Regulating with Students](#)
This resource defines co-regulation and provides a set of strategies that could be used to increase co-regulation.

[Staying Connected with Students and Youth during COVID-19 Part 1: Why Social Connection is Important for Mental Health](#)
This resource is a webinar that explores research on belonging and connectedness, the key tenants of virtual communication for educators, and effective strategies for building virtual connectedness.

[Nurturing My Mental & Emotional Health](#)
This resource helps promote mindfulness and teaches teens how to practice health-enhancing behaviors, which can support better management of stress and reduce the chances of exploring substance use as an alternative.
Developed by the National Institute on Drug Abuse

Strategies to Support Students in Distress

[De-Escalating a Distressed Student](#)
This resource provides educators with a series of steps to help de-escalate a distressed student.

[Preventing Suicide: The Role of High School Mental Health Providers](#)
This resource for high school mental health professionals, by the Suicide Prevention Resource Center, provides key steps to reduce suicide risk among high school students.
Developed by the Suicide Prevention Resource Center

[Preventing Suicide: The Role of High School Teachers](#)
This resource for high school teachers, by the Suicide Prevention Resource Center, provides key steps to reduce suicide risk among high school students.
Developed by the Suicide Prevention Resource Center

[Prevention Technology Transfer Center (PTTC) Network](#)
This resource is for the substance use Prevention Technology Transfer Center (PTTC) Network that provides free resources and training to improve implementation and delivery of effective substance abuse prevention interventions.
Developed by the Prevention Technology Transfer Center (PTTC) Network

[Strategies for Supporting Students: Behavior Regulation](#)
This resource details several strategies for supporting students experiencing difficulty with behavior regulation.

[Strategies for Supporting Students: Emotion Regulation](#)
This resource details several strategies for supporting students experiencing difficulty with emotion regulation.

[Strategies for Supporting Students: Executive Functioning](#)
This resource details several strategies for supporting students experiencing difficulty with executive functioning.

[Strategies for Supporting Students: Social Skills](#)
This resource details several strategies for supporting students experiencing difficulty with social skills.

[Take Action: Promote the Mental Health and Well-Being of Students](#)
This resource provides an outline for applying the course objectives.

Strategies to Support Students Engaging in Substance Use

[Strategies for Supporting Students: Substance Use](#)
This resource details several strategies for supporting students experiencing difficulty with substance use.

[Prevention Matters: Proven Programs to Help Schools Address Substance Use](#)
This resource provides a list of effective substance use prevention programs that can be implemented in schools.
Developed by the Indiana Prevention Resource Center

[Substance Use Prevention Curriculum Do's and Don'ts](#)
This resource provides educators with recommendations to consider when developing a substance use presentation curriculum for their classrooms.

[Substance Use Prevention: Evidence-Based Practices to Promote Agency in Middle School Students](#)
This resource summarizes 21 promising classroom practices to increase student development that may help prevent substance use.
Developed by the Northwest Prevention Technology Transfer Center (PTTC)

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

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH