Ohio Department of Mental Health and Addiction Services

Early Childhood Mental Health Training Institute
Quarter 1 Fiscal Year 2020, Training Bulletin
OHIO DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES

WHOLE CHILD MATTERS
EARLY CHILDHOOD MENTAL HEALTH

****************************************************************
OF
EVIDENCED – BASED PRACTICES
AND
NATIONAL MODELS

QUARTER 1 FISCAL YEAR 2020

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Acknowledgements:
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Maureen S. Black, Ph.D., ECMH Workforce Development Consultant
Laura Zdon, B.S., ECMH Workforce Development Associate
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Welcome

Welcome to the Ohio Department of Mental Health and Addiction Services (OhioMHAS), Early Childhood Mental Health (ECMH) Training Bulletin. This bulletin contains Ohio Approved Training Conducted through the OhioMHAS, ECMH Training Institute for Ohio’s Early Childhood Mental Health Professionals. Additional information about Early Childhood Mental Health can be found on the OhioMHAS website at www.mha.ohio.gov.

Early Childhood Mental Health Overview

Early relationships and experiences at home and in other environments set the stage for how a child learns to manage his or her emotions. The Ohio Department of Mental Health and Addiction Services (OhioMHAS) provides cross-system leadership through its Early Childhood Mental Health (ECMH) initiative that supports evidence-based training to equip parents and caregivers of young children with the skills to help their children develop into mentally healthy individuals. Parents and teachers who effectively nurture, support and connect with young children, especially those experiencing social or emotional difficulty, can ameliorate future disabling problems.

The ECMH initiative is aimed at promoting healthy social and emotional development (i.e., good mental health) of young children (birth to six years). It focuses on ensuring these children thrive by addressing their behavioral health care needs, which increases their readiness for school and later academic success. This is accomplished by building protective factors in young children’s lives and increasing competencies and skills of parents and early childhood providers. Much of the development and implementation of the Ohio ECMH program has been built upon the research and resources available from the Georgetown University Center for Child and Human Development.
The 2019 EC Systems Conference

Ohio’s 2019 Early Childhood Cross Systems Conference was truly historic. Each of Ohio’s Early Childhood state agencies for the first time partnered to offer a fully integrated systems approach early childhood conference. Each day an agency took the lead and sponsored mental health, disability and health specific sessions. There were cross-systems sessions designed to promote increased collaboration and improved outcomes among all early childhood professionals. In addition to the keynotes, participants were inspired by remarks from the new state agency leadership and participated in an interactive early childhood Wellness Fair.

The sponsoring state agencies were the Ohio Department of Mental Health and Addiction Services, Ohio Department of Developmental Disabilities, Ohio Department of Health, Ohio Department of Medicaid, Ohio Department of Jobs and Family Services and the Ohio Department of Education.

Whole Child Matters: Early Childhood Mental Health Initiative

The foundations of sound mental health are built early in life. State grants to regional providers enable counselors to work with teachers, staff and families of at-risk children in preschools and other early learning settings. The Whole Child Matters initiative promotes a strong mental health foundation for children to reduce pre-school and kindergarten expulsions. Services include on-site interventions and child/family-focused assistance to parents, teachers and staff. The map below (pg.5) indicates the providers service delivery counties or regions. Call the Ohio Preschool Expulsion Prevention Partnership at 1-844-678-ABCs (2227) to find a provider in your county.

Ohio’s Early Childhood Mental Health Training Institute

Ohio’s ECMH Training Institute is designed to educate early childhood mental health (ECMH) professionals seeking the Ohio ECMH Credential. The purpose and goal of the training institute is to prepare ECMH professionals to deliver quality service to early learning centers and families; and to ensure providers have competency in the 6 domains of ECMH: Social and Emotional Growth and Development, Family and Community Relations, Assessment, Interventions, Professional Development, Cultural and Linguistic Competency.
Ohio’s Early Childhood Mental Health Training Institute Training Team

The Ohio Department of Mental Health and Addiction Services (OhioMHAS) serves as the credentialing body for the Early Childhood Mental Health (ECMH) Credential. OhioMHAS is a partner agency in the Whole Child Matters Initiative. Ohio Childcare Resource and Referral Association (OCCRRA) Registry maintains the ECMH provider’s profile and Ohio Approved (OA) Training data.

Master Trainers

The Master Trainer Role

The Whole Child Matters Initiative awarded OhioMHAS’ Bureau of Children and Families funding for up to seven master trainers to provide statewide training and technical assistance to early childhood mental health counselors and consultants. The goal is to get the “right care, to the right children, at the right time” early enough to make the difference in their education and future success by delegating Ohio’s experts in early childhood mental health to reduce and eliminate preschool to kindergarten expulsions. The position is designed to increase capacity of Early Childhood Mental Health Professionals statewide to provide rapid response to early learning settings when parents, teachers or program directors have a need for help to stabilize a student’s emotional or behavioral classroom adjustment.

Whole Child Matters Regional Training Collaboration Map
Meet the Master Trainers

**Lynn Belhorn, B.S., Nationwide Children’s Hospital.** Lynn is employed by Nationwide Children’s hospital, Columbus as a regional Master Trainer, serving 17 counties in the Central Ohio area through the Whole Child Matters Grant. She has 35+ years of experience in a variety of public and private settings, providing early childhood education and community prevention services in early childhood mental health. Lynn’s work has included direct services with toddlers through school-aged children, supervision, coordination and program administration.

**Misty Cole, MSW, LSW, Hopewell Health Centers Inc.** Misty is a Regional Early Childhood Mental Health Master Trainer and Training Coordinator with Early Childhood Programs at Hopewell Health Centers in Athens, Ohio. She has worked in early childhood for over twenty years. Misty provides professional development opportunities for families, early learning professionals, and community members in 18 Southeastern Ohio counties. Misty is particularly interested in the topics of trauma and implicit bias but provides training on a multitude of other topics. She has been a master trainer for three years and has Ohio’s Early Childhood Mental Health Credential.

