

# WISH Center Needs Assessment 2020 Results

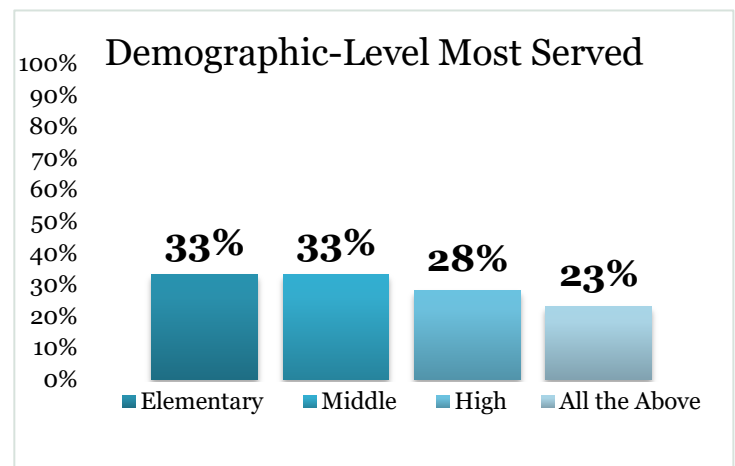
## Methodology and Demographics

Professional development needs for school health and safety were assessed using an online survey conducted from February-March 2020. 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 600 responses from educators throughout Wisconsin. Similar assessments were conducted in 2012-2019.

## Level Most Served

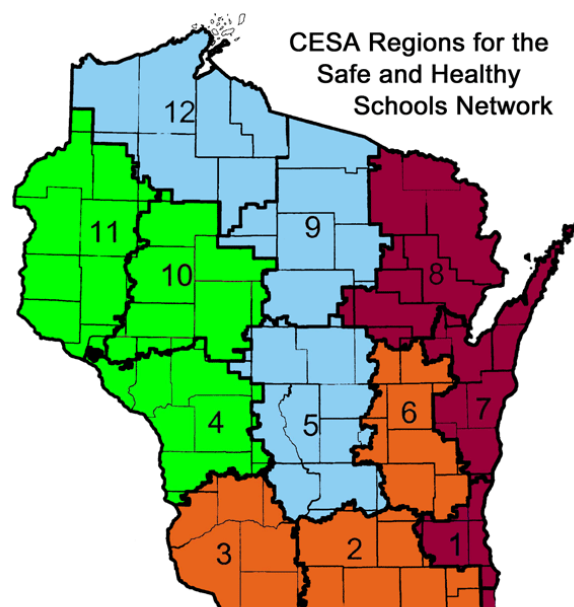
More middle and high school educators responded to our survey than in the previous year (33% middle and 28% high compared to 25% for both middle and high in 2019). The response was the same from the elementary level. Less educators serving all levels responded (23% in 2020 compared to 35% in 2019).

Three percent of participants reported “other” which included serving students in the elementary and middle school levels, serving at a district level, serving at an early childhood level, and serving adult inmates over age 18.



## By CESA Region

CESA Region	Percent	Count
CESA #1	17%	100
CESA #2	15%	88
CESA #3	2%	15
CESA #4	5%	27
CESA #5	6%	37
CESA #6	10%	60
CESA #7	9%	53
CESA #8	4%	26
CESA #9	17%	99
CESA #10	6%	33
CESA #11	5%	31
CESA #12	2%	15
Don't Know	3%	16
Total		600



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, 2020

2020 Rank	Topic	Percent
1	Working with Students Who Experience Anxiety*	71%
2 ↓	Using Social Media Safely	70%
3 ↓	Helping Students with Mental Health Issues	69%
4	Cyberbullying	56%
5 ↑	Integration of SEL with Academic Instruction	56%
6 ↑	Relational Bullying	55%
7 ↓	Emerging Drug Trends	55%
8 ↓	Engaging Parents and Families with SEL	50%
9 ↑	Sexting	50%
10 ↓	Mindfulness Practices for Students and Staff	49%
11 ↑	Restorative Practices Using Circles Effectively	49%

\*New topic added in 2020

The top overall need for 2020 is Working with Students Who Experience Anxiety, with 71% of participants selecting this topic. This was a new topic added to the survey in 2020. Using Social Media Safely (70%) and Helping Students with Mental Health Issues (69%) were ranked number 2 and 3 respectively. This is consistent with the 2019 results when these were identified as the top two overall needs. The remaining top overall needs in order of rank are Cyberbullying, Integration of SEL with Academic Instruction, Relational Bullying, Emerging Drug Trends, Sexting, Mindfulness Practices for Students and Staff, and Restorative Practices Using Circles Effectively. Compared to 2019, Engaging Parents and Families with SEL and Other Tobacco Products/E-cigarettes fell out of the top 10. Working with Students who Experience Anxiety and Restorative Practices Using Circles Effectively entered the top 10 overall needs.

