



LILIE, LLC Course Information

© Copyright Notice

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Foundations for Family and Community Crisis Prevention

Course Description: This course will provide participants, families and community leaders with the knowledge and skills necessary to prevent and respond effectively to crises. Through a combination of theory, discussion, and practical strategies - participants will explore the causes and impact of crises such as family conflict, mental health, violence, substance abuse, and community disasters. Emphasis will be based on early intervention, communication, de-escalation techniques, creating a trauma informed environment, and building strong support networks for all our students – especially those that are historically marginalized and non-dominant social groups that have faced inequalities and barriers that promote resilience, advocacy, and safety. Participants will be equipped to apply crisis prevention models that strengthen families, educators, and students that will foster a more connected community. Students will be encouraged to engage meaningfully along with their peers and teachers in open dialogue to contribute to creating the brave learning community together. Educators play a vital role in creating the brave learning space by actively engaging in discussions, sharing their own experiences, modeling resilience in the face of challenges, and creating a safe space for exploration. This participation sets the tone for openness, curiosity, and growth within the community.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	• Personal introduction to the course • Understand various types of crisis of self, family, and community • Learn the stages and dynamics of crisis • Discuss how crisis can affect students both academically and socially/emotionally • Affects of crisis in school and the community • Learn about the root causes of many crisis especially within the family dynamic • Understand family conflict and communication and how this translates to the classroom. • Compare home and classroom communication styles and among various cultural groups • Equal contribution to the brave learning space by educators and students alike. • Understand goals and criteria of peer-to- peer responses/ interactions and postings and practicing tenets of Brave Learning • Understand goals and expectations for responses to discussion board assignments
Topics	• Personal Introductions • Understanding crisis and root causes • Compare family communication and conflict to the classroom community • Acknowledging the need to learn about the stages and dynamics of various crisis • The role of family dynamics and communication styles among various culture groups
Application to Instruction & Student Learning	Educators will: • Learn how to identify and understand various crisis in our students • Encourage themselves and colleagues to recognize crisis and how it can translate to the classroom and beyond • Reflect upon views of conflict and personal experiences and how it can be made into positive situations. • Recognize and acknowledge family/school in the classroom and how to best respond and direct student conversation to alleviate crises and potential conflict • Teaching effective communication skills • Understanding how communication varies among cultural groups • Help and have willingness to create brave space in the classroom for difficult conversations and how to best facilitate this dialogue among diverse student populations.

Session II

Objectives	• Understand the major assignments for course; midterm and final • Examine the early warning signs of crisis and intervention strategies
-------------------	---

	- Analyze and formulate actions to build intervention strategies both in and outside of the classroom and beyond. - Share and discuss various ways to facilitate dialogue about crisis, mental health awareness, and support resources for all inclusive of BIPOC students - Recognize student identity and infuse these needs into our support services and mental health awareness - Reflect on personal experiences and individual student needs for our underserved or marginalized student populations as it relates to crisis prevention - Model and facilitate student dialogue and interactions that lead to awareness of mental health and ways to support diverse student populations - Reflect on personal experiences with crisis and/or mental health and what resources and strategies were effective - Consider how we can build awareness of mental health in our classroom and how to share resources with students, families, and the community - Share ideas and personal reflections on crisis prevention and mental health awareness
Topics	- Review major assignments - Discussion of crisis prevention and mental health awareness in the classroom and beyond - Creating opportunities for educators and students to reflect on crisis experiences and sharing resources - Learning how crisis and mental health affects BIPOC and diverse populations - Implementations of sharing resources among diverse classroom communities - Strengthening relationships to improve the brave learning community - Facilitating and modeling open dialogue of shared experiences and resources - Awareness of mental health and crisis prevention
Application to Instruction & Student Learning	Participants will learn about the warning signs of trauma and crisis in our students and what stresses our students from their perspective. We will learn how to develop our responses rather than reactions to model and teach emotion regulation to our students and help them to develop strength-based relationships. Educators will also reflect upon personal experiences with crisis and its impact on learning as well as thinking about how we change our responses to avoid further trauma and create a brave and positive learning environment for all.

Session III

Objectives	- Examine the responsibilities of educators and community in crisis response systems - Examine the role of an ally in the classroom to our diverse student population - Critique of response systems to crisis and community responsibility - Help educators to develop connections and communication within the community - Educators learning de-escalation techniques - Educating the students and families on support services provided by the school and community - Practicing effective communication and active listening skills in order to work through and help through times of crisis - Create coping strategies to help students within the classroom and beyond - Planning and putting into action these theories of crisis prevention - Evaluating diverse resources and making sound judgements - Reflection of benefits for students utilizing crisis prevention strategies in the brave learning space and beyond through peer comments and course discussion - Becoming more aware of equity and soliciting student feedback on a regular basis - Helping students to understand their own identity and becoming an ally.
Topics	- Amplifying student and educator knowledge of crisis prevention in the classroom and community - Building effective communication and active listening skills - Understanding and utilizing de-escalation techniques - Providing resources to students and families about community support services - Implementation of individualized coping skills and anxiety relief - Reflection of benefits for students in the brave learning space and beyond - Reflection of teacher role as facilitator and observing students/families as their needs - Understanding how to help mental health of BIPOC students

Application to Instruction & Student Learning	Participants will learn how to implement crisis prevention strategies along with educating students and families about community resources into action by supporting and empowering our diverse learning populations. Participants will specifically learn how to become an ally to students in supporting in times of crisis and engaging students to stand together and form a community within the brave learning community. Educators will also learn how to utilize de-escalation techniques. Coping skills along with practicing and modeling effective communication And active listening skills with students for the classroom and beyond to help with understanding one's own identity.
--	---

Session IV

Objectives	• Learn about the trauma-informed environment and how to best create it for our diverse learning populations • Implementation of trauma-informed practices to create appropriate environment • Understand how to observe cues from student participation and behaviors to provide appropriate interventions • Building resilience among students in the learning environment, home and community • Teaching and implementing self-advocacy among students and community • Utilizing advocacy techniques that are effective for BIPOC students and communities and learning how it can differ among various groups • Incorporating daily reflection into our own practice to better serve our diverse population of students and self-advocacy • Learning and implementing post crisis recovery techniques • Create, brainstorm and share ideas in how we can further build our knowledge on post crisis recovery for students and their community • Provide reflection, feedback, and suggestions to peers • Increased self- awareness and teacher reflection on promoting self-advocacy for ourselves and students • Reflection - growth and understanding and how you will make changes to your practice, interactions with students, and continuous improvements to the brave learning space • Reflection of positive effects of utilizing crisis prevention techniques that support developing coping skills,, de-escalation techniques, community support for all, and post recovery advocacy. Additionally, creating shared responsibilities in the classroom among students, teachers and support staff, and becoming further aware of how regulating emotions to bring our students success
Topics	• Use of participation in self-advocacy and crisis recovery • Moving from crisis prevention to post crisis recovery • Creating the trauma-informed environment • Reflection and brainstorming tools to improve community response systems • How to increase resilience and self- advocacy in the BIPOC and all populations • Final Reflection: How Have You Grown? • Extension of Course
Application to Instruction & Student Learning	Participants will how to help all students and in BIPOC communities to build resilience and advocacy with schools, communities and homes. Learning techniques of resilience and self-advocacy and being able to apply them with help students to be more aware of their individual needs and how to advocate for themselves to bring further success. Students will build confidence in the trauma-informed environment and feel comfortable sharing about their needs and emotions. Further, educators, students and families will build stronger ties to their communities through post-crisis recovery.