

School Climate and
Whole Child Support
Professional Learning
2023-2024



Table of Contents

PBIS TIER 1 PROFESSIONAL LEARNING	1
<i>Tier 1 PBIS New Coaches Training</i>	<i>1</i>
<i>Tier 1 Individual Booster</i>	<i>1</i>
<i>Tier 1 Team Booster</i>	<i>2</i>
<i>Administrators’ PBIS Booster</i>	<i>2</i>
<i>PBIS Classroom Systems</i>	<i>3</i>
<i>PBIS Early Learning Classroom</i>	<i>4</i>
<i>Problem Solving Training</i>	<i>4</i>
<i>School-Wide Information System (SWIS) Training.....</i>	<i>2</i>
PBIS TIER 2 PROFESSIONAL LEARNING	3
<i>Tier 2 PBIS Orientation</i>	<i>3</i>
<i>Tier 2 PBIS School Leadership Team Training.....</i>	<i>4</i>
<i>Tier 2 Individual Booster</i>	<i>4</i>
<i>Tier 2 Team Booster</i>	<i>5</i>
<i>SWIS Check-In/Check-Out (CICO) Training</i>	<i>5</i>
<i>Check & Connect Preparation and Implementation Training.....</i>	<i>6</i>
<i>Check & Connect Mentor Training</i>	<i>7</i>
SCHOOL CLIMATE/WHOLE CHILD SUPPORT OFFERINGS.....	8
<i>External Coaching</i>	<i>8</i>
<i>West Georgia RESA Classroom Management Workshop</i>	<i>9</i>
<i>Integrating Restorative Practices into Your School-Wide Discipline Plan</i>	<i>9</i>
<i>Restorative Practices: Restorative Essentials.....</i>	<i>9</i>
<i>Restorative Practices: Circles</i>	<i>10</i>
<i>Wrap-Around Services Coaching</i>	<i>10</i>
<i>Applied Suicide Intervention Skills (ASIST)</i>	<i>11</i>
<i>A Journey to Becoming Trauma-Informed</i>	<i>11</i>
<i>Adults and Children Transforming Schools (ACTS)</i>	<i>12</i>
<i>Behavior Communicates: Are You Listening?</i>	<i>12</i>
<i>Brain 101: Understanding the Impact of Trauma on the Brain</i>	<i>13</i>
<i>Crisis Intervention Teams for Youth (CIT-Y).....</i>	<i>13</i>
<i>Introduction to Behavioral Health and Developmental Disabilities.....</i>	<i>14</i>
<i>LEAP (Leadership Access and Empowerment): Adulting 101</i>	<i>14</i>
<i>LEAP: Building Character for Success.....</i>	<i>15</i>

<i>LEAP: Developing a Life Plan</i>	15
<i>LEAP: Networking 101</i>	15
<i>LEAP: Preparing for Interviews</i>	16
<i>Mental Health First Aid: Adult</i>	16
<i>Mental Health First Aid: Public Safety</i>	17
<i>Mental Health First Aid: Youth</i>	17
<i>NAMI Ending the Silence for School Staff</i>	18
<i>NAMI In Our Own Voice</i>	18
<i>Nurturing an Effective Workforce</i>	18
<i>OWL (Outreach Wellness Learning) Seminar: Building Resilience in Youth</i>	19
<i>OWL Seminar: Living with Mental Illness</i>	19
<i>OWL Seminar: Maternal Mental Health Education and Screening</i>	19
<i>OWL Seminar: Mental Health 101</i>	20
<i>OWL Seminar: Mental Health Crisis</i>	20
<i>OWL Seminar: My Life Is a Gift – Suicide Prevention</i>	21
<i>OWL Seminar: Stress Management</i>	21
<i>OWL Seminar: Supporting Veterans and Families</i>	22
<i>OWL Seminar: Workplace Wellness</i>	22
<i>Psychological Safety: A Pathway to Resilience</i>	22
<i>QPR: Question, Persuade, Refer</i>	23
<i>Recognizing and Managing Secondary Traumatic Stress</i>	23
<i>safeTALK</i>	24
<i>School-Based Trauma Sensitive Mindfulness</i>	24
<i>Self-Compassion for Educators</i>	25
<i>suicideTALK</i>	25
<i>Tackling Trauma One Element at a Time</i>	26
<i>Tier 1: Relationships and Classroom Environment</i>	26
<i>Tier 1: Schedules, Routines, Transitions, Rules, and Expectations</i>	26
<i>Tier 2: Targeted Self-Regulation Strategies</i>	27
<i>Trauma 101: Understanding the Impact of Trauma on Children</i>	27
<i>Trauma to Resilience: Strategies to Support Children’s Wellbeing</i>	27
<i>Trauma-Informed Care: Help for the Helper</i>	28
<i>Understanding Children’s Emotional and Behavioral Development</i>	28
<i>Unmasking the Trauma of Bullying</i>	29
<i>When Trauma Meets Brain Science and Epigenetics</i>	29

PBIS TIER 1 PROFESSIONAL LEARNING

Tier 1 systems, data, and practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The following workshops, which support the implementation of PBIS at the Tier 1 systems level, are offered by West Georgia RESA in conjunction with the Georgia Department of Education (GaDOE) as requested by PBIS District Coordinators for one or more schools in the district.

Tier 1 PBIS New Coaches Training

Audience: New PBIS school leadership teams, coaches, and school level administrators

Purpose: To provide new school-level PBIS coaches with a detailed road map of how to guide school wide PBIS implementation efforts with fidelity

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

This one-day workshop provides school-level PBIS Coaches with the knowledge, resources, and tools to be the content expert and schoolwide champion for PBIS. The role of the PBIS Coach is defined along with detailed explanations of the types, functions, expectations, and guidelines of coaching. Coaches will learn how to problem solve roadblocks in coaching, lead an effective team, identify resources, utilize an action plan, use evaluation tools and much more.

Tier 1 Individual Booster

Audience: New PBIS school leadership teams, coaches, and school level administrators

Purpose: To provide staff members who are new to their respective PBIS teams a one-day snapshot of the original Tier 1 PBIS workshop series

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

This one-day workshop is designed to provide participants with the background and knowledge needed to become an effective team member in helping implement the PBIS framework with fidelity in their school. This fast-paced workshop will cover all the critical PBIS elements so participants can communicate the purpose of implementing PBIS to all stakeholders and to model all aspects of the framework. While the workshop can be scheduled at any time, it typically is best when it is done during pre-planning or near the beginning of the school year when PBIS leadership teams are likely to have experienced some turnover.