## Alcohol, Tobacco, and Other Drugs (ATOD)

ATOD	Please select training topics that you would attend.	
1	Emerging Drug Trends	55%
2	How to Assist Students with Alcohol and Other Drug Issues	42%
3	Other Tobacco Products/E-cigarette/Vaping Prevention	41%
4	Screening, Brief Intervention, Referral to Treatment (SBIRT)/Motivational Interviewing	39%
5	Policy Review & Updates (ATOD Violations, Vaping, Discipline, Sanctions, etc.)	28%
6	Marijuana Prevention/Education	24%
7	Prescription Drug Abuse Prevention	21%
8	Alcohol and Other Drug Basics/Training	15%
9	Specific Curriculum Training (List name of program in box below)	4%

### Comments from this category:

- Supporting students with parent/guardian struggling with addiction (5)
- Curriculum for elementary level (4)
- None (4)
- Botvin Lifeskills (3)
- General motivational interviewing (not SBIRT) (3)
- Vaping use/prevention (3)
- Second Step (2)
- Student Assistance Program training
- School supports for AODA. We use to have state AODA grants which allowed us to have Student Assistance Programs at a much high level than we do now. What options are there for SAP development?
- Restorative practices
- Best practices for schools that work w/ students that have AODA violations, what is best practice in making a positive change for student
- Ripple Effects
- DITEP training
- Human trafficking
- Universal SEL for elementary teachers
- A higher level of informed training/care would be nice.
- Therapy dog curriculum
- Responsive Classrooms or any other guidance related curriculum
- I would like any curriculum training- what are others finding helpful?
- We have used the truth about drugs, not very effective any other curriculums would be helpful

- Student mental health/strategies to teach students how to focus attention/ release distraction

## Bullying

Bullying	Please select training topics that you would attend.	
1	Cyberbullying	56%
2	Relational Bullying	55%
3	Bullying Resources and Policy	44%
4	Bullying/ Cyberbullying Policy Review and Updates	45%

### Comments from this category:

- Bullying intervention
- Helping students correctly identify bullying vs. common interpersonal issues that are \*not\* bullying. Changing the culture where “bullying” is an excuse for poor behavior or truancy.
- I am really looking for school-wide structures and practices that are effective. This is the NUMBER ONE where I need support.
- None of these interest me (3)
- Restorative practices and consequences for bullying
- Second Step Training
- What role do school psychologists and counselors have in supporting this and curriculum to use.
- Would especially love female relational aggression

## Online Safety

Online Safety	Please select training topics that you would attend.	
1	Using Social Media Safely	70%
2	Sexting	50%
3	Cyberbullying	48%
4	Digital Citizenship	40%
5	Internet Safety Policy Review and Updates	38%

### Comments from this category:

- None
- Would enjoy knowledge of current social media and how teens use them. Such as I have no idea how snap chat works.
- Trafficking through social media/cyber world
- This is done through the future ready group



## Mental Health

Mental Health	Please select training topics you would attend.	
1	Working with Students Who Experience Anxiety	71%
2	Helping Students with Mental Health Issues	69%
3	Mindfulness Practices for Students and Staff	49%
4	Preventing Staff/Caregiver Burnout/Compassion Fatigue	45%
5	Screening Tools	43%
6	Trauma Sensitive Schools	43%
7	Grief and Loss	39%
8	Policies Relating to Mental Health in Schools	39%
9	Compassion Resiliency Toolkit for Educators-Self-Care and Peer Support	38%
10	Suicide Prevention Strategies	38%
11	Youth Mental Health First Aid Training	32%
12	Partnerships with Treatment Providers in Schools	32%
13	Up to Me: Mental Health Stigma Reduction	31%
14	DPI's Mental Health Framework	29%
15	Screening, Brief Intervention, Referral to Treatment (SBIRT)/ Motivational Interviewing	29%
16	Gatekeeper Training (QPR,etc.)	15%

