

**2014-2015**  
**END OF YEAR REPORT**  
July 1, 2014 - June 30, 2015



**TECHNICAL ASSISTANCE**

Technical assistance is offered by email, phone, and through partnerships with CESAs holding share-shops/networking meetings. **20** Shareshops were held offering networking updates and education to **390** people in every CESA. In addition **1,245** youth, school staff, and community members were trained in QPR Gatekeeper (Question, Persuade, Refer) suicide prevention.

**TRAININGS**

Trainings were held in: CESA #1, #2, #3, #4, #6, #7, #8, #9, #10, #11, #12, and online. **506** educators were trained in *Cyberbullying, Emerging Drug Trends, Helping Students Through Trauma and Loss, Mental Health, Behavior Interventions, School Safety (PREPaRE), and School SBIRT.* Participants were from **196** school districts and **24** organizations throughout the state of Wisconsin.

**WEBSITE**

There were **5,231** unique visitors to the website in the last year. Just over **4,000** people read the monthly e-newsletter. We had **709** views of the online videos created by the WISH Center on AODA warning signs and family dynamics of substance abuse, and **157** views of new other tobacco products and e-cigarette videos.

**WISH CENTER**

CESA #4 is the fiscal agent and houses the WISH Center Director. Four Regional Coordinators located in CESAs #6, #7, #9, and #10 coordinate/present training events and provide technical assistance on a variety of safe and healthy schools topics.



## **2014-2015 Summary**

Trainings were held in: CESA #1, #2, #3, #4, #6, #7, #8, #9, #10, #11, #12, and online. **506** Educators were trained in Cyberbullying, Emerging Drug Trends, Helping Students Through Trauma and Loss, Mental Health, Behavior Interventions, School Safety (PREPaRE), and School SBIRT. Participants were from **196** school districts and **24** organizations.

Technical assistance is offered by email, phone, and through partnerships with CESAs holding shareshops/networking meetings. In addition to the number of people trained, **390** attended CESA shareshop meetings. **1,245** youth, school staff, and community members were trained in QPR (Question, Persuade, Refer) suicide prevention. Our website traffic doubled from the previous year (2,234 in 13-14) to **5,459** unique visitors in 14-15. **4,302** people read the monthly e-newsletter. We had **721** views of the online videos on AODA warning signs and family dynamics of substance abuse and **166** views of the OTP and E-cigarette videos created by the WISH Center.

An end of the year summary is also available by a short video: <https://youtu.be/MlxW50z3WHw>. (Presented to CSN on June 22, 2015.) Note the numbers presented in this report may be slightly different than the video and cover summary report attached that were created mid-June due to activities and web traffic that were still occurring.

## **Workshops Held**

<b>Region</b>	<b>Workshop</b>	<b>Location</b>	<b>Date</b>	<b># Participants</b>
North	6+12 Behavior Interventions	CESA #12	10/16/14 & 11/20/14	27
Central	6+12 Behavior Interventions	CESA #6	10/17/14 & 10/23/14	14
Central	School SBIRT	CESA #2	10/22/14 & 11/12/14	36
West	School SBIRT	CESA #4	10/27/14 & 12/2/14	11
Central	Emerging Drug Trends	CESA #3	11/13/14	21
East	School SBIRT	CESA #7	11/17/14 & 1/3/15	14
East	School SBIRT	CESA #1	1/6/15 & 2/9/15	33
West	School SBIRT	CESA #11	1/29/15&2/27/15	11
Central	Emerging Drug Trends	CESA #6	1/30/15	23
All	Words Wound Online Book Study	Online	2/1/15-2/18/15	11
West	Helping Students Through Trauma and Loss	CESA #10	2/26/15	13
North	Helping Students Through Trauma and Loss	CESA #9	2/27/15	16
Central	School SBIRT	Stevens Point School	3/31/15 & 5/1/15	21

		District		
North	The Great Body Shop	CESA #12	4/24/15	8
East	The Great Body Shop	CESA #1	4/24/15	13
Central	Love Notes	CESA #6	5/21/15 & 5/22/15	22
Central	Helping Students Through Trauma and Loss	CESA #6	6/17/15 & 6/18/15	33
<b>Totals:</b>	<b>17 Workshops</b>			<b>327</b>

### PREPaRE School Safety Training Workshops

North	PREPaRE Workshop 1	Wisconsin Dells (BHSS Pre-Conference)	12/10/14	40
West	PREPaRE Workshop 2	Rice Lake	1/13/15- 1/14/15	20
East	PREPaRE Workshop 2	Green Bay	1/21/15- 1/22/15	11
East	PREPaRE Workshop 2	Gillett	3/11/15- 3/12/15	6
Central	PREPaRE Workshop 2	Oshkosh School District	5/27/15 & 5/28/15	42
Central	PREPaRE Workshop 1	West Bend School District	6/9/15	60
<b>Totals:</b>	<b>6 Workshops</b>			<b>179</b>

### Workshops Cancelled

Region	Workshop	Location	Date
North	Emerging Drug Trends	Minoqua	10/17/14
East	PREPaRE Workshop 1	Mequon	1/30/15
East	Helping Students Through Trauma and Loss	CESA #8	3/24/15
West	School Based Suicide Prevention Training	CESA #4	4/9/15
<b>Totals:</b>	<b>4 Workshops</b>		

## **Technical Assistance**

Technical assistance is offered by email, phone, and through partnerships with CESAs holding share-shops/networking meetings. **20** Sharesops were held offering networking updates, education, and AODA Grant Writing to **390** people with at least one being held in each CESA. WISH Center Staff presented at 5 statewide conferences and co-sponsored a bullying prevention pre-conference at the PBIS leadership conference reaching a total of **229** people. In addition **1,245** youth, school staff, and community members were trained in QPR Gatekeeper (Question, Persuade, Refer) suicide prevention.

### **Networking Meetings/Sharesops Held**

<b>Region</b>	<b>Location</b>	<b>Date</b>	<b># of Participants</b>	<b>Outcomes</b>
West	CESA #4	10/14/14	42	Marketed WISH Trainings; Overview of School SBIRT & PREPaRE; Promoted DPI BHSS Conference
West	CESA #4	3/25/15	40	Promote SBIRT, DPI AODA Grants, DPI Updates, Needs Assessment, and training
West	CESA #10	10/30/14	11	Previewed Tobacco resources on the WSH Center website, DPI updates, promotion of professional development through the Center and the BHSS conference, group sharing and networking
West	CESA #10	4/24/15	10	On the agenda for the day is Jason Weber presenting on Drug Trends
West	CESA #11	11/18/15	15	Overview of SBIRT, Previewed Tobacco resources, DPI updates, promotion of professional development through the Center and the BHSS conference
West	CESA #11	2/24/15	10	Held AODA Program grant writers workshop
East	CESA #7	1/27/15	15	AODA Grant writing and Emerging Drug Trends
East	CESA #1	2/12/15	20	AODA Grant Writing and Emerging Drug Trends
East	CESA #8	3/10/15	15	AODA Grant Writing
Central	CESA #6	9/26/14	41	SHS Network School Safety and Marijuana and Adolescents and OTP Video Promote BHSS conference
Central	CESA #6	11/20/14	33	SHS Network and Mindfulness Promote BHSS conference
Central	CESA #6	2/6/15	35	AODA and Grant writing Promoted events
Central	CESA #6	4/24/15		AODA/SHS Network and upcoming events- YMHA, Grants, SBIRT, PREPaRE, etc
Central	CESA #3	2/10/15	18	AODA Grantwriting and showed OTP video, Promoted events
Central	CESA #2	2/3/15	22	Networking and AODA Grant writing Showed OTP video Promoted events
North	CESA #9	10/9/14	7	WISH updates, PBIS Updates, Data collection for grant writing

North	CESA #9	2/12/15	9	WISH updates, AODA grants, Tobacco presentation
North	CESA #12	10/10/14	13	WISH updates, data collection for grant writing, ReThink curr.
North	CESA #12	3/5/15	13	WISH updates, AODA grants, Tobacco presentation
North	CESA #5	2/11/15	21	WISH updates, AODA grants, Tobacco presentation
	<b>Total</b>	<b>20 Events</b>	<b>390</b>	

**Statewide Conferences/Presentation:**

<b>Conference</b>	<b>Date</b>	<b>Sectional Attendance (if applicable)</b>	<b># of Participants</b>	<b>Outcomes</b>
PBIS Conference	August 2014	Co-sponsored Bullying Prevention Workshop	45	Integrate Bullying Prevention into PBIS, Increase collaboration with Rtl/PBIS Center
Special Education Leadership Conference	10/15/14	School SBIRT Presentation (Tracy & Scott)	20	Provide an overview of SBIRT and PREPaRE
		PREPaRE Presentation (Carol & Kathryn)	19	
Wisconsin School Counselors Conference	2/17/15	School SBIRT Presentation (Carol & Christine)	20	Provide an overview of SBIRT
CESA 5 Mental Health and Behavior Conference	9/29 & 30	SBIRT presentation Jackie & Carol	30	Provide an overview of SBIRT
School Social Workers Conference Green Lake	November 13/14	Present SBIRT (Jackie & Scott)	42	Provide an overview of SBIRT
WI Prevention Training	6/11/15	School SBIRT Presentation (Carol & Christine)	53	Provide an overview of SBIRT
<b>Total</b>		<b>6 Conferences</b>	<b>229</b>	

