Virtual Mental Health Awareness Training Detailed Course Menu

In order to best meet the Professional Development needs of educators during the COVID-19 pandemic, NAMI Georgia has moved several MHAT programs online. Please review the available options below, and submit your request here: https://namiga.org/virtual-mhat-request/

NDT1001 Ending the Silence

**Audience:** All Staff  
**Duration:** 90 mins  
**Capacity:** 15  
**Availability:** 4.1.2020

NAMI Ending the Silence for School Staff is a 90-minute presentation for teachers and other school personnel to raise their awareness about mental illness, help them recognize the early warning signs, and reinforce the importance of early intervention. Empowering teachers and school personnel, to make a lasting difference in the lives of their students, this presentation opens the door for staff to make a difference. Topics include: a) understanding the difference between “bad behavior” and symptoms of a mental health condition; b) recognizing early warning signs; c) communicating effectively with families; d) linking to community resources quickly; e) creating a supportive learning environment for all students.

NDT1006 QPR (Question, Persuade, Refer)

**Audience:** All Staff  
**Duration:** 2 hrs  
**Capacity:** 30  
**Availability:** 4.1.2020

The QPR Gatekeeper Training for Suicide Prevention is a two hour program designed to teach gatekeepers whose role is strategically positioned to recognize and refer someone at risk of suicide (e.g., parents, friends, neighbors, teachers, coaches, caseworkers, parole officers) the warning signs of a suicide crisis and how to respond to a following three step process: Question the individual’s desire or intent regarding suicide, Persuade the person to seek and accept help, Refer the person to appropriate resources. This training includes a video that shows interviews with people who have experienced suicide in their families, schools, and neighborhoods, and an interactive, role-played practice session. Learning objectives include: a) epidemiology of suicide and current statistics; b) myths & misconceptions about suicide; c) warning signs of suicide; d) working signs of suicide; e) the Three Gatekeeper Skills (question, persuade, refer).

NDT1007 Trauma 101

**Audience:** All Staff  
**Duration:** 3.5 hrs  
**Capacity:** 25  
**Availability:** 4.20.2020

This 3.5-hour workshop will provide participants with foundational knowledge about child trauma and child trauma anxiety. There are three types of child trauma are defined. The workshop focuses on the impact of complex trauma behavior and development, and helps participants identify strategies for working with children who have experienced trauma. Topics include: a) definitions and types of child trauma; b) how trauma affects children and youth; c) overview of impact of trauma on the brain; d) managing physical and psychological safety for children; e) enhancing child well-being and resilience.

NDT1008 BrainDev 101

**Audience:** All Staff  
**Duration:** 3.5 hrs  
**Capacity:** 25  
**Availability:** 5.4.2020

This 3.5-hour workshop provides participants with foundational knowledge about how adversity and trauma can impact brain development. The workshop introduces brain architecture and early brain development in children, and focuses on the impact of adverse experiences in child trauma on the brain. Topics and learning objectives include: a) adversity & trauma and the impact on brain development; b) brain systems c) adverse childhood experiences and brain development d) resilience and brain development.

NDT1017 Trauma/Brain 201: Building Resiliency

**Audience:** All Staff  
**Duration:** 3.5 hrs  
**Capacity:** 25  
**Availability:** 5.11.2020

In this course, participants will build on knowledge gained from Trauma 101 and BrainDev 101 courses. Participants will learn the characteristics of resilience, existing myths and facts about resilience, and learn specific strategies for building resilience in children and youth.

Key Learning Objectives:
- At the conclusion of the training, participants should be able to:
  - Define the concept of resilience, including key characteristics
  - Explain the relationship between resilience and safety
  - Build a skill set that relationships, responsibilities, and regulation play in building resilience.

Please note: these programs will be delivered on virtual platforms hosted by the subcontractor who is delivering the program. Participants will need access to a computer, internet, and a webcam to participate in discussions. Platforms to be used include (but are not limited to) Zoom, Cisco Webex, and Adobe Connect. Information about how to connect will be sent with the program approval email.

We appreciate your patience and flexibility during this time. If you have questions or concerns, please contact Adria Bryant at mhat@namiga.org.
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**NDT1018 Trauma II: Recognizing and Managing Secondary Trauma Stress**

*Audience: All Staff  
*Duration: 2.5 hrs  
*Capacity: 75  
*Available: 5.1.2020*

This course is designed to improve school personnel’s understanding of Secondary Trauma Stress (STS) and its impact. 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 symptoms. Participants will also access their own personal and professional well-care and develop self-care plans.

**NDT1020 DECAL: Social-Emotional Strategies Tier I – Relationships and Environment**

*Audience: Elementary Staff  
*Duration: 4 hrs  
*Capacity: 75  
*Available: 5.18.2020*

This 4-hour DECAL training explores collecting, analyzing, and utilizing data to address challenging behavior. Participants will (a) define challenging behavior and other key terms related to behavior intervention and data; (b) describe the difference between topography and function of data; (c) identify strategies and methods for collecting data within the classroom environment; (d) identify strategies for visualizing, analyzing, and sharing data and (e) describe evidence-based interventions. Recommended for elementary or pre-kindergarten teachers and staff. **DECAL classes are only available on Tuesdays and Thursdays.**

**NDT1015 DECAL: Behavior Communicates: Are you listening?**

*Audience: Elementary Staff  
*Duration: 4 hrs  
*Capacity: 75  
*Available: 5.18.2020*

This 4-hour DECAL training explores collecting, analyzing, and utilizing data to address challenging behavior. Participants will (a) define challenging behavior and other key terms related to behavior intervention and data; (b) describe the difference between topography and function of data; (c) identify strategies and methods for collecting data within the classroom environment; (d) identify strategies for visualizing, analyzing, and sharing data and (e) describe evidence-based interventions. Recommended for elementary or pre-kindergarten teachers and staff. **DECAL classes are only available on Tuesdays and Thursdays.**

**NDT1013 Nurturing an Effective Workforce – Leadership Strategies and Considerations**

*Audience: All Staff  
*Duration: 3 hrs  
*Capacity: 75  
*Available: 6.16.2020*

Participants will (a) describe an evidence-based framework for addressing social-emotional development and challenging behavior; (b) identify strategies to address common challenges to evidence-based practices; (c) identify effective leadership strategies including collaborative planning and professional development and; (d) apply collaborative action planning strategies for improving children’s social-emotional and behavioral outcomes. **DECAL classes are only available on Tuesdays and Thursdays.**

**NDT1002 CIT-Youth/Youth-in-Crisis**

*Audience: All  
*Duration: 20 hrs  
*Capacity: 75  
*Available: 6.1.2020*

This 20-hour course provides training for School Resource Officers, educators, school administrators, and other professionals on the most common Serious Emotional Disturbance (SED) diagnoses of children and youth, contemporary issues that can lead to crisis (i.e., Commercial Sexual Exploitation of Children, LGBTQ, Cyber-bullying, etc.), how to identify children and youth in crisis, and equip participants with the skills needed to effectively intervene. Participants will be provided with skills and resources that will assist them in providing safe, healthy environments for children and youth and enhance their parents/caregivers to appropriate professionals/agencies for assistance specific to their child’s needs.

** CEUs and PDST credit available for qualified attendees.**