EDUCATIONAL SERVICE CENTER of Lorain County

WELLNESS & PREVENTION TRAINING & COACHING SUPPORT MENU

Our Wellness & Prevention department is dedicated to supporting your district's mental health and social-emotional well-being needs. We collaborate with you to design tailored professional development trainings and provide ongoing coaching and consultation for your district and building teams. The following list offers a sampling of our services, but it is not exhaustive — we're here to meet your unique needs.

IF YOU WOULD LIKE MORE INFORMATION ABOUT OUR COACHING, CONSULTING, AND/OR PROFESSIONAL LEARNING SERVICES, PLEASE FEEL FREE TO CONTACT US!

COACHING & CONSULTING

The Wellness and Prevention Department provides coaching and consulting services to schools, focusing on promoting student and staff well-being while addressing health-related challenges. These services include tailored support in implementing evidence-based programs, fostering social-emotional learning (SEL), and developing strategies for mental health awareness, substance abuse prevention, and overall wellness. Coaches collaborate with school leadership and staff to assess needs, create action plans, and build capacity for sustainable practices. By emphasizing a holistic approach to prevention and wellness, this support enhances the school's ability to cultivate a positive, healthy environment that empowers students and staff to thrive academically, emotionally, and socially.

CUSTOMIZED TRAININGS

Schools can request customized training to address their unique needs and priorities, ensuring tailored professional development for educators and staff. These trainings are designed collaboratively to focus on specific goals, such as enhancing student engagement, improving classroom management, fostering mental health awareness, or supporting diverse learners. By aligning content with a school's culture, challenges, and objectives, customized training provides practical strategies and actionable solutions. This personalized approach empowers staff to implement targeted practices effectively, driving meaningful improvements in school climate, student outcomes, and overall community well-being.

SUICIDE PROTOCOLS *

Consultation and coaching services are also available for district suicide prevention protocols and procedures. Through guided work sessions with your school team, we will enhance/create templates, protocols and a K-12 framework for suicide. Additionally, we offer training for staff on prevention, use of screening tools and protocols.

*These trainings are supported by county/grant funding, and therefore available at no cost

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NON SUICIDAL SELF INJURY PROTOCOLS *

Non-Suicidal Self-Injury (NSSI) among adolescents is gaining increased recognition, in social media in particular, and schools are often concerned about how to respond to this complex behavior. Consultation and coaching services are also available for district NSSI prevention protocols and procedures. Through guided work sessions with your school team, we will enhance/create templates, protocols and a K-12 framework for NSSI.

COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINE

School teams/staff will be trained in the Dewey Cornell Comprehensive School Threat Assessment Guidelines (CSTAG), which meets the HB 123 Threat Assessment Training Requirement. Additionally, we offer a 3 hour refresher training, as well as a CSTAG recertification training (staff need to be recertified every 3 years). In-district coaching and consulting is also available to help support your district teams with ongoing implementation.

POSITIVE BEHAVIORS INTERVENTIONS & SUPPORTS

Positive Behavioral Interventions and Supports (PBIS) training for schools focuses on establishing a proactive, data-driven framework to promote positive behavior and improve school climate. The training helps educators implement tiered systems of support, teaching clear behavioral expectations, reinforcing positive actions, and addressing challenges constructively. PBIS emphasizes consistency in expectations across school environments, equitable discipline practices, and collaboration with families and communities. By fostering a culture of respect, accountability, and inclusion, PBIS aims to reduce disciplinary incidents, enhance academic outcomes, and create a supportive environment for all students. If interested contact: Kaminski@esclc.org

MULTI TIERED SYSTEM OF SUPPORTS

Build a stronger system of support for every learner! Our MTSS professional learning helps schools design and implement a clear, data-driven framework that addresses academic, behavioral, and social-emotional needs. Educators learn how to strengthen Tier 1 instruction, deliver targeted Tier 2 supports, and implement intensive Tier 3 interventions—using data to guide decisions and ensure equitable outcomes. Our Literacy, Special Education, and Wellness teams collaborate to support your school through engaging training and coaching that leads to sustainable impact.

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SEL & MENTAL HEALTH ALIGNMENT

A series of sessions with your district school mental health/SEL support team (which may include school counselors, social workers, school psychologists, wellness coordinators, and any other professional the district identifies) to engage in a systematic process to ensure that all MH/SEL initiatives are aligned with the needs of the students and the goals of the school.

RESTORATIVE PRACTICE

Restorative Practice training for schools focuses on fostering a positive and inclusive school culture by promoting accountability, empathy, and community building. This training equips educators and staff with strategies to address conflicts, repair harm, and strengthen relationships through structured dialogue and collaborative problem-solving. Key components include facilitating restorative circles, mediating disputes, and developing proactive approaches to prevent misconduct. By emphasizing connection, mutual respect, and active listening, Restorative Practice aims to reduce disciplinary actions, enhance student engagement, and create a supportive environment where all members feel valued and empowered to contribute to a harmonious school community.

TRAUMA INFORMED PRACTICES*

Trauma-Informed Practice training for schools helps educators understand the impact of trauma on students' learning, behavior, and well-being, equipping them to create supportive, resilient classroom environments. The training focuses on recognizing signs of trauma, fostering emotional safety, and adopting strategies that prioritize trust, compassion, and relationship-building. It emphasizes reducing triggers, providing consistent routines, and incorporating self-regulation techniques to help students manage stress. By promoting a school-wide culture of empathy and understanding, this training aims to improve educational outcomes, enhance emotional resilience, and support the holistic development of all students, particularly those affected by adverse experiences.

BEHAVIOR MANAGEMENT & CLASSROOM SUPPORT

Behavior management and classroom support training for schools provides educators with practical strategies to create structured, positive, and inclusive learning environments. The training focuses on proactive techniques such as setting clear expectations, reinforcing positive behaviors, and establishing consistent routines, while also addressing effective responses to challenging behaviors. Participants learn to implement evidence-based practices like de-escalation techniques, restorative approaches, and individualized behavior plans to support diverse student needs. By equipping teachers with tools to enhance engagement, reduce disruptions, and build strong relationships, this training fosters a classroom climate conducive to learning, respect, and collaboration.

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CONTACT US:

A WHOLE CHILD APPROACH

The whole child approach ensures that "each student is healthy, safe, engaged, supported, and challenged" and adopts an overarching goal of the long-term development and success of all children. Ohio's strategic plan for education, "Each Child, Our Future," puts the whole child at the center, where each component of the plan works harmoniously to support a whole-child approach.

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