

EXPLORING THE CULTURE OF BOYS

Based on the PBS documentary *Raising Cain* and The Representation Project's documentary *The Mask You Live In*, this offering explores the lives of boys and young men as they struggle to stay true to themselves while negotiating America's narrow definition of masculinity. Research shows that compared to girls, boys in the U.S. are more likely to be diagnosed with a behavior disorder, prescribed stimulant medications, fail out of school, binge drink, commit violent crimes, and/or take their own lives.

Learning Targets: Participants will...

- ⇒ Identify some of the unique qualities and needs of boys;
- ⇒ Begin to deconstruct masculinity and recognize societal pressures placed on boys/men; and
- ⇒ Identify strategies to better accommodate the needs of boys and encourage their emotional development

For more information or to schedule a training, please contact:

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DIGNITY FOR ALL STUDENTS ACT: OVERVIEW

Learning Targets: Participants will...

- ⇒ Understand the requirements of the Dignity Act for districts and school personnel;
- ⇒ Identify the procedure for making a Dignity Report;
- ⇒ Define key terms outlined within the Dignity Act;
- ⇒ Understand the difference between conflict, rude, mean and bullying behaviors;
- ⇒ Identify best practice strategies for addressing bullying and other problem behaviors; and
- ⇒ Recognize the importance of fostering a caring and supportive school climate and identify best practice strategies for doing so

MENTAL HEALTH IN SCHOOLS: OVERVIEW

Learning Targets: Participants will...

- ⇒ Understand that mental health is as important as physical health;
- ⇒ Recognize the strong and very significant relationship between mental health and academic achievement;
- ⇒ Understand the prevalence of mental health issues among young people;
- ⇒ Understand the link between trauma, mental health, and behavioral health;
- ⇒ Identify warning signs of a mental health problem;
- ⇒ Identify strategies for educators to promote the mental health of children and teens; and
- ⇒ Identify strategies and resources for educators if they suspect a mental health problem with a student

Additional Mental Health trainings that can be coordinated through the Youth Development Program:

- ⇒ **Youth Mental Health First Aid:** Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.
- ⇒ **Applied Suicide Intervention Skills Training (ASIST):** ASIST is a two-day intensive, interactive and practice-dominated course designed to help caregivers, human services workers, teachers, school staff, and other caring adults recognize risk and learn how to intervene to lessen the immediate risk of suicide. It is designed to help anyone become more willing, ready and able to help persons at risk for suicide.

TST Youth Development Program Professional Development Offerings

Program Vision:

Enhance the social-emotional well-being of every student by encouraging connectedness through relationships and skill building resulting in healthy school climates and academic success.



The Youth Development Program's professional development opportunities are aligned with the [New York State Professional Development Standards](#) and Learning Forward's [Standards for Professional Learning](#), and support the [Social-Emotional Learning Benchmark Rubric](#).

CPI's NONVIOLENT CRISIS INTERVENTION

The Nonviolent Crisis Intervention® training program is a safe, nonharmful behavior management system designed to help professionals provide the best possible *Care, Welfare, Safety and Security* of disruptive, assaultive, and out-of-control individuals.

Learning Targets: Participants will ...

- ⇒ Define crisis development in terms of four distinct and identifiable behavior levels. Match each behavior level with an appropriate corresponding staff attitude/approach;
- ⇒ Illustrate how personal space, body posture, motion and touch can affect the behavior level of an individual;
- ⇒ Identify underlying factors that may precipitate escalating behavior and understand the reciprocal relationship between the behavior of staff and the behavior of those in their charge;
- ⇒ Utilize the Decision-Making Matrix to undertake a situational or behavioral risk assessment based upon the individual, specific behaviors, and the prevailing risk;
- ⇒ Explore the concepts of reasonable, proportionate, and least-restrictive physical responses to risk behavior;
- ⇒ Describe and apply the Principles of Disengagement; demonstrate and practice disengagement skills as they apply to lower-, medium-, and higher-level risk behaviors that may compromise safety;
- ⇒ Describe the Principles of Holding; demonstrate and practice holding skills as a team approach to avoid injury to both staff and individuals who engage in risk behaviors that compromise safety;
- ⇒ Understand how to communicate with team members after the crisis intervention; and
- ⇒ Provide the best possible *Care, Welfare, Safety and Security* for everyone in our service.

Committee for Children's: **SECOND STEP**

Committee for Children's *Second Step* Program is instrumental in strengthening the social-emotional skills of children around the world and helping them reach their full potential. Grounded in extensive research, the evidence-based *Second Step* Program carries a reputation for results. With the help of teachers, counselors, and educators, the *Second Step* Program is building a strong foundation for a new generation of socially and emotionally savvy children. Through the program, Early Learning-Grade 8 students gain the skills and know-how to be kind, caring, and responsible members of society.

Learning Targets: Participants will...

- ⇒ Identify the Risk and Protective Factors that shaped the development of the *Second Step* curriculum;
- ⇒ Explain how implementing the *Second Step* curriculum can promote school success;
- ⇒ Identify the themes presented in the curriculum, explore lessons and practice implementation; and
- ⇒ Identify ways to support students' use of *Second Step* skills/transfer of learning.