### Comments from this category:

- Specific strategies for teachers to implement/ use in their classroom to help students with various needs.
- Helping students with intense behavioral needs
- Resiliency for students- How to counteract ACEs
- Teaching distress tolerance/mitigating anxiety
- Working with students with extreme opposition, defiance, and daily physical aggression. What does healthy healing and transition to learning look like. As physical aggression decreases, but is not yet significant, what are healthy signs to be looking for?
- What role do school psychologists have in schools with these topics. How to lead curriculum and policy within school districts. We need more support from School Psychologists in these areas versus social workers or counselors.
- Training on CBT counseling techniques and strategies we can use in schools as counselors
- Mental health activities/ support for staff
- Ross Greene
- DBT Steps A
- LGBTQ+ support and education
- Brief Cognitive Behavioral Training
- Restorative Justice
- Jacki does a great mindful class

## School Climate

School Climate	Please select training topics that you would attend.	
1	Restorative Practices Using Circles Effectively	49%
2	Intro to Restorative Practices	46%
3	Facilitating Restorative Conferences	42%
4	Anti-human Trafficking	39%
5	PREPaRE-Workshop 2: Roles of Mental Health Professionals in Crisis Intervention & Recovery	34%
6	Threat Assessment	31%
6	PREPaRE-Workshop 1: Comprehensive School Safety Planning	25%

### Comments from this category:

- Connecting with the community as a partner
- Discipline policies and practices
- COACHING related to implementation of RP
- Already trained in Prepare and Restorative Practices
- Restorative Practices/ Restorative Discipline Training

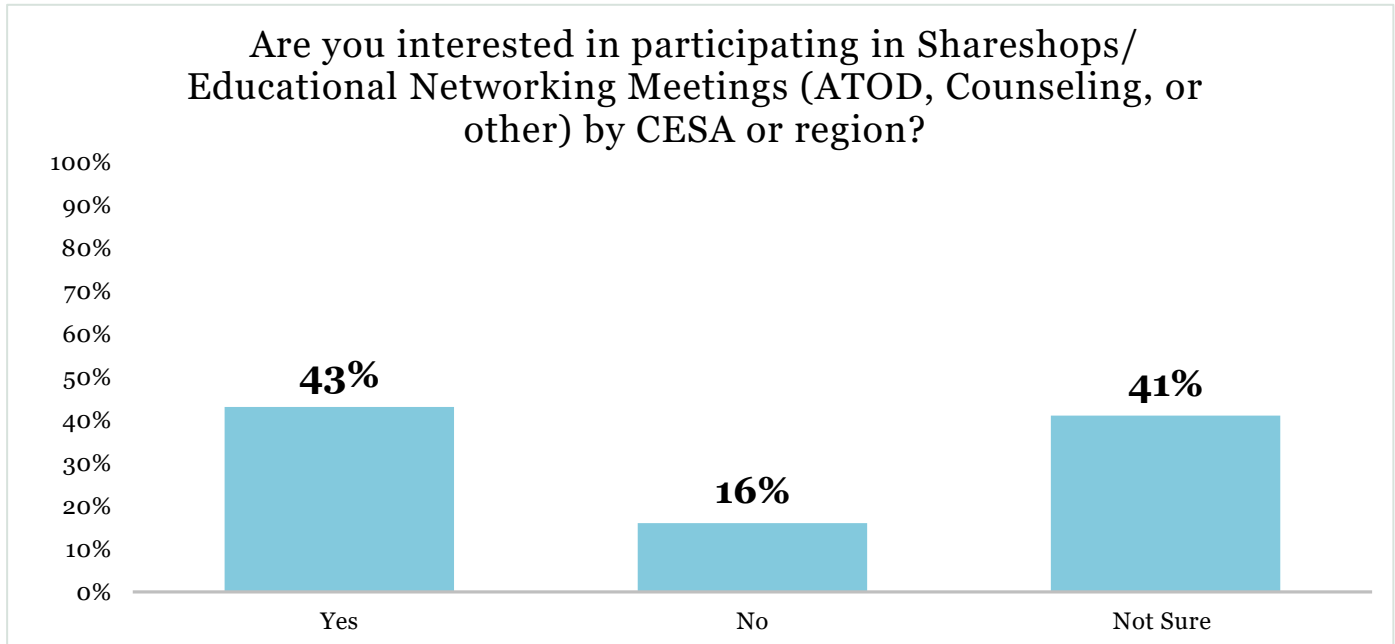
## Social and Emotional Learning (SEL)

SEL	Please select training topics you would attend.	
1	Integration of SEL with academic instruction	56%
2	Engaging parents and families with SEL	50%
3	Assessing SEL	41%
4	Alignment of SEL and other initiatives	41%
5	Youth voice and SEL	35%
6	SEL and equity	35%
7	How to start implementing SEL	34%
8	Promoting adult SEL	32%

