



Integrated Care Concepts & Consultation



Offering:

CHARACTER DEVELOPMENT AND COPING SKILLS SESSIONS FOR STUDENTS
PROFESSIONAL DEVELOPMENT FOR EDUCATORS
EXPERT LEAD TRAININGS FOR FAMILIES AND COMMUNITY
IN SCHOOL INTEGRATED MENTAL HEALTH SERVICES
SCHOOL EMPLOYEE SUPPORTIVE SERVICES PROGRAM

732.858.5432

ltompson@integratedcareconcepts.com

tfleck@integratedcareconcepts.com

1 Radar Wy
Tinton Falls, NJ 07724

TABLE OF CONTENTS

About Us.....	3
Integrated Care Concepts and Consultation Offerings	
Students - Character Developemnt and Coping Skills Sessions.....	4
Mindfulness/Walking the Middle Path Skills.....	4
Distress Tolerance Skills.....	6
Emotional Regulation Skills.....	7
Interpersonal Effectiveness Skills.....	8
Skills for Athletes	9
Teachers - Professional Development Training.....	11
Parent and Community Programs.....	25
School Services.....	26
Pricing.....	31
Presenters	32
ICCC Program Participants.....	50



ABOUT US

Integrated Care Concepts and Consultation, LLC, is a clinical organization that has been a pioneer in the use of mindfulness-based technologies and approaches in supporting the wellness and recovery of individuals, families, and organizations for the last 15 years. We are the first practice in New Jersey to provide a comprehensive Integrated Mental Health treatment model, incorporating traditional psychiatric and psychotherapeutic care combined with evidence-based Mind/Body approaches. We use innovative treatment concepts to provide integrated care solutions for individuals, families, professionals, agencies, and communities.

We present, train, and collaborate with schools, corporations, hospitals, and faith-based organizations in the use of these skills to promote overall stress reduction, wellness, emotional regulation, and distress tolerance. The hard neuro and medical science now available informs the impressive number of benefits that can be realized by these ancient practices. Mindfulness Meditation and Mind/Body practices are not a form of a specific religious practice, but support and enhance every practice in every application in every setting.

The underlying belief in our approach is that everyone coming into our offices or attending our trainings have some form of trauma history. Our disciplines incorporate not only allopathic medicine—psychopharmacology—but Holistic and mindfulness-based disciplines of Trauma Sensitive Yoga, Dialectic Behavioral Therapy, Mindfulness-Based Psychotherapy, iRest Yoga Nidra, Emotional Freedom Technique, Mindfulness Meditation, as well as clinical Yoga for 12 Step Recovery, Little Flower Yoga for the Dynamic Child, and Yoga for Depression and Anxiety. Clients and participants working with ICCC have unique access to a continuum of care and scope of expertise that allows them to create their own treatment plan and training respective of their individual or organizational journey towards Post Traumatic Growth.



Integrated Care Concepts and Consultation Offerings

(Provided By Integrated Staff)

Students

CHARACTER DEVELOPMENT AND COPING SKILLS SESSIONS

At ICCC our Social Emotional Learning Workshops are designed to support students in feeling, identifying, and processing emotions in healthy ways. All sessions can be offered for the ESL student and that each session starts with 15 to 20 minutes of a mind/body experiential exercise to support students practice to techniques to empower emotional regulation and learning.

Mindfulness / Walking the Middle Path Skills

1. Three States of Mind

Learn the roles your mind plays and how to mindfully observe when you are in each state of mind. Determine the differences in the feelings, thoughts, and behaviors that arrive in each state. Practice identifying real-life situations where each state of mind shows up and what purpose that serves. Determine what actions you can take as a result of your observations.

2. What and How Skills

Learn how to mindfully observe and describe experiences in a way that allows for feelings and thoughts to arise without added judgment. Participants will be able to identify the difference between mindfully allowing what is arising versus judging and becoming overwhelmed by thoughts, feelings, and experiences. Through this practice, participants will then be able to choose how to effectively move forward through decision-making and problem-solving.

3. Dialectics

Identify the ways that we view the world and ourselves in rigid, black-and-white terms. Participate in activities to start to see alternative perspectives and find the grey areas. Participants will learn how to use self-compassion and flexibility to identify personal strengths, achievements, and times when things go well to soften thinking patterns.



Mindfulness / Walking the Middle Path Skills (continued)

4. Behavior Change

Learn the difference between effective and ineffective behaviors. Discuss how behaviors are aligned or not aligned with goals. Identify ways to increase healthy behaviors and decrease unhealthy behaviors.

5. Pros and Cons: (Available in English and Spanish)

This presentation will educate and allow students to experience the practice of mindfulness in order to be fully aware of their experience. Students will create awareness around their feelings. Students will create understanding around stress, the impact it has on their lives, and identify ways to effectively cope in times of distress. Students will discuss the Pros and Cons Dialectical Behavior Therapy skill to create awareness around the connections between thoughts, feelings, and behaviors in order to proceed in mindful decision making.

