



EMOTIONS.  
SELF-ESTEEM.  
CHALLENGING.  
CHILDREN.  
ANXIETY.  
STRESS.  
CONFLICT.  
RESOLUTION.  
RESILIENCE.

## Teacher Training Program in Mental Health

### Basic Principles

1. Emotions are usually the result of beliefs we have about the world, ourselves and others.
2. The meaning of any moment in time is determined by one's physiology, focus and language used to describe that moment.
3. People are driven by 6 basic human needs, guided by their belief system and the emotional state they live in.
4. Most negative emotions are the result of irrational thinking/beliefs.
5. All children want to please their parents and their teachers – until they can't and then they become challenging.
6. In general, people become anxious and stressed by their irrational thinking (#4 above) and are able to reduce symptoms by changing the meaning they give to any moment in time (#2 above).
7. Teaching children at an early age to negotiate will help them to become less anxious and stressed, better problem solvers, and more resilient.
8. Teachers hold the key to helping children become more resilient.

For more than 47 years, OHEL has met the needs of the community by serving thousands of individuals and families through a multitude of pioneering social service programs.



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Optimize Every Student's Ability  
By Better Understanding any  
Emotional or Mental  
Health Challenge



Introducing

**OHEL**  
SCHOOL BASED  
MENTAL HEALTH SERVICES

**Teacher Training  
Program in  
Mental Health**

## Introduction

The Teacher Training Program of OHEL's School Based Mental Health Services department offers a dynamic twelve week program for school educational staff and counselors every fall semester. Each session is two hours in length. The program is FREE and upon completion, each participant receives a certificate of attendance with hours listed for CEU credit. A separate certificate is awarded for completing the last four hours in conflict resolution.

## Purpose

The program provides teachers and school counselors an opportunity to learn background information about mental health issues found within any typical classroom. Participants will learn to distinguish between typical challenging behaviors and behaviors that warrant further evaluation by an experienced mental health professional.

## Core Program Elements

### Include:

- Self-Esteem
- Disruptive Behaviors
- Anxiety and Stress
- Trauma and Abuse
- Conflict Resolution



## Underlying Principles

Each individual has the cognitive ability to control their thoughts and that emotions can be managed by changing one's thinking. This principle is the basis of the curriculum and the program utilizes cognitive-behavioral theory and rational-emotive behavioral principles that share this core belief.

The program also utilizes techniques from life skills coaching and success technology to help the participants be proactive in helping students be more successful in school and in life.

## Methodology

Together with informative lecturers, each session includes a workbook and informative power point presentation. Engaging with lecturers and fellow teachers, participants record the material in their memory through auditory, visual and kinesthetic methods.

The flow of the core curriculum is designed to take a participant on two parallel journeys.

1) The program moves from internal thought to external action. It starts with establishing a simple, yet powerful understanding of the origin of emotions and how self-esteem affects most human behavior. The program uses this as a basis for the rest of the program. The program continues with establishing irrational thinking as a source of negative emotions, how to recognize the underlying irrational beliefs and then learning to dispute them. The program steps out of the thinking mind to an examination of various negative or inappropriate behaviors and how one may respond to those behaviors.

2) The nature of the program gives the participants the opportunity to examine how they think and established their own belief system. By the end of the third session, many of the participants see themselves as part of a personal transformational activity. This results in the participants having a significant emotional as well as cognitive understanding of human behavior and thus the learning experience becomes a living laboratory where the information and activities being taught have a greater chance of being implemented in the classroom.

# Basic Curriculum

## WEEK 1 SELF-ESTEEM I

A Cognitive-Behavioral Approach to Understanding the origin of emotions.

## WEEK 2 SELF-ESTEEM II Human Needs Psychology

## WEEK 3 SELF-ESTEEM III Strategies for Changing Irrational Thinking

## WEEK 4 CHALLENGING CHILDREN Examining what makes challenging children challenging and the techniques useful in working with these children.

## WEEK 5 ANXIETY AND STRESS Current issues of anxiety and stress and methods to lower their intensity.

## WEEK 6 CHILDREN OF TRAUMA AND DIVORCE Ways to help children experiencing trauma

## WEEK 7 MENTAL HEALTH FIRST AID I Recognizing and Handling Disruptive Behavior (ADHD, ODD, CD)

## WEEK 8 MENTAL HEALTH FIRST AID II Recognizing and Handling Substance Misuse and Abuse

## WEEK 9 HELPING CHILDREN BUILD RESILIENCE Understanding "Mindsets" and how to help children develop positive thinking.

## WEEK 10 CHANGING CORE BELIEFS How To Have Success In Life By Changing How You Think!

## WEEK 11 MEDIATION TRAINING I Learning Skills To Resolve Conflicts

## WEEK 12 MEDIATION TRAINING II: Teaching Children How To Negotiate Teaching Children How To Mediate