



## IMPLEMENTATION PLAN

The following sections outline the implementation plan for *RFP No. 21-006*:

*Proposed Category:* [C] Professional learning

*Proposed Components:*

- [C3] Classroom Management/Behavior
- [C4] Understanding diversity/cultural /race/gender/linguistic differences
- [C5] Understanding Trauma
- [C7] Understanding Child and Adolescent Development
- [C8] Staff team-building/Adult SEL/Adult Leadership Development
- [C11] Parent skill Development

### *C. Professional Learning Workshops*

#### *Description of Services*

Journey's Professional Learning workshops are 20-hour evidence-informed training consisting of six three to four-hour long training modules. The training is segmented into two major categories: Human Growth and Development and Social/Cultural perspective. The Human Growth and Development section includes three learning modules. *The Foundations module* with the following objectives: 1) Identifying personality and temperament traits, 2) Evaluate how personality influences behavior at work, 3) List stress triggers and self-care activities, and 4) Reflect on potential growth areas. *Parent Skills Development/Family System module* with the following objectives: 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. *The Child and Adolescent Development module* with the following objectives: 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.

The Social/Cultural Perspective section includes three learning modules. *Understanding Diversity & Culture module* with the following objectives: 1) Identifying 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. *The Trauma/Community Context/Gang Violence module* with the following objectives: 1) Understanding the effects of trauma on behavior, including physiological response, 2) identify various trauma responses, and 3) Learn how to support at-risk students. *The Classroom Behavior Management module* with the following objectives: 1) Create effective classroom rules and expectations, 2) Practice listening and responding with empathy, and 3) Experiment with non-verbal communication.

#### *Target Population & Expected Outcome*

Our Professional Learning workshops provide training resources to para-professional, teachers, faculty, and other staff. Services are provided via telehealth, at schools, at Journey's, or other appropriate community settings. Expected outcomes include but are not limited to improve communication skills, leadership skills and identify effective de-escalation strategies. By focusing on improving these three outcomes, we can decrease the use of and/or disproportionality of In school Suspension (ISS), Out of School Suspension (OSS) and Expulsion.

#### *Evidence Base*

Grounded on the core principles of CASEL and CPS ISBE SEL and OSEL standards, Journey's achieves the Social & Emotional training objective by focusing interventions through a scaffolding methodology. Utilizing the Positive Psychology-Strength-Based model, our training seeks to create self-



awareness, self-confidence, and self-esteem by identifying strengths and encouraging autonomy. Dialectical Behavioral Theory of Mindfulness (DBT Marsha Linehan, PhD-1980) is an essential component in redirecting maladaptive behavior and reframing negative thoughts mindfulness. Additionally, Trauma Focus Cognitive Behavioral interventions (CBT- Dr. Aaron Beck, 1963 & TF-CBT- Drs. Anthony Mannarino, Judith Cohen, and Esther Deblinger) and Rational Emotive Behavior models (REBT Albert Ellis, Ph.D.- 1957, 1980) work to remove or eliminate biases (cultural and behaviors) that inhibit collaborative school environments.

#### *Quality Improvements*

To facility quality improvement, pre and post data is collected from Professional Learning workshops (*Section C of RFP No. 21-006*). The pre and post- metrics help Journey's analyze and improve program/service effectiveness. Data is analyzed using Statistical Package for the Social Sciences software (SPSS), which informs the extent to which there was a statistically measurable change in the participant's psychometric responses.

#### *Qualification of Staff:*

Journey's is a clinical and educational agency. Professional learning workshops are administered by a Licensed Clinical Social Worker (LCSW), Licensed Clinical Professional Counselor (LCPC), or a Ph.D/Psy.D with at least three years of training experience.