**James (Jim) Flynn, MSSA, LISW-S, Positive Education Program.** Jim has a master’s degree in Social Service Administration from Case Western Reserve University. He also possesses the ECMH Credential in Ohio. Jim has been in the field of mental health since 1990 and has worked as a mental health therapist, clinical supervisor, program coordinator and classroom consultant. For the past 6 years he has enjoyed his position as Master Trainer for the State of Ohio and has worked exclusively in the field of Early Childhood Mental Health since 2002. Jim is employed by the Positive Education Program in Cleveland, Ohio.
Marci Masters, BSAS, EMCH, OPCSA, Alta Care Group. After graduating Youngstown State University with degrees in Education, prekindergarten teaching, and Family Studies and Psychology. Marci began working in the early childhood mental health field as an Early Childhood Mental Health Consultant. This includes working with children, their families, and the early care and education professionals with a focus on adult resiliency and building capacity in order to enhance children’s social, emotional, and behavioral health. She is currently a Master Trainer under the Whole Child Matters Initiative through OhioMHAS, whereby she provides social, emotional, and behavioral trainings to early childhood staff, early childhood mental health staff, and parents of young children.

Kelly Pack, MSW, LISW-S, Nationwide Children’s Hospital. Kelly is a Regional Early Childhood Mental Health Master Trainer. She holds an Early Childhood Mental Health credential and provides Early Childhood Mental Health training topics covering the Central Region of the State encompassing a 16-county area.

Rachael Theis, B.S., Crossroads. Rachael is a credentialed Early Childhood Mental Health Consultant and Master Trainer with Children’s Resource Center in Bowling Green, OH. She moved into the mental health field as a consultant in 2008 and has been assisting teachers in the Northwest Region of the state by providing professional training in Early Childhood Social and Emotional Development.
ECMH Training Institute

Training Descriptions

1. CHALLENGING BEHAVIOR
   Teachers will learn strategies for effective behavioral planning for individual children and for groups of children defining challenging behavior and understanding the underlying reasons. Using self, child relationships, the environment and positive behavioral interventions. In addition, teachers will learn to become more effective in prevention and intervention strategies with children exhibiting challenging behaviors.

2. CONSCIOUS DISCIPLINE
   In this training you will learn about Conscious Discipline, which is a social emotional curriculum created by Dr. Becky Bailey. You will learn about what it means to make your classroom "brain smart". Participants will learn about the 7 skills and the 7 powers of conscious discipline program and the classroom structures that accompany those skills and powers.

3. DECA
   The Devereux Early Childhood Assessment Program for Infants and Toddlers (DECA I/T) and the DECA for is strength-based and designed to promote the protective factors central to social and emotional health and resilience in our youngest children. The program offers a systematic approach to understanding, assessing, summarizing and planning to support children’s social and emotional growth.

4. EARLY LEARNING DEVELOPMENT STANDARDS (EDLS) PREK SOCIAL AND EMOTIONAL DEVELOPMENT LEVEL 2
   This module is an introduction to social and emotional development and learning during the preschool years, ages 3-5, and is aligned to Ohio's Early Learning and Development Standards in the Social Emotional domain. This level II training is for direct service early childhood teachers and professionals to introduce and explore the ELDS content and offer teaching strategies for supporting development in this domain. It includes the use of the curriculum planning cycle.

5. FLIP IT!
   FLIP IT is a four-step process rooted in developing emotional awareness in order to increase emotional control and reduce challenging behaviors in children ages 3-8. FLIP IT can be used with multiple children at the same time during minor challenges throughout a day or used as a targeted intervention that can support the emotional growth of a child displaying specific behavior concerns.
6. THE NEW/OHIO GEORGETOWN MODEL OF EARLY CHILDHOOD MENTAL HEALTH CONSULTATION
   This professional development opportunity helps define “effective” early childhood mental health consultation (ECMHC) and identify the qualifications, skills and characteristics of effective ECMH consultation. Participants will also discuss roles and responsibilities while defining core components of effective consultation programs. The phases of establishing mental health consultation within a program will be identified and issues related to cultural competence in ECMHC will also be discussed.

7. TOXIC STRESS TO SAFE ZONE
   Early experiences of trauma have impact across the lifespan. Part one (1) of this series will explore the effect on child development and navigate responding to trauma's influence on behavior. Part two (2) of the series will focus on becoming trauma informed early learning professionals, diving into trauma's impact on parents and professionals and how a trauma informed approach can create safety in the early learning setting. Part three (3) of this series aims to help early learning settings become trauma informed in their approach to care. Not only will we explore SAMHSA's 10 domains for assessing trauma informed practice, we will develop a plan for expanding trauma informed practice in at least one of the domains in each of our settings.

8. CREATING TEAMWORK AND MOTIVATION
   Participants will learn the definition of a work team and how it differs from a work group in this workshop. Through interactive activities, small and large group activities, and written exercises, participants will learn the importance of supporting the leader. Participants will become aware of the concept of hidden agreements, the strategies to become a better team player, and the strategies to take care of one’s own self. This training is 2.5 hours.

9. RECOGNIZING AND RESPECTING INDIVIDUAL DIFFERENCES
   Participants will deepen their knowledge, through lecture, video, and participation of how culture and temperament can affect their perceptions, children in their care and the families of those children in large and small group activities. Participants will develop an appreciation for the child as an individual with his/her own strengths, needs, and unique characteristics. This training is 2.5 hours.

10. PRESCRIPTIONS FOR PREVENTING POWER STRUGGLES
    Participants will learn the four goals of children’s misbehavior and focus on the goal of power in this workshop. Through lecture, video, small and large group activities, and role plays, participants will learn strategies to prevent power struggles in the classroom. Participants will be introduced to a script to
11. National Association for the Education of Young Children (NAEYC) CODE OF ETHICS (not OA)

Through lecture, written exercises and participation in large and small group activities, participants will be introduced to the NAEYC Code of Ethics for Early Childhood Professionals. The differences between a profession and a job will be presented. Beliefs and values that affect professional decisions will be examined. Participants will be presented with ethical dilemmas and will use the NAEYC Code as a basis for decision making. This training is 2.5 hours.

