

# Bradley Learning Exchange

## Professional Development Group Offerings

The Bradley Learning Exchange, a department of Bradley Hospital, provides a variety of opportunities for professionals to enhance their knowledge of mental health related topics and learn skills to support youth and adults. The Exchange is composed of seven distinct but synergistic programs: Behavioral Health Workforce and Professional Development, Bradley Conference, Bradley Hasbro Consultation, Bradley Online Learning, Center for Evidence Based Practice, Mental Health First Aid, and The Autism Project Annex. This curriculum offers a variety of learning experiences across the many disciplines that touch children, adolescents, and adults with special behavioral health needs. We are confident that the exchange of creative ideas, leading-edge research, passion, and experiences results in enhanced services to our most vulnerable populations.



Bradley Hospital

**BROWN**Health  
UNIVERSITY



# Professional Development Group Offerings

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**For more information or to schedule training  
please email:**

**[BLETraining@brownhealth.org](mailto:BLETraining@brownhealth.org)**

# Behavioral Health

## Acute Stress Disorder & Posttraumatic Stress Disorder: An Overview

*Duration: 60-90 minutes*

This training is designed to provide participants (non-clinical) with an overview of two trauma-related disorders. Participants will review concepts such as the symptoms, prevalence and impact of trauma, risk and protective factors as well as stigma. Participants will have the opportunity to review how to support those impacted by trauma related disorders. The training will conclude with recognizing that there is hope for recovery and resources will be shared.

### Learning Objectives:

- Define mental disorder.
- Discuss the impact of stigma.
- Define trauma.
- Name at least three ways trauma symptoms may present.
- Name at least three trauma triggers.
- Name at least three ways to provide safe supports.

## Coaching Young Children Through Big Emotions

*Duration: 60-90 minutes*

This course is designed to provide skills for early childcare professionals who encounter children who struggle with emotional regulation. Participants will explore methods to effectively communicate with young children, link social and emotional development during times of upset, and manage challenging behaviors.

### Learning Objectives:

- Identify social emotion milestones.
- Demonstrate how to support a child during times of emotional upset.
- Describe the use of visual supports to enhance self-regulation and verbalization of emotional communication.
- List six proactive strategies to help early childcare professionals maintain a sense of calm when facing challenging behavior.

# De-Escalation, Self-Protection, and Vicarious Traumatization in a Healthcare Setting

*Duration: 180 minutes*

This training is designed to focus on the behavioral challenges healthcare providers face. Concepts such as a trauma-informed approach and vicarious trauma are presented to create a lens through which participants can view challenging patient, colleague, or visitor behaviors. Strategies to respond to the potential for escalated behaviors and are discussed. Instructors will demonstrate basic self-protection techniques to be used in times when patients become physically aggressive. The opportunity to practice techniques is provided in a safe environment.

## Learning Objectives:

- Identify three ways the body responds to stress.
- List at least three key aspects of personal safety that should always be practiced.
- Identify six de-escalation strategies that can be implemented in times of escalation.
- Identify a minimum of five symptoms of vicarious trauma.

## De-Escalation and Vicarious Trauma

*Duration: 120-180 minutes*

This training is designed to focus on behavioral challenges in the workplace. Concepts such as a trauma-informed approach and vicarious trauma are presented to create a lens through which participants can view challenging individuals, colleagues, or visitor behaviors. Strategies to recognize and respond to the potential for escalated behaviors and to de-escalate an upset person are discussed.

*This training can be adapted to meet the needs of a variety of audiences from educational settings to retail/hospitality organizations, healthcare, faith communities, and more.*

## Learning Objectives:

- Identify three ways the body responds to stress.
- Identify three ways to promote personal safety.
- Identify six de-escalation strategies that can be implemented in times of escalation.
- Identify a minimum of five symptoms of vicarious trauma.

## Eating Disorders Overview

*Duration: 60 minutes*

This training is designed for school nurses and school-based professionals. The session provides an overview of the most common pediatric eating disorders. Participants will review key signs and symptoms of each disorder and learn what school professionals need to understand when students return to school following treatment at various levels of care (inpatient, residential, partial hospitalization, and outpatient). The training also addresses the use of stigma-free, student-centered language, common misconceptions about eating disorders, and practical ways school staff can support students and help families access appropriate resources and treatment when needed.

### Learning Objectives:

- Identify 5 signs that a student may be struggling with an eating disorder.
- Demonstrate an understanding of two differences between eating disorders and disordered eating.
- Recognize and respond appropriately to emergency two red flags that require immediate medical referral.