Tier 1 Team Booster

Audience: New PBIS school leadership teams, coaches, and school level administrators

Purpose: To provide school PBIS Leadership Teams who have experienced significant (more than 60 percent) turnover or who need additional in-depth training and support with a restart for their PBIS implementation

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

This one-day interactive workshop provides participants with information on how to plan and implement PBIS in their school. Strategies will be shared to facilitate conversation and brainstorming. Teams will revisit their school-wide behavioral expectations and rules, behavioral matrices, lesson plans that teach the expectations and rules, and their plans for delivering the lessons. They will use best practice strategies for developing acknowledgement systems, review their behavior management flow charts, and discuss their procedures for a continuum of interventions. Teams will explore the development of a family and community communication plan to ensure stakeholder engagement. While the workshop can be scheduled at any time, it typically is best when it is done towards the beginning or end of the school year to allow time for adequate planning and adjustments.

Administrators' PBIS Booster

Audience: PBIS school principals and administrators

Purpose: To provide school leaders knowledge about the PBIS framework, its design, and their role in its implementation

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

This two-hour training is designed to provide administrators with a high-level view of what PBIS is, why PBIS matters, and the importance their role plays in ensuring implementation with fidelity. This module is not a replacement for the PBIS Tier 1 training, but it is an ideal option for

- administrators who are new to an implementing PBIS school and never received PBIS Tier training or
- administrators who received PBIS Tier 1 training but who would like a refresher on the detailed specifics regarding their role in implementation.

This training can be done at any time throughout the school year.

PBIS Classroom Systems

Audience: PBIS Tier 1 team members, teachers, and school leaders (K-12)

Purpose: For teams to learn how to establish systems and data components needed to ensure that Tier 1 Classroom PBIS practices are being implemented with fidelity.

Format: Hybrid

Availability: Based on request of District Coordinator

This workshop consists of three parts.

Part 1 – Virtual Readiness: Participants will establish a clear priority, ensure resource allocation, consider alignment with other initiatives, and request access to the online Classroom Practices modules.

Part 2 – Classroom Practices: Participants will complete seven asynchronous classroom modules housed in the SLDS Georgia Learns professional development hub. The self-paced learning modules cover the three core features of a robust implementation plan for PBIS Classroom Practices. These three features include

- Foundational Practices (Relationships, Maximizing Structure, Teaching Expectations),
- Proactive and Positive Practices (Active Engagement and Continuum of Responses for Appropriate Behavior), and
- Response Strategies (Continuum of Responses for Inappropriate Behavior).

Part 3 – Classroom Systems and Data: Participants will focus on the systems and data components needed to ensure that the Classroom PBIS Practices are being implemented with fidelity. Teams will establish a universal (whole school) coaching system that addresses training staff, progress monitoring, and goal setting as it relates to Classroom PBIS.

PBIS Early Learning Classroom

Audience: PBIS Tier 1 team members, elementary teachers, and elementary school leaders

Purpose: To assist teachers in structuring positive learning environments that help prevent challenging behaviors from occurring in the classroom and set the stage for social-emotional learning through the direct teaching of research/evidence-based practices that are developmentally appropriate for Pre-K – Grade 5 students.

Format: Hybrid

Availability: Based on request of District Coordinator

This workshop is a train-the-trainer model designed to enhance positive classroom climate for students and teachers, prevent challenging behaviors from occurring, increase academic achievement, and guide elementary schools in the development of school-wide classroom systems. Classroom systems will support teachers as they implement evidence-based prevention/intervention strategies that are developmentally appropriate for Pre-K – Grade 5 students.

Participants will leave with a toolkit of strategies to support the whole child and help them better manage behaviors inside the classroom. Once trained, the PBIS school team will develop a plan to train school staff on the early learning classroom modules. Pre-recorded training modules and resources are provided to support elementary school PBIS teams with redelivery of training content to teachers/staff and sustainability of classroom practices.

The eight training modules include content supporting the following topics:

- | | |
|---|--------------------------------------|
| (1) Building Nurturing and Responsive Relationships | (5) Emotional Literacy |
| (2) Classroom Expectations, Rules, and Routines | (6) Self-Regulation |
| (3) Schedules and Transitions | (7) Problem-Solving |
| (4) Positive Directions and Feedback | (8) Teacher Strategies and Responses |

Problem Solving Training

Audience: PBIS district coordinators, PBIS coach, data analysis, PBIS school leadership team members

Purpose: To assist school PBIS leadership teams understanding and execution of the problem-solving process to make PBIS implementation decisions based on data.

Format: Face-to-face

Availability: Based on request of District Coordinator

A defining feature of PBIS is continuous improvement driven by data. Teams collect and analyze data to diagnose problems or gaps and select strategies to address these challenges. Data tell us which strategies are most effective, so we continue to include them in our PBIS implementation. This one-day problem solving workshop teaches school PBIS teams how to analyze reports and work as a team to complete the problem-solving process that incorporates multiple perspectives and generates complete solutions.

Throughout the training, participants will learn the complete problem-solving process: Data review, problem identification, analyze the problem, identify solutions, and plan evaluation. Teams will explore and utilize their own school data to practice what is learned.

School-Wide Information System (SWIS) Training

Audience: PBIS district coordinators, principals, PBIS coach, data entry and data analysis team members

Purpose: To assist schools new to SWIS on how to use the database system to manage and evaluate ongoing behavior data by looking at trends and making data-based decisions on interventions.

Format: Face-to-face

Availability: Based on request of District Coordinator

The School-Wide Information System (SWIS) is a web-based decision making system for entry and analysis of behavior and discipline referrals. These data can be accessed in tables, reports, and graphs for designing and managing school-wide behavior support systems, targeted interventions, and/or individual behavior support systems. Teams can use SWIS to monitor and analyze behavior trends at the school-wide, small group, and individual levels.

PBIS TIER 2 PROFESSIONAL LEARNING

Tier 2 practices stem from a strong foundation of Tier 1 support. With school-wide systems in place, schools can identify which students need additional support. Tier 2 is designed to provide targeted interventions to support students who are not responding to the universal Tier 1 efforts. Interventions and supports within Tier 2 are more intensive since it targets a smaller number of students who are at risk for engaging in more serious problem behavior and need a little more support. Common Tier 2 practices involve small groups of students or simple individualized intervention strategies. Specific Tier 2 interventions include practices such as social skills groups/clubs, Check-In/Check-Out (CICO), the daily progress reports, or behavioral contracts.

Individual PBIS plans at the Tier 2 level involve a simple assessment to identify the function a problem behavior serves and a support plan comprised of individualized, assessment-based intervention strategies that include a range of options such as teaching the student to use new skills as a replacement for problem behaviors, rearranging the environment so that problems can be prevented and desirable behaviors can be encouraged, and monitoring, evaluating, and reassessing this simple plan over time.

The following workshops, which support the implementation of PBIS at the Tier 2 systems level, are offered by West Georgia RESA in conjunction with the Georgia Department of Education (GaDOE) as requested by PBIS District Coordinators for one or more schools in the district.

Tier 2 PBIS Orientation

Audience: School level administrator, PBIS Tier 1 coach, PBIS team lead, behavior specialist, and a Tier 2 coordinator/coach (if identified)

Purpose: To prepare teams for Tier 2 PBIS School Leadership Team training

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

This 90-minute planning session provides teams with the opportunity to carefully consider if they are ready to attend Tier 2 training and begin implementation. The session will answer these questions:

- What is Tier 2?
- What should we expect at Tier 2 training?
- What is the purpose of the Tier 2 team and who should be on it?
- What Tier 1 data, systems, and practices should be in place at the school before attending Tier 2 training?
- What Tier 2 district support should you expect?