12. AN OVERVIEW OF CONSCIOUS DISCIPLINE

Through lecture, power point, video and small and large group activities, participants will learn about how the brain functions and its impact on behavior. The seven skills and powers of Conscious Discipline will be presented. Participants will learn the basics of Dr. Becky Bailey’s Conscious Discipline program, a comprehensive classroom management program that builds emotional intelligence in teachers first and in children, second. This training is 2.5 hours.

13. CONSCIOUS DISCIPLINE: COMPOSURE AND ENCOURAGEMENT (Part one (1) in a four-part series)

Through lecture, power point, video, large and small group activities and written exercises, participants will learn the first and second skills of Conscious Discipline. Participants will learn the skill of composure (being the person you want others to become) and the power of perception (no one can make you angry). The classroom structure called “Safe Space” will be presented. Participants will learn the skill of encouragement (building the school family) and the power of unity (we are all in this together). The classroom structures of “job board” and “kindness counter” will be presented. This training is 2.5 hours.

14. CONSCIOUS DISCIPLINE: ASSERTIVENESS AND CHOICES (Part two (2) in a four-part series)

Through lecture, power point, video, large and small group activities and written exercises, participants learn the third and fourth skill of Conscious Discipline. Participants will learn the skill of assertiveness (setting limits and getting your voice heard) and the power of attention (what you focus on you get more of). The classroom structure, a script that supports the skill, will be presented. Participants will learn the skill of choices (building self-esteem and will power) and the power of free will (the only person you can make change is yourself). The classroom structure called “picture rule cards”, that support the skill, will be presented. This training is 2.5 hours.
15. CONSCIOUS DISCIPLINE: POSITIVE INTENT AND EMPATHY (Part three (3) in a four-part series)

Through lecture, power point, video, large and small group activities and written exercises, participants will learn the fifth and sixth skill of Conscious Discipline. Participants will learn the skill of positive intent (seeing the best in others) and the power of love (helping children take responsibility for poor choices). The classroom structure, a conflict management script that supports the skill, will be presented. Participants will learn the skill of empathy (moving from acting out emotions from the lower centers of the brain to the higher centers of the brain) and the power of acceptance (seeing the moment is as it is). Participants will learn ways to help children take ownership of their upset feelings, while learning how to handle fits, tantrums and emotional upsets. This training is 2.5 hours.

16. CONSCIOUS DISCIPLINE: CONSEQUENCES AND THE SCHOOL FAMILY (Part four (4) in a four-part series)

Through lecture, power point, video, large and small group activities and written exercise, participants will learn the seventh skill of Conscious Discipline and how to create a school family. Participants will learn how to deliver effective consequences (turning problems into solutions) and the power of intention and the definition of three types of consequences. Strategies for conducting class meetings to resolve problems peacefully and effectively will be presented. Participants will learn how to use the family as a metaphor when designing a learning environment. Specific strategies for creating a positive school climate, that increases emotional intelligence and decreases disruptions, will be presented. This training is 2.5 hours.

17. CONSCIOUS DISCIPLINE ONE DAY INTENSIVE

This training is for people who have attended the four-part series and feel that they need a booster or review. We review the four brain smart principles and the seven powers and skills of Conscious Discipline. We discuss any problems that participants might be having with implementation of the structures and principles. We also talk about how, ideally, conscious discipline needs to be practiced at an administrative and organizational level and the ways to make that happen.

18. STRESS MANAGEMENT FOR THE CARING PROFESSIONAL

Through lecture, video, power point and small and large group activities, participants will be able to identify the stress cycle and its impact on the learning process. Participants will be able to identify personal stressors and strategies to stop the cycle with the goal of increasing personal effectiveness. Emphasis will be on planning to address personal and professional needs that
have not been met due to over focus on the needs of others. This training is 2.5 hours.

19. STRESS MANAGEMENT FOR MANAGERS
We will examine in this training, the causes of stress and the effects of stress on the body, the brain and the organization. Participants will be exposed to a variety of stress management techniques which they can practice themselves and teach to staff. We will talk about organizational stress and the manager’s role in preventing and managing organizational stress. A brief explanation of the Sanctuary Model for managing organizational stress will be introduced. This training is 2.5 hours.

20. WHERE THE BOYS ARE VERSION 2.0
Through lecture, power point, video and small and large group activities, participants will learn how to structure their classroom to meet the psychological, social, emotional, physical and academic needs of boys. Participants will learn about gunplay and violence in the fantasy lives of boys. This training is 3 hours.

21. EMOTIONAL AND SOCIAL SAFETY IN THE WORKPLACE
Participants will be exposed to the facets of what structures and beliefs need to exist for a workplace to be socially and emotionally safe. Topics such as gossip, sustainable workloads, building a sense of community and an overview of the Sanctuary Trauma model are presented. This training is 2.5 hours.

22. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) OVERVIEW
This training is a Level One training that is required before you can register for any of the Level 2 or 3 ELDS training modules. In this training you will learn about the new standards as well as the history and research behind the standards. This training is 3 hours.

23. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) LEVEL 2 SOCIAL EMOTIONAL DEVELOPMENT FOR INFANT AND TODDLERS OR PRESCHOOLERS
Participants will learn about the domain of social emotional development within the early learning development standards in this Training. You can choose to have the training to target preschool or infant/toddler population. The strands and topics within the domain of the standard and how to apply them to one’s curriculum will be presented. This 6-hour training is presented in two (2) three-hour modules and with a small homework assignment between classes.

24. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) LEVEL 3 SOCIAL EMOTIONAL DEVELOPMENT FOR INFANT AND TODDLERS OR PRESCHOOLERS
Content covers the same topics as the Level 2 training; however, the training is targeted for administrators, directors and lead teachers. The content delves more deeply into the topic. This 6-hour training is presented in 2 three-hour modules and there is a small homework assignment between classes.

25. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) LEVEL 2 APPROACHES TOWARD LEARNING FOR INFANTS AND TODDLERS OR PRESCHOOLERS
In this training, you will learn about the domain of Approaches Toward Learning within the Early Learning Development Standards. You can choose to have the training to target preschool or infant/toddler populations. You will learn about the standards and topics within the domain of the standard and how to apply them to your curriculum. This 6-hour training is presented in 2 three-hour modules and there is a small homework assignment between classes.

26. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) LEVEL 3 APPROACHES TOWARD LEARNING FOR INFANTS AND TODDLER OR PRESCHOOLERS
The covers the same topics as the Level 2 training however the training is targeted for administrators, directors and lead teachers. The content delves more deeply into the topic. This 6-hour training is presented in 2 three-hour modules and there is a small homework assignment between classes.

27. DECA TWO DAY IMPLEMENTATION TRAINING (not OA)
This training is available to mental health professionals only. Participants will be introduced to the Devereux Early Childhood Assessment (DECA) tools for Infants, Toddlers and Preschoolers. They will learn about resilience theory, why the instrument was developed and how the instrument can be used to enhance classroom environments through planning with teachers and family members. Participants will be taken through the 5-step assessment and intervention process. (13 hours)

28. THE NEW OHIO/GEORGETOWN MODEL
This training is available to mental health professionals only. Participants will be introduced to the New Ohio/Georgetown Model for Early Childhood Mental Health Consultation. Topics covered include defining early childhood mental health consultation, the effective mental health consultant, the qualifications of a mental health consultant, the cultural competence of the consultant, providing supervision for the consultant and methods for building relationships with caregivers and teachers. We also discuss the importance of evaluating an agency’s current model of consultation on an ongoing basis and the need for outcome evaluation. (6.5 hours)

29. TRAUMA SERIES PART ONE (1): TOXIC STRESS TO SAFE ZONE
Early experiences of trauma have an effect across the lifespan. Part one of this series will explore the effect on child development and navigate responding to trauma’s influence on behavior. (3 hours)

30. TRAUMA SERIES PART TWO (2): BECOMING A TRAUMA INFORMED EARLY LEARNING PROFESSIONAL
Adult resiliency is key when supporting young children. Participants will understand how our own resiliency impacts our ability to support young children, learn strategies to promote resiliency in early learning professionals and learn how to create a trauma informed early learning setting using trauma informed perspective and strategies. (3 hours)

31. TRAUMA INFORMED EARLY LEARNING SETTINGS:
This professional development opportunity encourages participants’ examination of their own early learning environments. The information provided on trauma informed early learning settings will be followed by “hands on” group activities that were specifically added as a way for participants to look at environments and make informed decisions about areas that can be improved. (3 hours)

32. CHALLENGING BEHAVIOR SERIES (Parts 1-4)
This series of four sessions will discuss a common definition of challenging behavior. We will explore the contrast between developmentally appropriate behavior and deviations from typical development. Factors contributing to challenging behaviors will be explored. Elements of prevention, intervention and a development of tools for supporting and communicating with families and early learning professionals through the intervention process will be discussed. Upon completion of this 4-part series, participants will be able to identify, prevent, intervene and develop a behavior plan to address challenging behavior in children.