## Fostering Resilience in Youth

*Duration: 60-90 minutes*

Learn to promote resilience in youth utilizing the “7 C’s” developed by Dr. Ken Ginsburg. Participants will discover how to incorporate these concepts when engaging with youth, thereby helping young people adapt well in the face of adversity and recover from life’s challenges. Participants will learn concrete strategies that can be used to teach and build this important life skill.

### Learning Objectives:

- Define resilience.
- Recognize the importance of resilience.
- Describe the “7 C’s” of resilience.
- Name at least seven strategies to build resilience by using the “7 C’s”.

## Introduction to Trauma-Informed Care

*Duration: 180 minutes*

This training explores the impact exposure to trauma and adverse childhood experiences have on the lives of individuals, families, and communities. This presentation focuses on identifying types of trauma/adversities; understanding common reactions to trauma; learning about the impact of trauma on brain development; and the influence of culture on trauma. Helpful strategies to utilize when working with and interacting with individuals who have been impacted by trauma will be explored. Attention will also be given to the importance of self-care for professionals.

*This training can be adapted to meet the needs of a variety of audiences from educational settings to retail/hospitality organizations, healthcare, faith communities, and more.*

### Learning Objectives:

- Define the concept of trauma-informed care.
- Identify three ways early childhood trauma can impact human development.
- Describe how the body responds to stress and the impact it has on a person's ability to self-regulate.
- Identify three self-regulation skills that can be utilized in times of trauma stress response.
- Identify three ways caregivers can be impacted by vicarious trauma.

## Managing Transitions

*Duration: 60-90 minutes*

Navigating changes throughout the day can be challenging for many youth. Participants will gain an understanding of how difficult transitions manifest. Strategies presented will help professionals create a routine around transitions to better support youth of all ages. Resources will include approaches to accommodate children and adolescents with special needs.

### Learning Objectives:

- Define types of transitions and understand their importance.
- Describe why youth with attention deficit hyperactivity disorder, anxiety, autism, and sensory processing issues, find transitions particularly difficult.
- Discuss a five-step approach to making transitions more meaningful and less stressful.

## **Personal Wellness and a Self-Care Experiential**

*Duration: 60-90 minutes*

This interactive presentation will explore the eight domains of wellness and the benefits of implementing self-care strategies within our daily routine. Participants will gain a better understanding of their personal self-compassion skills by completing an evidence-based assessment. Participants will engage in several self-care and mindfulness techniques which can be used across multiple settings.

### Learning Objectives:

- Define and differentiate between self-care and self-compassion.
- Recognize at least two benefits of self-care.
- Identify at least one wellness strategy across each of the eight wellness domains.
- Compare five techniques for basic self-care.

## **Screening for Depression, Anxiety, and Suicide Ideation in Youth: Patient Health Questionnaire (PHQ-9), Generalized Anxiety Disorder-7 (GAD-7), Columbia Suicide Severity Rating Scale (C-SSRS)**

*This training can be presented using the C-SSRS Lifetime Clinical Version or Screen Version*

*Duration: 180 minutes*

Licensed behavioral health providers will review the signs and symptoms of depression and anxiety in youth and explore how these conditions manifest themselves in a variety of settings. Clinicians will learn to utilize the PHQ-9 and GAD-7 to assess youth who may be struggling with mental health challenges, specifically depression and anxiety. The C-SSRS will provide participants with the ability to assess suicide related thoughts and behaviors and gauge the level of support needed.

### Learning Objectives:

- Define depressive and anxiety disorders in youth.
- Explain how to administer the PHQ-9 and the GAD-7.
- Practice using the C-SSRS.

## **Suicide: Screening, Prevention and Response Utilizing the Columbia-Suicide Severity Rating Scale (C-SSRS) Full Clinical Version**

*Duration: 120-180 minutes*

This training is designed for licensed behavioral health providers who are interested in learning suicide assessment competencies. Current statistics and trends will be discussed. Participants will learn the C-SSRS at a pace that allows for discussion with a question-and-answer period. The content will be enhanced using video demonstrations. Participants will have the opportunity to practice using the C-SSRS in a safe and supportive environment.

*In RI, this training meets the guidelines set forth within the Nathan Bruno and Jason Flatt Act.*

### Learning Objectives:

- Administer the C-SSRS Lifetime Recent Clinical Version.
- Indicate appropriate responses to the needs of the individual being assessed.
- Recognize at least three suicide risk factors and three warning signs.
- List at least three resources to support the needs of the individual.

## **Suicide: Screening, Prevention and Response Utilizing the Columbia-Suicide Severity Rating Scale (C-SSRS) Screen Version**

*Duration: 120-180 minutes*

This training is designed for individuals who may not have a background in behavioral health and wish to learn more about suicide prevention. Suicide is a public health issue and prevention requires appropriate screening and response. Anyone can benefit from this course including, but not limited to, public safety personnel, family members, healthcare workers, faith leaders, transportation workers, food service employees, and community members.