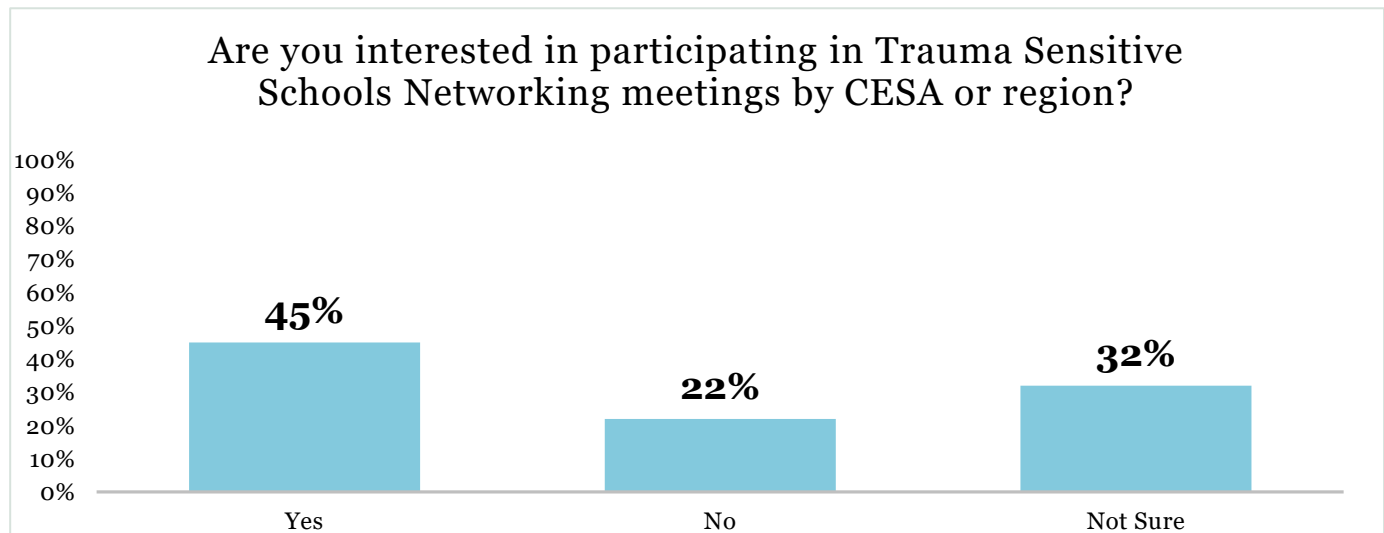
### Comments from this category:

- Roles of staff members in this. Expanding curriculum and resources and providing consistency.
- Use of data to assess and measure SEL competencies within a data warehouse. Panorama or Illuminate Education
- How to write SEL standards into IEPs
- But would want info on enlisting building principals
- SEL at the 9-12 level

