

Continuing Education Application

CE Broker Course #	
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Application to offer continuing education for (see below for focus/content areas):

Ohio Chemical Dependency Professionals Board

Chemical Dependency Counselor Prevention Professionals

Ohio Counselor, Social Worker, and Marriage & Family Therapist Board

Counselors Social Workers

Ohio Supreme Court

Attorney & Judicial Professional Conduct

Program Title

School - De-Escalation and Prevention Training

Program begin date

Open

Location(s) (City, State)

Dayton, Ohio

Number of clock hours requested (one clock hour=60 minutes of direct contact; breaks and lunch are excluded). 19

Description: (Explain how the content of this program directly relates to the area(s) that are checked below)

The school environment, staff, and support providers are a vital part of adolescent's psychosocial development and stability. As such, modeling appropriate behavior, creating safe environments, and developing healthy relationships assist students in developing adaptive coping mechanisms (Oehlberg, 2008). Positive relationships within a school environment contribute to a climate of respect and trust and increase the likelihood of students seeking help from staff when needed (U.S. Dept. of Homeland Security, 2013).

The school de-escalation and prevention training assists school faculty and providers in creating a supportive learning environment and a network of psychosocial support for adolescents. We accomplish this goal by assisting participants to explore research and interventions surrounding **[1]** human growth and development and **[2]** social/cultural perspective.

In the Human Growth and Development, participants are exposed to three learning modules: **[1.a]** The Foundations module, **[1.b]** Family Systems, and **[1.c]** Child and Adolescent Development module.

[1.a] The Foundations module assesses participant's self-awareness related to personality, stress resilience and competency in managing emotions. By understanding themselves, staff can minimize the effects of secondary traumatic stress and serve as positive role models for students.

[1.b] The Family System modules assist participants explores how family dynamics contribute to adaptive or maladaptive behavior tendencies of students. By understanding how family dynamics influence a students lack of differentiation, adverse triangulation formation, familial emotional process, family emotional projection, and multigenerational value transmission, participants can strategically intervene and de-escalate harmful or aggressive behaviors tendencies in students.

[1.c] The Child and Adolescent module discussed the seminal research theory on child and human development of Erik Erikson (Psychosocial Development Framework), John Bowlby (Attachment Theoretical Model), and Diana Baumrind (Parenting Styles). Having a basic

Continuing Education Application

CE Broker Course #	
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knowledge of theory helps participants identify appropriate interventions in student engagement scenarios.

In the Social/Cultural perspective, participants are exposed to three learning modules: **[2.a]** Understanding Diversity & Culture and **[2.b]** Understanding Trauma/Community Context/Gang violence, and **[2.c]** Classroom Behavior Management.

[2.a] The Understanding Diversity & Culture module exposes the participant to their level of cultural competency, including topics of micro-aggressions, verbal, nonverbal, and intentional or unintentional communication styles that negatively affect student's cultural identity, self-esteem and contributes to maladaptive responses. By exploring cultural competency, participants can learn, implement, and model effective intervention grounded in Carkuff's Helping model.

[2.b] The Trauma/Community Context/Gang Violence module presents research on neurocognitive processing of trauma, brain function, and rewiring of the brain. By reviewing the influence of the nervous system on the para-sympathetic and sympathetic response to stress, staff can better understand how trauma and violence affect behavior, concentration, reactions, and contributes to substance use. Also, this module will discuss ways to support students.

[2.c] The Classroom Behavior Management module explores healthy and collaborative boundaries and expectations. In this section, staff develops a model for effective management, collaboration, agreement, and easy to follow rules. Listening skills are practiced to help staff identify the underlying emotions behind verbal expressions and demonstrate empathetic response. Participants also understand the difference between reactive and responsive communication and the importance of non-verbal communication.

School-based interventions such as this de-escalation training program, including social-emotional curriculums, show a 10% decrease in emotional distress and a 9% decrease in behavioral issues (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Students who perceive a positive school climate - including positive relationships with staff and peers as well as a safe and stable environment - experience decreased absenteeism and lower rates of suspension (Thapa et al., 2013).

Specific measurable objectives of the presentation:

The following are the measurable objective per module being presented:

[1] Human Growth and Development

[1.a] Foundations Module

Measurable Objectives: Participants will: 1) Identify personality and temperament traits, 2) Evaluate how personality influences you at work, 3) List stress triggers and self-care activities, and 4) Reflect on areas of potential growth.

[1.b] Family Systems Module

Measurable Objectives: Participants will: 1) Distinguish family roles and generational cycles, 2) Explore components of Family Systems Theory, 3) characteristics and traits that influence an individual's behavior, and 3) Formulate how family dynamics influence behaviors and interventions.

Continuing Education Application

CE Broker Course #	
--------------------	--

[1.c] Child and Adolescent Development Module

Measurable Objectives: Participants will: 1) Understand attachment styles, 2) Identify the four parenting styles, 3) Recognize the physical, cognitive, and social changes that occur in childhood and adolescence, 4) Demonstrate the external systems that influence adolescent development, 5) Practice implementing growth mindset strategies, and 6) Discuss ways to promote positive youth development.

[2] Social/Cultural Perspective

[2.a] Understanding Diversity & Culture

Measurable Objectives: Participants will: 1) Identify micro-aggressions, 2) Practice responding to micro-aggressions, 3) Experience the importance of cultural competency in the school/classroom setting, and 4) Discuss how to implement micro-affirmations in the school/classroom setting.

[2.b] Understanding Trauma/Community Context/Gang violence:

Measurable Objective: Participants will: 1) Imagine how trauma affects individuals, 2) Examine the physiological response to trauma, 3) Identify various trauma responses, and 4) Learn how to support at-risk students.