## Newsletters

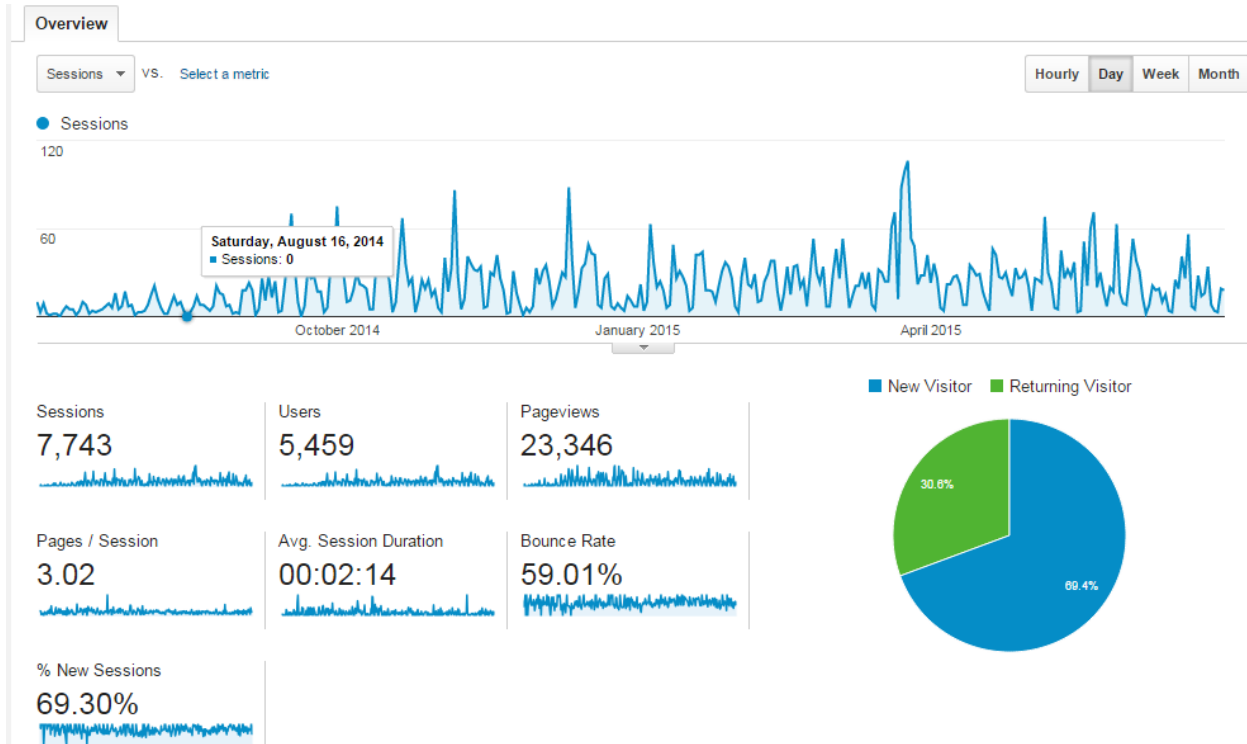
We use Constant Contact to maintain our contact list of **1,728** active contacts. Our email subscriber list has grown by 29% in the past year from 1,340 to 1,728. Our newsletter is developed and emailed out through Constant Contact so we can track readership and see what links people are following. Just over **4,300** people read the monthly e-newsletter. Most months, we were slightly above the education industry email open rate of 32%. All newsletters are archived on our website:

<http://www.wishschools.org/resources/newsletters.cfm>

Newsletters	Opens	Open Rate	Main Topics
August 2014	338	34%	Welcome Back, Bullying Awareness Day, Best Practices for Supporting LGBTQ+, Suicide Prevention Available
September 2014	354	36%	School SBIRT, Trauma-sensitive Schools Resources, Mental Health Challenges, DPI Updates
October 2014	337	38%	OTP Video, Burden of Suicide Report, Promoting Excellence for All, Marijuana is Addictive, Parents Teaching Kids to Drink is a Myth
November 2014	462	36%	New Federal Grants, BHSS Conference, Get Ready for AODA Grantwriting, SAMHSA's Approach to Trauma
December 2014	421	33%	BHSS Conference Recap, Other Tobacco Product Policy, Accessing Mental Health Template, New DPI Behavioral Health Tools Webpage, AODA Grantwriting Workshops
January 2015	436	34%	Alcohol Poisoning, No Health Without Mental Health, AODA Grantwriting Workshops, Trauma Training & More
February 2015	414	33%	School Safety-Where Do We Start?, Burden of Tobacco, DEWS Updates, AODA Grant Writing, Suicide Prevention Conference & More
March 2015	500	39%	Spring 2015 DPI Updates, WISH PD Survey, DPI AODA Grants, Suicide Prevention Conference, Trans and GNC Students in WI
April 2015	476	38%	Teen Connection and Prescription Drugs, Office of Children's Mental Health Report, Top 10 Tips to Prevent Bullying & Cyberbullying, WI School Health Profiles, Restorative Practices Used in Bullying, GSA Advisor Training, Suicide Prevention Conference, New E-Cigarette Video, DPI Mental Health Project, Trauma Informed Care Resources
May 2015	424	33%	Top 10 Survey Results, GAIN-SS Screening Tool Available, New WI Suicide Prevention Plan, SEL Skills, Graduate Credit Available, Looking for YRBS Users, 2015 Trainings
June 2015	140	11%	Be the First to Register for WISH Center Trainings, Healthy Classroom Grants Available, Internet Safety Resources, Follow Us on Twitter, EOY Report Summary, Upcoming Events
<b>Total</b>	<b>4,302</b>		

## Website

There were **5,459** unique visitors to the website from July 1, 2014-June 30, 2015. This was over double the same rate as the previous year rate of 2,234 unique visitors. There were a total of 23,346 pageviews. 69% were new visitors. We will continue to add resources and make our website more interactive as well as use social media, Twitter and Facebook to promote our website and newsletter.



## Other Technical Assistance and Growing Capacity

WISH Center Staff continue to focus on growing the capacity of the Center.

We spent time this year assisting the DPI in coordinating the 2014 Building the Heart Conference and planning the 2015 Conference. WISH Center staff contacted keynote and sectional presenters and created the conference program. We will continue coordinating and planning the 2015 BHSS Conference.

In 2014-2015, in partnership with Mental Health America of Wisconsin, we trained **1,245 youth, school staff, and community members in QPR** (Question, Persuade, Refer) suicide prevention. 2014-2015 training were held in 16 schools/organizations: Oconomowoc, Howard-Suamico, Niagara, Menomonee Falls, CESA #7, Grace Lutheran Church, Hayward, Mellen, Rosholt, CESA #6, Appleton, Spencer, CESA #10, Lake Holcombe, Granton, and Neillsville.

WISH Center Staff coordinated **Other Tobacco Product presentations** and developed an **E-cigarette video**, available on our website: <http://www.wishschools.org/resources/tobaccoupdates.cfm> We had **721** views of the online videos created by the WISH Center on AODA warning signs and family dynamics

of substance abuse, and **166** views of new other tobacco products and e-cigarette videos released December 2014 and April 2015.

### Technical Assistance

We continue to meet the needs of local schools by providing as much technical assistance as our time allows. This is a difficult area to track and quantify in a report. Due to limited time and travel, most TA is provided by email or phone. This year, in a midyear pilot, we collected TA using a Google form to track some of the major TA provided by WISH Center Staff:

<https://docs.google.com/spreadsheets/d/16V13zxO6N9hTgWw6CRt6EEHF23PbUG1cYFM1TXS2BGU/edit?usp=sharing> Please note this is not inclusive of all TA provided and we started mid-year.

<b>Wisconsin Safe &amp; Healthy Schools Technical Assistance 2014-2015</b>					
Regional Coordinators-Please help collect data on the technical assistance provided through your WISH Center Contract from July 1, 2014-June 30, 2015.					
<b>Tracy Herlitzke</b>					
Date	School Building/Agency	Time	Type of TA	Number Served	Outcome(s)
10/14/2014	Counselor's Meeting	1 Day	Meeting	42	Promote SBIRT, PREPaRE, AODA Grants, 5 joined Newsletter
10/15/2014	SPED Leadership Conference	1 Day	Presentation	20	Promote SBIRT
12/11/2014	Building the Hearts Conference	1 Day	Presentation	30	OTP Presentation
3/25/2015	Counselor's Meeting	1 Day	Meeting	40	Promote SBIRT, AODA Grants, DPI Updates, Needs Assessment, and PD
3/25/2015	Gale-Etrick-Trempealeau	1 hour	Consultation	1	Assist getting YRBS data to write AODA Grant
5/7/2015	Milwaukee County/DPI	1 hour	Phone	23	Love Notes Follow up email, phone, curriculum order
5/7/2015	Rep. La Tonya Johsons's Office	1 hour	Phone	1	School SBIRT information
5/7/2015	Sparta School District	1/2 hour	Phone	1	PREPaRE Training Information
<b>Carol Zabel</b>					
Date	School Building/Agency	Time	Type of TA	Number Served	Outcome(s)
9/14/2014	Spencer High School	1/2 day 2 presentation QPR		55	QPR presentation



10/22/2014	CESA 10	1/2/2015	QPR	50	QPR presentation
10/23/2014	Lake Holcombe High School	1/2 day	QPR	15	QPR presentation
12/8/14 & 1/15/15	CESA 10	1/2 day total	debriefing	1	school counselor debriefing
2/11/2015	Granton School District	1/2/2015	QPR	25	QPR presentation
3/24/2015	Lake Holcombe High School	1/2 day	QPR	10	QPR presentation
2/25/2015	Bloomer Middle School	1 hour	Consultation	1	Offered resources and debriefing following the unexpected death of a middle school student
5/13/2015	Neillsville School District	1 hour	QPR	85	
<b>Lynn Verage</b>					
<b>Date</b>	<b>School Building/Agency</b>	<b>Time</b>	<b>Type of TA</b>	<b>Number Served</b>	<b>Outcome(s)</b>
8/27/2014	Hayward	1 hr.	e-mail	1	Provided resources on youth depression & suicide. Followup form QPR training
9/12/2014	Mellen	1 hr.	e-mail	1	Provided resources on youth depression & suicide. Followup form QPR training
9/30/2014	# of schools in CESA #9	1/2 hr.	meeting	20	Overview of PREPaRE & state initiatives on mental hlth
10/9/2014	# of schools in CESA #9	1 hr.	meeting	6	Presentation of resources & mental hlth programs
10/10/2014	# of schools in CESA #12	1 hr.	meeting	13	QPR & Bullying prevention presentation
10/13/2014	Three Lakes	1/2 hr.	meeting	6	WISH Center update
11/3/2014	Ashland	4 hr.	meeting	8	Look @ scening tools & mental hlth/AOD programs
11/17/2014	Elcho	2 Days	Support	School-wide	Death of a student. They had been through PREPaRE training
1/9/2015	CESA #9 PAC	1/2 hr.	meeting	18	WISH Center update
2/11/2015	# of schools in CESA #5	1 1/2 hrs.	meeting	21	Presentation on OTP & AOD grant
2/12/2015	CESA #9 schools	3 hrs.	meeting	9	Presentation on OTP & AOD grant
3/4/2015	CESA #9 BOC	1/2 hr,	meeting	10	WISH Center update
3/5/2015	CESA #12 schools	1 hr.	meeting	14	SBIRT presentation, OPT & AOD grant

