

WISH Center Needs Assessment 2019 Results

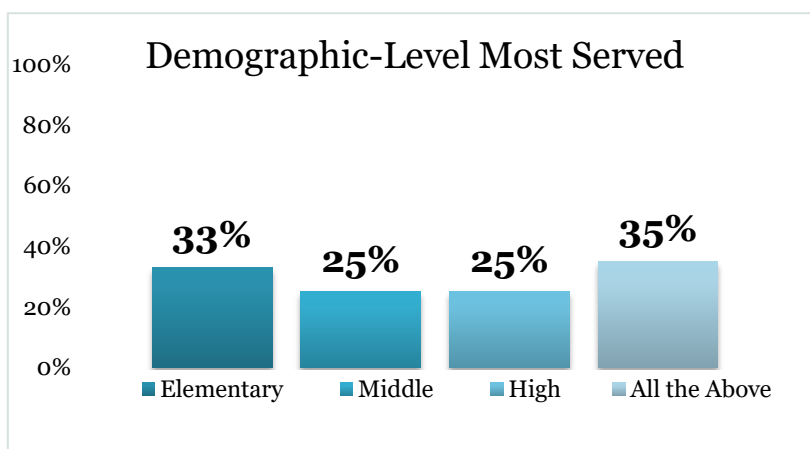
Methodology and Demographics

Professional development needs for school health and safety were assessed using an online survey conducted from March 2019. The survey link was emailed out by the WISH Center director in a newsletter as well as by the DPI and Regional Coordinators to local school district email lists. We received 846 responses from educators throughout Wisconsin. Similar assessments were conducted in 2012-2018.

Level Most Served

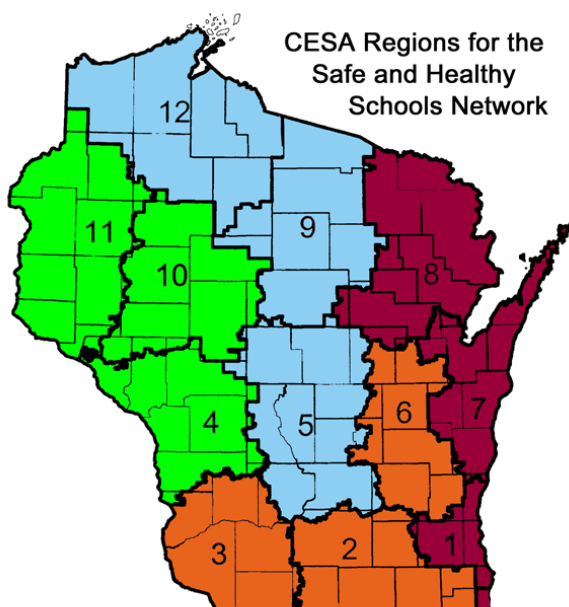
More elementary educators responded to our survey (33% compared to 29% in 2018). The response was about the same from the middle school level. Less high school educators responded (25% in 2019 compared to 32% in 2018).

Four percent of participants reported “other” which included serving students in the elementary and middle school levels, serving at a district level, and serving at an early childhood level.



By CESA Region

CESA Region	Percent	Count
CESA #1	15%	120
CESA #2	13%	112
CESA #3	6%	53
CESA #4	4%	32
CESA #5	11%	89
CESA #6	9%	79
CESA #7	10%	82
CESA #8	4%	32
CESA #9	11%	96
CESA #10	6%	50
CESA #11	4%	30
CESA #12	4%	32
Don't Know	5%	39
Total		846



Participants were asked to select topics they would be interested in attending in each of the following subjects: Alcohol, Tobacco, Other Drugs (ATOD), Bullying, Online Safety, Mental Health, School Climate and Safety, and Social Emotional Learning. In addition, they were provided the opportunity to leave comments on the subject sections if they felt necessary.

Top Overall Needs, 2019

2019 Rank	Topic	Percent
1	Using Social Media Safely	77%
2 ↑	Helping Students with Mental Health Issues	73%
3	Engaging Parents and Families with SEL	64%
4 ↑	Cyberbullying	63%
5 ↑	Emerging Drug Trends	63%
6	Integration of SEL into Academic Instruction	57%
7 ↓	Mindfulness Practices for Students and Staff	55%
8 ↑	Relational Bullying	53%
9	Sexting	50%
10	Other Tobacco Products/E-cigarettes	48%

The top overall needs for 2018 have not differed much as compared to previous years. The top overall topic selected for 2019 was ‘Using Social Media Safely’, with 77% of participants selecting this topic. Other topics that remained on the list for top overall needs include Helping Students with Mental Health Issues, Emerging Drug Trends, Cyberbullying, Relational Bullying, and Mindfulness Practices for Students and Staff. In 2019, Online Safety was added as a category to the survey which resulted in identifying Using Social Media Safely and Sexting as top needs.