Schools will also learn what is needed to complete Tier 2 readiness and when the Tier 2 readiness documentation will be due to move forward with Tier 2 training.

Tier 2 PBIS School Leadership Team Training

Audience: School Level Administrator, Data Manager, Tier 1 Liaison, Behavior Expert and Tier 2 Coordinator

Purpose: To assist school PBIS Leadership Teams with developing the capacity to implement an effective and efficient continuum of PBIS Tier 2 supports for students

Format: Face-to-Face, Virtual

Availability: Based on request of District Coordinator

This two-day PBIS Tier 2 workshop is for school-based teams who are implementing Tier 1 with fidelity and are ready to learn how to use universal data to target groups of students in need of Tier 2 support and assess the fidelity of interventions/supports provided.

Teams will explore applied behavior analysis as well as learn about various evidence-based interventions. Systems and data necessary for successful installation and progress monitoring will also be shared.

As a result of the training, team members will be able to:

- Use Tier 1 data and other referral sources to identify students in need of additional supports.
- Use data for decision-making and on-going progress monitoring, knowing when to add more interventions, and how/when to exit students from interventions.
- Gain critical knowledge about each of the evidence-based interventions, install the interventions, and check for implementation fidelity.
- Design a process for effective communication and data sharing between Tier 1 and Tier 2.
- Understand how to apply the critical features of Tier 2 interventions.

Tier 2 Individual Booster

Audience: New Tier 2 team members, coordinators/coaches, and school level administrators

Purpose: To provide staff members who are new to their respective PBIS Tier 2 team a one-day snapshot of the original Tier 2 PBIS workshop series

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

This one-day workshop is designed to provide participants with the background and knowledge needed to become an effective team member in helping implement the Tier 2 PBIS framework with fidelity in their school. This fast-paced workshop will cover all the critical Tier 2 PBIS elements so participants can understand the Tier 2 system structure and purpose. While the workshop can be scheduled at any time, it typically is best when it is done during pre-planning or near the beginning of the school year when Tier 2 PBIS leadership teams are likely to have experienced some turnover.

Tier 2 Team Booster

Audience: PBIS Tier 2 team members (new members who were never trained, or teams who would like a refresher on the various parts of the initial Tier 2 training)

Purpose: To provide school PBIS Tier 2 Teams who have experienced significant (>60%) turnover or who need additional in-depth training and support for their PBIS Tier 2 implementation

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

This one-day workshop is designed to provide Tier 2 PBIS Leadership Team members with a quick snapshot of the Tier 2 features to assist them with implementing the PBIS Tier 2 system with fidelity in their schools.

Strategies and promising practices will be shared to facilitate conversation and brainstorming. Throughout the training, teams will revisit their Tier 2 make-up and level of use, screening process and request for assistance. They will also receive information on the rationale and best practice strategies for Tier 2 interventions such as Check-In/Check-Out, Breaks are Better, social skills groups and self-management. Finally, teams will explore their processes, tools, and systems for progress monitoring of student performance data, fidelity data and annual evaluation. An opportunity will be provided for teams to plan future professional development for staff based on areas of need.

While the workshop can be scheduled at any time, it typically is best when it is done towards the beginning of the year for new team members or at the beginning or end of the school year for Tier 2 teams to allow time for adequate planning and adjustments.

SWIS Check-In/Check-Out (CICO) Training

Audience: PBIS district coordinator, school administrator, Tier 2 coordinator, data analyst, and intervention coordinator(s)

Purpose: To assist schools with a Tier 2 database system that manages and evaluates student's response to the evidence-based Check-In/Check-Out intervention

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

Check-In/Check-Out (CICO-SWIS) is a web-based decision system providing school personnel with an online space to enter CICO point card data easily and efficiently. Teams using CICO-SWIS have a place to monitor individual student progress in the intervention and review the overall integrity and fidelity of the program. Participants will learn how to manage the CICO settings, develop an electronic point card system and how to analyze the reports.

Check & Connect Preparation and Implementation Training

Audience: Administrators and lead staff (decision-making stakeholders)

Purpose: To provide decision-making stakeholders information on the Check & Connect Model to determine if they are interested in preparing for and implementing Check & Connect

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

Check & Connect is an evidence-based mentoring intervention for K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. This one-day training provides decision-making stakeholders with a thorough overview of Check & Connect and its background. It includes information about how to prepare their site for implementing Check & Connect.

As a result of the training, participants will understand:

- The core components and elements of Check & Connect
- The context for Check & Connect, including the process of disengagement and the risk factors associated with dropping out
- How Check & Connect was developed, its theoretical underpinnings, and its evidence base
- The steps for preparing for an implementing Check & Connect at their sites:
 - Aligning Check & Connect with current initiatives
 - Identifying the indicators of disengagement at their site
 - Designating a coordinator and hiring mentors
 - Systematically monitoring student data and identifying appropriate interventions for reengaging students
 - Strengthening the family-school relationship
 - Monitoring the person-environment fit
 - Evaluating the implementation and effectiveness of Check & Connect at their site

Check & Connect Mentor Training

Audience: Mentors

Purpose: To provide Check & Connect mentors with the information, competencies, and skills needed to be an effective mentor at their local site

Format: Face-to-face, virtual

Availability: Based on request of District Coordinator

Check & Connect is an evidence-based mentoring intervention for K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect (C&C) is a trusting relationship between the student and a caring mentor. This training is designed for those assigned the role of Check & Connect mentor as well as those interested in Check & Connect mentoring principles and practices. Check & Connect site coordinators and administrators are also encouraged to attend.

As a result of the training, participants will understand:

- The core components and elements of Check & Connect
- The role and expectations of the Check & Connect mentor
- The population of students they are mentoring and how to best meet their needs
- How to implement the "Check" and "Connect" procedures with fidelity
- The competencies and skills needed to be an effective mentor such as:
 - Building relationships with students, families, and school personnel
 - Using data to determine interventions
 - Reflective listening
 - Problem solving
 - Engaging with families

SCHOOL CLIMATE/WHOLE CHILD SUPPORT OFFERINGS

School climate is a broad, multifaceted concept that involves many aspects of the student's educational experience. A positive school climate is critically related to school success. Research has shown that a positive school climate can improve attendance, achievement, retention, and graduation rates. School climate has many aspects.

A positive school climate is the product of a school's

- attention to fostering safety;
- promoting a supportive academic, disciplinary, and physical environment;
- supporting student health and well-being; and
- encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting – from pre-kindergarten to higher education.

Defining a framework for understanding school climate can help educators identify key areas to focus on to create safe and supportive climates in their schools.