## Jackie Schoening

Date	School Building/Agency	Time	Type of TA	Number Served	Outcome(s)
8/13/2014	CESA 6 Staff	1/2 day	Training	179	Trained on QPR
8/26/2014	Appleton Staff	1/2 day	Training	24	Trained QPR
9/12/2014	PAC CESA 6	2 hr	training	38	Trained inQPR told of WISH services
9/29/2014 & 9/30/14	CESA 5 Mental Health Conf	2 hr	presentation	25	SBIRT presentation
10/1/2015	Winnebago County	6.5 hr	training	28	tyraining on bullying - reviewed services of WISH
3/19/2015	Reedsburg	15 min	Training	1	looking for bus driver training in CHAMPS
3/26/2015	West Bend	2 hr	Grants/zoom	5	Worked to review AODA grant req
3/26/2015	Sun Prairie	1.5 hr	Grants/phone and email	2	worked to review district grant and make suggestions
3/26/2015	Hearts Conference	1/2 hr	6 calls/email	1	attempt to find Mark Anthony Garrett
3/26/2015	REMS grant	1/2 hr	review docs	1	reviewed REMS trainings for conferences
3/30/2015	Oshkosh	15 min	call re PREPaRE planning		Set PREPaRE 2 May 27&28
3/30/2015	Jefferson	1/2hr	Grant assistance		Reviewed Grant AODA
3/31/2015	Waupun	15 min	Information call	1	difference between SBIRT. Trauma and PREPaRE
4/7/2015	Clintonville	30 min	Grants call	1	Assist with grant review
4/7/2015	West Bend	30 min	Grants call and e-mail	1	review AOD grants questions
4/7/2015	Kaukauna	30 min	Grants email	1	assist with grants development and review
4/8/2015	Mt Horeb	45 min	Grants call	1	Assist with questions about AOD Agrants and Restorative Practices
4/8/2015	CESA 2	20min	Updates call	1	Provided updates and planning ideas to Suzanne Sibole
4/8/2015	West Bend	5 min	Grants call	1	questions about forms for grants emailed and mailed
4/9/2015	Appleton Staff	45 min	Grants email and call	3	Assist with grants review and submission questions
4/9/2015	Kaukauna	15 nin	grants call	1	assist with email vas us mail issues and

					questions
4/9/2015	Freedom	10 min	SBIRT in person at meeting	1	Questions about SBIRT
4/10/2015	Neenah	25 min	SBIRT and PREPaRE call	6	questions about costs, options for training, etc
4/10/2015	Oshkosh	1.5 hr	Grants in person	5	Questions about AODA grant submission, appropriateness of activities etc
4/13/2015	Oshkosh	15 min call	PREPaRE	2	Questions about Grad Credit
4/13/2015	Clintonville	25 min email and call	Grants email and call	1	review grant and submission information
4/14/2015	confirm Oshkosh PREPaRE 2	10 min	PREPaRE	1	Finalize plans
4/15/2015	Mental Health Promotion Call	75 min	DPI grant	12	Mental Health Promotion Call
4/17/2015	School Based Trauma Sensitive Schools - St A provided info on WISH	20 min	at training	40	Provided info on WISH to group
4/20/2015	QPR Appleton	2.5 hrs	training fill in	43	filled in at last minute
4/21/2015	Ripon	20 min	Information call	1	provided info and contact on GSA
4/21/2015	Dr Ron	35 min	keynote call	1	DPI request fo Hearts Conf
4/21/2015	Clintonville	15 min	Information call	5	culturally responsive [practices
4/27/2015	Watertown	10 min	Information call	1	info on suicide conference
4/30/2015	Green Bay	20 min	call information	1	services through WISH for 15-16
5/1/2015	Oshkosh	10 min	call	1	suicide prevention information
5/6/2015	Indian Community Milw	20 min	call	1	Love Notes
5/6/2015	emily	5 min	email	1	refer Indian Community
5/11/2015	C Kleiman	25 min	call	1	Plan Emergency management Conferences
5/11/2015	Janesville	10 min	call	5	registration question about Trauma

					summer
5/12/2015	Clintonville	35 min	xall	4	suicide questions and resources
5/13/2015	Appleton Staff	2.5 hr	face to facce	45	Suicide advisory committee
5/14/2015	Monroe	20 min	call	1	looking for bully speaker
5/18/2015	Neenah	25 min	call	1	question about grad credit courses
<b>Christine Kleiman</b>					
<b>Date</b>	<b>School Building/Agency</b>	<b>Time</b>	<b>Type of TA</b>	<b>Number Served</b>	<b>Outcome(s)</b>
3/26/2015	Milwaukee	15min	phone	1	answered questions on Great Body Shop
3/26/2015	Milwaukee	2hr	Zoom	1	reviewed day 2 of SBIRT
3/30/2015	Mukwonago	15min	email	1	answered questions on AODA state grant
4/8/2015	Pittsville	15min	phone	1	answered questions on Tribes, cost and RP training
4/8/2015	Marinette	15min	phone	1	answered questions on hosting PREPaRE in district
4/8/2015	Mt. Horeb	30min	phone	1	answered questions on RP training and Project 180/AODA grant
4/8/2015	Howard Suamico	2hr	email	1	read grant and advised, wrote some objectives
4/9/2015	Green Bay	30min	email	1	answered questions about AODA Grant
4/13/2015	Franklin	15 min	phone	1	answered questions on how to host PREPaRE 2
11/12/2014	Elmbrook	15 min	phone	1	info on trauma and loss
12/13/2014	Green Bay	15 min	phone	1	info on OTP and the video production
10/6/2014	Waukesha	15 min	phone	1	What is QPR and how I would deliver it
10/13/2014	East Troy	30 min	phone	1	Overview of SBIRT
1/6/2015	Arrowhead H.S.	30 min	phone	1	Overview of SOS implementation
11/11/2014	Marinette	30 min	phone	1	Overview of SBIRT
11/24/2014	CESA personal consults on suicide/depression	1 hr	face to face	3	personal consults depression/suicide

## **Partnership Development**

- Subcontract with Mental Health America of Wisconsin, Garrett Lee Smith Act Youth Suicide Prevention, \$39,672
- Subcontract with DPI CDC/Inspire project to coordinate the Great Body Shop, Love Notes training and Kognito
- Subcontract with DPI for Tobacco Prevention Activities
- Collaborate with DPI Coordinated School Health to offer 4 Core+ trainings
- Serve on the DPI's Safe Schools Healthy Students Management Team as well as other DPI grant workgroups
- Liaison with Wisconsin Prevention Network
- Liaison with Wisconsin Obesity Prevention Network
- Liaison with Wisconsin School Safety Coordinators Association
- Liaison with Wisconsin School Counselors Association
- Liaison with Wisconsin School Psychologist Association
- Liaison with Wisconsin RtI/PBIS Network
- Liaison with DHS-Division of Mental Health and Substance Abuse Services
- Continuing partnerships with many local coalitions

## **Compilation of Event Evaluations**

Below are compiled evaluations from the workshops.

## WiSH Schools Center Reflection & Feedback

### 6 + 12 Behavior Interventions

Date: October 16, 2014 & November 20, 2014

#### 3..2..1 Reflection:

##### **3) Three things I learned today:**

- Management plans, procedure & policy plans, different types of plans
- De-escalation requires a person to be fearless
- Positive reinforcement comes with careful planning
- Training available for physical interventions
- Behavior checklists
- Make expectations clearer
- I learned that our school needs to take steps to make more comprehensive interventions that are implemented school wide
- New strategies and ideas (colleagues)
- Zones of regulations (peers)
- Size of the problem 1.2.3.4.5 (peers)
- Insight or other school concerns
- Networking / Resources
- Self-monitoring behavior intervention
- Being positive can be difficult but a must
- Non-verbal cues and less disruptive and I need to use them more
- Intervention, that I can start with on Monday
- Positivity
- Non-verbal cues and their importance
- Procedure and protocol for threats
- Intervention for at-risk
- Replacement behaviors
- Organized framework for addressing behaviors
- Behaviors, Interventions
- Specific strategies such as social mapping, use of a Zen Garden, Data Tech Program
- Positive self-talk
- Cueing verbal / non-verbal
- Replacement behaviors
- Emotional escalation cycle

- Cueing / pre-correcting
- F-bomb, dings, dongs
- Intervention strategies for severe behaviors
- Ways to begin to turn these behaviors around
- Be aware of triggers
- The seven phases
- Students tracking behavior
- Wall of gratitude
- Importance of recovery stage in student behavior
- How our different needs are met at various places
- Different resources – perspectives of student behavior
- How to navigate plan writing for student support
- How to integrate positive self-talk, and positive reinforcement strategies in the classroom

**2) Two things that I would like to know more about:**

- More training on CPI
- The training for physical intervention
- What data software is best for keeping track of behavior interventions
- Additional strategies
- Collaboration teams to meet the students' needs
- Administration feedback
- Where schools are in RtI and PBIS
- How to Implement some of these interventions without taking a lot of planning time
- Behavior plans – samples
- More, more interventions
- More interventions for more specific behaviors
- School-wide protocols for threats and dangerous behaviors
- Cognitive thinking
- Severe disruptive behavior interventions
- Severely disruptive behavior
- Cognitive behavior therapy
- In class creative strategies (Pinterest!)
- The Tribes program
- Zone of regulation program (talked about in our Jigsaw group)
- How to function without communication and consistency from administration
- How to deal with parents that are oblivious to what is really going on

- Social behavior maps
- PREPaRE training
- How this effects RtI
- Dealing with students with mental illness

**1) One thing that I will incorporate into my classroom practice:**

- Some classroom management ideas
- Changing (-) into (+)
- I will incorporate more conversations about code switching
- Data collection forms
- Text resource
- I am going to use non-verbal cues more
- More one-to-one conferencing with students. Deescalate before the problem starts
- Positive reinforcement ratios
- Procedure for planning interventions
- Teaching replacement behaviors. So often we take away but give nothing back to do
- Use of re-teach in regards to re-teaching the appropriate responses, actions when someone gives a task you don't want to do
- Positive self-talk
- Many interventions
- Positivity (not f-bombs)
- Being more diligent with defining the limits of classroom behaviors and establishing a firm set of concrete consistent consequences and rewards
- I will use the assessment tools
- Social Behavior Maps
- Predictable procedures and protocols for how to deal with plans, support students
- Dealing with students with mental illness

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Presenter(s) had a grasp of critical content	6	14	3	0
2. Materials & Resources were helpful and provided me ample material to apply in my work	11	8	3	0



3. I will use strategies presented to have a positive impact on student learning	11	7	2	0
4. Content of the session will be a positive addition to my repertoire of educational expertise	11	9	1	0
<b>TOTALS:</b>	<b>39</b>	<b>38</b>	<b>9</b>	<b>0</b>

**Comments/Suggestions:**

- More role play
- The jigsaw activity was not as effective as some presenters were not trained in presenting material they are not familiar with
- I appreciate the forms (data collection) provided through this session but did not agree that all interventions were effective/best practice. I also didn't learn any new strategies from the presenter or text. I did however benefit from collaborating, discussing, an problem-solving with my colleagues and the other educators here.
- More days on 12 intensive strategies, less time on Tier 1
- Yay for the work session (jigsaw), would be good to have that during the 1<sup>st</sup> session too
- Lot of material to digest in a short time
- The format was challenging, teaching from a power-point makes it seem as if you are not prepared and does not encourage engagement.
- Should be presented over a longer time frame. Too much material presented in a short amount of time.