Results by Topic Area

ATOD	Please select training topics that you would attend.	
1	Emerging Drug Trends	63%
2	Other Tobacco Products/E-cigarette/Vaping Prevention	48%
3	How to Assist Students with Alcohol and Other Drug Issues	43%
4	Screening, Brief Intervention, Referral to Treatment (SBIRT)/Motivational Interviewing	39%
5	Policy Review & Updates (ATOD Violations, Vaping, Discipline, Sanctions, etc.)	37%
6	Marijuana Prevention/Education	26%
7	Prescription Drug Abuse Prevention	26%
8	Alcohol and Other Drug Basics/Training	25%
9	Specific Curriculum Training (List name of program in box below)	6%

Additional comments requested training on helping children who have parents with addiction issues (7), appropriate prevention curriculum for elementary ages students (7), Second Step curriculum training (3), and information on vaping/ e-cigarettes (2).

Bullying	Please select training topics that you would attend.	
1	Cyberbullying	63%
2	Relational Bullying	53%
3	Bullying/ Cyberbullying Policy Review and Updates	52%
4	Bullying Resources and Policy	43%

Some comments from this category:

- How to infuse this into a larger all-school curriculum, so all staff discuss and teach it
- Interventions for Bullying, specifically elementary level
- Social Media student curriculum, please!
- Consequences for bullying & sexting
- Safety of social media-appropriate sites, information to provide to parents on how much screen time is appropriate

Online Safety	Please select training topics that you would attend.	
1	Using Social Media Safely	77%
2	Cyberbullying	54%
3	Sexting	50%
4	Internet Safety Policy Review and Updates	48%
5	Digital Citizenship	43%

Some comments from this category:

- Ways to support students experiencing online bullying
- Online safety resources for elementary
- Parental Education
- Our technology coach would likely be interested.
- Phone policy in public education
- Human Trafficking

Mental Health	Please select training topics you would attend.	
1	Helping Students with Mental Health Issues	73%
2	Mindfulness Practices for Students & Staff	55%
3	Preventing Staff/Caregiver Burnout/Compassion Fatigue	47%
4	Up to Me: Talking about Mental Health (Skills based lessons to work with individuals or students groups experiencing mental health issues)	46%
5	Trauma Sensitive Schools	44%
6	Screening Tools	44%
7	Compassion Resiliency Toolkit for Educators-Self-Care & Peer Support	43%
8	Policies Relating to Mental Health in Schools	42%
9	Youth Mental Health First Aid Training	41%
10	Suicide Prevention Strategies	41%
11	Grief and Loss	37%
12	Partnerships with Treatment Providers in Schools	35%
13	DPI's Mental Health Framework	34%
14	Screening, Brief Intervention, Referral to Treatment (SBIRT)/Motivational Interviewing	32%
15	Gatekeeper Training (QPR, etc.)	15%

Some comments from this category:

- Training on Violence Risk Assessments
- How to create mental health coalitions
- Screening tools for elementary students
- Interdisciplinary teams
- We desperately need training that provides specific skills and tools to use immediately in the classroom.

School Climate	Please select training topics that you would attend.	
1	Restorative Practices Using Circles Effectively	47%
2	Intro to Restorative Practices	45%
3	PREPaRE-Workshop 2: Roles of Mental Health Professionals in Crisis Intervention & Recovery	43%
4	Threat Assessment	42%
5	Facilitating Restorative Conferences	39%
6	PREPaRE-Workshop 1: Comprehensive School Safety Planning	34%

Some comments from this category:

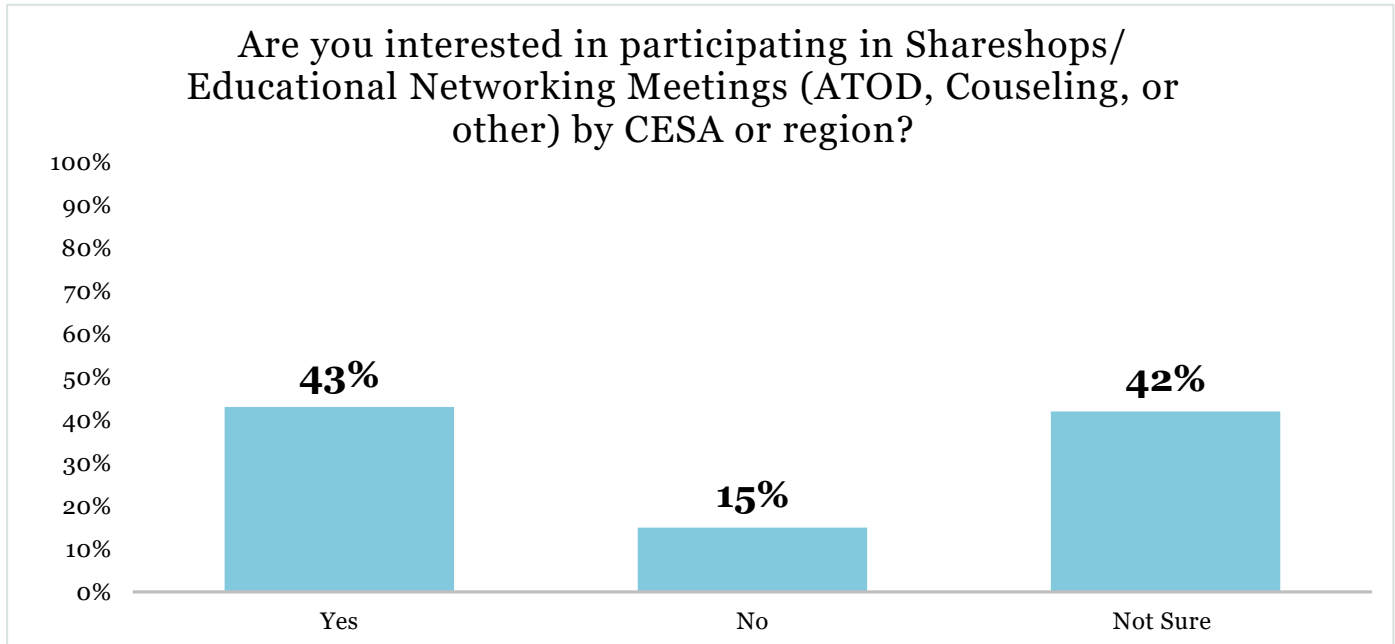
- Addressing dating violence and sexual harassment; A training with a focus on acknowledging institutional racism in schools, overt and cover racism in schools and approaches to start healing the wounds.
- Role of the school nurse in mental health
- Our district utilizes and/or is participating in these topics through safety grant

SEL	Please select training topics you would attend.	
1	Engaging parents and families with SEL	64%
2	Integration of SEL with academic instruction	47%
3	How to start implementing SEL	48%
4	Alignment of SEL and other initiatives	46%
5	Youth voice and SEL	43%
6	Promoting adult SEL	37%
7	SEL and equity	37%

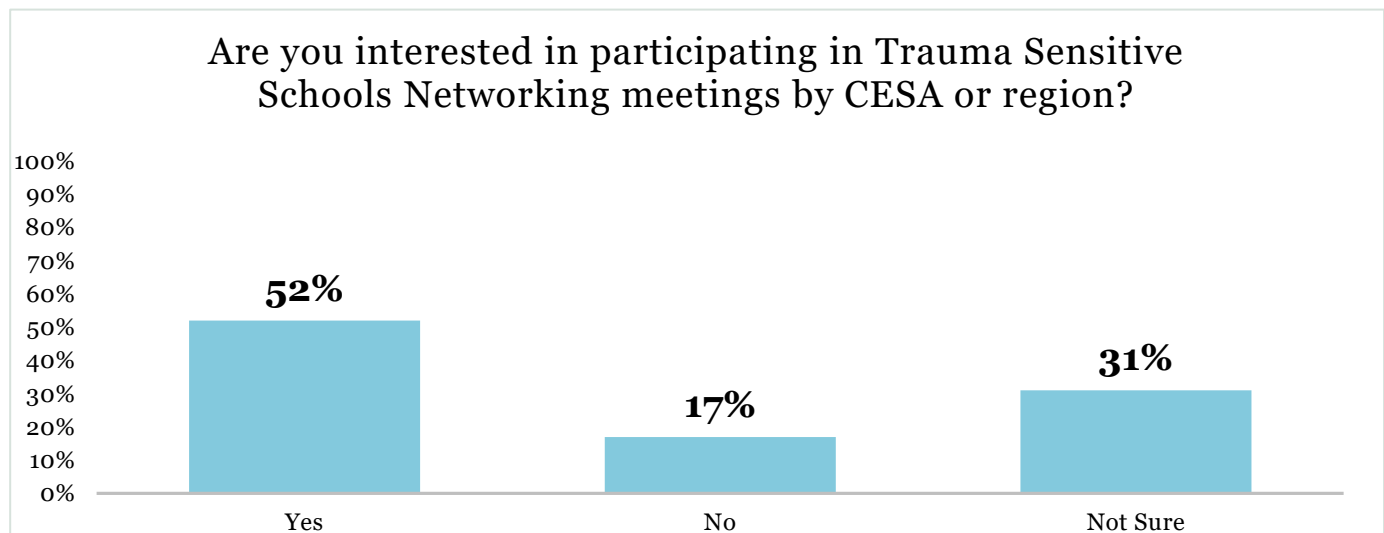
Some comments from this category:

- SEL Screening and Implementation at the HS level
- counselors in my district are already involved in this
- I would love to get some direction about how to incorporate SEL into the world of high academic expectations, standardized testing, and the other pressures teacher feel to advance our learners's points on scales. For the most part, teachers agree with SEL. They just don't know how to fit it in without taking anything away

Training Logistics and Technical Assistance

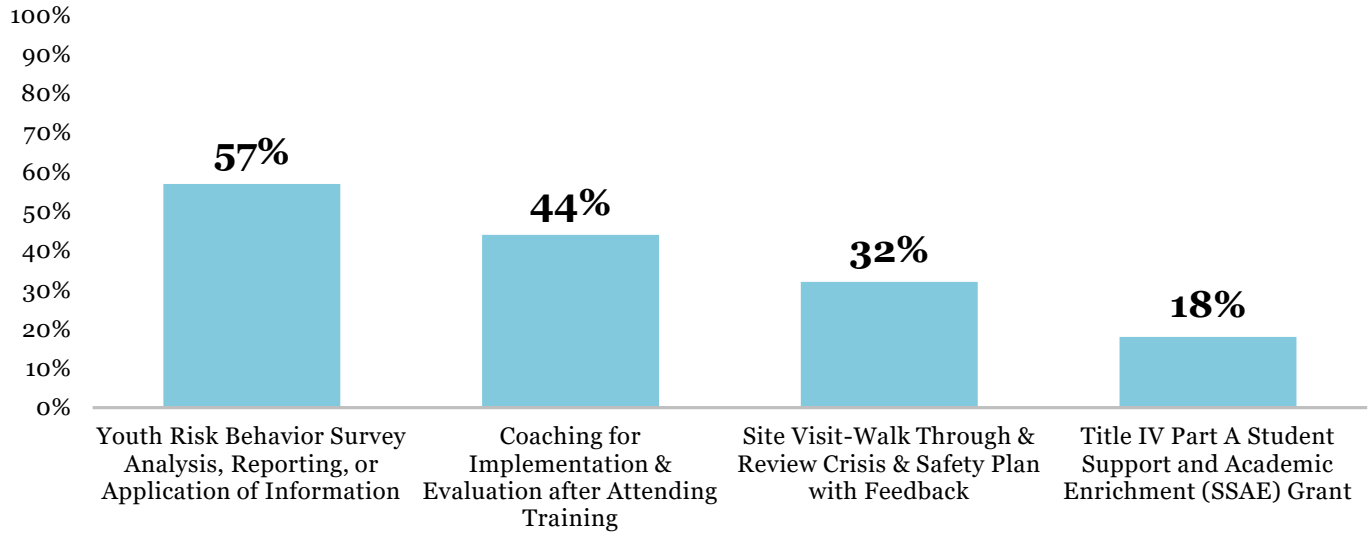


43% of participants indicated that they would be interested in participating in Shareshops/ Education Network Meetings regards various topics. Only 15% of participants indicated that they would not be interested and 42% indicated that they were not sure if they would be interested. Upon review of the supplied comments, participants who indicated not sure did so because they were unaware of what a Shareshop/ Network meeting was and what their purpose would be.



