



SCHOOLS WITHOUT LIMITS

A RELATIONAL AND RESILIENCY APPROACH TO
RECLAIMING AT RISK AND CHALLENGING
STUDENTS



CUTTING EDGE PARADIGM INCORPORATING STARTLING
BODYMIND RESEARCH, POSITIVE YOUTH PSYCHOLOGY,
RESILIENCY APPROACHES AND TRAUMA INFORMED CARE

*(Provided by experts on resiliency & relational work with
challenging students)*

TODAYS SCHOOLS FACE



- ◆ Stressed Students /Teachers
- ◆ School Bullying and Violence
- ◆ Increase in Discipline Problems
- ◆ Increased Drop Out Rates
- ◆ Decrease in Attendance
- ◆ More Special Needs Students
- ◆ NCLB Mandates
- ◆ Standardized Testing Pressure
- ◆ Lack of Funding



Stress and overwhelm from adverse childhood experience undermines the ability of students to form relationships, regulate their emotions and decreases cognitive functioning. Stressed students demonstrate inability to focus, withdrawn or aggressive/acting out behavior, reduced school attendance, and increased rates of suspension, expulsions, and dropout.

Generally most school systems lack the training to adequately assess and address this overwhelming pattern in today's schools. Our "Schools Without Limits" program offers educators a revolutionary and evidenced based paradigm with cutting edge design.

Participants will be introduced to school-wide interventions incorporating the most recent research on positive youth psychology, trauma informed care and resiliency work. Educational staff will learn how trauma informed and relational approaches can foster the resiliency of all students including those with no personal history of adverse experiences.

As schools are looking to improve student achievement and to help all students succeed, the topic of resiliency is becoming a framework that many schools are finding successful. The premise of a resiliency program is that when developmentally relevant, protective factors are established, students will achieve academically and will be less inclined to participate in negative and self defeating behaviors. This will open pathways for learning to take place!

Please see below !



- ◆ *Increase Academic Achievement*
- ◆ *Decrease Drop out Rates*
- ◆ *Decrease Behavioral Problems*
- ◆ *Increase Resiliency for all Students*
- ◆ *Increase Attendance*
- ◆ *Decrease Teacher Stress Load*
- ◆ *Increase Funding Opportunities*



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COURSE DIRECTOR: JOHN MICSAK MA, LLPC, CTC (SELECTED AS THE '2009 CONSULTANT OF THE YEAR' BY THE NATIONAL INSTITUTE FOR TRAUMA AND LOSS IN CHILDREN AND FEATURED IN 'PSYCHOLOGY TODAY' FOR HIS BRAIN BASED SENSORY OUTREACH PROGRAMMING)



Mr. Micsak has *over thirty years experience* working with vulnerable youth with traumatic and delinquent histories with positions varying from front line staff, manager and clinical supervisor. Mr. Micsak is a *trauma consultant with the National Institute for Trauma and Loss with Children*. John is a certified trainer in *Therapeutic Crisis Intervention (Cornell University)*. John is a qualified national trainer with *RAP (Response Ability Pathways)*, a cutting edge program developed in South Africa to assist at-risk youth populations. He is a registered clinician with *Robertson Research* which provides clients with a program to help balance brain chemistry with holistic approaches. John recently completed the *Child Trauma's Academy's* series on neuro-sequential therapeutics. John acts as a liaison and consultant to schools, families, mental health and legal professionals in promoting the healing of at-risk children and adolescents.

"Developmental Trauma Disorder"

Childhood trauma, including abuse and neglect, is probably our nation's single most important public health challenge, a challenge that has the potential to be largely resolved by appropriate prevention and intervention. Each year over 3,000,000 children are reported to the authorities for abuse and/or neglect in the United States of which about one million are substantiated. Many thousands more undergo traumatic medical and surgical procedures, and are victims of accidents and of community violence. However, most trauma begins at home: the vast majority of people (about 80%) responsible for child maltreatment are children's own parents.

Dr. Bessel van der Kolk
Boston University Medical School

Regarding Mr. Micsak's workshops:

"This program is truly revolutionary and a breakthrough for me. I will immediately implement John's strategies in my school"

-James Qualman high school principle, Nashville TN

"John has outstanding hands on experience with the most troubled youth, He provides one example after another, I took 15 pages of notes. I've never been to a training like this before. The workshop itself was a sensory experience."

-Suzyn Jacobson, Clinical Director First Home Care, Washington D.C.

"John Micsak's workshop was recently rated as the top presentation at the (MEAA) Michigan Educational Association for Adjudicated Youth conference in Lansing, John provides startling new developments in the area of childhood trauma, neurophysiological (body-mind) research, positive youth psychology and resiliency work with at risk children and adolescents."

-The Michigan Federation for Children and Family State Newsletter (Lansing MI, Nov 07)

please see below!