**I heard about this from...**

Administrator-6	Email - 9	WiSH Schools E-Newsletter- 0
Co-worker-6	WiSH Schools Staff-0	Other-
WiSH Schools Website-0	Printed Brochure-0	CESA - 1

**Would you recommend this training to others?**

Yes -11 Especially a newer teacher	No - 1	No Response - 7 1 – maybe 1 - undecided
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## WiSH Schools Center Reflection & Feedback

### 6 & 12 Highly Structured Behavioral Interventions

Date: October 17 & October 23, 2014 Workshops

#### 3..2..1 Reflection:

##### 3) Three things I learned today:

- CHAMPS classroom activity sheet
- STOIC
- A great reminder of language & what is subjective & objective, great for teachers, simple things make a big difference
- Intervention A is simple yet I never thought about it
- How much support there is in this book
- Many of my students will be able to benefit from these interventions
- AIA
- 3:1 ratio
- Salt & Oats
- Reinforcement is based on student behavior not on your behavior/response
- Tell students your collecting data on them
- Have student meet w/student to discuss behavior
- Be specific w/behavior descriptions
- Reinforced need for positive interactions
- Positive Reinforcement depends on what student is doing
- How to apply these strategies to a particular student
- How important it is to remember 3:1 positive interactions
- Subjective vs. objective behavior statement
- Data collection tools
- Getting students involved in meeting
- Data collection
- Make a chart of behaviors that you will ignore/address/consequences/office
- You need to communicate w/teachers about interventions
- Organize your thought (problems of behavior the student is displaying)
- Activities help kids learn
- Learning the function
- I need to be much more positive (focus more on positive behaviors)
- Needs will be met through negative behaviors if not, positive 1<sup>st</sup>
- Important to come up with replacement behaviors
- 3:1 positive negative
- Planned discussion
- Importance of relaxation techniques for me
- Importance of student being involved in self-monitoring and self -evaluation

- Practice
- Good reminders to involve kids in developing plan process
- Be sure as staff, we ourselves use stress management
- Replacement behaviors = opposite positive behaviors
- How important positive comment/remarks are to everyone
- Different tricks of the trade for some behaviors & how to help change those behaviors
- Data collection - how important it is
- Teachers need to take the time to relax
- Make more positive comments
- Go to proact training for the best
- New interventions to try with students
- Behavior Intervention planning needs to be replaced w/something positive
- Cues, Pre-corrects, replacement behaviors
- Have a written plan for students with extreme behavior/threats
- Replacement behavior – give sign idea
- Once plan is in place, check in w/teacher & review
- We need to revisit 1<sup>st</sup> plan temp
- Great resources – Decision guide
- Positive, Positive, Positive, Document, document, document
- Get student involved
- Teaching replacement behaviors
- Strategies for severely disruptive behaviors
- Self- monitoring strategies
- We can't assume students know how to do things "the right way"
- I now know why my sequential consequences have always backfired
- Sometimes we need to focus on teachers too
- Intervention strategies that validated some things I already use

**2) Two things that I would like to know more about:**

- What are the modification if the interventions don't work, do you try other things with the intervention or just move on to a different intervention
- Older students aren't talked about a lot in these, what age is change not going to happen
- How to involve parents in intervention who don't seem to want anything to do with their child
- Different sample interventions for emotional behavior students during their "in the moment frustrations"
- What to do if teachers are resistant to collecting data
- Getting a better +/- ratio
- How to get others to hear this info
- How to help a reluctant teachers change his/her practices
- Looking forward to next session for help w/more intensive behavior issues
- Replacement behaviors

- Students throwing tantrums / next time hopefully
- How to better deal with MI kids
- Action plans for MI kids
- I would like to learn more language – specifically what should I say – words I should use
- The other 12 strategies
- How often to use self –monitoring
- Replacement behaviors
- Specific lessons to use for inappropriate behaviors
- Creative ways to get teachers on board
- How to get all teachers on the same page on behavioral interventions
- More interventions for the unstructured time (recess, phy ed, music, etc.)
- What consequences should an emotionally disturbed child or do we not have consequences for those whom are too “in the moment”
- How to implement these strategies in HS setting
- Relaxation strategies to do for all ages. (5 min.)
- I would be interested in knowing more about percentage of success with the presented interventions
- Mental health
- Application at H.S. level
- Replacement Behaviors, Cognitive Therapy
- How to teach other teachers and get them on board

**1) One thing that I will incorporate into my classroom practice:**

- Using a standard approach to planned discussion, many teachers are given this approach/intervention as a suggestion or option, but I never had structured paperwork to give them to utilize with students
- Goal setting – long and short term
- Planned discussion intervention
- Utilizing data collection systems in book to support staff
- Being more specific to target behaviors & replacement behaviors
- Data collection
- Data collection w/in the regular ed classroom
- More positives
- Take everything we did in the packet and present to the teacher
- Understanding the function of the behavior
- I’m going to try a planned discussion
- Self- monitoring
- Involving student in the problem-solving process
- Telling student about goals & plan
- Use of replacement behavior instruction
- Self-monitoring behavioral sheets
- Positive self- talk with teachers and students
- A couple of the interventions really stood out to me. I will incorporate positive self-talk

for a couple of students

- Want to help teachers & counselors learn about & use a variety of these interventions w/students discussed at SST
- I am going to try ALL of it!!
- Write a written plan for teachers/staff TAT, toilet talk for teachers – up positive humor for staff and lots of tools to help teachers & students
- Self-monitoring forms + “book” lots of stuff
- Managing severely disruptive behaviors
- Replacement behaviors
- Emotions and teaching that to students

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5. Presenter(s) had a grasp of critical content	23	3		
6. Materials & Resources were helpful and provided me ample material to apply in my work	23	3		
7. I will use strategies presented to have a positive impact on student learning	21	5		
8. Content of the session will be a positive addition to my repertoire of educational expertise	22	3		
<b>TOTALS:</b>	<b>89</b>	<b>14</b>	<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- More sharing out of group as whole. Good discussion at table, but they’re my co-workers, would’ve liked more large group examples/discussions
- I know it’s hard when things are slide based, but it’s rough to “sit & git” for so long. Jackie is a great resource & a great instructor
- I really like the way everything was taught and I feel I will be able to take a lot back to the school for myself and others
- I’d like to have a copy of your slide presentation
- Thank you!
- Very beneficial
- I have gained a ton of knowledge while attending this training, very informative. I will be sharing this with multiple teachers. Thank you
- Thank you
- I wasn’t so much what I didn’t know but the fact it brought things I already know to the forefront. A cleaning of tools I have not used or thought about in a long time.
- More time in between 2 sessions to try first set of interventions, then come back &

discuss successes & problem encountered

- Love it! Love Jackie 😊
- Awesome, learned so much & great reviews of what I know already
- Thank you!
- Awesome! Thank you 😊
- Liked how we taught each other, good conversation between participants!
- 😊

**I heard about this from...**

Administrator - 5	Email - 13	WiSH Schools E-Newsletter -
Co-worker - 4	WiSH Schools Staff -	Other -
WiSH Schools Website -	Printed Brochure -	CESA 6 calendar of events - 4

**Would you recommend this training to others?**

Yes - 22	No -	No Response - 4
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## WiSH Schools Center Reflection & Feedback

### Emerging Drug Trends

CESA 6 Conference Center Oshkosh

Date: January 30, 2015

#### 3..2..1 Reflection:

##### 3) Three things I learned today:

- Gained info on drugs I didn't know about
- Good drugs gone bad
- New drugs
- How high school kids fit
- Different appearances of ecstasy pills
- Signs of crocodile drug use
- Increasing use of prescription drugs
- Signs to look for, types of drugs
- Thinking outside the box to reach kids
- Different types of drugs/use
- Best practices
- Latest drugs, how to use info provided and what's happening in Wisconsin
- Slang drug names
- Common items used to mix in drugs and "look for" suspected drug abuse
- Learned more about the e-cigs that I didn't know before
- Learned how many states are legalizing marijuana (knew CO but not the rest)
- New trends & what's decreasing in popularity
- Slang names for drugs
- Teaching materials available and what's happening currently
- Effects of prescription drug use
- Legal vehicles to expose drugs to people
- Overdoses are taking over for leading cause of death from traffic accidents
- Heroin deaths up 50%
- Designer drug trends
- Many resources available, different drugs, symptoms of use and prevalence
- I learned more about vaping, what to look for (signs) of student's potential drug use and resources available to market positive and the good choices and learning resources available to teach awareness to students

- So many things. Liked learning of all of the designer drugs & weaning drugs
- Vaping K2/spice , how RX painkillers are more responsible for accidental deaths, close to car accidents
- New drugs that are veing used, downie brownie, more info about club drugs
- Many things, more information on e-cigs, the hand sanitize and smoking alcohol
- Drug laws regarding K2/spice
- Legal drug uses among HS kids, Other ways to promote awareness & intervention
- Resources, programs, ideas
- Great presentation, a lot of information
- Resources for classrooms, speakers
- How prevalent drugs are in valley
- Tips on how to present info to parents
- Vapor, alcohol
- Good drugs gone bad toolkit
- Options to educate
- Prevalence of different drugs
- About resources available
- New drug trends
- Effects of drugs

**2) Two things that I would like to know more about:**

- What to look for in school
- What to do
- Always looking for resources
- If I assume a student is under the influence of a narcotic, what are some suggestions on how to handle it?
- What legal options do school districts have for students under the influence?
- Best practice as to what to do when we find the kids with the prob
- Local resources to share with new teachers
- Educate teachers or start with administrators
- How to keep up with the latest drugs
- What's coming with marijuana
- More on signs of drug us, what to look for in my students
- Also, what do you think teenagers should know, how much should I inform my students in your opinion – what specific things?
- Signs of abuse like shaken baby, what is legal being sold in stores that is iffy
- Preventive drug measures