*In RI, this training meets the guidelines set forth within the Nathan Bruno and Jason Flatt Act.*

### Learning Objectives:

- Administer the C-SSRS Screen Version.
- Indicate appropriate responses to the needs of the individual being assessed.
- Recognize at least three suicide risk factors and three warning signs.
- Practice the six questions of the C-SSRS Screen Version.
- List at least three resources to support the needs of the individual.

## **Suicide: Screening, Prevention and Response Utilizing the Columbia-Suicide Severity Rating Scale (C-SSRS) Screen Version—*Refresher***

*Duration: 60 minutes*

Suicide is a major public health crisis, and prevention requires appropriate screening and response. Clinicians at Bradley Hospital designed a refresher training program, specifically for individuals who have previously been trained in the C-SSRS Screen Version.

*In RI, this training meets the guidelines set forth within the Nathan Bruno and Jason Flatt Act.*

### Learning Objectives:

- Review updated statistics and trends regarding suicide.
- Practice the C-SSRS Screen Version.
- Identify at least three resources to help support students at risk of suicide.

## **Tackling Challenging Behaviors: Understanding Roots, Resilience and Remedies**

*Duration: 60-90 minutes*

This presentation addresses the factors that contribute to persistent challenging behaviors and explores barriers that hinder behavior change. It discusses whether these behaviors stem from a skill deficit (can't do it) or from a lack of motivation (won't do it). Participants will be provided with practical tools to address these behaviors with a focus on differentiating between strategies for addressing "can't do" versus "won't do" scenarios. Participants will deepen their understanding of the effective and efficient development of positive classroom behaviors.

### Learning Objectives:

- Identify three factors that contribute to the persistence of challenging behaviors.
- Identify four barriers preventing effective behavior change.
- Explain the difference between behaviors stemming from a student's inability to engage in a behavior (can't do it) versus a lack of motivation (won't do it).
- Identify evidence-based strategies specifically designed to address student's behavior.

## Understanding Self-Injurious Behavior

*Duration: 60-90 minutes*

Self-injury refers to deliberate, self-inflicted harm to the body. Professionals have noted an increase in young people who are involved with self-injury. This workshop will assist participants in understanding the causes and experiences of those who self-injure and provide information on encouraging young people to seek support.

### Learning Objectives:

- Define self-injury.
- List at least five examples of self-injury.
- Identify at least three reasons why people self-injure.
- Name at least three resources available for people engaging in self-injury.

## Understanding Substance Use Disorders

*Duration: 60-90 minutes*

This training is designed to provide participants with a brief introduction to the complexities of substance use and overuse. Participants will learn the general signs and symptoms of substance use and define addiction and dependence. Learners will explore the four most frequently misused substances and signs of overdose. This training will conclude with sharing information about stigma and barriers associated with substance use disorders.

### Learning Objectives:

- List at least five signs and symptoms of substance use disorders.
- Formulate the connection between substance use disorders and the brain.
- Recognize overdose and intervention strategies.
- Name three ways to help stop the stigma of substance use disorders.

# Youth Mental Health: Depression and Anxiety Overview

*Duration: 90 minutes*

This presentation will review the prevalence of anxiety and depression in children and adolescents. Participants will learn signs and symptoms youth may demonstrate when struggling with mental health challenges. Resources and supports will be discussed to help professionals feel confident when interacting with youth and their caregivers.

## Learning Objectives:

- Define a mental health challenge and mental disorder.
- Describe the impact of stigma on mental health.
- Identify at least five signs and symptoms of anxiety and depression in youth.
- Name at least three risk factors for anxiety and depression.

# Education

## **Best Practice: Informative Strategies for Violence Prevention in Schools**

*Duration: 90 minutes*

Youth violence is a leading cause of death and nonfatal injuries in the United States impacting young people in all communities. This training provides participants with an understanding of the impact of violence on youth. Case examples will be discussed to better inform best practices, recognize early and imminent warning signs, and the development of policies and procedures to support students.

*This training is designed to be interactive. A minimum of 10 participants are required to hold this training.*

### Learning Objectives:

- Develop an understanding of the prevalence of youth violence.
- Recognize early and imminent warning signs of youth violence.
- Identify at least five considerations in assessing threats.
- Identify four components of successful youth violence prevention programs.

## **Connecting the Dots: Utilizing Universal Screening to Inform a Multi-Tiered System of Supports Framework (MTSS)**

*Duration: 120 minutes*

In the United States approximately one in five youth experience social, emotional, or behavioral problems severe enough to meet diagnostic criteria for a psychological disorder. Universal screening provides an opportunity for early identification of students at-risk of developing mental health challenges who may benefit from early intervention. This training will guide school staff in developing universal screening protocols based on best practices. Participants will also gain a better understanding of mental health supports available to students within the MTSS framework.