6. STOP Skills: (Available in English and Spanish)

This presentation will educate and allow students to experience the practice of mindfulness to be fully aware of their experience. Students will create awareness around their feelings. Students will discuss the STOP distress tolerance skill to create awareness around the connections between thoughts, feelings, and behaviors in order to proceed in effectively intervening in times of distress.

7. Social Psychology Social Cognition: How We Understand Ourselves and Others

This presentation will educate and engage students in the practice of mindfulness as a way of creating space to be more aware. Additionally, the concepts behind social psychology will be utilized as a framework for understanding ourselves and others. Students will analyze the judgments they make towards themselves and others and learn techniques to notice, create awareness of, and avoid making judgments in the future.

8. Cultivating Love in Our Lives

This workshop is designed to educate students on the importance of mindfulness. Students will have the opportunity to experience the practice of mindfulness as a way of creating a more balanced way of being. Through interaction in an engaging activity, students will differentiate types of validation. Students will identify the relationship between thoughts, feelings, and actions to make active choices in their lives and will work to establish effective interventions such as self-care and self-compassion to manage stress and discomfort.



Distress Tolerance Skills

9. ACCEPTS

The training breaks down the ACCEPTS acronym and teaches practical ways to manage stress. Through utilizing a variety of skills such as engaging in activities, doing things for others, putting things in perspective, shifting our emotions, or taking a pause from the situation, individuals can find temporary relief from intense emotional states. Participants will engage in an interactive way to practice the skills.

10. Self-Sooth with the Senses

Participants will learn how they can utilize themselves and the world around them as a resource to manage stress. Through activating the senses, individuals can shift their minds and their emotional states. Participants will identify and engage in practical exercises and techniques they can utilize when in distress.

11. Radical Acceptance and Willingness

Oftentimes there is no way to change a stressful situation. Participants will learn how to practice acceptance around upsetting situations and make choices on how they can effectively participate in their life, despite the struggles they may be experiencing.

12. IMPROVE

Utilize the skills in this acronym to make life a little better when it gets hard. While it is impossible to stop distress, it is possible to improve that moment. Participants will learn how to utilize imagery, explore the meaning behind stress, identify ways to connect and relax, and learn how to not get ahead of the situation by spiraling or worrying.

13. The S.C.O.P.E

Learn how to utilize the S.C.O.P.E. tool, which can help to stabilize the physiological stress response, build resilience and get a person through a crisis. The autonomic nervous system is activated under stress and causes a fight, flight or freeze response, it can feel like hypertension or helplessness. Symptoms that indicate someone is in this type of stress response include insomnia, numbness, rapid speech, heavy fatigue, muscle tension, erratic thoughts, social avoidance, shallow breathing and accelerated heartbeat.



Emotional Regulation Skills

14. PLEASE

Identify the emotions we have and the roles they play. Discuss self-care skills and identify why practicing self-care can be challenging. Discuss how to have a balanced lifestyle and take care of our mind, body, and soul.

15. Positive Experiences

Discuss why positive experiences sometimes are hard to accumulate. Identify the differences between short-term and long-term positive experiences and ways to start incorporating both into practice. Discuss ways to plan ahead for negative experiences to predict better outcomes.

16. Opposite Action

Learn how to recognize difficult and uncomfortable emotions. Discuss the purpose the emotions serve and the common ways individuals react to painful emotions. Identify healthier ways to cope and the differences in the outcome as a result.

17. Check the Facts and Problem Solving

Plan for the future by predicting the most positive outcome. Participants will walk through problem situations and look at them through alternative perspectives. By identifying the most desired goal, individuals can brainstorm realistic solutions to implement.



Interpersonal Effectiveness Skills

18. THINK

Realize individual interpretations and assumptions that inform interactions in relationships. Through viewing experiences through a different lens and offering empathy to others, individuals can discover compassion and kindness. Participants will practice approaching others in this manner and identify how it can reduce conflict and anger in their lives.

19. FAST

Discuss the importance of self-respect to have a better relationship with yourself and others. By assessing individual standards and treatment to self and others, individuals can make decisions about how to approach difficult situations. Participants will discuss the impact over- and under-apologizing can have. They'll work to identify values and discern whether or not they're living by those values. By being true to themselves and others, participants can learn the freedom that honesty and accountability can bring.

20. Dear Man

Learn the building blocks for practicing assertive communication skills. Through understanding the role compassion plays in healthy relationships, individuals can identify the needs of themselves and others to effectively negotiate. Participants will differentiate between facts, emotions, and opinions and incorporate essential skills for assertive and confident communication.

21. GIVE

Identify healthy vs unhealthy relationships. Learn how to attract relationships that incorporate care and concern. Learn how to appreciate authentic engagements and differentiate between invalidation and validation. Practice effective non-verbal and verbal communication skills.

22. Preparing for Post-High School

This workshop is an experiential workshop to cultivate conversations around identity. Through the educational and experiential practice of mindfulness, students will learn to create awareness of their experience. Students will engage in identifying expectations and influences, discussing the various aspects of identity, and creating awareness around negative thinking patterns and the connections between thoughts, feelings, and behaviors. Students will discuss self-care and self-compassion and address common barriers to problem-solving, decision making, and communication.