## Training Logistics and Technical Assistance

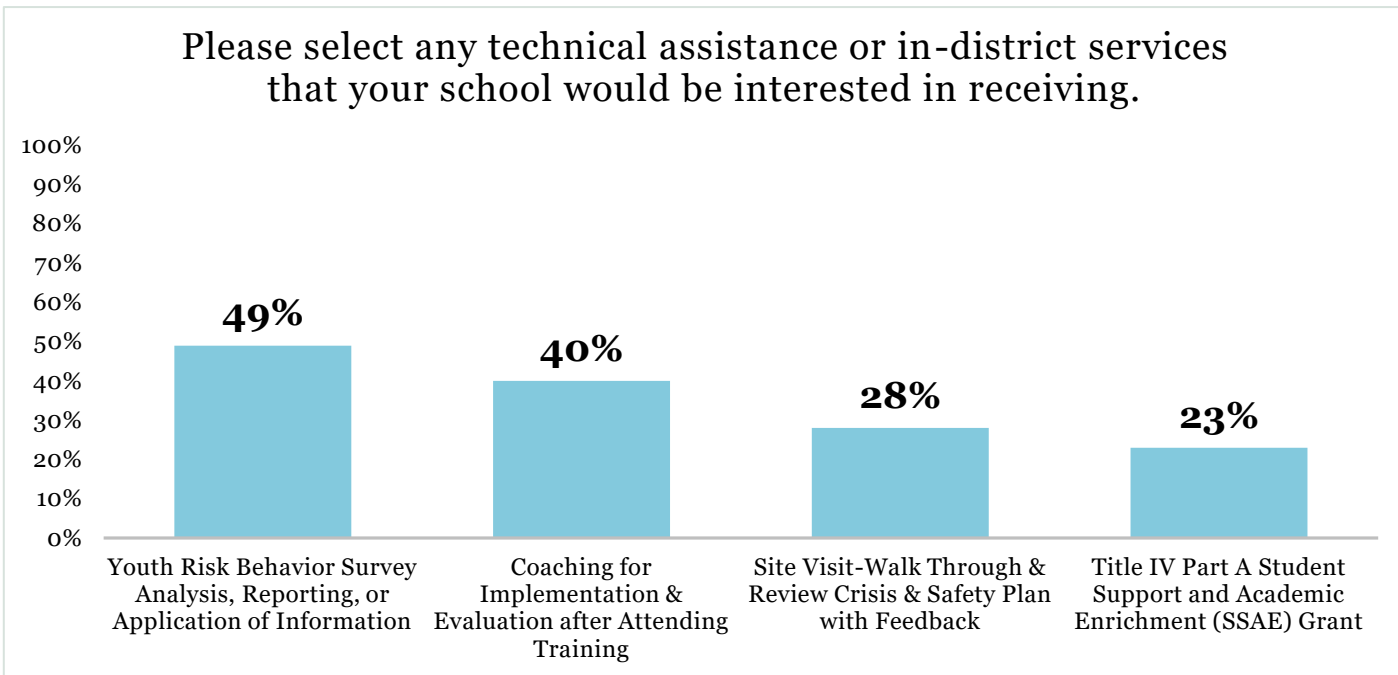


The results from this question were nearly identical to the previous year. 43% of participants responded that they would be interested in participating in Shareshops/ Education Network Meetings regarding various topics. Only 16% of participants indicated that they would not be interested and 41% indicated that they were not sure if they would be interested. Six participants commented that they are interested but it depends on the dates and if it fits into their schedules. Three participants mentioned that they want network meetings about counseling specifically. One comment stated that they prefer direct trainings by experts in their field.



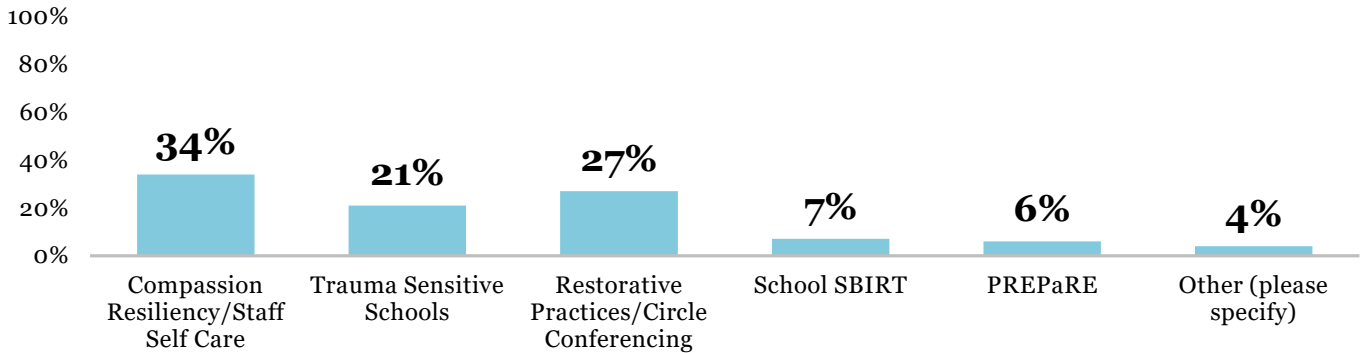


Less participants indicated that they would be interested in participating in Trauma Sensitive Schools Network meetings than in 2019 (52% in 2019 vs 45% in 2020). 22% of participants responded that they would not be interested and 32% were not sure. Eight participants stated in the comments that they were already involved in TSS work, already well trained, or already part of a cohort. Two participants stated scheduling was an issue.