### Learning Objectives:

- Identify supports provided within a MTSS framework.
- Define universal screening.
- Identify at least three mental health supports for students within MTSS.
- Describe ways to support the development of universal screening processes and procedures.

## Creating a Calming Corner

*Duration: 60 minutes*

To better meet the needs of all students, schools are working to build a trauma sensitive environment for youth to feel safe and supported. A calming corner provides a space for students to regulate and reset emotions while remaining in the classroom. This presentation will provide educators with a step-by-step process to create and implement a calming corner within their classrooms.

### Learning Objectives:

- Explain the impact of trauma on emotional regulation and learning.
- Name four steps to introduce a calming corner to students.
- Identify three sensory tools to help students develop skills in emotional regulation.
- Propose methods to incorporate visual supports to increase student independence while accessing the calming corner.

## Creating a Compassionate School Culture

*Duration: 90 minutes*

School climate has a significant impact on whether bullying will thrive, survive, or diminish. This course provides educators and school administrators with a variety of strategies to create a compassionate school culture. Participants will learn simple strategies which can be incorporated into their classroom environments to improve collaboration, inclusion, and restorative practices among students.

### Learning Objectives:

- Explain the effect of extrinsic and intrinsic motivation on students' daily behavior.
- Identify at least three strategies to build compassion among students in the classroom.
- Discuss how to use peer-to-peer conflict to cultivate problem solving skills and self-efficacy in youth.
- Identify at least three practices to build a more compassionate school culture.

## Creating a Softer Classroom

*Duration: 90 minutes*

Educators strive to create environments to support learning. Sometimes, despite best efforts, space provided can create a challenge when meeting the needs of students. This presentation provides strategies educators can implement within their classrooms including room set-up and the use of sensory integration. Participants will gain an understanding of the importance of personal relationships for student success.

### Learning Objectives:

- Describe the connection between positive relationships and learning in the classroom.
- Identify three brain break strategies to implement within the classroom.
- Demonstrate an understanding of the importance of sensory integration.
- Explain how visual supports can create a softer classroom environment.

## Cultivating an Educator Wellness Community

*Duration: 60-90 minutes*

Educational communities are stronger when all members of the team engage in wellness. In this course, educators will identify the importance and benefits of engaging in personal wellness as well as strategies for cultivating wellness within teams.

### Learning Objectives:

- Define educator wellness by identifying at least three key components of wellness.
- Identify and describe at least four strategies that promote individual wellness among educators.
- Identify three actionable strategies for building a collaborative wellness-focused team within their school.

## De-Escalation in a School Setting

*Duration: 120 minutes*

This training is designed to focus on the behavioral challenges educators face. Concepts such as trauma-informed approach and vicarious trauma are presented to create a lens through which participants can view challenging behavior from students, parents/caregivers, or colleagues. Strategies to recognize, respond to, and de-escalate an upset individual are discussed. Participants will have the opportunity to explore the connection between personal beliefs and triggers and how that may impact their response to challenging behavior.

### Learning Objectives:

- Explain the effects of trauma on the developing brain.
- Identify at least three early signals of challenging behaviors.
- Name at least four steps to better assist during times of escalation.
- Explain the benefits of implementing visual supports within a school setting.

## From Reacting to Responding: Emotional Awareness for Classroom Success

*Duration: 90 minutes*

This interactive training allows individuals the opportunity to understand how their thoughts and feelings impact their response to challenging situations. Whether it is the stress of deadlines or an upset individual, simply understanding how one is feeling will allow professionals to respond to challenges more effectively. Participants will gain skills to improve self-care and prevent burnout.

### Learning Objectives:

- Recognize one's emotional triggers.
- Describe how thoughts impact responses to challenging behavior.
- Identify three proactive strategies to prevent burnout.

## **Mindfulness in the Classroom**

*Duration: 60-90 minutes*

Mindfulness has been practiced for thousands of years and research has demonstrated its many benefits for people of all ages. In this training participants will learn the science behind mindfulness and ways to incorporate practices into a structured setting such as a classroom or afterschool program. Participants will learn mindfulness practices that can be incorporated into daily routines.

### Learning Objectives:

- Recognize at least three benefits of practicing mindfulness.
- List at least two mindfulness strategies tailored to personal needs.
- Create a list of at least three mindfulness activities to incorporate into a program.

## **Mood Disorders in the Classroom**

*Duration: 60 minutes*

This training is designed to give school personnel a foundational understanding of mood disorders commonly experienced by youth. Participants will learn to recognize signs and symptoms that may surface in school settings. Tips for referring students to a school mental health professional will also be discussed.