- Specific user name of substances so I can listen for discussion by students
- Getting programs going in my schools
- How to deal with family, parental use
- I would like to know more about what specifically is being found or seen in our schools currently
- Websites on drugs & community involvement
- Like the free stuff
- Best practices for prevention
- More tools to engage students
- Continued development of other alcohol uses
- Effects of e-cig juice and purchase by minors,
- Training for good drugs gone bad
- Research on the effectiveness of drug prevention programs
- Where/how do we start when no prevention is being done in our high school
- What to look for in Schools
- What to do
- Always looking for resources
- If I assume student is under the influence of a narcotic, what are some suggestions on how to handle it?
- What legal options do school districts have for students under the influence
- Best practice as to what to do when we find the kids with the problem
- Local resources to share with new teachers
- Educate teachers or start with administrators
- How to keep up with the latest drugs
- What's coming with marijuana

**2) One thing that I will incorporate into my classroom practice:**

- Being more aware
- Posters, videos and knowledge
- Increased reference to the effects of drug use & abuse
- Local resources available for school use
- Resource pages Jason referred to (immediately)
- Inform of all dangers of all drugs, it was good to get a refresher on the newest things and trends
- 1048 video
- Use your cube
- Look beyond superficial behaviors and toward chemical abuse as a possibility

- I am a school nurse, the symptoms, the look of the drugs was helpful
- Some of the resources and programs will implement in the Life Options classes school-wide
- Want to completely overhaul my curriculum, eventually. May use some and continually update
- Toolkit (Good Drugs Gone Bad) possibly video
- Will take a look at Mouse Party
- Focus on peer pressure and students having a right to say no, without a reason and walk away. (I work with younger kids)
- I received the 10-40-8 DVD from my department head and will be using in my class
- Mouse Party & much of the resources from your video, PSAs, Posters, Lessons
- Finding a way to educate students & parents about prescription drug abuse & heroin use
- Being aware of things students say

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
9. Presenter(s) had a grasp of critical content	26			
10. Materials & Resources were helpful and provided me ample material to apply in my work	25	1		
11. I will use strategies presented to have a positive impact on student learning	23	3		
12. Content of the session will be a positive addition to my repertoire of educational expertise	25	1		
<b>TOTALS:</b>	<b>99</b>	<b>5</b>		

**Comments/Suggestions:**

- Presentation was great
- Very good presentation & resources
- Smart thinking room, light dinner or partial light for screening
- Great resources
- Hope everyone gets Good Drugs Gone Bad
- Very good presentation. It was a good mix of content, with stories added in along with tips of how to talk to students. Great information & info I can implement right away
- Jason did an excellent job! Good presenter, very knowledgeable.

- Wish more of my administrators had come
- It's helpful to stay up to date on new drug problems in the area and what kids are doing, what to look for.
- We are already talking about how to share some of this information with parents in our district

**I heard about this from...**

Administrator - 2	Email - 12	WiSH Schools E-Newsletter - 2
Co-worker - 5	WiSH Schools Staff - 0	Other - 0
WiSH Schools Website -0	Printed Brochure - 0	CESA – 2

**Would you recommend this training to others?**

Yes - 24	No - 0	No Response 2
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## WiSH Schools Center Reflection & Feedback

### Helping Students with Trauma and Loss

CESA #10 Chippewa Falls

Date: February 26, 2015

#### 3..2..1 Reflection:

##### **3) Three things I learned today:**

- Body remembers even if I don't remember
- Impact on brain
- Programs
- Amygdala controls a lot
- Time in
- Make a fear tangible so it can be reframed
- Trauma can be the reason students are diagnosed with ADHD or EBD
- TLC training, trauma, definitions – grief, etc.
- Worry activity, charting feelings, sensory
- Trauma vs. grief
- ADHD vs. PTSD
- Can't feel and think at the same time
- CEMD chart, school-wide program
- That PTSD and ADHD could be confused as a diagnosis since they are so similar
- Trauma is a sensory experience
- To reframe trauma, engage students in sensory activities
- Learned several activities I will incorporate
- Hands on materials
- How to defense
- Drawing activities

##### **2) Two things that I would like to know more about:**

- More intense knowledge on interventions, specifically how to help teachers in classroom
- Activities & screeners
- Detailed activities to use with students
- PTSD screener
- Brain
- Learning more about student worries

- How to tell ADHD vs. PTSD
  - How the school works this into your day
  - Present to our school – How?
  - Some activities were alluded to & I want to know more, example – Grief Hearts
  - Teacher hands-on
  - Informing staff
- 3) One thing that I will incorporate into my classroom practice:**
- Drawings for safe, happy place biggest worry
  - How can I help you
  - Reframing
  - Drawing & the rock sack
  - The activities I received, bag, paper, duck/home
  - Universal screeners, FMS sheet
  - Using class wide screening activities
  - Check in or time line
  - I will do the sheet of paper divided into 8 sections where students list events & the rest of their life into my grief & loss group
  - Buy some binders from TLL

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
13. Presenter(s) had a grasp of critical content	9	1		
14. Materials & resources were helpful and provided me ample material to apply in my work	7	3		
15. I will use strategies presented to have a positive impact on student learning	9	1		
16. Content of the session will be a positive addition to my repertoire of educational expertise	9	1		
<b>TOTALS:</b>	<b>34</b>	<b>6</b>		

**I heard about this from...**

Administrator	Email - 4	WiSH Schools E-Newsletter
Co-worker - 4	WiSH Schools Staff - 1	Other
WiSH Schools Website	Printed Brochure	CESA

**Would you recommend this training to others?**

Yes - 9	No - 0	No Response 1
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## WiSH Schools Center Reflection & Feedback

### Helping Students with Trauma and Loss

CESA #10 Chippewa Falls

Date: February 27, 2015

#### 3..2..1 Reflection:

##### 3) Three things I learned today:

- Perception is reality
- How to start conversations about grief/trauma
- Awesome group activities
- Don't provide the sensory word – let kid provide
- Focus on what happened to them – not what's wrong with them
- Difference between trauma and grief
- Don't assume everyone will respond / need trauma services
- Reminder of perception being key
- TLC – didn't know about them
- What it feels like to work through trauma in a group
- Great sensory tools, brain development
- Info was interesting
- Many activities to use with students
- Great review of the brain
- How students feel as they work through stuff
- Brain can't feel & learn at the same time
- Trauma experiences need sensory expression
- Expressing the feelings in the body & identifying
- Help a person process trauma to move on
- Sensory trumps thinking thought
- New ways to process are powerful
- PTSD – emotions (-) and locked in need to be released
- Resources, techniques and future certifications
- Would, should, could have
- Never put siblings in same group
- Senses come first
- Good resources from TLC
- Siblings should not be in same group because perception may be different

- Drawings to try with students
- Ask, how can I help you today
- Try different options with students, what works with one may not work for another
- I have things I need to work on
- Less talk, more feeling to understand
- Behaviors are not only linked to a diagnosis, but could be caused by underlying trauma. Feelings change from head, heart and tummy. It's stages change from 1-5 at any time

**2) Two things that I would like to know more about:**

- Brain activity
- Ideas for teachers in the classroom
- Actual Crisis Plans
- How much time to use
- Some of the interventions
- Making school trauma informed
- Even more strategies! These were great!
- Screeners
- More info on specifics of group
- Seeing how to use this in class
- Assessments for children on trauma activities for at risk kids
- Future trainings in the area (CESA 9)
- How to utilize @ Middle Schools
- Stress and the brain
- Provide training to rest of school staff
- Knowing if I should approach student who experienced trauma
- PTSD screeners, parents reaction to trauma and work with their children
- How to incorporate with BI
- Not sure
- Being a trauma informed school
- Be a trauma certified counselor

**4) One thing that I will incorporate into my classroom practice:**

- Duck Homes
- Drawing – especially body/feeling
- The tactile piece – drawing!



- Using more sensory tools – drawing pics to tell a story
- The one minute worries to assess which students really need support
- Students would learn about brain
- What don't I help you with phrase
- Grief counseling techniques
- I do not have a classroom but can suggest options to staff
- Using universal screener to hopefully identify students, especially those who may be internalizing rather than externalizing behaviors
- Drawing, asking questions to get to core of issue
- How can I help you today
- Drawing and music
- Build a duck a home

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
17. Presenter(s) had a grasp of critical content	13	2	0	0
18. Materials & Resources were helpful and provided me ample material to apply in my work	12	3	0	0
19. I will use strategies presented to have a positive impact on student learning	11	4	0	0
20. Content of the session will be a positive addition to my repertoire of educational expertise	11	4	0	0
<b>TOTALS:</b>	<b>46</b>	<b>13</b>	<b>0</b>	<b>0</b>

**Comments/Suggestions:**

- I want and need my staff to have more knowledge of this
- Was very helpful and will definitely use in my practice...thank you!
- This was a great overview, very interested in becoming certified & taking additional training
- Thank you for all the wonderful activities and goodies...great lunch
- Would like the power-point handout script much larger, will be hard to review
- Sparked my interest in the connection of PTSD & ADHD
- Sensory experience was too long. Would have preferred exposure to different types of activities. For those who are not counselors, we don't have 40 min to meet w/students
- Great ideas & wonderful interactive activities...thank you
- Will have to figure out how to use with high school students, feel confident I can make it

work

- Loved this! Very interesting in the summer course and further training

**I heard about this from...**

Administrator - 2	Email - 8	WiSH Schools E-Newsletter -1
Co-worker - 4	WiSH Schools Staff - 1	Other - 0
WiSH Schools Website	Printed Brochure -0	CESA - 1

**Would you recommend this training to others?**

Yes - 13	No - 0	No Response 2
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**WiSH Schools Center Reflection & Feedback**

**Emerging Drug Trends**

**Chippewa Falls, Wisconsin / CESA #10**

**Date: April 24, 2015**

**3..2..1 Reflection:**

**3) Three things I learned today:**

- New ways drugs are being abused & new types of synthetic drugs, and other types of legal drugs (caffeine powder)
- Dabbing, Vaportini
- Current trends among youth in Wisconsin
- Signs and symptoms
- WI PDMP – We have a provider’s protocol meeting coming up. Do all providers use this?
- My students can easily get access to drugs and drug paraphernalia and this stuff is marketed towards them.
- Heroin is bad news and we need to educate
- I need to make sure students get the message (pass out...call 911 ASAP)
- Many things – presentation, handouts, video’s will be great
- How to work in my communities
- Overall effects of drug use, not just to user
- Public awareness
- All the crazy scary drugs out there
- How to talk to teens (escape routes)
- How to create awareness
- Random drug testing policies in school (part of budget)
- Good Drugs Gone Bad
- Now What?