IN THE NEW MILLENNIUM SCHOOLS ARE IN A STATE OF OVERWHELM WITH THE GROWING NUMBER OF STRESSED STUDENTS AND DEMANDS FOR ACADEMIC EXCELLENCE. MANY OF THESE STUDENTS ARE NOT GETTING THEIR EMOTIONAL AND SOCIAL NEEDS MET. AT-RISK STUDENTS ARE BECOMING MORE AND MORE ALIENATED FROM CRUCIAL PRO-SOCIAL BONDS.

OVER MY 33 YEAR CAREER I HAVE TAUGHT AND PRACTICED ALL THE TRADITIONAL APPROACHES IN HELPING AT RISK YOUTH. ALTHOUGH MANY OF THESE APPROACHES HAVE SOME MERIT, THEY ARE INSUFFICIENT IN MEETING THE UNIQUE NEEDS OF TODAY'S STRESSED STUDENTS. DURING THE EXPLOSION OF BRAIN RESEARCH IN THE 90'S, A NEW WAVE OF PIONEERS BEGAN TO INFLUENCE THE FIELD. I HAVE BEEN A STUDENT OF THIS NEW DISCIPLINE FOR THE PAST 10 YEARS. NEURO-PHYSIOLOGICAL (BODY-MIND) APPROACHES BRING US GREAT HOPE IN MEETING THE NEEDS OF TODAY'S YOUTH

SCIENCE HAS NOW GIVEN US PERMISSION TO "FLIP THE SCRIPT" AND GO BACK TO THE ROOTS OF WHAT HISTORICALLY CREATES EMOTIONAL & PSYCHOLOGICAL HEALTH FOR KIDS & A MAINSTAY IN MY PROGRAM MESSAGE:

"FOSTERING RELATIONSHIPS IN A SAFE AND SUPPORTIVE VILLAGE"

JOHN MICSAK



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INSERVICE OPTIONS



RESILIENCY & RELATIONAL WORK

- ◆ **Staff exploration** (risky vs. protective teachers)
- ◆ **Connecting with students**
- ◆ **10 keys to relational teaching**
- ◆ **5 critical needs of all students** (safety, connection , significance, competence, contribution)
- ◆ **Balancing nurturing and limit setting** (U of M study)
- ◆ **Creating protective factors in school environments**
- ◆ **Wellness for teachers** (mindfulness, understanding compassion fatigue, self help exercises)

DE-ESCALATION AND CRISIS MANAGEMENT (2 DAYS)

- ◆ **Behavior management strategies**
- ◆ **Intervention styles** (understanding your style, balancing styles)
- ◆ **Dynamic body-mind approaches** (remove and recovery, restorative discipline, time in and many more!)
- ◆ **The C.A.R.E program** (assessment of student/ resiliency planning)
- ◆ **The De-stress approach** (specific steps for de-escalation with aggressive/ violent students)
- ◆ **The Engage model** (communicating with students / relationship repair)

TRAUMA INFORMED CARE

- ◆ **Traumatic stress in the new millennium**
- ◆ **New breakthroughs on brain research** (revolutionary discoveries)
- ◆ **Understanding hypo and hyper aroused students** (increase teacher insight and attunement to their students)
- ◆ **ACES** (adverse childhood experience)
- ◆ **Improving regulatory capacity of students** (will dramatically increase cognitive functioning)
- ◆ **Understanding the stress response**
- ◆ **Powerful healing strategies for schools**

CREATING SENSORY ADAPTABLE LEARNING ENVIROMENTS

- ◆ **Utilizing the senses to maximize learning capacity** (sensory rooms, sensory diets, sensory tool boxes)
- ◆ **Two critical experiences every student needs** (the relaxation response and physical release)
- ◆ **Understanding triggers and predictable pitfalls** (sensory assaults/ healing through the 7 sensory pathways)
- ◆ **Down regulation and up regulation strategies** (giving stressed students what they need)
- ◆ **Creative pedagogy** (enhance your teaching approach)

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SYSTEM SUPPORT



INTERNAL SUPPORT

- ◆ Supporting the principal and administrator roles
- ◆ Online curriculum and on-going consultation with NIRW
- ◆ Wellness programming for staff
- ◆ Increase positive publicity, networking and funding opportunities for your school

COMMUNITY OUTREACH

- ◆ Parent educational and support groups
- ◆ In home coaching and support
- ◆ Alternative parental role models /mentors
- ◆ Developing learning communities
- ◆ Networking with support systems
- ◆ Individual and group counseling for students

YOU CAN SELECT ANY COMPONENT PRESENTED IN THE PROGRAM OR FOR MAXIMUM BENEFIT CHOSE THE ENTIRE PROGRAM

UTILIZING THIS PROGRAM IN ANY CAPACITY WILL ENHANCE THE EFFICACY OF YOUR SCHOOL AND TEACHING STAFF. WE USE ONLY CUTTING EDGE RESEARCH & EVIDENCE BASED PROCEDURES TAUGHT BY AN EXPERT WITH OVER 30 YEARS OF FIELD EXPERIENCE !

For more information or to set up an appointment with one of our representatives please contact us at:

info@nirw-healing.org or call us at 989-928-3967

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