### Learning Objectives:

- Name at least three mood disorders most common in youth.
- Describe at least five behaviors that may be observed in school.
- Discuss ways to connect students to a school mental health professional.

## Motivational Interviewing for School and Community Partners: Building Engagement Through Collaborative Conversations

*Duration: 120 minutes - May be delivered over two 60-minute sessions.*

*This training is designed to be interactive. A minimum of 10 participants are required to hold this training.*

This training introduces school and community partners to the foundational principles and techniques of Motivational Interviewing (MI), a person-centered communication style designed to enhance engagement and motivation for change. Participants will explore how MI can strengthen their relationships with students, families, and community members by fostering trust, autonomy, and collaboration. Through real-world examples and practical strategies, attendees will learn how to apply MI skills to better support the people they serve in educational and community-based settings.

### Learning Objectives:

- Define MI and describe its core principles.
- Identify the four processes of MI: engaging, focusing, evoking, and planning.
- Demonstrate foundational MI techniques, including OARS (Open questions, Affirmations, Reflective listening, and Summarizing).
- Recognize opportunities to use MI to navigate resistance and promote positive change.

## **Reimagine, Restore, Retain: Preventing Suspensions to Boost Attendance**

*Duration: 90 minutes*

Research over the past decade has shown that in-school suspensions contribute to a myriad of downstream negative outcomes for students, both academically and psychologically. Data reveals that about one third of all in-school suspensions stem from subjective infractions, particularly “willful defiance” or “insubordination.” These suspensions disproportionately impact students of color and students with disabilities. Understanding behavior provides a different perspective to the challenging behaviors that lead to suspension. This presentation will focus on psychological principles and help explore how education and mental health professionals can collaborate to address and reduce suspensions.

### Learning Objectives:

- Identify at least three underlying causes of challenging student behavior.
- Describe the impact of suspension on student attendance using at least two data points or real-life examples.
- List and explain three alternative strategies to suspension that promote positive student behavior.
- Create a plan that includes at least two proactive strategies to prevent behaviors that typically lead to suspension.

## **Shifting the Lens on Bullying Prevention**

*Duration: 90 minutes*

Bullying is a complex and widespread public health issue that affects individuals of all ages. Interventions for bullying often address youth who engage in bullying and/or victims of bullying. This course will provide participants with an in-depth look into the harmful effects of bullying for all individuals connected to these acts, including those who witness bullying. Strategies discussed will provide professionals with the skills to intervene while creating opportunities for young people to learn new skills and advocate for themselves and others.

### Learning Objectives:

- Name at least three ways bullying impacts individuals.
- Identify how to evaluate the effectiveness of current bullying prevention programs.
- Identify three prevention strategies when engaging with youths who display bullying behaviors.

## **Supporting the Silent Struggle: School-Based Solutions for Emotionally Based School Avoidance (EBSA)**

*Duration: 60 minutes*

This presentation will focus on strategies and resources for teachers, social workers, and nurses to use when a student does not want to go to school. Participants will gain an understanding of how to identify EBSA and learn strategies to help support students return to school without causing additional trauma.

### Learning Objectives:

- Recognize and describe at least four key characteristics or behavioral signs of EBSA in students, as demonstrated through discussion, case examples, or a written activity.
- Describe at least three potential emotional, social, or environmental reasons why students may engage in school avoidance.
- List and explain a minimum of three evidence-informed strategies that teachers, social workers, nurses, and caregivers can use to support students exhibiting school refusal.
- Locate and evaluate at least two school or community-based resources available to address school refusal in collaboration with behavioral health specialists.

## **Supporting Social-Emotional Learning in a Secondary Setting**

*Duration: 60-90 minutes*

This training provides all school-based staff with practical strategies to support students' emotional regulation using visual supports. Participants will learn how to use tools such as emotion charts, calm-down visuals, and visual routines to help students recognize, understand, and manage their feelings. Discussion will include ways to integrate these strategies into everyday school environments and tailoring them to meet the diverse needs of students and classrooms.

### Learning Objectives:

- Identify at least three types of visual supports that can be used to promote emotional regulation in school settings.
- Demonstrate how to create and adapt visual tools to support students with diverse emotional and behavioral needs.
- Identify 3 ways to apply strategies for integrating visual supports into daily routines and behavior interventions within a classroom or school-wide framework.

# Understanding Anxiety in the Classroom

*Duration: 60 minutes*

This presentation will review the most common anxiety disorders experienced by youth. Participants will learn to recognize signs and symptoms that may emerge in school settings and explore practical strategies for supporting students who are experiencing a panic attack.

## Learning Objectives:

- Name at least three anxiety disorders most common in youth.
- Describe at least five behaviors that may be observed in school.
- Identify four ways to support a student experiencing a panic attack.