Skills for Athletes

23. 21st Century Masculinity

To be a man, to be male, to be masculine; are nouns, adjectives, objectives, identities, all labels for a condition that though seemingly a birthright is often confusing to understand or to feel one has achieved well. Here in the 21st century where the script for almost all other groups has evolved, the narrative for men remains predominantly fixed. Fathers are the primary pathfinders for their son's journey from childhood through adolescence into adulthood. Their transmission of knowledge around what healthy masculinity means, what it means to be a "real" man, is based on what the earlier generations found "functional" in their specific context. A mindful revisiting on what is healthy masculinity in the current social/political context will be explored.

24. The Effective Use of Aggression

"Leave it on the field, on the court, on the mat"...the aggression that gets the ball across the goal line, the aggression that all sports attempt to tap and channel, is often not as easy to turn off once the game is over. This training attempts to have an open and honest conversation about the effective uses of aggression. Unpacking directly what is assumed too often in athletics that the time and place to participate with anger toward success is easily discerned by the athlete. So many life lessons are taught in sports; how to win, how to lose, how to pick yourself up in the face of adversity, yet the appropriate use of aggression requires more nuance and description.

25. Limiting Personal Fouls on and off the Field

Frustration tolerance is keeping your cool when everyone else is either losing theirs, or more directly your opponent is trying to get you to lose focus. Outside of the purposeful taking and giving fouls like in basketball, personal fouls can cost you the game, a starting role on the team, or get red carded and ejected from game. Personal fouls are often the result of caring so much, being so focused, investing so much and playing so hard that adversity becomes catastrophic and one just losing composure. In this way personal fouls are the mis informed attempts at trying to be successful. This is the exact same process off the court as well.

26. Maintaining Good Vision Off the Ice

Ice hockey, as with many sports, teaches the importance of maintain "good vision", the quality of awareness that allows one to notice not just the puck in front of them but their surroundings and position related to threats and opportunities. The true value of sports is not in college scholarships, but the skills lessons that are directly transferable to life off the field.



Skills for Athletes (continued)

27. Overcoming Performance Anxiety

Performing our best is an unique balance between intensity and focus, aggression and patience, pushing ones self towards success while still being able to pick ones self-up after adversity. The drive to win and be perfect can be overwhelming and cause intense anxiety and fear that inhibits performance.

28. How to Win and How to Lose

“Winning reveals some of a man’s character, losing reveals all of it.”, Vince Lombardi. Character development is another gift sports has to offer participants. How to respond to adversity, to face and deal directly with losing, with injustice, when things just don’t break the way you want it to. How to win with dignity and humility. This course is to help participants realize both winning and losing are moments with their own unique lessons that provide opportunities for personal growth.

29. What Does Team Really Mean?

Team development and cohesion is the foundation of a success program and has direct implications for a successful season, regardless of record. How to support the individuals seeing the benefits of belongingness and move to sacrifice individual needs for the benefit of all has always been a challenge. This challenge presents even more difficult in the current cultural of sports where kids see professional athletes more and more often acting in their own self interest at the cost teams and programs. Fans are now more likely to follow individual athletes than teams, eroding the teaching moments of team sports- the meaningfulness and life skills benefits of learning belongingness.



Teachers

PROFESSIONAL DEVELOPMENT TRAINING

ICCC is proud to offer professional development training designed to help teachers understand and implement supportive strategies with their students so that they can continue to promote healthy social, psychological, and personal growth.



Social Media Mindfulness: Recognizing Social Media as an Adverse Childhood Experience (ACE)

1.5 Hrs

In 2007, something arrived on the doorsteps of homes and into the lives of teens, forever changing their relationship to themselves. **The Iphone was introduced,** and along with it came:

- Interfering with the development of interpersonal effectiveness
- Decreasing distress tolerance
- Furthering isolation and the disconnect in the nuclear family
- Increasing states of depression and anxiety- especially social anxiety
- Impacting neuro-biological process,
- Challenging executive functioning and learning
- Feeding the craving of continuous social affirmation and recognition
- Introducing and enhancing the fear of missing out
- Impacting social and physical activities

We had no idea the Pandora that was in the first Iphone box. The human brain was not wired for it; it has not evolved to interact with such technology. The adolescent brain and the associated stage of psycho social development is uniquely vulnerable to the impact of this technology and the associated social media applications.

The CDC-Kaiser Permanente adverse childhood experiences (ACE) study is one of the largest investigations of childhood abuse and neglect and household challenges and later-life health and well-being.

The Adverse Childhood Experiences, or “ACEs,” quiz asks a series of 10 questions about common traumatic experiences that occur in early life. Since higher numbers of ACEs often correlate to challenges later in life, including higher risk of certain health problems, the quiz is intended as an indicator of how likely a person might be to face these challenges. The higher the ACE score the higher the likelihood of death, roughly 20 years younger for the highest scoring. It is time for an update to the quiz for the 21st Century Teen experience that incorporates the pervasive impact of technology and social media on their over all development and relationship to themselves and their world.