The following is a list of School Climate/Whole Child Support workshops offered by West Georgia RESA which support school climate as well as whole child supports and services.

External Coaching

Audience: PBIS district coordinators, PBIS coaches

Purpose: To provide guidance, professional development, and coaching to districts and schools on PBIS and school climate based on the needs of educators and families

Format: Face-to-face, virtual, hybrid

Availability: Based on request of District Coordinator

Coaching varies depending on the need(s) of the school district. For example,

- Supporting the PBIS District Leadership Team during meetings by providing technical assistance based on the critical elements of PBIS implementation such as self-assessments, action planning, and data analysis
- Providing coaching and/or professional development at District PBIS School Coaching meetings on PBIS and classroom implementation
- Delivering presentations to increase awareness and visibility of PBIS and/or positive school climate practices to LEAs, families, community stakeholders, and business partners
- Assisting PBIS District Coordinators with district and/or school readiness through professional development and planning activities for PBIS implementation
- Working with PBIS District Coordinators in the planning, scheduling, and delivery of tiered PBIS workshops and in their roles of supporting and coaching school PBIS teams
- Helping with data analysis and problem solving of behavior data to drive interventions
- Facilitating a SWOT (Strengths, Weaknesses, Opportunities and Threats) to assist in guided school climate planning for each school year
- Working with PBIS District Coordinator to develop a plan to assist all schools in the district (PBIS and non-PBIS) with school climate strategies and best practices for implementation.

West Georgia RESA Classroom Management Workshop

Audience: Classroom teachers

Purpose: To help classroom teachers identify and manage classroom behaviors using a problem-solving model

Format: Face-to-face

Availability: November 2, 2023; February 28, 2024

In this one-day workshop held at West Georgia RESA, participants will get an overview of social development as a foundation for understanding the factors that impact social behaviors. Research-based/evidence-based interventions will be reviewed, and participants will have the opportunity to develop their own classroom management procedures and resources. This learning opportunity will help participants learn effective ways to select interventions to support appropriate behaviors within the classroom setting. Participants will learn how classroom management strategies fit into the overall Multi-tiered Systems of Support (MTSS).

Participants will need a laptop for this course. Cost is \$35 for members and \$80 for non-members. Register at <https://westgaresa.ascriptica.com/course/catalog>.

Integrating Restorative Practices into Your School-Wide Discipline Plan

Audience: Discipline team and school administrators

Purpose: To explore how restorative practices fits within a school-wide discipline plan

Format: Online modules and virtual debriefings

Availability: Based on request of principal

This is the first course in the Restorative Practices series. It provides historical background for why restorative practices have come to be used in schools, and it examines the relationship between restorative practices and a school-wide discipline plan. Examples of restorative practices are reviewed.

Restorative Practices: Restorative Essentials

Audience: Discipline team and school administrators

Purpose: To develop a deep understanding of essential components of restorative practices

Format: Online modules with virtual debriefings

Availability: Based on request of principal

Completion of Integrating Restorative Practices into Your School-Wide Discipline Plan is a prerequisite for this second course in the Restorative Practices series. Restorative Essentials emphasizes the key role that staff and other adults have in creating a relational approach at school and provides activities for improving relational skills.

Restorative Practices: Circles

Audience: Discipline team and school administrators

Purpose: To participate in and practice facilitating various types of circles

Format: Face-to-face

Availability: Based on request of principal

Completion of the first two restorative practices courses is a requirement for this culminating workshop. During the one-day session, participants will become familiar with various types of circles that can be used in educational settings. Participants will practice facilitating circles in a variety of contexts. As this is a train-the-trainer course, participants will determine a redelivery plan for other staff members.

Wrap-Around Services Coaching

Audience: School Leadership Team members

Purpose: To provide guidance, professional development, and coaching to eliminate academic and non-academic barriers, while utilizing the wraparound sequence

Format: Face-to-face, virtual, hybrid

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

The Wrap-Around Services Initiative is a response to the growing need across our state to address non-academic barriers to student learning by developing and coordinating services and supports via a program, service, or center. Through coaching, school leaders, school coordinators, and school leadership team members will learn the key steps of the wraparound sequence. Steps will focus on the following:

- Systems and structures – the “what” – that must be in place for sustained improvement in student outcomes
- Problem-solving model – the “how” – to provide a clear process for identifying improvement needs
- Planning for improvement
- Implementing
- Monitoring
- Evaluating the improvement efforts.

Applied Suicide Intervention Skills (ASIST)

Audience: All school staff, community members

Purpose: To learn suicide first-aid in order to be able to help a person at risk stay safe and seek further help as needed

Format: Face-to-face only

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Provided by Chatham County Safety Net Planning Council, this two-day workshop is limited to 30 participants aged 16 or older. Participants learn to apply suicide first aid in many settings: with family, friends, co-workers, and teammates as well as formal caregiving roles. ASIST is a resource for the whole community. The widespread use of ASIST in communities creates a common language to understand suicide safety issues and communicate across different organizational backgrounds.

As a result of this training, participants learn to:

- Understand the ways personal and societal attitudes affect views on suicide and interventions.
- Provide guidance and suicide first aid to a person at risk in ways that meet their individual safety needs.
- Identify the key elements of an effective suicide safety plan and the actions required to implement it.
- Appreciate the value of improving and integrating suicide prevention resources in the community at large.
- Recognize other important aspects of suicide prevention including life promotion and self-care.

A Journey to Becoming Trauma-Informed

Audience: All school staff, community members

Purpose: To increase knowledge and confidence in responding to those who have experienced psychological trauma

Format: Virtual only

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Led by the Georgia State University Child Welfare Training Collaborative, this 1.5-hour workshop introduces the concept of trauma and what it means to use a trauma lens in interactions with children, other in an organization or community. Limited to 25 participants, this session is a workshop version of the more in-depth Trauma 101 course.

Adults and Children Transforming Schools (ACTS)

Audience: All school staff

Purpose: To explore improvisation-based activities through a trauma-informed lens

Format: Face-to-face only

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Adults and Children Transforming Schools (ACTS) uses the evidence-based Trauma Drama curriculum, an immersive theatre-based group intervention designed to integrate the core components of complex trauma intervention with children and youth.

Provided by Chatham County Safety Net Planning Council and Engage Life's Choices, this eight-hour training is for anyone who is interested in integrating improvisation-based activities into the school day through a trauma-informed lens. This training will equip participants with knowledge and skills for implementing cooperative play activities and improv techniques to promote opportunities for student self-expression, cognitive flexibility, creative problem solving, conflict resolution, and enhanced sense of personal agency.

The outcomes of the course, which is limited to 30 participants, includes:

- Build an understanding of the basic rules of trauma-informed improv.
- Explore the benefits of using improv in a school setting.
- Learn how to integrate improv techniques and exercises in a classroom.
- Practice facilitating improv games and activities.

Behavior Communicates: Are You Listening?