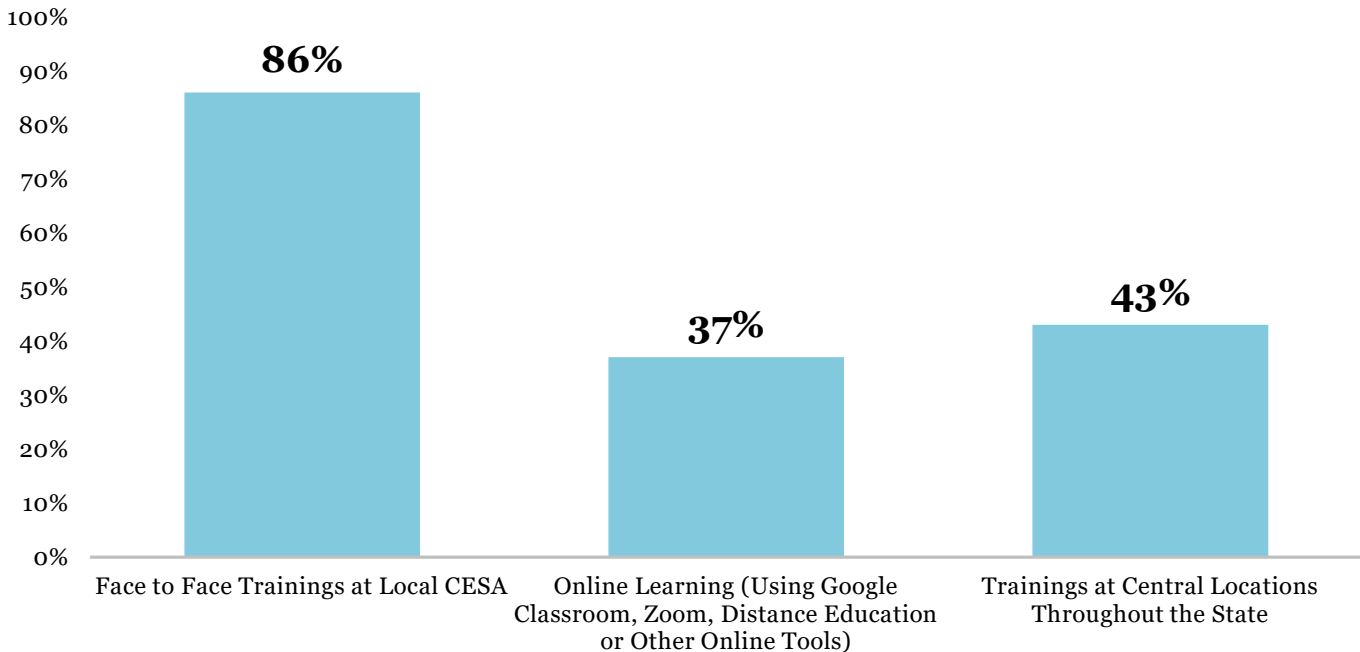
When asked what type of technical assistance was needed, 49% of participants selected Youth Risk Behavior Survey Analysis, Reporting or Application of Information, 40% selected Coaching for Implementation and Evaluation after Attending Training, 28% selected Site Visits- Walk Throughs and a Review of Crisis and Safety Plans, and 23% selected Title IV Part A: Student Academic Support and Academic Enrichment (SSAE) Grant. Compared to 2019, the percentages of participants needing technical assistance or in-district services is lower for all categories except for Title IV Part A Student Support and Academic Enrichment (SSAE) Grant. This question had the lowest response rate on the survey. Only 237 participants or 40% answered this question. Nine participants stated in the comments that that they are not sure or they have to check with administration. Additional comments included requesting help with data warehouse for SEL and in-house training for students who have high behavior and mental health needs.