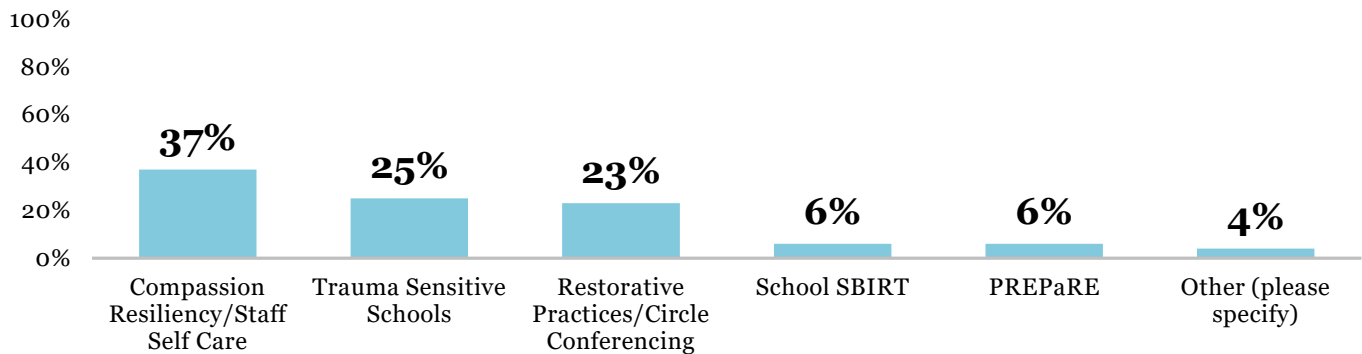
A majority (52%) of survey participants indicated that they would be interested in participating in Trauma Sensitive Schools Networking meetings. Only 17% indicated they would not be interested and 31% indicated they were not sure. Of the participants who indicated they were not sure, some stated that they were already part of a cohort or were in the process of joining.

Please select any technical assistance or in-district services that your school would be interested in receiving.