# Autism Spectrum Disorder

## A Common Goal: Fostering Empathetic Relationships Within a Child's Team

*Duration: 120 minutes*

To deliver impactful care, a person's team must work as a cohesive, trusting, and therapeutic network. Distrust, bias, frustration, miscommunication, cultural norms, opposing expectations, and trauma can all influence one's approach to members of the team. These influences often lead to breakdowns in communication and can negatively impact the individual with autism spectrum disorder as a result. This presentation addresses, from both the family and professional perspective, causes of these communication breakdowns, and strategies for repairing and preventing them. Through an empathetic understanding of each person's experience, a therapeutic and effective team will emerge.

### Learning Objectives:

- Analyze the ways in which personal preconceptions may influence the approach to members of a child's care team (teachers, doctors, therapists, parents, etc.).
- Recognize ways of improving and repairing communication breakdowns.
- Develop an action plan for building trusting, empathetic, and therapeutic relationships among a care team.

## Autism in Early Childhood: A Deep Dive

*Duration: 120-180 minutes*

This presentation is designed to provide participants with up-to-date information on the neurodevelopmental characteristics of autism. This workshop is appropriate for those who are new to autism, as well as for those with decades of experience. Topics are broken down into the following categories: diagnostic criteria, coexisting medical conditions, social communication, sensory processing, and cognition. Participants will leave this workshop with a deeper understanding of the unique influence of neurodevelopment on each autistic individual. *Autism in Early Childhood: A Deep Dive* celebrates autistic people while discussing the unique characteristics that require a supportive and empathetic environment.

### Learning Objectives:

- Recognize the characteristics of an autism spectrum disorder diagnosis and the impact on a person's thought processes, responses to others, and subsequent actions.
- Design a system of support for a person based on an understanding of autism's neurodevelopmental components.
- Define elopement and propose strategies to prevent it.

## Exploring Autism: A Deep Dive

*Duration: 120-180 minutes*

This presentation is designed to provide participants with up-to-date information on the neurodevelopmental characteristics of autism. This workshop is appropriate for those who are new to autism, as well as for those with decades of experience. Topics are broken down into the following categories: diagnostic criteria, coexisting medical conditions, social communication, sensory processing, and cognition. Participants will leave this workshop with a deeper understanding of the unique influence of neurodevelopment on each autistic individual. “Exploring Autism: A Deep Dive” celebrates autistic people while discussing the unique characteristics that require a supportive and empathetic environment.

### Learning Objectives:

- Recognize the characteristics of an autism spectrum disorder diagnosis and the impact on a person’s thought processes, responses to others, and subsequent actions.
- Design a system of support for a person based on an understanding of autism’s neurodevelopmental components.
- Define elopement and propose strategies to prevent it.

## Introduction to Structured Teaching to Support Children with Autism Spectrum Disorder (ASD)

*Duration: 120 minutes*

Participants will learn about Structured Teaching and how to incorporate strategies across the day to support children with ASD. The identified strategies are appropriate across the school day, at home, in a vocational setting, and in the community.

### Learning Objectives:

- Identify different types of visual schedules and how to determine which style best fits an individual.
- Differentiate between open-ended and close-ended tasks and how to close-end an activity using visual supports.
- Explain how to visually support the passing of time and how to use a countdown timer to facilitate transitions.

## Proactive Behavior Supports

*Duration: 120 minutes*

The goal of this training is to provide basic information about a variety of proactive behavior strategies that can be applied to support autistic children and teach key skills. This training provides participants with information and tools to assist professionals in reframing their interpretation of “challenging behavior” and addressing it in a supportive way. With an expanded toolkit of strategies and tools, participants will be equipped to help build healthier interactions, and to foster and nurture an inclusive environment where all children can thrive.

### Learning Objectives:

- Identify how autism spectrum disorder, developmental disabilities, and other neurodevelopmental challenges may lead to what are termed “challenging behaviors.”
- List at least three strategies for supporting a meltdown and a shutdown.
- Describe at least three interventions and supports to promote learning and regulation.

## Sensing Our World: How the Eight Sensory Systems Impact Regulation

*Duration: 120 minutes*

Most autistic people experience the world in an atypical way. Some may be hypersensitive to input, others are hyposensitive. Most are a combination of these two sensory responses. Participants will discuss the sensory systems, the impact of atypical modulation on the experience of sensory input, and strategies to assist with regulation.

### Learning Objectives:

- Define “self-regulation” and discover some of the components that may influence self-regulation (i.e., sensory processing and integration).
- Discuss how challenges with regulation may impact people with autism spectrum disorder.
- Discuss tools to support self-regulation in a classroom setting.