I. Part One-Overview of challenging behaviors (2.5 hours)
II. Part Two-Preventing challenging behaviors (2.5 hours)
III. Part Three-Responding appropriately to challenging behaviors (2.5 hours)
IV. Part Four-Interventions for challenging behaviors (2.5 hours)
**The bulk of this training series is geared for the beginning early learning professional.
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<td>Conscious Discipline Series Part 1</td>
<td>James Flynn</td>
<td>Gilles-Sweet Elementary, Fairview</td>
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<td>9/3/19</td>
<td>9:00 AM</td>
<td>Conscious Discipline Series Part 1</td>
<td>James Flynn</td>
<td>Starting Point, Cleveland</td>
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<tr>
<td>9/4/19</td>
<td>9:00 AM</td>
<td>Conscious Discipline Series Part 2</td>
<td>James Flynn</td>
<td>Starting Point, Cleveland</td>
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<tr>
<td>9/25/19</td>
<td>6:00 PM</td>
<td>Conscious Discipline - Composure and Encouragement</td>
<td>James Flynn</td>
<td>Sweet Kiddles, Strongsville</td>
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<td>9/26/19</td>
<td>5:30 PM</td>
<td>Conscious Discipline - Composure and Encouragement</td>
<td>James Flynn</td>
<td>The Centers Midtown Location, Cleveland</td>
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<td>9/27/19</td>
<td>12:00 PM</td>
<td>Power Struggle</td>
<td>James Flynn</td>
<td>Carnegie West Library, Cleveland</td>
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<td>Date</td>
<td>Time</td>
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<td>9/28/19</td>
<td>9:00 AM</td>
<td>Conscious Discipline Series Part 1</td>
<td>James Flynn</td>
<td>Carol Nursery School</td>
<td>Shaker Heights</td>
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<td>7/1/19</td>
<td>9:00 AM</td>
<td>Toxic Stress to Safe Zone Part One</td>
<td>Kelly Pack</td>
<td>Action for Children</td>
<td>Columbus</td>
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<tr>
<td>7/11/19</td>
<td>9:30 AM</td>
<td>Prescriptions for Preventing Power Struggles</td>
<td>Kelly Pack</td>
<td>Delaware Orange Branch Library</td>
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<td>7/11/19</td>
<td>1:00 PM</td>
<td>Bridging the Generation Gap</td>
<td>Kelly Pack</td>
<td>Delaware Orange Branch Library</td>
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<td>7/19/19</td>
<td>1:00 PM</td>
<td>Resiliency Rocks</td>
<td>Kelly Pack</td>
<td>Galion Public Library</td>
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<td>7/24/19</td>
<td>9:00 AM</td>
<td>Understanding the Power of Play</td>
<td>Kelly Pack</td>
<td>Action for Children</td>
<td>Columbus</td>
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<tr>
<td>7/25/19</td>
<td>9:00 AM</td>
<td>The Opiate Epidemic: How Did We Get Here?</td>
<td>Kelly Pack</td>
<td>Jitterz Coffee Co.</td>
<td>Kenton</td>
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<td>9:30 AM</td>
<td>Toxic Stress to Safe Zone</td>
<td>Kelly Pack</td>
<td>Columbus Main Branch Library</td>
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<td>8/1/19</td>
<td>9:00 AM</td>
<td>Resiliency Rocks</td>
<td>Kelly Pack</td>
<td>Action for Children</td>
<td>Columbus</td>
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<td>8/9/19</td>
<td>9:00 AM</td>
<td>FLIP IT! Overview and Four Steps Strategy</td>
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<td>Jitterz Coffee Co.</td>
<td>Kenton</td>
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<td>8/12/19</td>
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<td>Creating Teamwork and Motivation</td>
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<td>8/15/19</td>
<td>9:00 AM</td>
<td>Trauma Informed Care in Early Childhood</td>
<td>Kelly Pack</td>
<td>Morrow Co. JFS Training Room</td>
<td>Mt Gilead</td>
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<td>8/16/19</td>
<td>9:00 AM</td>
<td>Toxic Stress to Safe Zone Part One</td>
<td>Kelly Pack</td>
<td>Bexley United Methodist Church</td>
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<td>9:00 AM</td>
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<td>10:30 AM</td>
<td>The Opiate Epidemic: How Did We Get Here?</td>
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<td>Understanding the Power of Play</td>
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<td>8/30/19</td>
<td>10:00 AM</td>
<td>Toxic Stress to Safe Zone</td>
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<td>Action for Children</td>
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<td>9/9/19</td>
<td>12:00 PM</td>
<td>Toxic Stress to Safe Zone Part One</td>
<td>Kelly</td>
<td>Action for Children</td>
<td>Columbus</td>
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<td>9/20/19</td>
<td>9:30 AM</td>
<td>Where the Boys Are Version 2.0</td>
<td>Kelly</td>
<td>Galion Public Library</td>
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<td>9/25/19</td>
<td>9:00 AM</td>
<td>Where the Boys Are Version 2.0</td>
<td>Kelly</td>
<td>Action for Children</td>
<td>Columbus</td>
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<tr>
<td>9/27/19</td>
<td>9:00 AM</td>
<td>FLIP IT! Overview and Four Steps Strategy</td>
<td>Kelly</td>
<td>Morrow Co. JFS Training Room</td>
<td>Mt Gilead</td>
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<td>9/30/19</td>
<td>10:30 AM</td>
<td>Toxic Stress to Safe Zone</td>
<td>Kelly</td>
<td>Fredericktown Public Library</td>
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<td>7/23/19</td>
<td>5:30 PM</td>
<td>Becoming a Trauma-Informed Early Learning Professional Part 2</td>
<td>Lynn</td>
<td>Fayette Co. YWCA</td>
<td>Washington Court House</td>
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<td>8/17/19</td>
<td>10:00 AM</td>
<td>Baby Talk: The Power of Conversation with Infants and Toddlers</td>
<td>Lynn</td>
<td>Advantage Early Learning Academy</td>
<td>Columbus</td>
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<tr>
<td>8/22/19</td>
<td>5:30 PM</td>
<td>Becoming a Trauma-Informed Early Learning Professional Part 2</td>
<td>Lynn</td>
<td>Action for Children</td>
<td>Columbus</td>
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<td>8/29/19</td>
<td>5:30 PM</td>
<td>Attachment: It’s So Much More than Hugs and Kisses</td>
<td>Lynn</td>
<td>Action for Children</td>
<td>Columbus</td>
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<td>9/4/19</td>
<td>5:30 PM</td>
<td>Where the Boys Are Version 2.0</td>
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<td>Whitehall Public Library</td>
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<td>9/5/19</td>
<td>10:00 AM</td>
<td>Bridging the Generation Gap</td>
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<td>9/10/19</td>
<td>10:00 AM</td>
<td>Prescriptions for Preventing Power Struggles</td>
<td>Lynn Belhorn</td>
<td>Shepard Public Library</td>
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<td>9/11/19</td>
<td>5:30 PM</td>
<td>Baby Talk: The Power of Conversation with Infants and Toddlers</td>
<td>Lynn Belhorn</td>
<td>Action for Children</td>
<td>Columbus</td>
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<tr>
<td>9/13/19</td>
<td>9:00 AM</td>
<td>Becoming a Trauma Informed Early Learning Professional Part 2</td>
<td>Lynn Belhorn</td>
<td>Action for Children</td>
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<td>9/25/19</td>
<td>5:00 PM</td>
<td>Where the Boys Are Version 2.0</td>
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<td>Lynn Belhorn</td>
<td>Marysville Public Library</td>
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<td>9/30/19</td>
<td>4:30 PM</td>
<td>Toxic Stress to Safe Zone Part 1</td>
<td>Lynn Belhorn</td>
<td>London Public Library</td>
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<tr>
<td>7/19/19</td>
<td>9:00 AM</td>
<td>Trauma Informed Care in Early Childhood</td>
<td>Marci Masters</td>
<td>Alta Behavioral Healthcare</td>
<td>Youngstown</td>
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<tr>
<td>7/25/19</td>
<td>9:00 AM</td>
<td>FLIP IT! Overview and Four Steps Strategy</td>
<td>Marci Masters</td>
<td>Community Resource Center</td>
<td>East Liverpool</td>
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<tr>
<td>8/1/19</td>
<td>9:00 AM</td>
<td>FLIP IT! Overview and Four Steps Strategy</td>
<td>Marci Masters</td>