Audience: Elementary school staff

Purpose: To develop skills in collecting and analyzing behavior data to determine appropriate interventions

Format: Virtual (two days) or face-to-face (four hours)

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Participants will define challenging behavior and other key terms related to behavior, intervention, and data. As a result of this training, participants will:

- Identify strategies and methods for collecting data within the classroom environment.
- Identify strategies for visualizing, analyzing, and sharing data.
- Describe interventions based on the data collected.

This workshop is provided by the Department of Early Care and Learning (DECAL) and is limited to 50 participants.

Brain 101: Understanding the Impact of Trauma on the Brain

Audience: All school staff

Purpose: To understand the impact of trauma on the brain and develop skills for taking action to support children’s well-being and recovery

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

This 3.5-hour course provided participants with foundational knowledge about how adversity and trauma can impact brain development. The course introduces brain architecture and early brain development in children and focuses on the impact of adverse experiences and child trauma on the brain. The course also introduces participants to various strategies for promoting brain health using “brain break” activities. Participants will be better prepared to recognize the effects of adversity and trauma on the developing brain and take actions to support children’s well-being and recovery.

This course, provided by the Georgia State University Child Welfare Training Collaborative, is approved for three hours of continuing education for certain participants. All attendees completing the training receive CEU certificates of completion. The course is limited to 25 participants.

Crisis Intervention Teams for Youth (CIT-Y)

Audience: All school staff, community members

Purpose: To provide tools to respond to youth and young adults who are experiencing a mental health crisis

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Crisis Intervention Team for Youth (CIT-Y) provides training for law enforcement, educators, and other professionals on the most common Seriously Emotionally Disturbed (SED) diagnoses of children and youth, contemporary issues that can lead to crisis, how to identify children and youth in crisis, and equip participants with the skills needed to effectively intervene. Over the course of this 20-hour training, participants are provided mental health awareness and education, suicide risk and protective factors, de-escalation strategies, as well as early intervention skills for children and youth. This course is approved for continuing education credits for licensed professional counselors, licensed clinical/masters social workers, and law enforcement.

The training is provided by NAMI Georgia.

Introduction to Behavioral Health and Developmental Disabilities

Audience: All school staff, community members

Purpose: To provide mental health awareness, suicide risk and protective factors, de-escalation techniques and strategies, as well as early intervention and detection skills in children and youth

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

NAMI's Introduction to Behavioral Health and Addictive Diseases (IBHAD) is designed to provide first responders, school staff, and other school personnel with a better understanding of mental illness and developmental disabilities such as autism and addictive diseases. Individuals who complete this class will be able to identify available community resources, have an overview of national and state mental health laws, and understand basic principles of de-escalation. IBHAD provides mental health awareness, suicide risk and protective factors, de-escalation techniques and strategies, as well as early intervention and detection skills in children and youth. This course is approved for continuing education credits for licensed professional counselors, licensed clinical/masters social workers, and law enforcement.

This workshop is provided by NAMI Georgia and is limited to 30 participants.

LEAP (Leadership Access and Empowerment): Adulthood 101

Audience: Community members, students

Purpose: To provide a general overview of things to know as youth gain independence and transition to adulthood

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Youth and young adults are juggling completing school, finding a career, staying healthy, and trying to maintain a social life. This often leaves little time to figure out complicated life choices such as household maintenance, budgeting and managing credit, and health and life insurance. Inability to manage the daily expectations of adulthood can have a negative effect on the mental health of youth and young adults. This course aims to provide a general overview of things to know as you adapt to gaining independence and transition to adulthood. The course, provided by Mental Health America of Georgia, is limited to 30 participants.

LEAP: Building Character for Success

Audience: Community members, students

Purpose: To be able to identify the characteristics needed to increase interpersonal skills, assess needs, manage positive outcomes, and practice maintaining healthy environments and relationships

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Navigating thoughts, feelings, and behaviors within the world can be challenging and confusing. While trying to gain self-awareness, we must manage our own emotions, build positive and healthy relationships with others, and be responsible in our decision-making. In this 30-minute workshop, participants will be able to identify the characteristics needed to increase interpersonal skills, assess needs, manage positive outcomes, and practice maintaining healthy environments and relationships. The course, provided by Mental Health America of Georgia, is limited to 30 participants.

LEAP: Developing a Life Plan

Audience: Community members, students

Purpose: To provide tools and strategies for developing a life plan

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Often it can be difficult and discouraging to set up goals for ourselves, especially when we may not know where to start. Take a step forward into this goal-setting workshop guided with tools and strategies for developing your own life plan, learn how to set and accomplish both short- and long-term goals, and how to generate future goals that will bring you closer to living your best life. The 30-minute workshop, provided by Mental Health America of Georgia, is limited to 30 participants.

LEAP: Networking 101

Audience: Community members, students

Purpose: To improve networking skills and reduce social anxiety

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Networking can feel intimidating at first, but when you prepare and practice how to lead conversations with new people, it can be quite rewarding. Through the 30-minute Networking 101 workshop, we will help you learn how to confidently navigate social settings, prepare networking intentions to encourage success, use coping skills to reduce anxious feelings when speaking with other individuals, and manage appropriate conversations with a networking audience. The workshop, provided by Mental Health America of Georgia, is limited to 30 participants.

LEAP: Preparing for Interviews

Audience: Community members, students

Purpose: To improve interviewing skills

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Whether you are preparing for employment, school admissions, or even trying to gain more knowledge about a person, place, or thing, your interviewing skills will determine the outcome. Preparation is key to having a successful interview. In this 30-minute workshop, participants will learn appropriate tools to effectively engage in any type of interview, prepare for successful interactions through virtual or in-person settings, and how to present the best follow-up that will make you the one to remember. The workshop, provided by Mental Health America of Georgia, is limited to 30 participants.

Mental Health First Aid: Adult

Audience: All school staff, community members, parents/caregivers

Purpose: To recognize signs of mental health or substance use challenges in adults and provide initial help and guidance for further care

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Mental Health First Aid for Adults teaches people how to recognize signs of mental health or substance use challenges in adults ages 18 and older, how to offer and provide initial help, and how to guide a person toward appropriate care if necessary. Topics covered include anxiety, depression, psychosis, and addictions.

As a result of this eight-hour training, participants will be able to:

- Recognize common signs and symptoms of mental health challenges.
- Recognize common signs and symptoms of substance use challenges.
- Interact with a person in crisis.
- Connect a person with help.
- Expand content knowledge on trauma, substance use, and self-care.

The workshop, provided by Mental Health America of Georgia, is limited to 30 participants.

Mental Health First Aid: Public Safety

Audience: Community members

Purpose: To teach public safety professionals how to identify, understand, and respond to signs of mental illnesses and substance use disorders

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

Mental Health First Aid for Public Safety teaches public safety professionals how to identify, understand, and respond to signs of mental illnesses and substance use disorders. This eight-hour training provides skills needed to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to the appropriate care. It focuses on the unique experiences and needs of public safety personnel and is a valuable resource that can make a difference in their lives, their coworkers' and families' lives, and the communities they serve.