## Understanding Characteristics of Autism Spectrum Disorder (ASD)

*Duration: 120 minutes*

This training allows participants to gain a better understanding of how to support and engage with individuals with ASD, developmental disabilities, and other executive functioning challenges at school, home, and in the community. Participants will learn about the specific characteristics and underlying skills deficits associated with ASD, along with strategies to support people during a meltdown. Participants will build an awareness of one's own emotional triggers and the impact those triggers have on a response to a situation.

### Learning Objectives:

- Explain the characteristics of ASD and the impact these characteristics have on a person's thought processes, responses to others, and subsequent actions.
- Design a system of support for a person on the autism spectrum based on their unique needs.
- Recognize the importance of identifying lagging skills and how to teach them.

## Visual Supports in Practice

*Duration: 120-180 minutes*

This training provides an understanding on how to create and use visuals to better support individuals with autism and related developmental disabilities (DD) by increasing independence, promoting communication, and reducing challenging behaviors in the classroom and at home. Participants will learn how to teach, wait, help and how to ask for a break using visual supports. They will also learn about social narratives and other strategies used to explain and navigate various situations.

### Learning Objectives:

- Explain the benefits of implementing visual supports across all settings (school, home, community, etc.).
- Differentiate between a variety of visual schedules and how to determine which style best fits an individual.
- Compare the difference between open-ended and close-ended tasks and practice how to close end an activity using visual supports.
- Describe how to visually support the passing of time and how to use a countdown timer to facilitate transitions.
- Demonstrate a better understanding of how to incorporate breaks through the day to support better emotional regulation.

# Mental Health First Aid

**Mental Health First Aid (MHFA)** Most of us would know how to help if we saw someone having a heart attack — we'd start CPR or call 9-1-1. But too few of us would know how to respond if we saw someone having a panic attack or showing signs of a substance use disorder.

Just as CPR helps you assist an individual having a heart attack, MHFA teaches you how to assist and support others who may be experiencing a mental health or substance use challenge.

This evidence-based, early intervention course, administered by the National Council for Mental Wellbeing, equips individuals with the skills needed to recognize, understand and to reach out and provide initial help and support to someone who may be developing a mental health or substance use challenge or experiencing a crisis.

Completion of course results in a three-year national certification.

## Mental Health First Aid for Adults

Mental Health First Aid for Adults teaches people how to recognize signs of mental health or substance use challenges in adults ages 18 and older, how to offer and provide initial help, and how to guide a person toward appropriate care if necessary. Topics covered include anxiety, depression, psychosis, and addictions.

### Learning Objectives:

- Recognize common signs and symptoms of mental health challenges.
- Recognize common signs and symptoms of substance use challenges.
- Learn how to interact with a person in crisis.
- Learn how to connect a person with help.
- Understand trauma, substance use and self-care.

## Youth Mental Health First Aid

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or substance challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations.

### Learning Objectives:

- Recognize Common signs and symptoms of mental health challenges in this age group.
- Discuss a five-step action plan to help a young person in crisis connect with appropriate professional help.
- Understand strategies to support mental health and decrease stigma empowering individuals to access resources and supports.
- Understand content on trauma, substance use, self-care, and the impact of social media and bullying.

## teen Mental Health First Aid

*4.5-hour course delivered over six 45 minutes or three 90-minute sessions.*

teen Mental Health First Aid teaches teens in grades 9-12, or ages 14-18, how to identify, understand and respond to signs and symptoms of a mental health or substance use challenge among their friends and peers. The program equips young people with the knowledge and skills they need to take care of their own mental health and to support each other, including how to get the help of a trusted adult.

### Learning Objectives:

- Recognize common signs and symptoms of mental health and substance use challenges.
- Recognize common signs and symptoms of a mental health crisis, particularly suicide.
- Learn how to open a conversation about mental illnesses and substance use with friends.
- Understand the impact of school violence and bullying on mental health.
- Learn how to seek the help of a responsible and trusted adult.

## **Mental Health First Aid Community Specific Courses**

### **MHFA for Corrections Professionals**

Mental Health First Aid for Corrections Professionals equips staff with the knowledge and skills to identify, understand and respond to mental health and substance use challenges in their peers. By providing the necessary support and resources, correctional facilities can help staff members cope with the challenges they face, reduce burnout, and promote a positive work environment that ultimately benefits both staff and the individuals they serve.

### **MHFA for Fire & EMS**

Mental Health First Aid for Fire and EMS is a skills-based training that teaches firefighters and EMS personnel how to identify, understand and respond to someone experiencing mental health and substance challenges. The program focuses on the unique experiences and needs of firefighters and EMS personnel, including how to intervene in the field and among their peers.