Missouri Community Action's: **POVERTY SIMULATION**

Poverty is a reality for many individuals and families but unless you've experienced poverty, it's difficult to truly understand. The Community Action Poverty Simulation bridges the gap from misconception to understanding. It is an interactive immersion experience and sensitizes participants to the realities of poverty. The Simulation is not a game. It is based on real Community Actions clients and their lives. The Community Action Poverty Simulation is a profoundly moving experience. It moves people to think about the harsh realities of poverty and to talk about how communities can address the problem. Most importantly, it moves people to make a difference.

Learning Targets: Participants will...

- ⇒ Describe how poverty affects individuals, families and systems of care;
- ⇒ Contribute as a team member in their defined role as part of the simulation;
- ⇒ Identify through critical reflection the influence of personal biases and values of working diverse individuals and constituencies, especially those living in poverty; and
- ⇒ Discuss the importance of engaging in practices that advance social and economic justice.

"Not realizing that children exposed to inescapable, overwhelming stress may act out their pain, that they may misbehave, not listen to us, or seek our attention in wrong ways, and lead us to punish these children for their misbehavior... If only we knew what happened last night, or this morning before he/she got to school, we would be shielding the same child we're now reprimanding."

~ Mark Katz

Playing a Poor Hand Well

FOSTERING RESILIENT LEARNERS: Book Study

Through Google Classroom and in-person meetings, participants will delve into the text **Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom** by Kristin Souers w/Pete Hall. This guided book study will help participants understand the biological and social-emotional impact of trauma on our students and gain strategies for creating a trauma-sensitive classroom.

Learning Targets: Participants will...

- ⇒ Understand the prevalence of trauma and the importance of creating a classroom environment where "it's OK to be not-OK";
- ⇒ Explain the biology of trauma to peers and students (and recognize the importance of doing so);
- ⇒ Recognize that understanding the motive behind a student's behavior will allow them to better work with her/him to identify new ways of coping that are healthier and less disruptive;
- ⇒ Understand that in a trauma-sensitive learning environment, it's their demeanor, their approach, their behaviors, their volume and their presence that affect how our young people live, breathe, and perform in the classroom;
- ⇒ Create a personal mission statement that clarifies their core values, their purpose and will ground them in their work;
- ⇒ Understand that a student who is experiencing/experienced trauma and chronic stress **lives in their "downstairs brain"**;
- ⇒ Understand that to be successful in the classroom, educators need to get to know their students well, build strong relationships, and connect with them often;
- ⇒ Understand that the goal is maintain focus on students; it is not about the educator;
- ⇒ Understand that by providing consistency, positivity, and integrity in all interactions with students, educators establish a relationship that is "safe enough" for them;
- ⇒ Understand that forced compliance does not teach accountability and that severe consequences and removal from the classroom do not induce learning; they actually set kids up to fail;
- ⇒ Understand that student behavior will not change overnight; it is a process;
- ⇒ Understand that a student who has experienced trauma is "forever changed, not forever damaged";
- ⇒ Create a plan to promote student growth by focusing on their strengths; and
- ⇒ Understand that self-care is essential to avoiding burnout.

STRENGTH-BASED STRATEGIES FOR TOUGH BEHAVIORS

Based on Kagan's Win-Win Discipline, this training transforms the concept of discipline...*Discipline is not something we DO to a student, it is something we help them ACQUIRE!*

The theoretical concept behind Win-Win Discipline is that student behavior is the result of their unmet needs. Win-Win Discipline is specifically designed to help meet students' needs or help them deal with unmet needs- thereby decreasing student misbehavior- so that we all "win." The overarching goal of Win-Win is for students to develop "lifelong responsible behavior." In order to do this, teachers and students must work collaboratively to establish what is and is not acceptable behavior in the classroom and continue working together to achieve it.

Learning Targets: Participants will...

- ⇒ Understand the building blocks of Win-Win Discipline;
- ⇒ Identify and appropriately classify types of disruptions;
- ⇒ Recognize the difference between disruptive behaviors and student positions;
- ⇒ Identify the seven student positions and preventative strategies for each;
- ⇒ Identify structures to help stop disruptions from happening in the present and in the future.

Search Institute's: **40 DEVELOPMENTAL ASSETS**

The Developmental Assets are 40 research-based, positive qualities that influence young people's development, helping them become caring, responsible and productive adults. Based on youth development, resiliency and prevention research, the Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States and, increasingly, around the world.

Over time, studies of more than 5 million young people consistently show that the more assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive. Research shows that youth with the most assets are least likely to engage in four different patterns of high-risk behavior, including problem alcohol use, violence, illicit drug use, and sexual activity. When they have higher levels of assets, they are more likely to do well in school, be civically engaged, and value diversity.

Learning Targets: Participants will...

- ⇒ Identify and understand the 40 Developmental Assets;
- ⇒ Understand the connections between the asset framework and academic success;
- ⇒ Identify strategies for implementing the framework in their classroom/at their school; form and maintain influential relationships with students; and
- ⇒ Become an asset builder for youth in their school.

FISH! PHILOSOPHY

Through the FISH! Philosophy, we build stronger relationships with team members we work with, the students we teach and the people we love. The FISH! Philosophy includes four simple, interconnected practices: **Be There, Play, Make Their Day, and Choose Your Attitude.**

Learning Targets: Participants will...

- ⇒ Identify practical tools to bring the FISH! Philosophy to life;
- ⇒ Identify proven strategies to increase moral and rekindle passion for their work; and
- ⇒ Understand how to begin a cultural change in their classroom/school.

"No one cares how much you know, until they know how much you care."
-Theodore Roosevelt