**2) Two things that I would like to know more about:**

- How to get a prescription drug drop off point in my community
- Trempealeau county YRBS stats research
- It’s hard to know everything all the time, because they are always changing
- I’m on overload; I’ll let you know what else I need when I figure out what I don’t know.
- Always more to know

- Policy changes
  - Coalitions
  - County Crimestoppers partnering w/credit union (does every county have Crimestoppers?)
  - Drug testing kits (made available to parents)
- 5) One thing that I will incorporate into my classroom practice:**
- I plan on modifying the presentation for my health classroom, and possibly SADD presentations.
  - Paying more attention to my children who I interact with. Signs and symptoms and things that are “not normal”
  - See questions 3 above
  - Handouts and presentations
  - Information on drugs
  - Good Drugs Gone Bad
  - Look at school policy on Tobacco/Nicotine included
  - Ten Forty-Eight movie & curriculum

**Session Feedback:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
21. Presenter(s) had a grasp of critical content	10			
22. Materials & Resources were helpful and provided me ample material to apply in my work	10			
23. I will use strategies presented to have a positive impact on student learning	10			
24. Content of the session will be a positive addition to my repertoire of educational expertise	10			
<b>TOTALS:</b>	<b>40</b>			

**Comments/Suggestions:**

- Jason shares his wealth of knowledge in a way that’s entertaining and informative. I’m never bored in the 6 hours. The presentations never seem like 6 hours
- So many ideas and resources – Thank you! 😊
- Thanks so much to Jason for the free materials. All of this is usable for my students. This was a very valuable session, I am so glad I came.
- This was great, lots of current and valuable information.
-

**I heard about this from...**

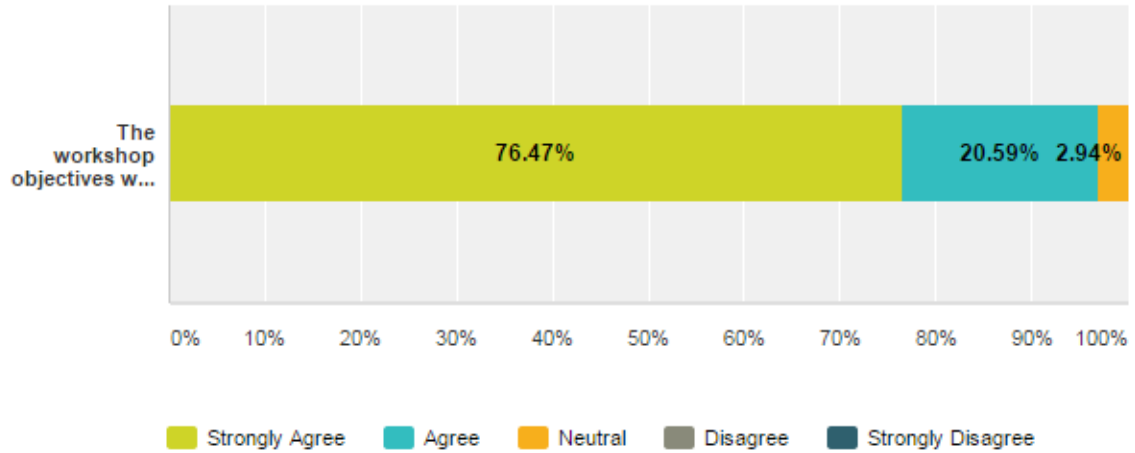
Administrator - 0	Email - 5	WiSH Schools E-Newsletter - 2
Co-worker - 1	WiSH Schools Staff - 3	Other – 1 Marshfield Clinic
WiSH Schools Website - 1	Printed Brochure - 0	CESA – 0

**Would you recommend this training to others?**

Yes - 9	No - 0	No Response 1
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## Objectives

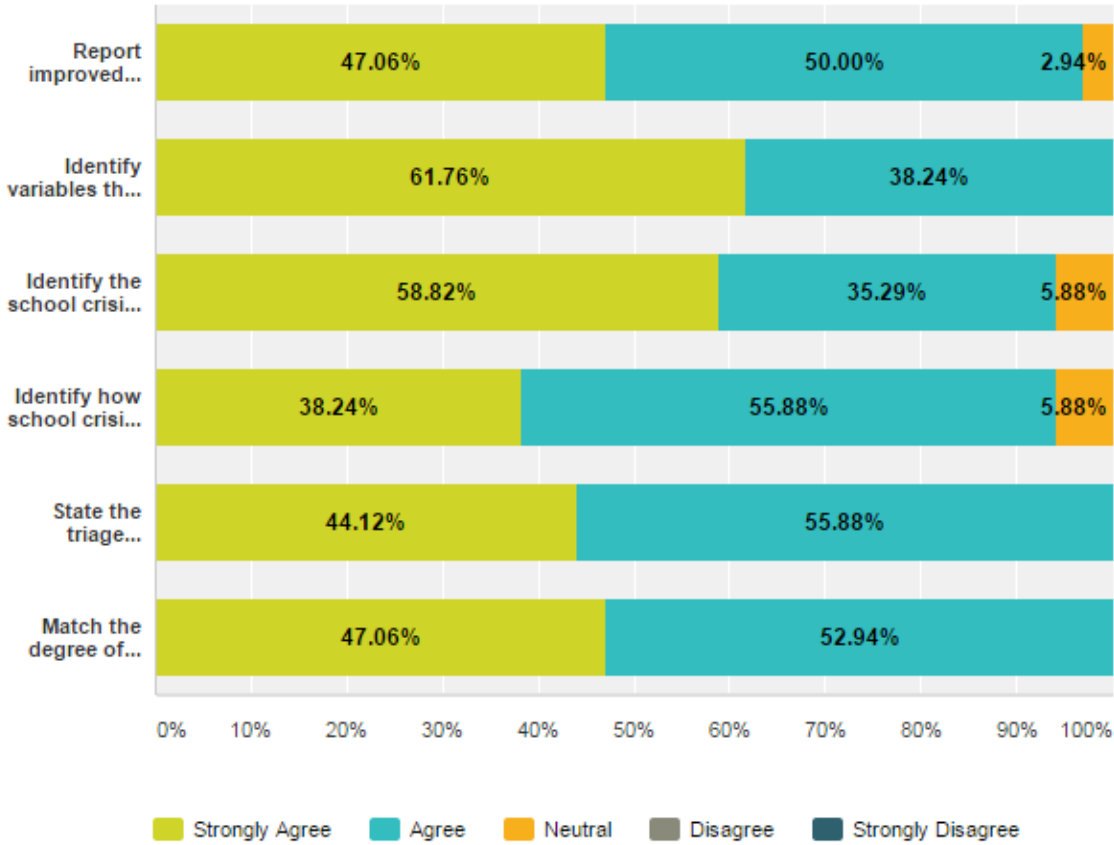
Answered: 34 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The workshop objectives were clearly stated.	76.47% 26	20.59% 7	2.94% 1	0.00% 0	0.00% 0	34

# I am now able to do the following

Answered: 34 Skipped: 0

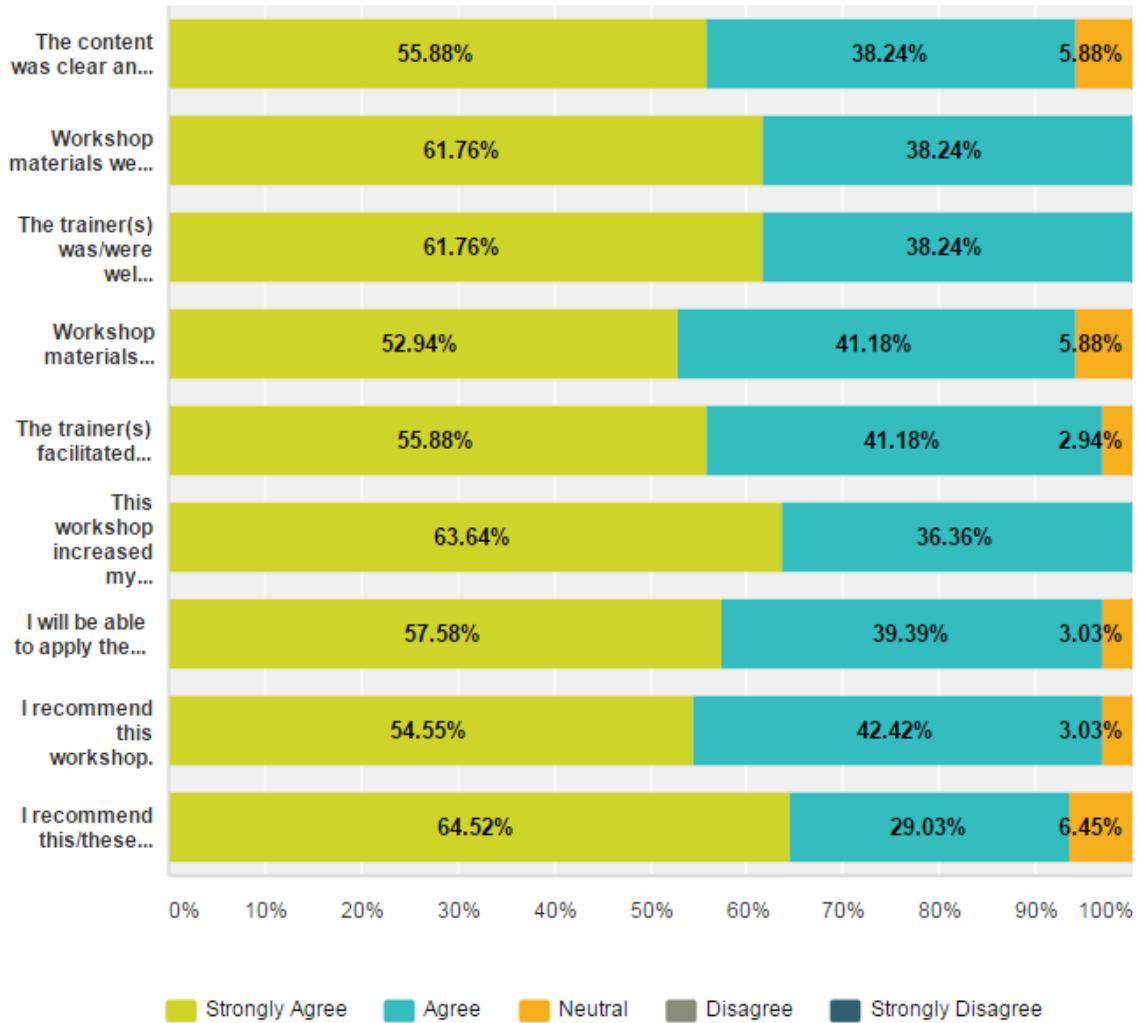


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Report improved attitudes toward, and readiness to provide, school crisis intervention.	47.06% 16	50.00% 17	2.94% 1	0.00% 0	0.00% 0	34
Identify variables that determine the number of individuals likely traumatized by a given crisis.	61.76% 21	38.24% 13	0.00% 0	0.00% 0	0.00% 0	34
Identify the school crisis interventions specified by the PREPaRE acronym.	58.82% 20	35.29% 12	5.88% 2	0.00% 0	0.00% 0	34
Identify how school crisis interventions fit into the multidisciplinary (NIMS/ICS) school crisis response.	38.24% 13	55.88% 19	5.88% 2	0.00% 0	0.00% 0	34
State the triage variables that predict psychological trauma.	44.12% 15	55.88% 19	0.00% 0	0.00% 0	0.00% 0	34
Match the degree of psychological trauma risk to the appropriate school crisis interventions.	47.06% 16	52.94% 18	0.00% 0	0.00% 0	0.00% 0	34