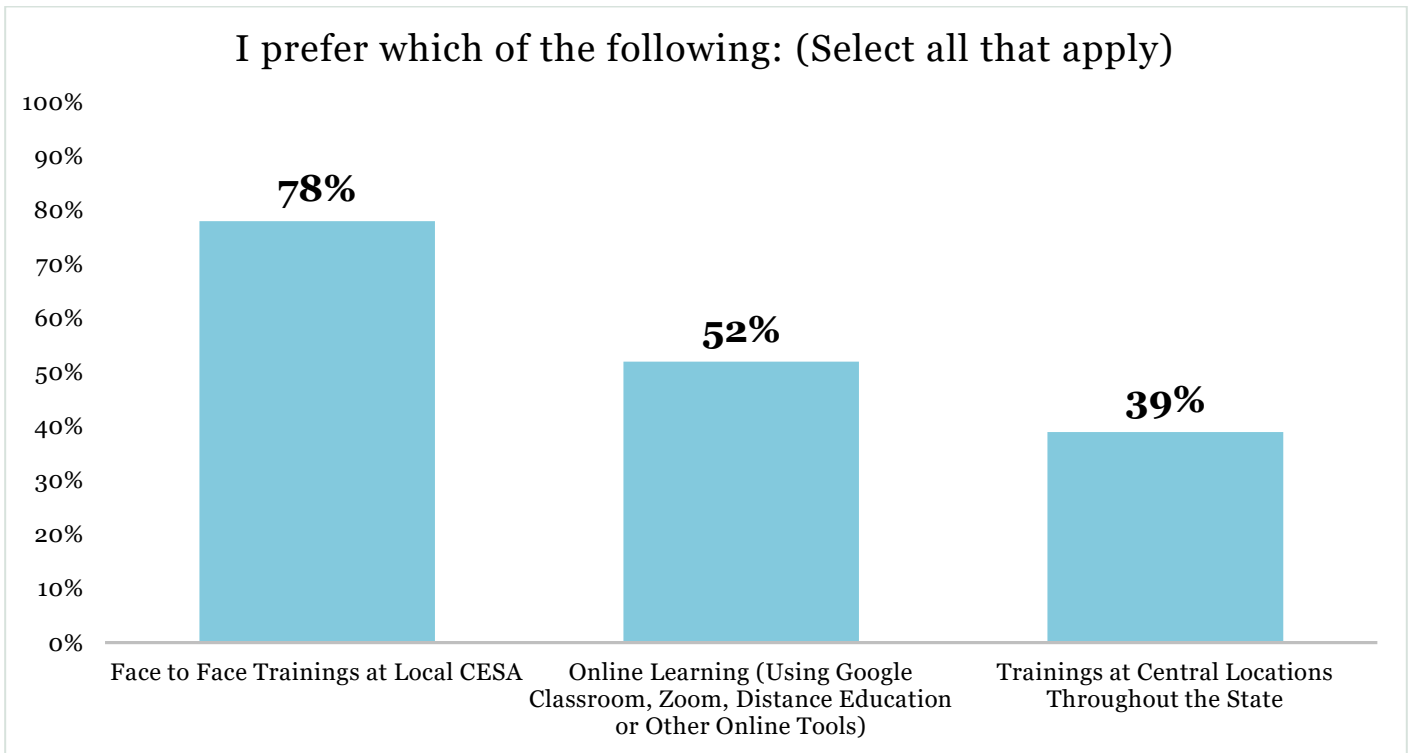


When asked what type of technical assistance was needed, 57% of participants indicated needing assistance with the Youth Risk Behavior Survey analysis, reporting or application of information, 44% of participants need assistance with coaching for implementation and evaluation after training, 32% need site visits- walk throughs and a review of crisis and safety plans, and 18% need assistance with the Title IV Part A: Student Academic Support and Academic Enrichment (SSAE) Grant.

If you are interested in technical assistance/coaching for implementation after training, which topic/training is needed?



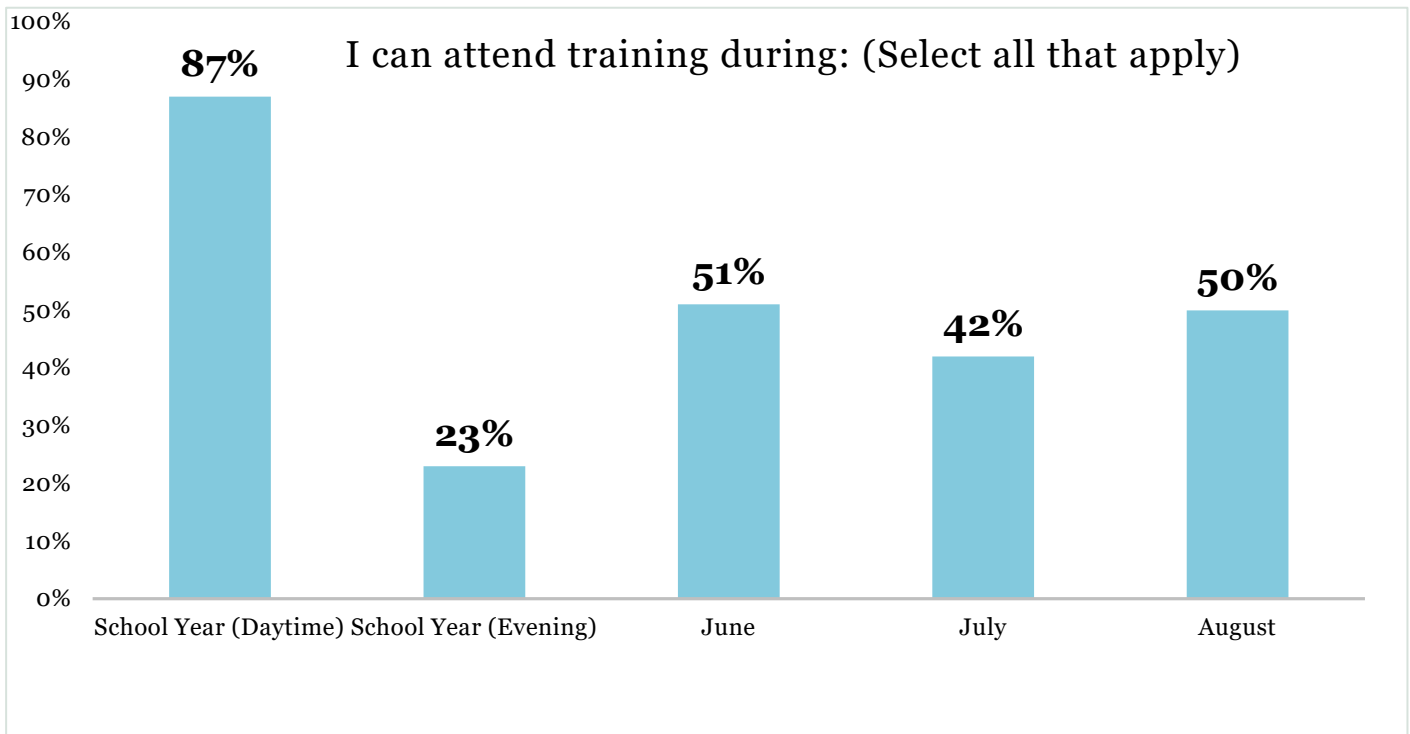
As the WISH Center grows its capacity, we are investigating how to support schools in implementation after training. 415 participants indicated they were interested in technical assistance/coaching for implementation on a variety of topics displayed in the above chart.