[2.c] Classroom Behavior Management.

Measurable Objective: Participants will: 1) Create effective classroom rules and expectations, 2) Practice listening and responding with empathy, and 3) Experiment with non-verbal communication.

Continuing Education Application

CE Broker Course #

Outline: (please note any breaks as a topic)

Begin & end time (must show time of day, not just length of time)	Topic Please provide a detailed outline of the content of the presentation. The items detailed should correspond to the measurable objectives.	Amount of time Number of minutes
N/A	Foundations Module: Welcome and Introductions..... (15 minutes) Key Learning Objectives Icebreaker Exercise..... (15 minutes) Personality Development..... (30 minutes) Genetics & Personality..... (30 mins) Personality Screening Tools Discussion..... (1 hour) (Big Five Personality Traits Inventory) (Leadership Style Traits Inventory) (Emotional Intelligence Trait Inventory) (Human Behavior Perspective Inventory) Stress Management..... (1 hour) Triggers & Warning Signs of Stress Self-Care Assessment Reflection Activity..... (30 minutes)	4 Hours
N/A	Family Systems Module: Welcome..... (10 Minutes) Key Learning Objectives Family Systems Theory..... (90 Minutes) Genograms Components of Family Systems Theory Dysfunctional Family Constellation.... (30 Minutes) Functional Family Constellation..... (30 Minutes) Putting it all together..... (20 Minutes) Family Feedback Loop	3 hours

Continuing Education Application

CE Broker Course #

N/A	Classroom Behavior Management Module: Welcome.....(10 Minutes) Key Learning Objectives Creating Rules and Expectations.....(35 minutes) Choosing words with care Empathy in the Classroom.....(1 hour) Listening with the “third ear”. Conflict Resolution Techniques Non-verbal Communication.....(30 minutes) Para-verbal communication Putting it all together Exercise.....(45 minutes)	3 hours
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Total time: 19 hours

Instructor Name(s) and credentials (Attach current resume) Luis E. Lopez, LCPC (See Attached CV)
Instructional methods to be used: In person instruction and or Virtual instruction
Evaluation: ADAMHS standard evaluation to be used unless otherwise attached.
Please attach/include a copy of your PowerPoint and any handouts (if using).

Ohio Counselor, Social Worker, and Marriage & Family Therapist Board	
Counselors	Social Workers
<input checked="" type="checkbox"/> Human growth and development <input type="checkbox"/> Counseling theory <input type="checkbox"/> Counseling techniques <input type="checkbox"/> Group dynamics, processing, and counseling <input type="checkbox"/> Appraisal of individuals <input type="checkbox"/> Research and evaluation <input type="checkbox"/> Professional, legal and ethical responsibilities <input checked="" type="checkbox"/> Social and cultural foundations <input type="checkbox"/> Lifestyles and career development <input type="checkbox"/> Clinical psychopathology, personality and abnormal behavior <input type="checkbox"/> Evaluation of mental and emotional status <input type="checkbox"/> Diagnosis of mental and emotional disorders <input type="checkbox"/> Methods of intervention and prevention of mental and emotional disorders <input type="checkbox"/> Treatment of mental and emotional disorders <input type="checkbox"/> Supervision <input type="checkbox"/> Administration <input type="checkbox"/> Other _____	<input type="checkbox"/> SW Theory <input type="checkbox"/> SW Methods <input type="checkbox"/> Human Development & Behavior <input type="checkbox"/> Social Welfare & Policy <input type="checkbox"/> SW Values & Ethics <input type="checkbox"/> SW Research <input type="checkbox"/> Supervision <input type="checkbox"/> SW Administration <input type="checkbox"/> SW Practice for Special Populations <input type="checkbox"/> Other _____

Continuing Education Application

CE Broker Course # _____

Chemical Dependency Counselor		Prevention	
Category	# Hours	Category	# Hours
C1 - Theories of Addiction/Addiction Knowledge		P1 - Planning & Evaluation	
C2 - Counseling Procedures & Strategies with Addicted Populations		P2 - Education & Service Delivery	
C3 - Group Process & Techniques Working with Addicted Populations		P3 - Communication	15
C4 - Assessment & Diagnosis of Addiction		P4 - Community Organization	
C5 - Relationship Counseling with Addicted Populations		P5 - Public Policy & Environmental Change	
C6 - Pharmacology		P6 - Professional Growth & Responsibility	4
C7 - Prevention Strategies		P7 - Ethics	
C8 - Treatment Planning			
C9 - Legal & Ethical Issues in Counseling			
Other			

Ohio Supreme Court (Continuing Legal Education)

Attorney & Judicial Professional Conduct

- Legal Ethics (must be related to the Ohio Rules of Professional Conduct)
- Professionalism (must be related to professionalism, including *A Lawyer's Creed* and *A Lawyer's Aspirational Ideals* adopted by the Supreme Court of Ohio)
- Alcoholism, Substance Abuse, or Mental Health issues (must include causes, prevention, detection, and treatment alternatives.)
- Access to justice & fairness (interacting with self-represented litigants; Encouraging pro bono representation; Accommodating language interpretation; Assuring fairness in matters of race, ethnicity, foreign origin, religion, gender, sexual orientation, disability, socio-economic status, or other relevant topics.)

Course Materials – Total Number of Pages _____

When are materials distributed? Before Program At program Electronic
 Other, Please explain

Please explain how this activity's subject matter will improve the professional competence of attorneys in their work as attorneys. (CCLE Reg. 406(A))

Please explain exactly what legal services will be improved by attorneys' attendance at this activity, and how those legal services will be improved. (CCLE Reg. 406(B)).