This training will provide evidence in support of the argument that unmindful use of social media and technology should be added as a risk factor to the ACE scoring system. It will also provide strategies and insights in support of what mindful monitoring, limiting and use of the tool of technology and social media can look like in practical application.



Trauma Informed Practices to Make Classroom Learning Easier: Putting Connection in the Lesson Plan for Disconnected Students

1.5 Hrs

The learning environment has forever changed since COVID, but the change started even prior to the pandemic. The interbeing of costs, culture, technology, social media, increasing awareness, decreasing stigma, political divisions, the threats on the mitigating strengths of the nuclear family, have come together to irreversibly complicate the relationship between teacher and student. Learning is now happening in an ever increasing anxious and disconnected world, where all the participants to the learning process are having to move through states of trauma brain functioning to create space for education.

We all remember that teacher, that coach, the principal, that school guidance counselor or band teacher that made all the difference. Maybe it was how they saw you; they seemed to take a bit more care or time or attention to your experience and brought out something in you that you didn't see yourself. The profession calls them facilitating adults, and it wasn't really about the time spent or some special favor they bestowed, it was the just that they made you feel seen. Resiliency in children and teens is strongly correlated to an experience of being seen, the validation that comes with connection that propels the child to believe in themselves and their abilities. In all that has been experienced by our society and learning environment over the recent years, it is connection and presence that have been pushed aside. The paradox is that healing and learning happen in conjunction; relationships helps humans learn and recover.

How does a teacher or education professional in any level have the pause to connect when more is being asked of them with increasing little being provided as support? The community wants to keep school taxes low, but the schools are being required to provide more "trauma informed" methods of connecting while keeping grades and attendance up. As the educators have less time to show up for themselves, they are now being asked to be more present for their students.

This training will explore the neuro-biological impact of stress and trauma on learning, relational presentation, emotional regulation and behavioral control in the learning environment. We will review three categories of approaches; informal, formal and intensive methods to bring learning back to presence. We will affirm and provide reinforcement for what is working through sharing together self-care mindfulness-based practices used at school. Simple, practical and budget neutral practices will be presented for the teachers, for the students, and for the teacher-student relationship.



21st Century Adolescence

3 Hrs

How has the new culture of the 21st century changed the basic premises of the family and school? How have time constraints in the family, parent, and teaching life affected adolescents? What motivational enhancement strategies are effective in the 21st century?

This professional development training seeks to offer insights and approaches regarding this new paradigm to 20th-century adults. 21st-century teens are most casual with everything. No more time-outs—instead replaced with time-in to co-regulate. This training will also explore the use of the Authentic Self-concept in a Relational Deprived context. The use of Mindfulness-Based Approaches fits perfectly with the vulnerabilities of 21st-century adolescents. You will learn from PowerPoint, direct practice, and interactive dialoguing to develop meaningful and heartfelt approaches to connect and support the emotional regulation, distress tolerance, and interpersonal effectiveness of your 21st-century adolescent.

LEARNING OBJECTIVES:

1. Become familiar with a holistic approach regarding the new culture of the 21st century and the impact it is having on adolescents.
2. Learn the difference between effective approaches in connecting with this cultural context and adolescence from some very old wisdom.
3. Learn how to utilize authentic self to co-regulate and connect with teams.



Conflicting views exist when it comes to understanding adolescents. We will look at the profile of the 21st-century teenager and dive into the five goals of adolescent behavior. An understanding of Adolescent Arousal and self-control is key to develop an informed, mindful view of adolescents from a neuroscience perspective. Learn ways to identify and get through communication roadblocks.

You will learn that misunderstanding is the source of so many challenges in working with adolescents. This professional development training seeks to teach that through incorporating some **intentionality** in your mindful presence, effective interpersonal connection and behavioral performance can improve.

LEARNING OBJECTIVES:

1. Become familiar with the neuroscience that informs the perception and capacity of adolescent behavior and communication.
2. Learn a more realistic and compassionate understanding of adolescents and themselves in relating to them.
3. Learn how to more effectively interpret and understand the needs the adolescent is trying to meet.
4. Participants will learn the complexity of conditions that inform and shape the experience of the adolescent in the 21st century.



The Mindfulness Toolbox For Schools

1–2 Hrs

For those who are balancing the needs of working in schools with the needs of themselves and their families. Experience the fascinating effects of mindfulness, as well as ideas for developing your own practice, releasing stress, and increasing well-being so you can optimize the performance of your role in the school.

Enjoy a better understanding of what the interest is in mindfulness in organizations such as Google, Aetna, Monsanto, General Mills, the U.S. Government, and many other settings—while considering how it can positively affect yours.

You will learn self-care via experiential transformational breathing and mindfulness practices for your own stress management, wellness, and healing, as well as for enhancing resilience, attention control, and emotion regulation.

LEARNING OBJECTIVES:

1. Become familiar with the neuroscience behind the mind-body connection regarding mood and behavioral regulation, communication, and creativity.
2. Learn the difference between formal and informal mind-body techniques.
3. Learn how to utilize both formal and informal mind-body practices.