As a result of this workshop, participants will:

- Learn common mental health and substance use disorders.
- Recognize common risk factors and warning signs.
- Understand crisis diffusion and follow-up tactics.
- Use affirming and reassurance tactics.
- Know how to encourage appropriate help.
- Learn self-help and support strategies.

The workshop, provided by Mental Health America of Georgia, is limited to 30 participants.

Mental Health First Aid: Youth

Audience: All school staff, community members, parents/caregivers

Purpose: To recognize signs of mental health or substance use challenges in youth and provide initial help and guidance for further care

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

This eight-hour course teaches a five-step action plan encompassing the skills, resources, and knowledge to help an individual in crisis connect with appropriate professional, peer, and self-help care. It teaches adults how to recognize symptoms of mental health disorders, how to offer and provide initial help, and how to guide a youth toward appropriate treatments and other supportive help.

The overall aims of YMHFA are to

- Preserve a life when a person may be a danger to self or others.
- Provide help to prevent the problem from becoming more serious.
- Promote and enhance recovery.
- Provide comfort and support.

The course, provided by Mental Health America of Georgia, is limited to 30 participants.

NAMI Ending the Silence for School Staff

Audience: All school staff

Purpose: To learn through an informative presentation and experiences of a young adult with a mental health condition who shares their journey of recovery

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

NAMI's Ending the Silence for School Staff is a one-hour presentation by individuals with lived experience to provide information on mental health awareness, suicide risk and protective factors, and early intervention and detection of mental illness in youth. Empowering teachers and schools to make a lasting difference in the lives of their students, this presentation opens the door for schools to make a difference. This workshop is provided by NAMI Georgia and is limited to 50 participants.

NAMI In Our Own Voice

Audience: All school staff, community members, parents/caregivers, students

Purpose: To understand mental health conditions and recovery from a personal perspective

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

NAMI's in Our Own Voice (IOOV) is a one-hour presentation designed to change attitudes, assumptions, and ideas about people with mental health conditions. Led by two peers with lived experience, IOOV provides a personal perspective of mental health conditions, as leaders with lived experience talk openly about what it is like to have a mental health condition. Participants are provided with mental health awareness skills as well as a unique perspective into recovery. This session is provided by NAMI Georgia and is limited to 50 participants.

Nurturing an Effective Workforce

Audience: All elementary school staff

Purpose: To respond to behavior through a developmental lens

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Participants will describe a framework for addressing early childhood development and challenging behavior and identify strategies to address common challenges to evidence-based practices. They will identify effective leadership strategies including collaborative planning and professional development and apply strategies for improving outcomes for the whole child. This training is provided by the Department of Early Care and Learning (DECAL) and is limited to 50 participants.

OWL (Outreach Wellness Learning) Seminar: Building Resilience in Youth

Audience: All school staff, community members, parents/caregivers

Purpose: To encourage healthy emotional development in youth

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

While a child is developing, their emotional development is just as important as their physical growth. Emotional development is a child's ability to understand the feelings of others, control their own feelings, and get along with peers. At any point that their development is hindered through trauma or adverse childhood experiences (ACEs), the child can experience difficulty with their emotional responses as they grow into adulthood. Teaching youth how to be resilient will provide them the tools to adapt well while facing adversity, trauma, tragedy, threats, or any additional significant sources of stress. This one-hour training is provided by Mental Health America of Georgia and is limited to 30 participants.

OWL Seminar: Living with Mental Illness

Audience: All school staff, community members, parents/caregivers

Purpose: To learn about mental illness, provide support, and reduce stigma

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Mental health disorders or mental illnesses are common in the United States. Nearly one in four adults live with a mental illness. Mental illnesses include many different conditions that vary in degree of severity, and can affect your thinking, feeling, mood, and behavior. Through this program, participants will learn common mental health disorders, effective ways to support someone with a mental illness, and how to promote wellness and eliminate stigma associated with mental illness. This one-hour training is provided by Mental Health America of Georgia and is limited to 30 participants.

OWL Seminar: Maternal Mental Health Education and Screening

Audience: Community members, parents/caregivers

Purpose: To learn PMAD signs, symptoms, and treatment

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

While pregnancy and childbirth can be an exciting and celebratory time for mothers and families, perinatal mood and anxiety disorders (PMADS) can have profound adverse effects on the women, children, and their family's mental, physical, and emotional health. The term perinatal refers to the time during pregnancy and right after the child is born. Through this program, participants will learn common PMAD's signs, symptoms, and treatment options, and demonstrate effective ways to screen for postpartum depression using the Edinburg Screening Tool. This one-hour training is provided by Mental Health America of Georgia and is limited to 30 participants.

OWL Seminar: Mental Health 101

Audience: All school staff, community members, parents/caregivers, students

Purpose: To increase understanding of mental health

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Often mental health and mental illness are misunderstood by individuals due to lack of knowledge, stigma associated with mental illness, and avoidance of conversations regarding mental health and wellness. It is important to understand that everyone has mental health, but not everyone is or will be diagnosed with a mental illness. Many situations can affect mental health such as work, family, and other everyday stressors. This one-hour training is provided by Mental Health America of Georgia and is limited to 30 participants.

OWL Seminar: Mental Health Crisis

Audience: All school staff, community members, parents/caregivers, students

Purpose: To learn types of mental crises, effective coping strategies, and effective responses to those in crisis

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

While understanding the differences between mental health and the diagnosis of a mental illness, it is important to understand that individuals can experience a crisis in any mental state that they are in. A crisis is understood to be “the perception or experience of an event or situation as an intolerable difficulty that exceeds the person’s current resources and coping mechanisms.” Through this program, participants will learn types of mental crises, identify effective coping strategies to empower individuals to seek help, and demonstrate ways to effectively respond to a person in crisis.

This one-hour training is provided by Mental Health America of Georgia and is limited to 30 participants.

OWL Seminar: My Life Is a Gift – Suicide Prevention

Audience: All school staff, community members, parents/caregivers, students

Purpose: To learn the impact of suicide; describe signs, symptoms, and interventions effective for suicide prevention; and explore ways to provide support to individuals after a suicide attempt

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

In Georgia, suicide rates have steadily climbed 16 percent in the last decade and are affecting more individuals each day around our nation. Suicide is the tenth leading cause of death overall in Georgia, making it a major public health concern. It is the second leading cause of death among individuals between the ages of 10 and 34 and the fourth leading cause of death for individuals who are 35 to 54 years of age. Through this program, participants will learn the impact of suicide and the relation to behavioral health; describe signs, symptoms, and interventions effective for suicide prevention; and explore ways to provide support to individuals after a suicide attempt. This one-hour training is provided by Mental Health America of Georgia and is limited to 30 participants.