<td>Community Resource Center</td>
<td>East Liverpool</td>
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<tr>
<td>8/5/19</td>
<td>9:00 AM</td>
<td>Engaging, Appreciating, and Understanding Families</td>
<td>Marci Masters</td>
<td>Wellsville High School</td>
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<td>8/8/19</td>
<td>6:00 PM</td>
<td>Trauma Informed Care Part 2</td>
<td>Marci Masters</td>
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<td>5:30 PM</td>
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<td>Marci Masters</td>
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<td>8/16/19</td>
<td>9:00 AM</td>
<td>FLIP IT! Overview and Four Steps Strategy</td>
<td>Marci Masters</td>
<td>Alta Behavioral Healthcare</td>
<td>Youngstown</td>
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<td>8/22/19</td>
<td>6:00 PM</td>
<td>Prescriptions for Preventing Power Struggles</td>
<td>Marci Masters</td>
<td>New Harmony Worship Center</td>
<td>Massillon</td>
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<td>8/23/19</td>
<td>9:00 AM</td>
<td>ELDS Module Level 2: Social and</td>
<td>Marci Masters</td>
<td>Alta Behavioral Healthcare</td>
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<td>Event Description</td>
<td>ELDS Module Level</td>
<td>Instructor</td>
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<td>8/30/19</td>
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<td>Emotional Development, 36 Months to Kindergarten</td>
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<td>9/6/19</td>
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<td>Engaging, Appreciating, and Understanding Families</td>
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<td>Marci Masters</td>
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<td>7/9/19</td>
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<td>Devereux Early Childhood Assessment (DECA) Day 1</td>
<td>6</td>
<td>Misty Cole</td>
<td>Athens Community Center, Athens</td>
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<td>7/10/19</td>
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<td>Devereux Early Childhood Assessment (DECA) Day 2</td>
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<td>Athens Community Center, Athens</td>
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<tr>
<td>7/18/19</td>
<td>9:00 AM</td>
<td>Culture of Poverty</td>
<td>3</td>
<td>Misty Cole</td>
<td>Belmont County Board of Development Disabilities, Clairsville</td>
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<td>7/23/19</td>
<td>9:00 AM</td>
<td>Reducing and Preventing Power Struggles</td>
<td>3</td>
<td>Misty Cole</td>
<td>Gallia County Board of Development Disabilities, Gallipolis</td>
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<td>7/27/19</td>
<td>9:00 AM</td>
<td>Engaging, Appreciating, and Understanding Families</td>
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<td>Misty Cole</td>
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<td>The New Ohio/Georgetown Model Training for Early Childhood Mental Health Consult</td>
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<td>Misty Cole</td>
<td>Athens Community Center, Athens</td>
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<td>8/3/19</td>
<td>9:00 AM</td>
<td>Engaging, Appreciating, and Understanding Families</td>
<td>6</td>
<td>Misty Cole</td>
<td>Athens Community Center, Athens</td>
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<td>8:00 AM</td>
<td>Trauma Informed Care in Early Childhood and Creating Trauma Sensitive Environment</td>
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<td>8/8/19</td>
<td>9:00 AM</td>
<td>Bouncing Not Breaking</td>
<td>Clairsville</td>
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<td>8/13/19</td>
<td>9:00 AM</td>
<td>Bouncing Not Breaking</td>
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<td>8/17/19</td>
<td>9:00 AM</td>
<td>Engaging, Appreciating, and Understanding Families</td>
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<td>8/19/19</td>
<td>10:00 AM</td>
<td>FLIP IT! Overview and Four Steps Strategy</td>
<td>Jackson</td>
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<td>8/20/19</td>
<td>10:00 AM</td>
<td>Engaging, Appreciating, and Understanding Families</td>
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<td>Promoting Social Emotional Development as a Foundation for Learning</td>
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<td>8/21/19</td>
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<td>Culture of Poverty</td>
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<td>10:00 AM</td>
<td>Understanding Ourselves and Other’s Behaviors</td>
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<td>8/30/19</td>
<td>9:00 AM</td>
<td>Engaging, Appreciating and Understanding Families</td>
<td>Misty Cole</td>
<td>A Plus Childcare &amp; Preschool</td>
<td>Massillon</td>
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<td>9/7/19</td>
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<td>Engaging, Appreciating and Understanding Families</td>
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<td>Cincinnati</td>
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<td>Principles of Adult Learning</td>
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<td>Gallipolis</td>
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<td>9/28/19</td>
<td>9:00 AM</td>
<td>Engaging, Appreciating, and Understanding Families</td>
<td>Misty Cole</td>
<td>Green County ESC</td>
<td>Yellow Springs</td>
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<td>7/18/19</td>
<td>12:00 PM</td>
<td>Prescriptions for Preventing Power Struggles</td>
<td>Rachael Theis</td>
<td>Apollo Adult ED Building</td>
<td>Lima</td>
<td></td>
</tr>
<tr>
<td>8/7/19</td>
<td>9:00 AM</td>
<td>Trauma Informed Care in Early Childhood</td>
<td>Rachael Theis</td>
<td>Rhodes State College</td>
<td>Lima</td>
<td></td>
</tr>
<tr>
<td>8/8/19</td>
<td>9:00 AM</td>
<td>Where the Boys Are Version 2.0</td>
<td>Rachael Theis</td>
<td>Diocese of Toledo</td>
<td>Toledo</td>
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<tr>
<td>8/8/19</td>
<td>12:30 PM</td>
<td>Prescriptions for Preventing Power Struggles</td>
<td>Rachael Theis</td>
<td>Diocese of Toledo</td>
<td>Toledo</td>
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<tr>
<td>8/14/19</td>
<td>9:00 AM</td>
<td>FLIP IT! Overview and Four Steps Strategy</td>
<td>Rachael Theis</td>
<td>Rhodes State College</td>
<td>Lima</td>
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<tr>
<td>8/15/19</td>
<td>12:00 PM</td>
<td>Toxic Stress to Safe Zone</td>
<td>Rachael Theis</td>
<td>Apollo Adult ED Building</td>
<td>Lima</td>
<td></td>
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<tr>
<td>8/17/19</td>
<td>9:00 AM</td>
<td>FLIP IT! Overview and Four Steps Strategy</td>
<td>Rachael Theis</td>
<td>East Toledo Family Center</td>
<td>Toledo</td>
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</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Title</td>
<td>Speaker</td>
<td>Location</td>
<td>Host</td>
<td></td>
</tr>
<tr>
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<tr>
<td>8/19/19</td>
<td>9:00 AM</td>
<td>From Contention to Calm</td>
<td>Rachael</td>
<td>Bowling Green High School</td>
<td>Bowling Green</td>
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</tr>
<tr>
<td>8/23/19</td>
<td>9:00 AM</td>
<td>FLIP IT! Overview and Four Steps Strategy</td>
<td>Rachael</td>
<td>Washington Preschool</td>
<td>Findlay</td>
<td></td>
</tr>
<tr>
<td>8/26/19</td>
<td>9:00 AM</td>
<td>Why Do They Do That? Understanding Behaviors that Push our Buttons</td>
<td>Rachael</td>
<td>NWOESC</td>
<td>Archbold</td>
<td></td>
</tr>
<tr>
<td>9/6/19</td>
<td>8:00 AM</td>
<td>Understanding Ourselves and Other’s Behaviors Part 1 and 2</td>
<td>Rachael</td>
<td>Erie County Board of DD</td>
<td>Sandusky</td>
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<tr>
<td>9/13/19</td>
<td>8:30 AM</td>
<td>Challenging Behavior Series Part 3</td>
<td>Rachael</td>
<td>Washington Preschool</td>
<td>Findlay</td>
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<tr>
<td>9/20/19</td>
<td>11:00 AM</td>
<td>Devereux Early Childhood Assessment (DECA)</td>
<td>Rachael</td>
<td>Marimor School</td>
<td>Lima</td>
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</tr>
</tbody>
</table>