What is the behavior of school refusal saying about the child to the parents, schools, society, and to the child themselves? Often the assumption of the highly sensitive child, the under-socialized teen, or the disengaged parent misses the mark completely. The basic wisdom in psychotherapy practice is that all behavior makes sense in context. What is the narrative of school refusal communicating for this child, this family, this school, or this social system?

Is the appropriate response to listen and validate, or to lecture and reinforce, or is it to practice patience and compassion, or to set limits and push the child back to school? What role can the teacher, the Child Study Team, or other school-based players take in working with a child who avoids engaging?

What possible tools and ways of helping may offer the best chance to support the child to re-engage in all the learning the school environment provides?

This professional development training seeks to offer insights into these questions and to serve as a source of collaboration in the practice of working with children and families where school refusal has become a challenge.

LEARNING OBJECTIVES:

1. Gain an understanding of the 21st-century child/adolescent, family, school, and societal context, exploring these conditions and their impact on the student's successful school experience
2. Identify common profiles of children refusing to attend school, the elementary-age child, the middle schooler, and the high school adolescent
3. Understand the neuroscience of stress and its implications on learning, behavior, school performance, and refusal
4. Conduct an exploration of the family system and parenting styles that correlate with school-refusing children
5. Explore school culture that may also be a factor in missing the opportunity to connect with the emerging absent/avoidant child
6. Review of some assessment tools and opportunities to understand the narrative: Applied Behavioral Analysis, School Refusal Assessment Tool: Child and Parent, School Anxiety Assessment, Absentee Reporting, Beck Depression Scales, and Disciplinary Reports
7. Review of interventions and ways to help
8. Study case examples, successes, and challenges



Tools for Befriending Stress: EFT/Tapping, Movement, Mindfulness, Meditation, Breath Work and More

2 Hrs

Kid stress is different in the 21st Century—kids deal with natural social anxiety as well as social media anxiety. Fighting stress leads to a never-ending battle with one's experience—leading to more stress.

We will provide a toolbox for the attendees to leave with portable and practical applications to enhance their stress tolerance and improve their relaxation response to address stress. Participants will be offered effective approaches in a variety of learning styles that will include experiential, visual, and didactic presentations.

These will include EFT Tapping, Trauma Sensitive Yoga, and Breathwork, as well as informal mindfulness-based practices that will be immediately applicable at school and home.

You will learn from PowerPoint, direct practice, and interactive dialogue to learn that stress is another messenger in the guest house of awareness and is just requesting a meaningful conversation to inform change.

Through R.A.I.N.—recognizing, allowing, investigating, and nurturing with mind/body tools—you will learn the benefits of befriending stress rather than battling it.

LEARNING OBJECTIVES:

1. Become familiar with unique Kidstressors of the 21st Century
2. Learn the neuroscience of stress and mind/body approaches in addressing stress
3. Learn how to approach stress with more openness, curiosity, and self-compassion in a collaborative and non-adversarial manner.
4. Learn the difference between formal and informal mind-body techniques.
5. Learn how to utilize both formal and informal mind-body practices.
6. Explore the application of EFT/Tapping, Breath Work, and Trauma-Sensitive Yoga.



Grief, Bereavement, and Traumatic Loss: How to Hold Space in the School Environment, and What to Say and Not Say

1–2 Hrs

Grief is the unwanted and misunderstood river all of us will encounter and must navigate. When it occurs in childhood and adolescence it can profoundly shape the individual's psychological framework of relatedness to self and the world. The cultural, gender-based, religious, or familial direction and instruction in walking in this new territory so often leave the individual lost. There is often not a sanctioned space in the young person's life to encounter their grief in a supported way.

Bereavement is a state of mind, from having suffered a loss. "Bereave" derives from the same root as the term "rob". Bereavement and loss imply an unwilling experience, a deprivation by force, having something withheld unjustly and injuriously, the stealing away of something valuable.

These experiences leave a person with an experience of victimization. Moving from an experience of victimization to empowerment, from traumatic loss to post-traumatic growth, is possible and may in fact be the gift of grief. The use of integrative approaches has been evidenced to encourage this navigation.

We will provide a frame of practical reference as presented through the video clips from "Speaking Truth To Power" and offer a list of resources to assist the education professional in being a resource to the child, adolescent, and family. This framework will also advocate that the participants stay engaged with the grieving and bereaved throughout their time at school to change the allergic culture surrounding grief work.

LEARNING OBJECTIVES:

1. Overview of grief and the concept of loss to better understand the experience of loss within the context of culture, family, gender, and spirituality.
2. Defining the stages of grief, the 4 Responses to Mourning, and the 6 "Rs" of the Mourning Process.
3. Review the diagnostic manual to discriminate between mourning and persistent complex bereavement.
4. Review neurobiology, attachment theory, thanatology, and grief theories with an emphasis on alternative modalities to assist in healing loss.
5. Provide case illustrations demonstrating the use of grief theories and holistic strategies.
6. Understanding gender differences in navigating grief and what to say and what not to say.
7. The importance of holding space, describing and naming the experience of grief and traumatic loss for children and adolescents.
8. Combating the relational deprivation of the 21st century exacerbated by loss through authentic use of self.