OWL Seminar: Stress Management

Audience: All school staff, community members, parents/caregivers, students

Purpose: To learn how to reduce stress through coping techniques and self-care practices

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Everyone will experience stress during their lifetime. If not managed properly, stress can have detrimental impacts to one's physical, mental, and emotional wellbeing. Chronic stress can even create a host of chronic mental and physical health problems. In this course, participants will learn that as we experience stress, it is important to engage coping techniques that will help combat the negative effects of stress and to practice self-care daily. This one-hour training is provided by Mental Health America of Georgia and is limited to 30 participants.

OWL Seminar: Supporting Veterans and Families

Audience: All school staff, community members, parents/caregivers

Purpose: To understand the scope of suicide among veterans and be able to recognize risk factors to administer immediate intervention

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Often mental health and mental illness are misunderstood by individuals due to lack of knowledge, stigma associated with mental illness, and avoidance of conversations regarding mental health and wellness. It is important to understand that everyone has mental health, but not everyone is diagnosed with a mental illness. Understanding the scope of suicide among veterans and recognizing risk factors to administer immediate intervention is crucial to supporting veterans suffering with experience-related mental health challenges. This one-hour training is provided by Mental Health America of Georgia and is limited to 30 participants.

OWL Seminar: Workplace Wellness

Audience: All school staff, community members, parents/caregivers

Purpose: To understand the importance of wellness in the work environment

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

There are many risk factors for mental health that may be present in the working environment. Most risks relate to interactions between type of work, the organizational and managerial environment, the skills and competencies of employees, and the support available for employees to carry out their work. This course will help participants to understand that maintaining wellness in the work environment and advocating for your mental health and wellness are important to maintaining overall health in life. This one-hour training is provided by Mental Health America of Georgia and is limited to 30 participants.

Psychological Safety: A Pathway to Resilience

Audience: All school staff, community members

Purpose: To explore the concept of psychological safety as a tool to help build resilience in children

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

This course explores the concept of psychological safety as a tool to help build resilience in children. Participants will examine their role in building a culture of psychological safety for the children and families they serve. Participants will be better prepared to foster psychologically safe environments that support resilience building in children.

This 3.5-hour course, provided by the Georgia State University Child Welfare Training Collaborative, is approved for three hours of continuing education for certain participants. All attendees completing the training receive CEU certificates of completion. The course is limited to 25 participants.

QPR: Question, Persuade, Refer

Audience: All school staff, community members, parents/caregivers, students

Purpose: To learn the warning signs of suicide crises and how to respond using the QPR steps

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

The QPR (Question, Persuade, and Refer) Gatekeeper Training for Suicide Prevention is a brief educational program designed to teach gatekeepers – those who are strategically positioned to recognize and refer someone at risk of suicide (e.g., parents, friends, neighbors, teachers, coaches, caseworkers, police officers) – the warning signs of suicide crises and how to respond by following three steps:

- Question the individual’s desire or intent regarding suicide.
- Persuade the person to seek and accept help.
- Refer the person to appropriate resources.

This 75-minute training is provided by Mental Health America of Georgia and is limited to 30 participants.

Recognizing and Managing Secondary Traumatic Stress

Audience: All school staff, community members

Purpose: To learn about STS and develop a self-care plan to be better prepared to manage its effects

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

This course is designed to educate school faculty, staff, administrators and other community partners on Secondary Traumatic Stress (STS) and its impact. STS occurs because of professionals’ work with children and families who have experienced trauma. Participants will learn how to assess STS symptoms in themselves and others, explore factors that help to protect professionals from the negative effects of STS, and discover strategies to use these protective factors to manage STS.

Participants will also assess their own personal and professional self-care and develop STS management/self-care plans. Participants will understand the potential negative impact of STS on their personal lives and be better prepared to manage the effects of work-related traumatic stress. Teaching staff to identify their own traumatic stress symptoms and utilize coping and self-care skills is a part of operating as a trauma-informed organization.

This 3.5-hour course, provided by the Georgia State University Child Welfare Training Collaborative, is approved for three hours of continuing education for certain participants. All attendees completing the training receive CEU certificates of completion. The course is limited to 25 participants.

safeTALK

Audience: All school staff, community members

Purpose: To use safeTALK steps to become suicide-alert and to connect those in need with help

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

safeTALK is designed for anyone age 15 or older, including individuals in formal “helping” roles. The steps learned in safeTALK have helped participants from all walks of life be alert to situations where suicidal thoughts may be present. safeTALK helps participants become alert to suicide. Suicide-alert people are better prepared to connect individuals with thoughts of suicide with life-affirming help.

As a result of this training, participants will:

- Notice and respond to situations where suicidal thoughts may be present.
- Recognize that invitations for help are often overlooked.
- Move beyond the common tendency to miss, dismiss, and avoid suicide.
- Apply the TALK steps (Tell, Ask, Listen, Keep safe).
- Know community resources and how to connect someone with thoughts of suicide to them for further help.

This four-hour training, provided by the Chatham County Safety Net Planning Council, is limited to 30 participants.

School-Based Trauma Sensitive Mindfulness

Audience: All school staff

Purpose: To learn trauma sensitive mindfulness techniques and how they can be integrated into lesson plans

Format: Virtual only

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

School-based Trauma Sensitive Mindfulness is for anyone who is interested in adding stress management skills to the school day through a trauma-informed lens. This six-hour training will provide specific tools to support participants in integrating these techniques into their lesson plans and using meditation, breathing techniques, and mindful movement.

Participants will learn:

- How trauma affects the mind and body
- What makes mindfulness practices trauma-sensitive
- How to use trauma-sensitive mindfulness to assist students in returning to their window of tolerance throughout the day
- How to integrate mindfulness techniques into a lesson plan
- How to practice various scientifically proven breathing, mindfulness, and reflection techniques to help bring calm and focus.

This six-hour training, provided by the Chatham County Safety Net Planning Council, is limited to 30 participants.

Self-Compassion for Educators

Audience: All school staff

Purpose: To understand mindful self-compassion and how to integrate it into daily life

Format: Virtual only

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Self-Compassion for Educators is a six-hour, evidence- and skills-based training designed for educators to dive into the research, practice, and experience of self-compassion, enhance their personal well-being, and revitalize their deep motivation for helping others.

Our brains are wired for survival and have a natural tendency, or negativity bias, to focus on and be motivated by negative thought patterns like criticism, pain, and danger. This self-compassion training helps educators understand and transform these habitual responses and develop the ability to motivate with compassion rather than self-criticism.

Science shows that self-compassion has a significant positive impact on educator well-being, resilience, and stress management. Practicing self-compassion involves taking action and making positive changes in our lives, and through this process, we see educators reconnecting with their deep motivation and excitement for helping others.

As a result of this training, participants will:

- Build an understanding of mindful self-compassion and its elements.
- Explore the benefits of self-compassion.
- Learn how to integrate mindfulness and self-compassion into daily life.
- Practice motivating yourself with kindness rather than criticism.
- Use self-compassion to live in accord with your values.