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

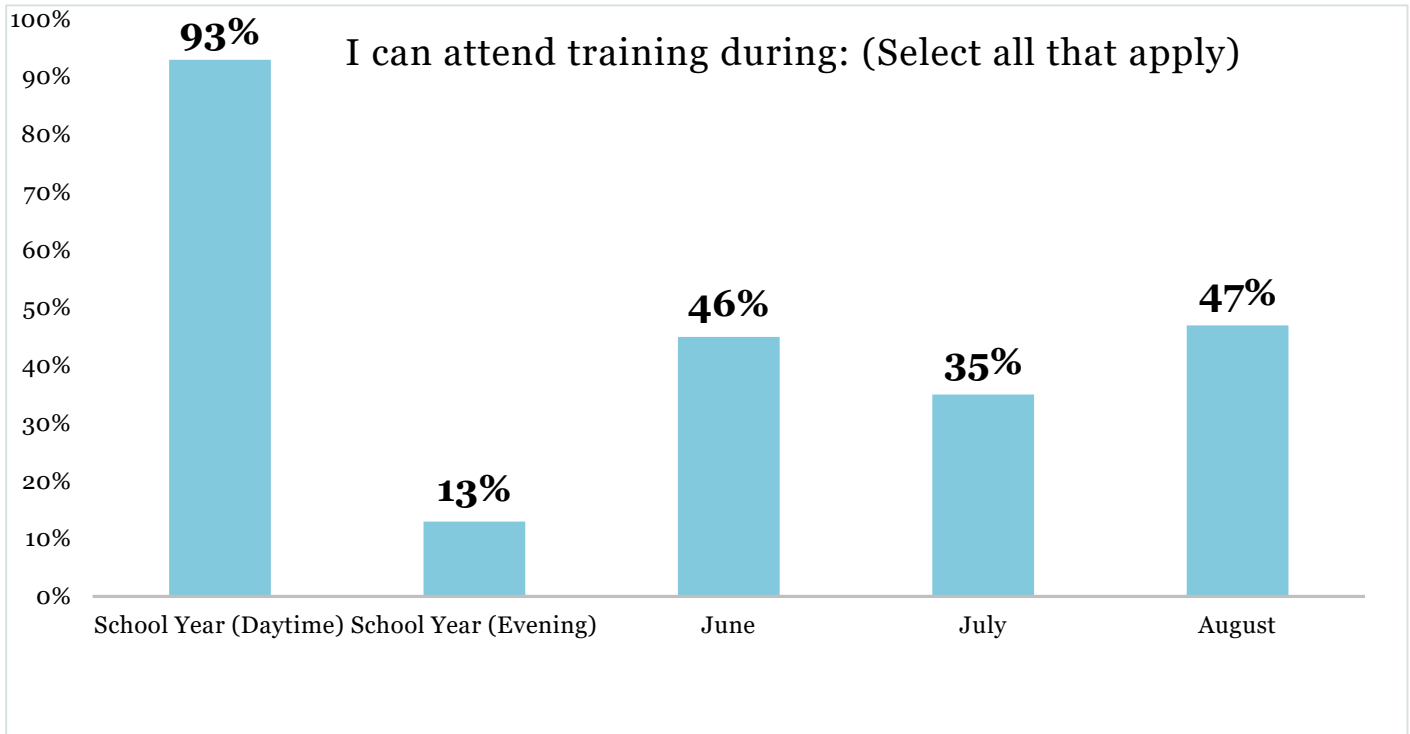


As the WISH Center grows its capacity, we are investigating how to support schools in implementation after training. 266 participants indicated they were interested in technical assistance/coaching for implementation on a variety of topics displayed in the above chart. The top three needs are Compassion Resiliency/ Staff Self Care, Restorative Practices/Circle Conferencing, and Trauma Sensitive Schools, which is consistent with the top three needs last year.

I prefer which of the following: (Select all that apply)



The vast majority (86%) of the survey participants indicated that they would prefer face to face trainings at their local CESA. The percentage of participants indicating that they would attend online training decreased from 52% in 2019 to 37% in 2020. 43% of participants indicated that they would prefer trainings at a central location throughout the state. This increased slightly from last year (39% in 2019 to 43% in 2020).



Most of the survey participants (93%) responded that they could attend training in the daytime during the school year. This increased by 5% since last year. Only 13% of participants responded that they could attend trainings in the evenings during the school year. This is a 10% decline since last year.

## Other Topics Mentioned:

How to get parent engagement/follow through.
Classroom Behavior Management
Tier 2 & 3 for PBIS and SEL
Counselor Sharing Time
Managing extreme behaviors in the classrooms.
Teen Sexting Intervention training
Coaching and leadership
As much as possible about digital citizenship
Address severe mental health and options to continue education when students are missing large amounts of school.
DBT for schools
Motivational Interviewing (have already attended SBIRT)
How to support students dealing with recurring mental health crisis- negative self talk/suicidal ideation, peer relation issues, anger management
Interventions for groups or individual counseling for students with anxiety issues. I need to refresh these skills and find out about new interventions to help my students.
Oppositional Defiant Disorder. Children with significant mental health needs whose parents refuse or cannot afford outside help.
Student services supports and personnel in school districts. Broadening the role of the School Psychologist, who has more training than social workers or counselors and should be a more highly utilized staff member.
I cannot say enough about DBT Steps A training. Please find a way to bring to the area.
DBT for school, brain spotting
CPS (Ross Greene), PBIS, BIPs and SEL- how do they fit?
I'd like to learn more about how to create some of the systems- like a referral pathway as we try to understand how to best apply MTSS at a high school level.
More training on how to use XELLO and how to monitor student progress.
Measuring SEL, progress monitoring SEL and data keeping.
LGBTQ, particularly the transgender population, policies.
Trauma Sensitive Schools, suicide prevention, vaping, self-harm, digital citizenship
Schools dealing with difficult parents
Offering universal mental health in schools
Writing, setting goals for and tracking/monitoring SEL standards in IEPs
Benefits of small class sizes and mental health for all
Dealing with the undocumented + resources. Talk about anxiety.
ASCA Model training
Help with in-house with training for our students who have high behavior and mental health needs
Multi-level systems of support