Self-Care for the Education Professional: Mindfulness Meditation Practice

1-2 Hrs

This development training seeks to teach the practice of iRest Yoga Nidra, a Guided Meditation Practice developed by Richard Miller, Ph.D. It was initially developed in collaboration with the Department of Defense to address PTSD in veterans.

iRest has been found to provide a practice towards self-regulation in a dis-regulated world. It is a 10-step protocol to come back to one's self and one's world with a capacity for compassion and welcoming.

You will learn how to welcome and witness sensation, emotion, thoughts, and awareness with an open spaciousness to promote effective regulation and balance.

The body itself will be used as a resource for the mind to directly experience awareness as a means of relaxation and wellbeing.

LEARNING OBJECTIVES:

1. Develop an understanding of iRest Yoga Nidra and its evidence-based approach in working with PTSD, chronic pain, addiction, anxiety, depression, and sleep disturbance.
2. Learn and apply the three components of the Resolve technique: Intention, Heartfelt Desire, and Inner Resource. This technique will provide a structure for self-compassion, empowerment, and self-resourcing that energizes the promise of wellness recovery and balance.
3. Develop a capability of holding opposing sensations, emotions, and beliefs in your awareness to support emotional regulation and distress tolerance.



To be a man, to be male, to be masculine; are nouns, adjectives, objectives, identities, all labels for a condition that though seemingly a birthright is often confusing to understand or to feel one has achieved well. Here in the 21st century where the script for almost all other groups has evolved, the narrative for men remains predominantly fixed. Fathers are the primary pathfinders for their son's journey from childhood through adolescence into adulthood.

Their transmission of knowledge around what healthy masculinity means, what it means to be a "real" man, is based on what the earlier generations found "functional" in their specific context. A mindful revisiting on what is healthy masculinity in the current social/political context will be explored.

LEARNING OBJECTIVES:

1. Understand the definition of terms: being male, being a man, being masculine.
2. Looking at these terms through the lenses of context: economic, social, political, and cultural context.
3. Define the different types of masculinity.
4. Explore the theoretical underpinning of the male journey into "becoming a man": Object-Relations Theory, Family Systems, Internal Family Systems, Intersubjectivity, Socialization, Dialectic Behavioral Therapy.
5. Describe the traumatic transmission of what it means to be a man through different types of abuse from father and son.
6. Appreciate the unique context of the 21st century on the identity of masculinity.
7. Review of the neuroscience of masculinity as a manifestation of self-relation.
8. Identify the impact of internal resources, intention, purpose, and the development of a compassionate relationship with one's self on a 21st-century definition and function of healthy masculinity.



The Neuroscience of Mindfulness

1-2 Hrs

The technological, economic and political-social context of the 21st century has exacerbated stress related disease and intensified the impact of suffering. Mind/Body practices such as mindfulness meditation, trauma sensitive yoga, and others have been proven to provide effective tools in the support of wellness recovery. Today's teachers and counselors are facing the challenge of distracted, hyper aroused, hyper scheduled, and overwhelmed yet relationally deprived students who struggle with interpersonal effectiveness. Understanding not only the mind/body tools themselves but knowing how and when to engage the student in their use is important for successful assistance and positive growth.

We will explore the neuroscience of stress and trauma and its implications for the need of mind/body approaches, while also identifying the foundational approaches to a mindfulness toolbox with experiential practice opportunities.

LEARNING OBJECTIVES:

1. Review the neuroscience of stress, trauma and mindfulness.
2. Defining mindfulness as an antidote for the 21st century challenges to teachers and students.
3. Identify and teach mindfulness techniques for use with students such as breathwork, mindfulness meditation, trauma sensitive movement, EFT & aromatherapy.



A Creative Culturally Competent Approach that is Inclusive and Affirming to Trans/Queen/LGBTQ+ Folks

1.5 Hrs

This professional development will address the lack of provider education about the diverse needs of the Trans, Queer, LGBTQ+ community within the school setting. Inherent in the workshop will be an emphasis on shifting attitudes towards this population by increasing safe access to healthcare, through advocacy and allyship as a real entity in today's world. There is increased evidence this population is underserved in multiple aspects. Participants will learn efficacy skills, in addition to skills that help ensure safety and access to necessary care. There is an opportunity to increase understanding of LGBTQ+ cultural competency, gender identity, Queer history, and trauma related to family and community acceptance; all which will require advocacy and increased education on multiple levels.

This workshop will also include the introduction of the LISA principle: Leverage, Inclusion, Solidarity and Affirm will be presented through the experience of a trans person. Emphasis on language that is inclusive and culturally competent to LGBTQ+ will be placed. The presentation of the 'gingerbread person' as a model to deconstruct and explain gender identity, physical attraction, anatomical sex, and gender expression will be analyzed. This workshop will also provide a review of adolescent exploration of gender and sexual identity within family systems.