# Workshop Satisfaction

Answered: 34 Skipped: 0

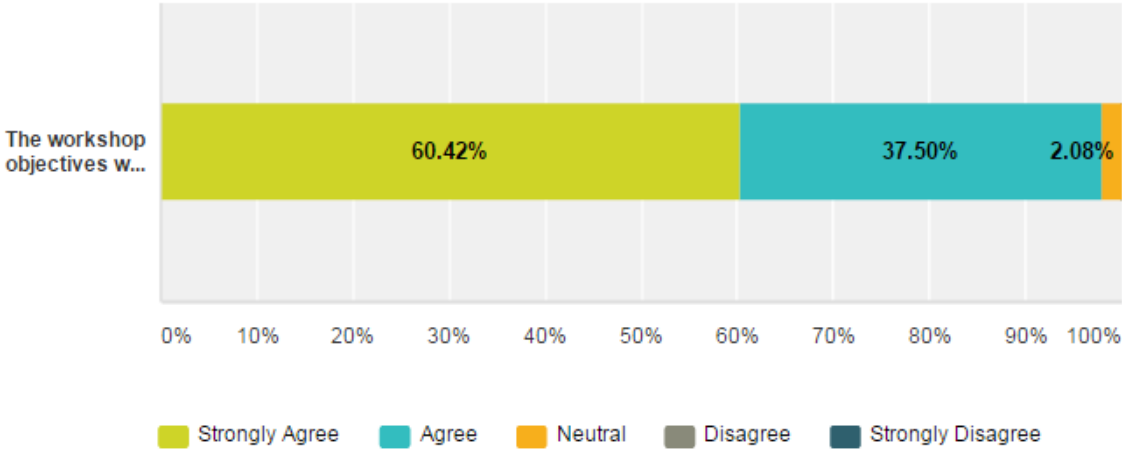


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
▼ The content was clear and understandable.	55.88% 19	38.24% 13	5.88% 2	0.00% 0	0.00% 0	34
▼ Workshop materials were well organized.	61.76% 21	38.24% 13	0.00% 0	0.00% 0	0.00% 0	34
▼ The trainer(s) was/were well organized.	61.76% 21	38.24% 13	0.00% 0	0.00% 0	0.00% 0	34
▼ Workshop materials facilitated participation among participants.	52.94% 18	41.18% 14	5.88% 2	0.00% 0	0.00% 0	34
▼ The trainer(s) facilitated participation among participants.	55.88% 19	41.18% 14	2.94% 1	0.00% 0	0.00% 0	34
▼ This workshop increased my knowledge.	63.64% 21	36.36% 12	0.00% 0	0.00% 0	0.00% 0	33
▼ I will be able to apply the information and skills learned to my professional duties.	57.58% 19	39.39% 13	3.03% 1	0.00% 0	0.00% 0	33
▼ I recommend this workshop.	54.55% 18	42.42% 14	3.03% 1	0.00% 0	0.00% 0	33
▼ I recommend this/these trainer(s).	64.52% 20	29.03% 9	6.45% 2	0.00% 0	0.00% 0	31

PREPaRE WS1---6/9/15, Jackie and Carol- West Bend School District, 60 Participants

### Objectives

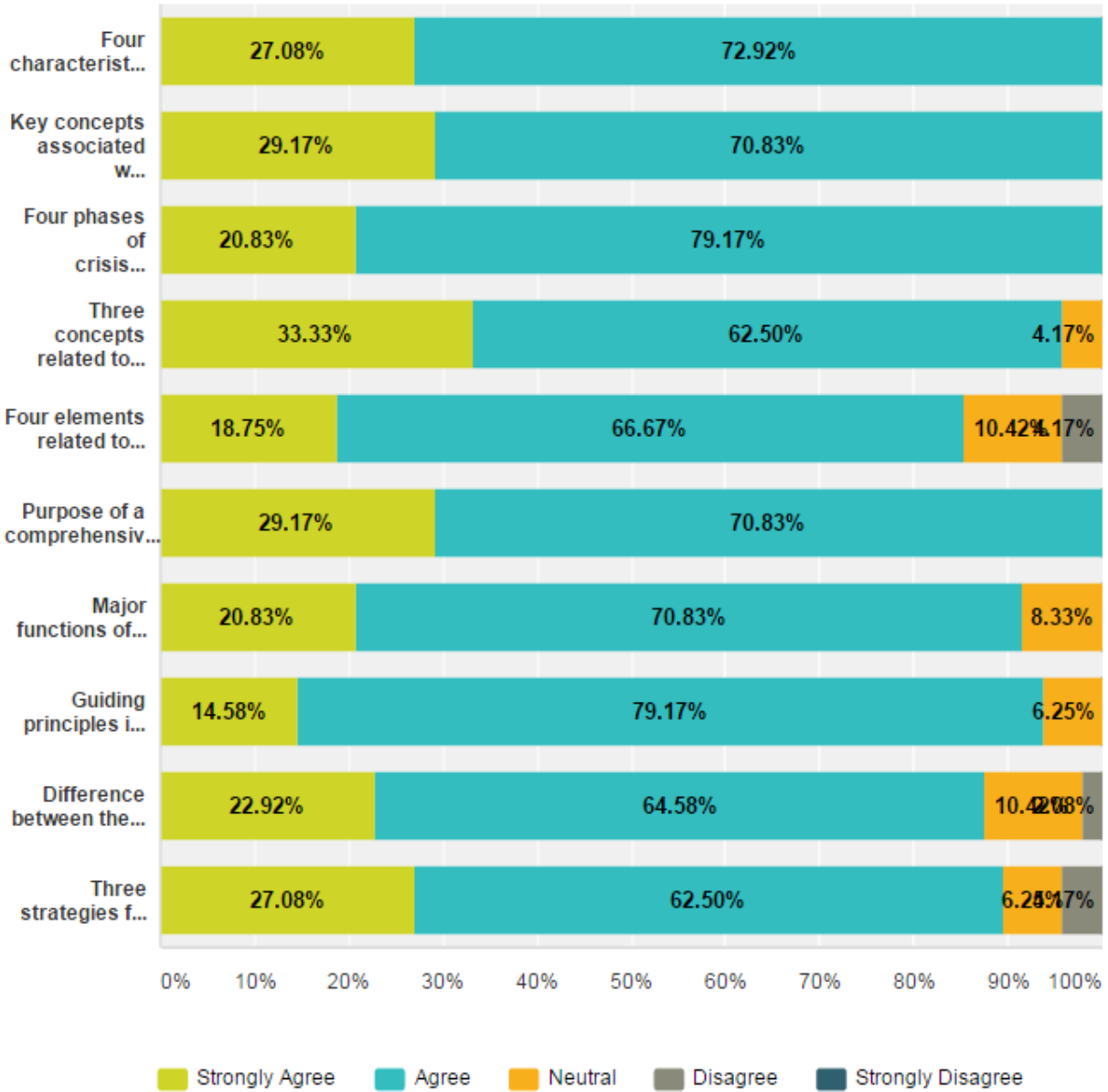
Answered: 48 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The workshop objectives were clearly stated.	60.42% 29	37.50% 18	2.08% 1	0.00% 0	0.00% 0	48

# I can now identify the:

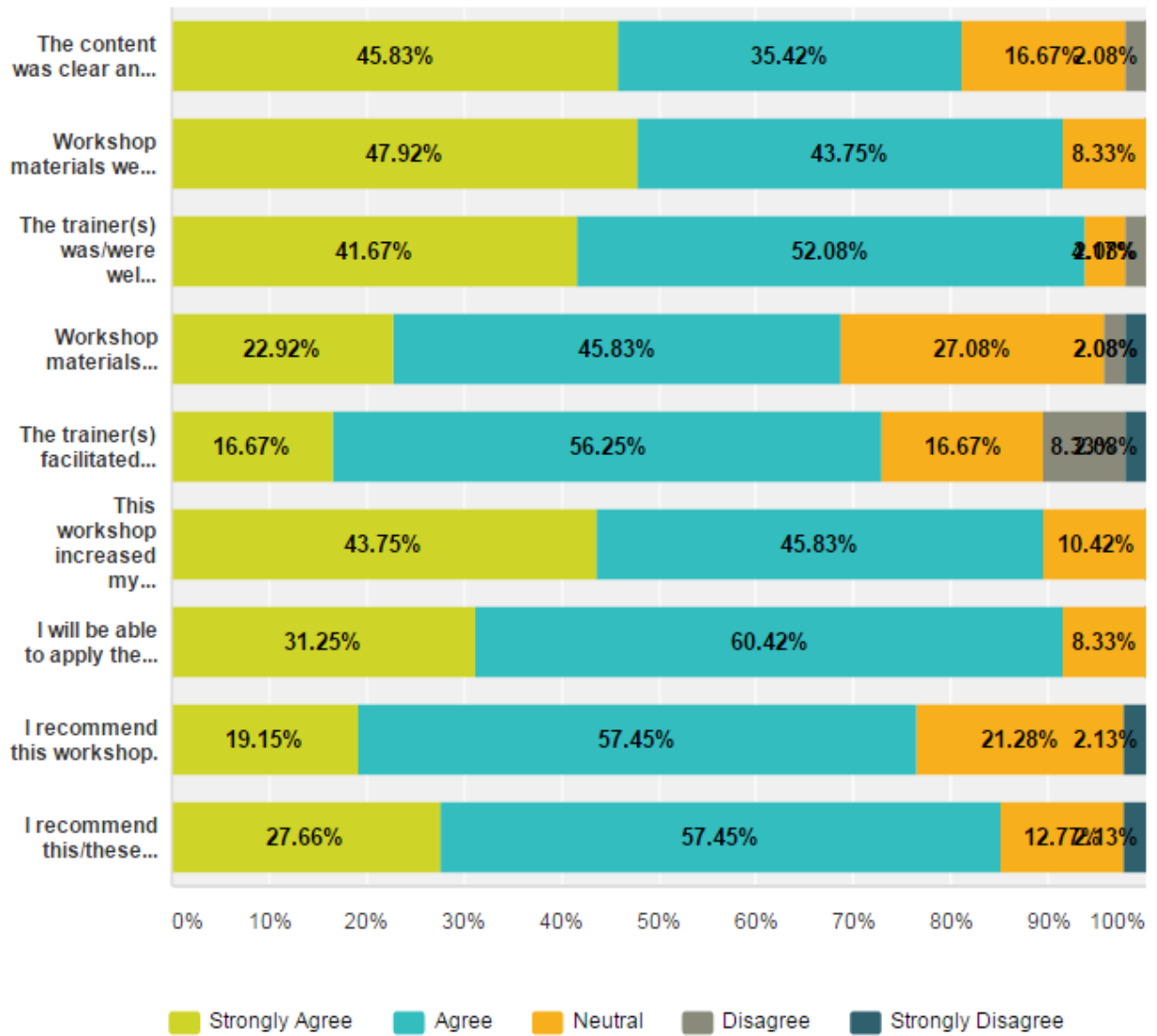
Answered: 48 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Four characteristics of a crisis event	27.08% 13	72.92% 35	0.00% 0	0.00% 0	0.00% 0	48
Key concepts associated with the PREPaRE acronym	29.17% 14	70.83% 34	0.00% 0	0.00% 0	0.00% 0	48
Four phases of crisis management	20.83% 10	79.17% 38	0.00% 0	0.00% 0	0.00% 0	48
Three concepts related to crime prevention through environmental design	33.33% 16	62.50% 30	4.17% 2	0.00% 0	0.00% 0	48
Four elements related to promoting psychological safety	18.75% 9	66.67% 32	10.42% 5	4.17% 2	0.00% 0	48
Purpose of a comprehensive safety team	29.17% 14	70.83% 34	0.00% 0	0.00% 0	0.00% 0	48
Major functions of the Incident Command System	20.83% 10	70.83% 34	8.33% 4	0.00% 0	0.00% 0	48
Guiding principles in the crisis plan development	14.58% 7	79.17% 38	6.25% 3	0.00% 0	0.00% 0	48
Difference between the crisis team response plan and the school staff response plan	22.92% 11	64.58% 31	10.42% 5	2.08% 1	0.00% 0	48
Three strategies for examining effectiveness of crisis prevention and preparedness	27.08% 13	62.50% 30	6.25% 3	4.17% 2	0.00% 0	48

