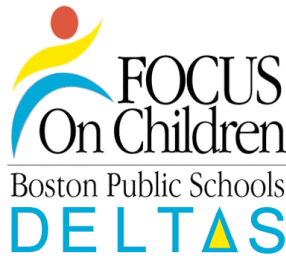
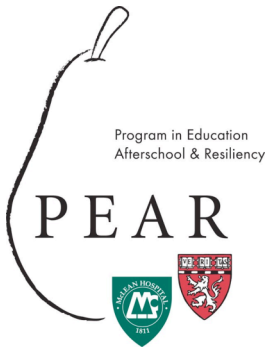




*An innovative collaboration between higher education, health care, school departments and the out-of-school sector*



Spring 2008 Course:

## **Resiliency, Behavior Management and Mental Health in Afterschool and Summer Programs**

*Program Directors:*

Gil G. Noam, Robert Macy, Dishon Mills

*Teaching Staff:*

Rachel Green, Steven Gross, Jesse Howes, Anthony Toombs and Erin Cooney

### *Schedule*

Tuesdays, 9am – 12pm  
March 18, 2008 to May 27, 2008.  
No class April 22 (BPS vacation week)

### *Location*

BPS FCE Title I Training Center  
445 Warren St.  
Dorchester, MA 02121

## **Resiliency, Behavior Management and Mental Health in Afterschool and Summer Programs**

**The Leadership Institute** is a collaborative initiative of the Program in Education, Afterschool and Resiliency (PEAR) at Harvard University and McLean Hospital, the Children's Trauma Recovery Foundation, Project Joy and Boston Public Schools' DELTAS Program. We provide advanced training to afterschool and summer program professionals. The Institute is dedicated to innovative, case-oriented teaching and to strengthening the out-of-school sector.

Course Rationale
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This course has the goal of introducing program leaders to the wide-ranging topics necessary to an understanding of the mental, emotional and behavioral worlds of children and adolescents. Experts in the fields of developmental and clinical psychology, trauma, and out-of-school time will address these issues in practical, hands-on sessions.

Program staff must be prepared to understand and appreciate the wide range of behavior that characterizes normal development. This includes supporting students in the course of normal development who experience "bad days," sadness, anxiety and anger. Programs also need a plan for serving children who have chronic problems and students who have encountered traumatic events; students who challenge their caregivers and peers in sometimes disruptive ways. Supporting the development of all of these children and youth provides a chance to create or strengthen "resilient programs," settings that promote the well being of staff and students. Resilient programs provide safe and positive boundaries for students as well as opportunities for bridging students' in-school and out-of-school time.

The certificate course consists of ten sessions that build on the following recurring themes:

Theme #1: Relationships & Resiliency

Theme #2: Understanding Development

Theme #3: Trauma, Violence and Overwhelming Circumstances

Theme #4: Resilient and Effective Programming

Theme #5: Early Detection of Problems and Access to Existing Resources and Interventions

Theme #6: Assets, Strengths and Learning in Child and Caregiver

The topics covered and examples provided in each course session will respond directly to these six themes, while at the same time taking into account the cultural, developmental and relationship context for healthy development.

Class Structure
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There will be ten sessions of the course, equaling a total of 35 course hours. Each course session will consist of a presentation and a segment of time for topic integration and take-away activities, role plays and/or consultations.

1. Each **presentation** responds to one of the course's six themes. Please see the chart on the following pages for all courses titles, themes and presenter names.
2. During the **topic integration** time, we will discuss how the topic relates to your work. Does what discussed match your cultural context and the developmental and relationship context of the children you work with? Did we miss anything?
3. Each session, we will share a **take-away activity** that you can use at your work site, a **role play**, and/or **consultation** time to discuss real-life examples of challenging situations from your work experience. The activities will relate to the day's topic. This is a time to discuss experiences, and for the group and the presenters to offer some ideas and strategies for meeting the challenges you present in new and varied ways.

Course Materials
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Two or three copies of each preparatory reading will be held **on reserve** at Latin Academy. Three folders with copies of each reading are available for short-term loan. (Copyright restrictions do not allow us to share copies of the readings with you.) Copies of the films recommended as preparatory work will not be available through the Leadership Institute.

Location
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Classes will be held in BPS Family and Community Engagement Training office located at Boston Latin Academy (443 Warren Street, Dorchester, MA 02121).

Certification
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EEC Certification will be available to participants who attend the entire course. These certificates will be presented at the final course session on May 27, 2008. The Leadership Institute will also award a collaborative certificate to all participants on behalf of the three organizations.

Graduate and undergraduate credit is available for this course through Cambridge College. **In order to earn graduate credits, course participants must have completed a bachelor's degree.** In order to receive credit:

1. Students will be **graded** on their participation and work in the course. Grading will correspond to the following **point system**:

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72	D+ 67-69	D 60-66

In order to receive credit, each student must receive an overall assessment that indicates passing. If a student receives an assessment that indicates failing, no credits will be earned.

2. While all students are responsible for attending and participating in all course sessions, those wishing to receive credit will be responsible for completing a **final project** as well. The guidelines for the final project are as follows:
  - a. The final project can consist of a paper, a PowerPoint presentation, a portfolio, or another idea of the student's design. It should relate to one or more of the topics or themes presented in the course.
  - b. Each student's final project needs to be approved by Gil Noam.. The student must bring a short paragraph to class on **April 15<sup>th</sup>, 2008** describing what he/she plans to do and get approval for the idea.
  - c. The project is **due on May 13<sup>th</sup>, 2008**, two weeks before the final course session.
  - d. Please keep in mind that there will be higher expectations for graduate projects than there are for undergraduate projects. The specific expectations and grading plans for each projects will be discussed on a case-by-case basis.
3. The **overall grading plan** is as follows:
 

50% = Class Participation	25% = Case Conference Presentation	25% = Final Project
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4. If a student misses more than 2 course sessions, either make-up work must be done or no credits will be earned.
5. Each student will need to fill out a Cambridge College application form (short version).
6. Each student will have to pay a \$150 administrative fee to receive the 3 credits.

Course Contact
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If you have any questions outside of class time, please contact Rachel Green, Bridging the Gap Coordinator at BPS:

Phone: 617-635-6609

Email: [rgreen2@boston.k12.ma.us](mailto:rgreen2@boston.k12.ma.us)