LEARNING OBJECTIVES:

1. Identify and increase knowledge of barriers and disparities in care for Trans/Queer/LGBTQ+ students.
2. Define Leverage Privilege to allow inclusion as a habitual practice. Illustrate through case studies and role play how to utilize inclusion.
3. Increase education through history of prior practices and ways to transform delivery of services to include safety as a goal for Trans/Queer/LGBTQ+ folks.
4. Define intersectionality and privilege. Offer clinical tools through case illustration and role play demonstrating a culturally competent approach and affirming the right to healthcare.
5. Define Adverse Childhood Experience, known as A.C.E.s, historic, generational and individual trauma on Trans/Queer/LGBTQ+ people over a lifetime.



Mindfulness as Self-Compassion Retreat for School Staff

Give your staff more than coffee and donuts to keep them caring... give them a retreat that can decrease the impact of chronic stress, expand their window of tolerance and connect them to the practice of being more present for themselves, their families and their students!

Bring your school team to us or we will bring the retreat to you. Retreats are available in both half day and full day options. All retreats include breakfast/lunch, a professional development or CEU course and mind/body experiences. Professional Development courses are aligned with the particular needs of your group. Please contact us to create your own unique retreat.

Half Day (3 hours)	Full Day (6 hours)
Light Fare Breakfast or Lunch	Light Fare Breakfast and Lunch
Mindfulness as Self Care Presentation	Mindfulness as Self Care Presentation
Professional Development Presentation	Professional Development Presentation
(1) Mind Body Experience Choice of: <ul style="list-style-type: none"> • Trauma-Informed Yoga <ul style="list-style-type: none"> • iRest Meditation • Relaxation with Art • Sand Play Therapy <ul style="list-style-type: none"> • Sound Bathing • Breathwork 	(2) Mind Body Experience Choice of: <ul style="list-style-type: none"> • Trauma-Informed Yoga <ul style="list-style-type: none"> • iRest Meditation • Relaxation with Art • Sand Play Therapy <ul style="list-style-type: none"> • Sound Bathing • Breathwork
Debriefing Session	Debriefing Session



Parent and Community Programs (Provided by Larry Thompson)

Integrated Care Concepts and Consultation can customize one-hour parent/community night programs to align with the SEL student training your administrative team has chosen. These programs can be offered in ESL formats.

ICCC will work with your team to create interactive and experiential activities to ensure the parent/community can serve to reinforce the SEL skills being provided to the students.

Supporting Your Teen (Parent Workshop)

This presentation is designed to create awareness and information around the practice of mindfulness and meditation as a form of self-care and effective intervention in managing stress. Parents will be provided with information around the adolescent experience and common mental illness symptoms in order to openly discuss effective strategies for engagement and support.

Parents will create awareness and understanding of the connection between thoughts, feelings, and actions in order to apply mindfulness practices to communicating with their child. Parents will be presented with several Dialectical Behavior strategies to utilize personally or with their child during communication challenges, discomfort, and stress.

Parents will also be provided with resources for support during times of distress.



SCHOOL SERVICES

(NEW FOR 2023-2024 SCHOOL YEAR)

ICCC is proud to offer in-school support designed to assist school employees through our Trauma Informed School Training as well as our School Employee Supportive Services Program.



The School Refusal Response Team

School refusal behavior is often associated with comorbid disorders such as anxiety or depression and has far-reaching and long-term consequences. In many districts school refusing behavior is up 50% since Covid, the number of kids absent on a given day has been reported to be as high as 20% of the total population in some districts. School refusers may have serious problems with unidentified bullying, language and cultural barriers, nightmares, temper outbursts, poor academic performance, stunted social skill development, and even physical ailments. Another major contributing factor in school refusing behavior is the parent's relationship with the school from their own previous experience as learners.

School refusers, their families, in-community providers, and the school's policies, procedures and resources, all intersect in a very complex relationship. Refusers themselves are a very heterogeneous group requiring individualized approaches to engagement and planning. Schools do not have the resources to pull staff from school based and guidance services as currently built to provide all the needed support to help kids be prepared to return to school. It becomes a very difficult proposition, how to simultaneously address two competing demands when treating school refusal— immediately meeting attendance expectations set by the schools while also digging deeper to uncover and treat underlying problems.

Description	Procedure	Measureable Outcomes
<p>School Refusal Response Team</p> <p>The objective of this highly trained clinical team is to assess the needs of students engaging in behaviors associated with school refusal. The LBPS team will collaborate with ICCC to identify students on a level system. These levels will indicate the severity of school refusal and help identify the mechanisms that serve as the catalyst for non-attendance.</p> <p>Level 1 - Need for clinical intervention</p> <p>Level 2 - Need for case management and coordination</p> <p>Level 3 - Engagement and assessment</p>	<p>Level 1- <u>Clinical Intervention</u></p> <p>Engagement, Assessment leads to care planning resulting in a treatment plan for clinical interventions. Providing interventions in order to support child return to school</p> <p>Level 2- <u>Care Coordination</u></p> <p>Engagement and Assessment identifies community and school supports sufficient in the child returning to school with care coordination support</p> <p>Level 3- <u>Assessment</u></p> <p>Engagement and Assessment provided, identifying which stage of change the family and child is presenting in school, or supporting family accessing services in school.</p>	<p>Level 1 -</p> <p>Increase in attendance days for those children suffering from co-morbid mental wellness vulnerabilities at high risk for drop out.</p> <p>Level 2 -</p> <p>Increase in attendance days for those children who are at risk for drop out without appropriate linkages.</p> <p>Level 3 -</p> <p>Increase in the number of children and families engaged and assessed who have not responded to school based efforts at engagement to determine status of school refusing behaviors and causes.</p>

Contact Us for Customized Pricing



Relational Schools: A Trauma Informed Schools Training

“Healing Happens in Relationship” - Judith Herman, MD

When everyone is in trauma, the way through is together.