A majority (78%) of the survey participants indicated that they would prefer face to face trainings at their local CESA. The number of participants indicating that they would attend online training increased 18% from 2018 (34%) to 2019 (52%). 39% of participants indicated that they would prefer trainings at a central location throughout the state. The number of participants interested in online learning increased from 34% in 2018 to 52% in 2019. There was also a slight decline in preference for face to face training as local CESAs from 83% in 2018 to 78% in 2019.

Some of the comments from this question:

- On site trainings at our district during staff PD days
- At the district level
- Online is many times the most feasible.
- all this costs money and I will not pay for it out of my pocket - have already spent to much of my personal \$\$



Most of the survey participants (87%) indicated they could attend training in the daytime during the school year. Only 23% of participants indicated that they could attend trainings in the evenings during the school year. In this year's survey, summer was broken down by months to see which month participants are more available in. There was a 5% decline in participants available during the school year.

Some of the comments from this question:

- As an online, self-paced module.
- Staff required work days
- In Milwaukee Public Schools staff need to submit a request for professional leave form 45-days in advance of any professional development opportunity. It is important that we receive information at least 60+ days in advance so we can obtain permission to attend. Thanks!
- Too many training opportunities are offered during the school day, and we are NOT allowed to attend, b/c we must be in the building when students are in school.

Other Topics Mentioned:

ASCA model
Schools need more training on appropriate delivery of health services and the role of nurses in schools.
How to help teachers learn strategies for working with student with high behavioral concerns/issues? The population of students coming to school with mental health, trauma, drugs in the home, abuse, etc. is starting in Kindergarten. Students do not have the social skills or self-regulation skills like before. They disrupt the entire classroom.
Equity- disproportionality of children of color not achieving. Increase rates of disparity in WI.
Sex Trafficking
Meditation, mindfulness, mindful movement (Yoga, Thai Chi or Qi Gong
medication administration for field trips: laws and school policies and procedures
Using Skyward for health room, IHPs, Action plans, med admin, running reports etc
Meeting student health needs in times of emergencies.
Everything that was discussed seems like a good topic
Darling with administrator burn out
new protocols in first aid training asthma, seizure and allergy new information
504s vs. IEPs what accommodations allowed, etc
Please: Absolutely no ALICE training. Stop spreading fear and traumatizing students.
Multi systems/programming mapping and integration,
Deescalating students, addressing students who are impacted by severe social emotional needs of classmates
Emotional Regulation techniques and strategies--train the trainer; deescalation; debriefing staff after crisis; workshops to review crisis response plans
sex trafficking
Emergency response to medical emergencies(policy and procedure, first aid for critical medical emergencies/injuries.
Behavioral supports
SEL at the High School Level Coordinating work between many initiatives/systems (SEL, PBIS, ACP, RTI, Trauma Sensitive Schools, Restorative Practices, etc) we know many of these things overlap but figuring out how to effectively incorporate them has been difficult.
Supervision/delegation best practice, District level nursing/how to organize multiple schools, law reviews
delegation/supervision best practices; infinite campus for nurses
Handling aggression and self-harm behaviors in special education kids (Early childhood-high school)
How to provide special mental health groups or SEL groups within the structure of High schools. How and when are schools delivering these services? Creative ways to meet students needs given the strengths of staff in your building, and without adding more to plates without taking and shifting things off their plates.