### **MHFA for Higher Education**

Mental Health First Aid for Higher Education is a skills-based training that teaches participants how to identify, understand and respond to someone experiencing a mental health and substance use challenge. The program has a specific focus on the unique challenges faced by college students and is designed for students, professors, and other faculty.

### **MHFA for Military, Veterans, and Their Families**

Mental Health First Aid for Military Members, Veterans and Their Families is a skills-based training that teaches people how to identify, understand and respond to a veteran or service member experiencing mental health and substance use challenges with a specific focus on the cultural factors related to military life.

### **MHFA for Older Adults**

Mental Health First Aid for Older Adults certification gives you the confidence you need to have conversations that will allow older adults to live as comfortably and independently as possible. Improve quality of life and learn how to assist and support older adults who may be experiencing a mental health or substance use challenge.

## **MHFA for Public Safety**

Mental Health First Aid for Public Safety is a skills-based training for law enforcement and criminal justice staff that teaches how to de-escalate incidents and identify, understand, and respond to someone who is experiencing a mental health or substance use challenge, without compromising safety. The program focuses on the unique experiences and needs of public safety personnel and is a valuable resource that can make a difference in their lives, their coworkers' and families' lives and the communities they serve.

## **Youth Mental Health First Aid for Tribal Communities and Indigenous Peoples**

Youth Mental Health First Aid for Tribal Communities and Indigenous Peoples is designed to teach adult to confidently recognize and respond to an Indigenous adolescent ages 12-18 who may be experiencing a mental health or substance use challenge or crisis. Course designed to acknowledge and honor Tribal Communities' and Indigenous Peoples' practices.

# American Heart Association (AHA) CPR and First Aid

*All CPR and First Aid classes are held at the Bradley Learning Exchange.*

## **AHA Basic Life Support (BLS)**

*Duration: 150 minutes*

The AHA's BLS course trains participants to promptly recognize several life-threatening emergencies, give high-quality chest compressions, deliver appropriate ventilations, and provide early use of an AED. This training reflects science and education from the AHA Guidelines Update for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC).

### Learning Objectives:

- Demonstrate High-quality CPR for adults, children, and infants.
- Explain the AHA Chain of Survival, specifically the BLS components.
- Recognize important early use of an AED.
- Practice effective ventilations using a barrier device.
- Recognize the importance of teams in multi-rescuer resuscitation and performance as an effective team member during multi-rescuer CPR.
- Relief of foreign-body airway obstruction (choking) for adults and infants.

## AHA Heartsaver® First Aid CPR AED Training

*Duration: 120-150minutes*

The AHA's Heartsaver First Aid CPR AED course trains participants to provide first aid, CPR, and use an automated external defibrillator (AED) in a safe, timely, and effective manner. Reflects science and education from the AHA Guidelines Update for CPR and Emergency Cardiovascular Care (ECC).

*The AHA Heartsaver First Aid Course is designed for anyone with limited or no medical training who needs a course completion card in first aid to meet job, regulatory, or other requirements.*

### Topics Covered:

- First Aid basics
- Medical emergencies
- Injury emergencies
- Environmental emergencies
- Preventing illness and injury

# Consultation

## Bradley Hasbro Consultation

Bradley Hospital and Hasbro Hospital clinicians and educators provide support to hospitals, healthcare organizations, agencies, and systems across the United States through program guidance, professional expertise, and collaborative partnerships. Our services are designed for organizations interested in learning more about our behavioral health programs, strengthening their systems of care, or working with us to enhance practices and approaches. Engagements can include site visits or ongoing collaboration offered virtually or in-person.

For more information contact:

Margaret R. Paccione-Dyszlewski, Ph.D. at [mpaccione@brownhealth.org](mailto:mpaccione@brownhealth.org)

## Behavioral and Mental Health Consultation Program for Schools

The Bradley Hospital School Based Services team delivers scalable, evidence-informed behavioral and mental health consultation. These services are available to early childhood programs, PreK–12 schools, and out of school time programs. This consultation model is designed to strengthen student support systems, reduce behavioral crises, and build staff capacity. The model supports prevention, early intervention, crisis response, and long-term systems improvement. The model is designed to be adapted based on program assessment, resources, and readiness.

For more information contact:

Alicia Ead at [aead@brownhealth.org](mailto:aead@brownhealth.org)

## Organizational Learning and Development Consultation

The Behavioral Health Workforce and Professional Development department at Bradley Hospital offers a wide range of opportunities designed to support sustainable training practices within your organization. Courses are designed to improve participants' knowledge and skills, thereby promoting quality customer service through highly competent employees. Program models include live class presentations, role-playing, group discussion, computer-based learning, evidence-based curricula, and satellite conferencing.

For more information contact:

Scott Sylvester at [ssylvester@brownhealth.org](mailto:ssylvester@brownhealth.org)







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