Any restorative practices and implementing at secondary level
LGBTQ+ resources to support students and families
How to support LGBT students and resources available
DBT
Feelings of loss and abandonment in middle school boys missing a father figure
Learning about different evidence based curriculum to use for groups or individual work. It would be helpful to be able to view and or purchase them at the conference. (Coping Cat, Zones, etc. any others out there)
Vaping
Students self-injury- more from the UW-Eau Claire presenter that presented at Building the Hearts
Any and all mental health topics and how to help students within current school frameworks as well as with the huge waiting lists at local counseling/therapy offices.
Teen Mental Health First Aid (once available)
Brain Health
Family resources/ interventions schools can assist with or network of supports to direct families to.
Transportation challenges
Efficient interventions/curriculum for emotional regulation, anger, anxiety, grief, peer conflict
Evidence-Based Truancy Interventions
More information on Human Trafficking, and helping to keep students safe, DV training (when students experience DV at home), AODA curriculum that can be used at the HS level. Interventions (for a variety of issues) that we can use when students/parents do not consent to SBIRT. Attendance issues, how to successfully implement attendance policies that are not so punitive (truancy citations and habitual truancy referrals)
How to do a FBA & BIP properly and to write professionally.
Self-harm
Tier 2 & 3 Attendance Improvement Interventions K-12
How to create school policies that help support students that have substance use issues that are less punitive/out of school and more proactive and in-school based.
A proactive program to help students identify when is a good time to say something to a trusted adult and not be seen as telling on their friends. Running groups effectively
Equity, antiracism, cultural competency
PBIS
Effective special education teams
LGBTQ+
Universal level mental health to improve mental health of all students.
Advocacy for school counselors to be school counselors. How to help educate admin and BOE and community on real role of school counselors
Anything on mental health and suicide prevention. We have lost 8 kids in the last two years due to suicide or accidents
Options for students after High School-Resources to help them-especially those who may not be college bound and want to enter the workforce.
Teaching Resiliency in Schools with students or parents or both.
LGBTQ+ information; how to support; laws within the educational system; etc.
Toxic masculinity
SAP training (it's been years since I've taken it, and it was one of the most helpful trainings I've ever taken).
I would like refresher classes on counseling specific mental disorders. I have kids with depression, anxiety, bi-polar, autism spectrum, anger issues, ODD, OCD, etc...
Health education teachers networking workshop with area health education teachers.

## Other Information Shared:

If the majority of people at a training are from the same area or school district, have trainer come to the area/district. It would save lots of travel expense and time.
Thank you for this opportunity to provide feedback. WISH has been a great support to leaders of this work.
I enjoy focused informational trainings with less "networking" time.
SAIG groups at Tier 2
We really need to address the needs of students who are living with a parent who has drug and/or alcohol addictions.
We have a lot of intense mental health and behavioral needs, but little money, or options for alternative placements
Our budgets reset in July each calendar year and knowing what will be available early is helpful to apply and get funding to attend.
Would love CESA 7 to create a school counselor network meetings monthly. Collaboration is so key to our roles.
Just a note regarding Preventing Staff/Caregiver burnout -- Leah Grant, a school counselor at Pulaski High School, would be a phenomenal presenter for this! She presented at WSCA last week and was fantastic!
Feasible resources for schools to utilize to bring information to our community.
As the person expected to verify and implement McKinney Vento in my school I am always pulled away from other things to do this work. strategies and PD for school staff would be helpful
Online options would be great and either on the weekends or in the evenings.
Training for general staff on the change in student behavior now vs. 20 years ago
I would like to have the opportunity to attend more trainings at the CESA location in which I live (which is different from my work location), and more summer training opportunities where I can get CEUs for my license. CESA 1 is much closer to my home.
Have monthly networking meetings like Jacki does. I tell friends about them and share what she shares
Break out sessions- more intimate setting
Progress monitoring tier 2/3
Make things more available in the northeast region. I cannot and will not drive to the Dells, Madison, Milwaukee, or other areas that take many hours, gas, hotels, and time.
Thank you

**For more information on the Wisconsin Safe & Healthy Schools Center survey results, please contact, Tracy Herlitzke, the Center Director at [therlitzke@cesa4.org](mailto:therlitzke@cesa4.org). This report was compiled by: Madelynn Schiffer, Health Education Intern**