Ohio Professional Registry

The Ohio Professional Registry is a centralized information system for early childhood and afterschool professionals. Ohio’s web-based professional registry allows professionals to document and track their career growth and accomplishments as well as to search and register for training opportunities offered statewide.

OCCRRA also coordinates the Early Childhood Mental Health Credential Process, as well as the “Ohio Approved” process for professional development offerings and instructors to ensure early care and education and afterschool professionals receive high-quality professional development to maximize the learning and development of children in their care. Visit your Registry profile to apply to be an Ohio Approved Instructor, create a Training Organization, and submit professional development for Ohio Approval.

Get Started
Get Started To get started, create a profile, upload your supporting documents and be recognized for your experience, education, credentials and training in the Ohio Professional Registry. Follow the new user guide to learn how to document your
employment, education and training to fulfill Ohio’s Early Childhood Home Visiting credentialing requirements.

**Changing Employment**
Changing Employment Your registry profile remains yours regardless of where you are employed. If you leave your current employer, do not create a new registry profile. Simply enter your termination date and click on "add new record" to enter the information about your new employer.

**Maintaining Your Record**
Maintaining your Record Whenever you complete training, acquire education and credentials, or if you change employment, update your professional profile as soon as possible. Be sure to upload required documentation for verification after changes are made.

**Contact the Registry**
• Phone: (614) 396-5959 • Toll-free: (877) 547-6978 • Email: credential@occrra.org

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**Whole Child Matters Partner Agencies**

**Alta Behavioral Healthcare (formerly D&E Counseling Centers)**
711 Belmont Avenue
Youngstown, Ohio 44502
330-7936-2487 ext. 244
Counties served: Columbiana, Mahoning, Trumbull

**A Renewed Mind | Unison Health**
5164 Monroe Street
Toledo, Ohio 43623
419-720-9247
Counties served: Lucas, Seneca, Sandusky

**Unison Health**
1425 Starr Ave.
Toledo, Ohio 43613
419-693-0631
Counties served: Lucas, Seneca, Sandusky
Bay Shore Counseling Services
1634 Sycamore Lane
Sandusky, Ohio 44870
http://www.bayshorecs.org/
Counties served: Erie, Ottawa

Catalyst Life Services
741 Scholl Road
Mansfield, OH 44907
419-756-1133
www.catalystlifeservices.org
Counties served: Richland

Catholic Charities of Geauga County
602 South Street Suite D1
Chardon, Ohio 44024
http://ccdocle.org/
Counties served: Geauga

Catholic Charities of Southwestern Ohio (bilingual services)
1910 Fairgrove Ave., Suite B
Hamilton, Ohio 45011
https://ccswoh.org/services/families/early-childhood-counseling/
Counties served: Butler

Child & Adolescent Behavioral Health
4641 Fulton Drive NW
Canton, Ohio 44718
330-433-6075
http://www.childandadolescent.org/
Counties served: Ashland, Belmont, Carroll, Harrison, Holmes, Jefferson, Monroe, Portage, Stark, Tuscarawas, Wayne

Child Focus
551 Cincinnati-Batavia Pike
Cincinnati, Ohio 45244
513-752-1555
http://www.child-focus.org
Counties served: Adams, Brown, Clermont, Clinton, Hamilton, Highland and Warren

Child Guidance & Family Solutions
18 N. Forge Street
Akron, Ohio 44304
330-762-0591
https://www.cgfs.org
County served: Medina

**Children's Resource Center**
1045 Klotz Road
Bowling Green, Ohio 43402
419-352-7588
www.crcwoodcounty.org
Counties served: Allen, Auglaize, Defiance, Fulton, Henry, Putnam, Mercer, Williams, Wood, Van Wert

**Crossroads Early Childhood Services**
1083 Mentor Ave.
Painesville, Ohio 44077
440-358-7370
Counties served: Ashtabula, Lake

**Family Resource Center of Northwest Ohio, Inc.**
1941 Carlin St.
Findlay, Ohio 45840
419-422-8616
http://www.frcohio.com/
Counties served: Hancock

**Greene County Educational Service Center**
360 East Enon Road
Yellow Springs, Ohio 45387
937-767-1303 ext. 123
http://greeneesc.org/our-services/mental-health/ecmh.html
Counties served: Greene

**Hopewell Health Centers, Inc.**
9 Kenny Drive
Athens, Ohio 45701
740-589-5132
http://www.tcmhcs.org/index.htm
Counties served: Athens, Gallia, Guernsey, Hocking, Jackson, Lawrence, Meigs, Morgan, Muskingum, Noble, Perry, Pike, Ross, Scioto, Vinton, Washington

**Huron County Board of Mental Health and Addiction Services**
130 Shady Lane Drive, Building D  
Norwalk, Ohio 44857  
419-668-8649  
http://www.huron.oh.networkofcare.org  
County served: Huron

**Nationwide Children's Hospital**  
4958 E. Main Street  
Columbus, Ohio 43215  
614-355-8080  
http://www.nationwidechildrens.org/behavioral-health  
Counties served: Clark, Coshocton, Crawford, Delaware, Fairfield, Fayette, Franklin, Hardin, Jefferson, Knox, Licking, Madison, Marion, Morrow, Pickaway, Union, Wyandot  
Ohio Partnership to Prevent Preschool Expulsion Hotline: 1-844-678-2227

**Samaritan Behavioral Health**  
601 Edwin C. Moses Blvd.  
Elizabeth Place, 4th Floor  
Dayton, Ohio 45417  
http://sbhihelp.org/  
Counties served: All of Montgomery County, perimeters of surrounding Greene, Warren and Preble Counties as requested and as capacity allows.