This six-hour training, provided by the Chatham County Safety Net Planning Council, is limited to 30 participants.

suicideTALK

Audience: Students

Purpose: To provide a first step towards suicide prevention

Format: Face-to-face only

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

A one- to two-hour session, suicideTALK is a program aimed directly at students. It will help the student participants explore the issue of suicide, attitudes towards it, and how they can find ways to prevent it for themselves, their friends, and in the communities. suicideTALK helps to create a climate for open and direct talk about suicide, reduces stigma, and supports life protection, prevention, and promotion of activities. The goal is to make the idea of suicide prevention accessible and invite students to partake in helping their community become more suicide safe. This session, limited to 25 participants, is ideal for service learners, student leadership programs, and clubs. suicideTALK is part of Engage Life's Choices' outreach programs. suicideTALK is an in-person workshop for students and will have to be completed in tandem with one of the other workshops provided by Engage Life's Choices, such as ASIST or safeTALK.

Tackling Trauma One Element at a Time

Audience: All school staff, community members

Purpose: To learn about key elements of a trauma-informed school system and create action items for becoming more trauma responsive

Format: Virtual only

Availability: Interested schools or districts should contact Kevin Jones at kjones@garesa.org.

This 90-minute workshop, designed for school and community leaders, provides attendees with a look into what it means to operate as a trauma-informed organization. Participants will learn about the key elements of a trauma-informed school system, reflect on the state of these elements within their school or organization, generate ideas for change, and create action items for moving their organizations toward trauma responsiveness. Possible resources for next steps will be shared. This workshop, provided by the Georgia State University Child Welfare Training Collaborative, is limited to 25 participants.

Tier 1: Relationships and Classroom Environment

Audience: Elementary school staff

Purpose: To explore the connection between relationships and behavior, and learn strategies for building positive relationships

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Participants will explore relationship building and analyze how positive relationships impact positive behavior. They will acquire strategies to foster positive relationships with colleagues, families, and children. Participants will understand how the environment impacts behavior and learn ways to build and support a positive classroom community. This four-hour workshop is provided by the Department of Early Care and Learning (DECAL) and is limited to 50 participants.

Tier 1: Schedules, Routines, Transitions, Rules, and Expectations

Audience: Elementary school staff

Purpose: To build understanding of essentials for establishing a positive classroom environment

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Participants will describe the differences between schedules and routines and explain the importance of teaching and reinforcing the expectations within the classroom environment. Participants will acquire strategies for providing feedback to acknowledge children when they meet expectations. This six-hour workshop is provided by the Department of Early Care and Learning (DECAL) and is limited to 50 participants.

Tier 2: Targeted Self-Regulation Strategies

Audience: Elementary school staff

Purpose: To learn strategies for teaching self-regulation and problem solving skills

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Participants will understand the importance of teaching self-regulation skills and identify strategies to encourage the use of these skills by children. They will also explore the significance of helping children learn to control anger and impulses and identify strategies for teaching children problem solving skills. This six-hour workshop is provided by the Department of Early Care and Learning (DECAL) and is limited to 50 participants.

Trauma 101: Understanding the Impact of Trauma on Children

Audience: All school staff, community members

Purpose: To provide foundational knowledge about child trauma and child traumatic stress and strategies to support students' well-being and recovery

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

This 3.5-hour course provides participants with foundational knowledge about child trauma and child traumatic stress. The course focuses on the impact of complex trauma on behavior and development and helps participants identify strategies for working in a school setting with children who have experienced trauma. Training participants will be better prepared to recognize the effects of trauma and take actions to support children's well-being and recovery. This course, provided by the Georgia State University Child Welfare Training Collaborative, is approved for three hours of continuing education for certain participants. All attendees completing the training receive CEU certificates of completion. The course is limited to 25 participants.

Trauma to Resilience: Strategies to Support Children's Wellbeing

Audience: All school staff, community members

Purpose: To examine the characteristics of resilience and learn specific strategies for building it

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

This 3.5-hour course focuses on resilience as a primary strategy for combating the effects of trauma. Participants will examine the characteristics of resilience and learn specific strategies for building resilience in children and youth. Participants will be better prepared to use resilience as a strategy to improve child wellbeing and help children recover from the effects of trauma. This course, provided by the Georgia State University Child Welfare Training Collaborative, is approved for three hours of continuing education for certain participants. All attendees completing the training receive CEU certificates of completion. The course is limited to 25 participants.

Trauma-Informed Care: Help for the Helper

Audience: All school staff, community members

Purpose: To explore ways to manage reactions to trauma exposure and engage in a self-assessment of self-care practices

Format: Virtual only

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

This 90-minute workshop focuses on the impact of trauma on anyone involved in a helping relationship, including educators, school staff, and caregivers. Participants will explore ways to manage reactions to trauma exposure and engage in a self-assessment of their self-care practices. Specific strategies for managing the effects of trauma exposure will be shared and practiced, and participants will develop individual self-care/wellness strategies they can implement after the training. Provided by the Georgia State University Child Welfare Training Collaborative, the workshop is limited to 25 participants.

Note: This is a workshop version of the Secondary Traumatic Stress course.

Understanding Children’s Emotional and Behavioral Development

Audience: Elementary school staff

Purpose: To understand emotional development and the impact of exclusionary discipline

Format: Virtual or face-to-face

Availability: Interested schools should contact Kevin Jones at kjones@garesa.org.

Participants will define emotional development and its impact on a variety of outcomes for children. They will also describe the impact of exclusionary discipline practices on children and families and identify state-level resources to support emotional and behavioral development in early learning environments. This four-hour workshop is provided by the Department of Early Care and Learning (DECAL) and is limited to 50 participants.

Unmasking the Trauma of Bullying

Audience: All school staff, community members

Purpose: To learn the characteristics of bullying, its prevention, and response to it

Format: Virtual or face-to-face

Availability: Interested participants should contact Kevin Jones at kjones@garesa.org.

This 3.5-hour course focuses on examining bullying through the lens of trauma. Participants will learn about the negative impacts of childhood adversities and trauma on children and youth, how bullying can be a childhood adversity or trauma, the key characteristics of bullying, basic dos and don'ts for preventing and responding to bullying, and how childhood adversities can affect teachers and administrators in their dealings with children and youth in school. Participants will be better prepared to recognize bullying when it occurs, take action to respond to bullying incidents, and support a healthy school climate for children and staff. This course, provided by the Georgia State University Child Welfare Training Collaborative, is approved for three hours of continuing education for certain participants. All attendees completing the training receive CEU certificates of completion. The course is limited to 25 participants.

When Trauma Meets Brain Science and Epigenetics

Audience: All school staff, community members

Purpose: To learn about epigenetics and explore the impact of trauma on brain development

Format: Virtual only

Availability: Interested schools or districts should contact Kevin Jones at kjones@garesa.org.

This 90-minute workshop introduces participants to the concept of epigenetics and explores the impact of trauma on brain development. It puts a greater emphasis on brain plasticity as a counteracting force to trauma. Provided by the Georgia State University Child Welfare Training Collaborative, this workshop is limited to 25 participants.

Note: This is a workshop version of the more in-depth Brain 101 course.