# Workshop Satisfaction

Answered: 48 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
▼ The content was clear and understandable.	45.83% 22	35.42% 17	16.67% 8	2.08% 1	0.00% 0	48
▼ Workshop materials were well organized.	47.92% 23	43.75% 21	8.33% 4	0.00% 0	0.00% 0	48
▼ The trainer(s) was/were well organized.	41.67% 20	52.08% 25	4.17% 2	2.08% 1	0.00% 0	48
▼ Workshop materials facilitated participation among participants.	22.92% 11	45.83% 22	27.08% 13	2.08% 1	2.08% 1	48
▼ The trainer(s) facilitated participation among participants.	16.67% 8	56.25% 27	16.67% 8	8.33% 4	2.08% 1	48
▼ This workshop increased my knowledge.	43.75% 21	45.83% 22	10.42% 5	0.00% 0	0.00% 0	48
▼ I will be able to apply the information and skills learned to my professional duties.	31.25% 15	60.42% 29	8.33% 4	0.00% 0	0.00% 0	48
▼ I recommend this workshop.	19.15% 9	57.45% 27	21.28% 10	0.00% 0	2.13% 1	47
▼ I recommend this/these trainer(s).	27.66% 13	57.45% 27	12.77% 6	0.00% 0	2.13% 1	47

## School SBIRT (All School SBIRT Trainings compiled by Scott Caldwell)

School SBIRT Evaluation 2014-2015 data

**Reliability - this analysis shows that the 11 items that comprise the Training Evaluation comprise a reliable scale.**

### Case Processing Summary

		N	%
Cases	Valid	85	91.4
	Excluded <sup>a</sup>	8	8.6
	Total	93	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.834	11

## Descriptives for each item of Training Evaluation scale

### Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Item_1a	92	4.00	1.00	5.00	3.8750	.95970
Item_1b	90	4.00	1.00	5.00	3.6778	1.00368
Item_1c	93	3.00	2.00	5.00	4.2688	.69376
Item_1d	92	4.00	1.00	5.00	4.0870	.80728
Item2	92	2.00	3.00	5.00	4.6467	.51108
Item3	92	2.00	3.00	5.00	4.6848	.49011
Item4	93	3.00	2.00	5.00	4.6828	.63325
Item5	93	3.00	2.00	5.00	4.3817	.74963
Item6	92	2.00	3.00	5.00	4.2391	.63106
Item7	93	2.00	3.00	5.00	4.0484	.71119
Item8	92	4.00	1.00	5.00	3.7880	.93242
Valid N (listwise)	85					



**This analysis examines whether or not there were meaningful (statistically significant) differences between training sites in terms of Training Evaluation results**

Descriptives

Scale\_tot

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
CESA 2	27	4.1077	.50822	.09781	3.9067	4.3088	2.73
CESA 4	11	4.5744	.32287	.09735	4.3575	4.7913	4.09
CESA 7	10	4.3091	.25426	.08040	4.1272	4.4910	3.82
CESA 1	25	4.1200	.54211	.10842	3.8962	4.3438	3.18
SPSD	12	4.2803	.27261	.07870	4.1071	4.4535	3.82
Total	85	4.2198	.46682	.05063	4.1191	4.3205	2.73

Descriptives

Scale\_tot

	Maximum
CESA 2	4.82
CESA 4	5.00
CESA 7	4.64
CESA 1	4.91
SPSD	4.73
Total	5.00

ANOVA

Scale\_tot

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.095	4	.524	2.584	.043
Within Groups	16.210	80	.203		
Total	18.305	84			

**Post Hoc Test showed the difference was between CESA 4 and CESAs 1 & 2**

Looking at the last "would you recommend this training" (0-10) item, participant "type" is determined by grouping responses as follows:

0-6 are "detractors"

7-8 are "passives"

9-10 are "promoters"

So, looking at average Training Evaluation ratings (1-5) there are **BIG** differences in responses by participant type:

Descriptives

Scale\_tot

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Detractors	8	3.4773	.38185	.13500	3.1580	3.7965
Passives	21	3.9069	.35046	.07648	3.7474	4.0665
Promoters	55	4.4529	.31260	.04215	4.3684	4.5374
Total	84	4.2235	.46837	.05110	4.1218	4.3251

Descriptives

Scale\_tot

	Minimum	Maximum
Detractors	2.73	3.91
Passives	3.27	4.45
Promoters	3.36	5.00
Total	2.73	5.00

ANOVA

Scale\_tot

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.454	2	4.727	43.737	.000
Within Groups	8.754	81	.108		
Total	18.207	83			

Type of participant was not evenly distributed across training sites...

But interestingly, the detractors - on average - were just as likely to plan to deliver services as other participants...

Item 8: "The extent to which you plan to deliver SBIRT within the next month"

Descriptives

Item8

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Detractors	9	3.5000	.86603	.28868	2.8343	4.1657
Passives	22	3.4545	1.05683	.22532	2.9860	3.9231
Promoters	60	3.9500	.87188	.11256	3.7248	4.1752
Total	91	3.7857	.93732	.09826	3.5905	3.9809

Descriptives

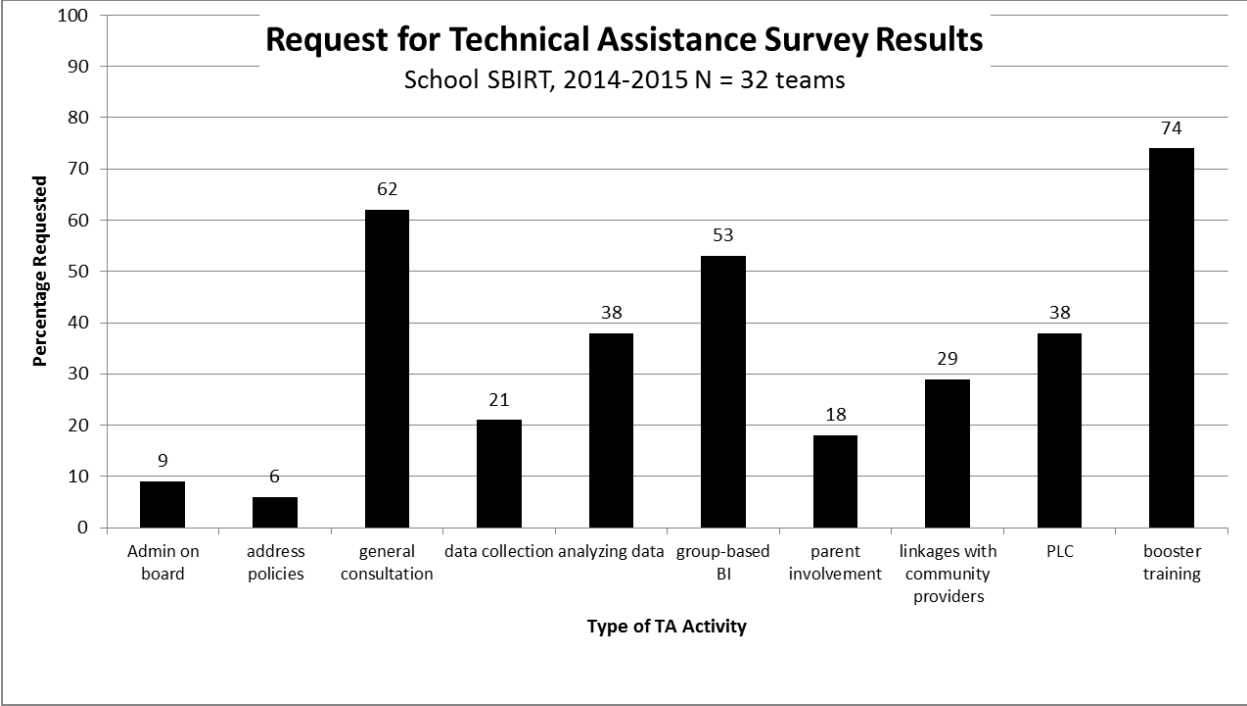
Item8

	Minimum	Maximum
Detractors	2.00	5.00
Passives	1.00	5.00
Promoters	2.00	5.00
Total	1.00	5.00

ANOVA

Item8

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.767	2	2.383	2.823	.065
Within Groups	74.305	88	.844		
Total	79.071	90			



Respectfully Submitted,

Tracy Herlitzke

7/24/15