**Starting Point**  
4600 Euclid Avenue, Suite 500  
Cleveland, Ohio 44103  
http://starting-point.org/ Counties served: Cuyahoga, Lorain, Summit

**Credentialing Standards**

**ECMH Credential Guidance**  
**OHIO EARLY CHILDHOOD MENTAL HEALTH PROFESSIONAL CREDENTIAL GUIDANCE**  
07/21/2016

The following establishes minimum standards to obtain an Ohio ECMH Professional Credential:

1. A single ECMH Professional Credential for ECMH Consultants and ECMH Therapists
2. Everyone applying for an ECMH Credential will need to complete a personal profile on the Ohio Professional Development Registry. If already completed, you would not have to reenter for the credential. You will need your OPIN number.

3. Length of Service (a.) A person must have worked in ECMH a minimum of two years at the time of application to be eligible for a credential; and (b.) Must be employed by an ODMHAS certified mental health agency currently or within the past two years; and (c.) Must be working with children birth to age six and their families currently or within past three years; OR (d.) Must be supervising persons working with children birth to age six and their families currently or within past three years

4. Education –minimum requirements (a.) Minimum of bachelor’s degree from a Regional Council on Higher Education Accreditation (CHEA) accredited college, Master’s Degree preferred; and (b.) Must have major field of study related to early childhood (see related field degree list) (c.) Verify highest degree related to Early Childhood


6. License – Current Professional License in at least one of the following is required. Verification of current license status may be used in lieu of submission of transcripts for education verification. LSW, LISW, LPC, LPCC, Psychologist, Marriage and Family Therapist, Nursing, MD/DO, Other Professional License – documentation must be submitted for approval Graduate degrees in fields that do not lead to licensure may be appealed.

7. Training
   a. Must have attended Basic training in the following:
      i. ECMH Consultation Model Training sponsored by ODMH between January 2012 to present
      ii. DECA –Two-day DECA Program Implementation Training by an ODMHAS Deveraux Trainer or Devereux Certified Trainer
   b. Must have attended minimum of 15 hours of training and/or coursework focused on early childhood (birth to age six) in two or more of the ECMH Core Competency Domains within 2 years of date of application ECMH Core Competencies Domains
      i. Social-Emotional Growth & Development
      ii. Family & Community Relations
      iii. Assessment
      iv. Interventions
      v. Cultural and Linguistic Competency

8. ECMH Core Competencies Skills Inventory - Self-Assessment
a. Must complete initial self-assessment and submit self-assessment summary page
b. Information submitted will be used for data collection

9. Renewal every two years
   a. Must have attended minimum of 15 hours of training and/or coursework focused on early childhood (birth to age six) in two or more of the ECMH Core Competency Domains within the renewal period

   ECMH Core Competencies Domains
   i. Social-Emotional Growth & Development
   ii. Family & Community Relations
   iii. Assessment
   iv. Interventions
   v. Cultural and Linguistic Competency
   b. Update ECMH Skills Inventory and submit copy of the summary page with your application

Anyone not meeting these requirements but believes they possess the qualifications to have an ECMH Credential may appeal and present evidence to dispute the denial.

ECMH Credential Instructions

Early Childhood Mental Health (ECMH) Professional is responsible for completing his or her own Ohio Professional Registry profile. The profile must be completed and documents for verification uploaded in the profile.

ECMH Professional Credential applicants must meet the Following:
1. Length of Service
   a. A person must have worked in ECMH a minimum of two years at the time of application to be eligible for a credential; and
   b. Must be employed by an ODMHAS certified mental health agency currently or within the past two years; and
   c. Must be working with children birth to age six and their families currently or within past three years; OR
   d. Must be supervising persons working with children birth to age six and their families currently or within past three years

2. Education –minimum requirements
   a. bachelor’s degree from a Regional Council on Higher Education Accreditation (CHEA) accredited college, Master’s Degree preferred; and
   b. Major field of study related to early childhood (see related field degree list below)
   c. Verified highest degree related to Early Childhood

3. Training
   a. Basic training in the following:
i. ECMH Consultation Model Training sponsored by ODMHAS between January 2012 to present
ii. DECA – Two-day DECA Program Implementation Training by an ODMHAS Deveraux Trainer or Certified Devereux Trainer

b. Minimum of 15 hours of training and/or coursework focused on early childhood (birth to age six) in two or more of the ECMH Core Competency Domains within two years of date of application. Domains identified by ECMH Professionals at time of submission.

• ECMH Core Competencies Domains
  i. Social-Emotional Growth & Development
  ii. Family & Community Relations
  iii. Assessment
  iv. Interventions
  v. Cultural and Linguistic Competency

4. Completion of the ECMH Skills Inventory
5. Completion of a verified Ohio Professional Registry profile
6. Knowledge and/or experience working with children birth to age six and their families demonstrated through employment records
7. License – Current Professional License in at least one of the following is required. Verification of current license status may be used in lieu of submission of transcripts for education verification for the licenses a-h:
   a. LSW
   b. LISW
   c. LPC
   d. LPCC
   e. Psychologist
   f. Marriage and Family Therapist
   g. Nursing
   h. MD/DO
   i. Other Professional License – documentation must be submitted for approval

Related Field Degree List
• Child and Family Studies • Child Development • Education • Early Childhood
• Pre-K • Elementary Education • Special Education • Nursing • Medicine • Psychology
• Counseling • Social Work • ECMH Certificate from Cleveland State University

Contact OhioMHAS Training Institute Administrative Staff

Valerie Alloy, Ph.D., ECMH Lead Administrator, OhioMHAS
Valerie.Alloy@mha.ohio.gov

Maureen Black, Ph.D., ECMH Workforce Development Coordinator,
Maureen.Black@mha.ohio.gov