Addressing teen-dating violence (incl. the myriad of abuses) and state law and policies around addressing this in the school setting. Too often staff do not address this when they become aware of it in schools because they either don't know how to, are not comfortable doing it, don't realize that there is policy around this violence and there is no accountability when staff do not address it.
Working with students who self harm
Working with students with ASD, ADHD, Sensory needs, etc, and implementing appropriate interventions. Cultural competency, how to move away from punitive approaches (suspension, expulsion), that lead toward the school to prison pipeline, and move toward building relationships with students, in a restorative manner.
We need support to educate school staff/admin to understand the Healthy mind -Healthy body connection and why we should be teaching health curriculum in schools. This is the foundation of prevention. Most of what we are doing is a response approach other than some SEL
Info. on what and how other schools are implementing universal mental health screeners. How are high schools engaging students to participate in small groups to address social-mental health needs that surface on DCYS results.
How to have a welcoming space - classroom- office etc.
preventative self harm strategies truancy
anything will facilitating small group interventions for social emotional/mental health needs at the elementary level. Evidence-based, effective curriculum. Getting staff buy-in for SEL (because it is often believed it takes away from academic instruction)
Writing IHP and IEP for students with mental health issues. Help with educational information for staff about mental health issues.
Zones of Regulation
Parenting resources
So many issues, topics and resources...many of which you listed in this survey. Training teachers to build relationships is key as well.
-Additional LIVE SEL Trainings - unable to attend the options and prefer this setting over online. - Helping students with anxiety. -ACES -Love & Logic
504's Poverty Managing health needs in the schools cutting/self harm
CBITS and TFCBT
I have different districts all with different needs
Trauma sensitive schools team advance training
I would love more training on effectively implementing behavior RtI
Compassion fatigue, resilience, how to support school staff with these as well. How to be aware but not overwhelmed.
Social Emotional Learning is the current buzzword so anything related to implementing it. In addition, any type of workshop aimed at getting the community more involved. I feel like there are so many initiatives that getting the community to focus on counseling related topics is difficult.
Contagion of cutting, suicidal ideation, etc. because of young children watching YouTube, etc.
Day 2 of SEL
Peer to peer mentoring programs in HS
How to have conversations with parents re: approaching the topic of mental health. For example, if a student is displaying signs of autism, how can we effectively communicate what we see and encourage parents to seek additional support without stepping over the line of looking like we are diagnosing or making assumptions...
how to get superintendents and others at that level to listen

Conscious Discipline
Engaging parents in SEL and all of the topics that come along with it. We have very low turnout for our parent education events and would like to brainstorm with others about how to help parents become more engaged.
treatment of physical symptoms of depression and anxiety.

Other Information Shared:

We need advocates to promote SSW with educating and encouraging district administration and guidance counselors to support SSW with providing internal structures to implement programs they can lead in schools to team and assist all students.
School walkthroughs would be extremely help to assess SEL, Restorative Practices and Trauma Sensative schools
I wish you would do the Wisconsin School Nurses Convention during the summer so that more of us could attend. Many districts will not allow more than 1 nurse to go or any at all due to it being during the school year.
No ALICE training. Half day training too. Finding substitutes is way too difficult to commit a whole day of training and half the time it could be done in a half day. Need more quality training.
At our district, we are being given less and less time to attend conferences during the school year. I wonder if you could experiment with evening/weekend/summer programs?
Integration is now the key- too many initiatives. But if you can link them together, and have basic planning in order to do that, it will assist schools in presenting a well-rounded initiative.
Low Cost, promotion to administration on the benefits of trainings provided.
Classroom teachers need tools to tackle trauma issues in small bites. We can not add another prep to our academic loads. Please train us in short response techniques that are effective.
Most of the selections I did not check - not because they are not valuable and excellent, but because I have already attended the training/workshop.
I appreciate opportunities to hear other teachers and/or professional that are in the trenches doing the work they speak about. The pros and cons, pitfalls, challenges, successes, ect.
The situation is this many of these topics are covered by the counselors. When the Nursing staff attempts to help with these topics we are looked at as working out of our scope even though it is well within our scopes. SO.... its a very fine line. Not sure it would be welcomed.
It is very hard for nurses in our region to get away during the school day due to shortage of sub nurses.
We are craving and needing more mental health services across our district in RUSD. School Counselors, School Social Workers, Assistant Principals and other valuable caring adults that can help us help our kids every single day. Thank you!!
To get my district to actually INCLUDE school health services with Pupil service discussions!
Integrating and involving the school nurse in the conversations
Due to already being out of the building to attend the State Counselor's Conference, it would be helpful if WISH programming were NOT offered in the month of February.
Hard to leave school with multiple snow days
It's really hard to get away during the school day but early in the school year it might be okay.
Daytime hours at the local CESA or trainings that can be viewed / participated in at my own would be most helpful.
how to get superintendents and others at that level to listen
Training entire staff on restorative practices in district would be best. It's nice to train key people but the leads to a few staff being trained and the info never going district wide.

For more information on the Wisconsin Safe & Healthy Schools Center survey results, please contact, Tracy Herlitzke, the Center Director at therlitzke@cesa4.org. This report was compiled by: Anna Michener-Eckert, Health Education Intern