The 21st Century is a relational deprived century, since the advent of the iPhone in 2007, the impact of technology on the human nervous system, interpersonal connection and belongingness is shocking. Take this ever-increasing lack of empathetic attunement and then add the impact of a global pandemic and subsequent isolation and you get what schools have been experiencing since reopening. Every school is reporting increases in school refusal, discipline referrals, acts of violence and intolerance, suicides, disrespect, and behavioral and emotional dysregulation. The learning recovery has out paced the recovery of connection and a sense of safety for students and teachers in the buildings. In a context of trauma, control is not restorative. It is not about increasing security or more control, it is about reestablishing relationships and connection in support of the return of empathy; first to oneself and then others.

Relational Schools Training is a multi-part program that is builds on the foundation of the 4 stages of developing a trauma informed culture in schools. Each module of the professional development training and associated parent nights, lays the foundation for greater belongingness and safety in the learning community. Becoming **trauma aware** and the related information as to the purpose of belongingness as a logical means to improved safety and performance in teaching and learning. From there we move into becoming more **trauma sensitive** and how this naturally invites the greater possibility of seeing others as people suffering and not problems. As the teachers and parents grow in the understanding of trauma the culture shifts into becoming more **trauma responsive**, looking at how greater understanding shows up in the buildings and at home; initiatives are built and implemented in communicating more empathetic attunement and availability. The actual highest level of trauma care involvement is to be **trauma informed**. This is where all the training builds to, where the learning community commits to creating an environment that places relational practices and policies as priorities. These measures are not only to prevent re traumatization but to allow an opportunity for reestablishing relatedness and the recovery of learning in all dimensions, post traumatic growth

- Trauma Aware - ACES & Belongingness (1-2 Hours)
- Trauma Sensitive (1-2 Hours)
- Trauma Responsive (1-2 Hours)
- Trauma Informed (1-2 Hours)
- Putting it into Practice - Monthly or Bi-weekly Focused Small Group Training in Support of Best Practices in Classroom Management
- Putting it Into Practice - Monthly or Bi-weekly Parent Night Conversations and Academy-Style Programming

Contact Us for Customized Pricing



Schools Employee Supportive Services Program

The demands on school employees have never been so overwhelming, the need for safe, supportive and stable learning environments has never been so crucial, the impact of unprecedented stress on school employees has never been so devastating. Schools have been asked to provide ever increasing support to their students and communities. The demand on schools goes way beyond teaching to the standardized testing, they have been immersed in assisting their students recovering two years of lost social emotional learning, and the long-term impact of COVID interrupted learning. Yet the ones providing the environment for this learning, and the ones teaching have themselves been left to deal with their own increased stressors often alone. The School Employee Supportive Services Program offers support to school employees directly, discretely, and timely.

HOW IT WORKS:

- Integrated School Services staff present to the district and assist in marketing the program to the district employees.
- The school district gets a unique link to the Integrated School Services Website.
- The ISS website allows the school employee access to several tele-medicine clinicians and their profiles.
- The employee selects the clinician of their liking and can then schedule right online for a brief tele-health psychotherapeutic consultation.
- The employee can access services, on their time, in their car, on their lunch time, some districts allow teachers to use some planning time to get support as needed.
- The employee, utilizing their health insurance – or as supported by the district, gets up to 3 assessment, linkage, referral and integrated short term treatment sessions right online.
- If more sessions are needed, the employee can be referred for further care within Integrated Care Concepts or a provider located closer to the employee.
- Integrated Care Concepts has 5 prescribers, 70 clinicians, and 10 mind body therapists, numerous group therapy options, an adolescent IOP/PHP program, substance use specialists, and a comprehensive list of services to support the employee's needs.
- Each district customizes how the program is presented. Some districts pay for the employee's copays up to 3 sessions, some districts have the employee use their insurance without district.
- There is a program development fee based on the size of the district based on the number of employees. This fee allows ICCC to reserve clinician availability in support of the program.

PRICING

- Up to 200 Employees - \$1500.00 per year
- 200 to 400 Employees - \$3000.00 per year
- 400 to 800 Employees - \$6000.00 per year



School Administrators: Fee-for-Service, On-Site, and Integrated Mental Health Services

Integrated Care Concepts and Consultation can either replace or enhance your current school-based mental health counseling services. Utilizing a fee-for-service model, ICCC can provide an on-site comprehensive continuum of integrated mental health care.

These services can include:

- Mental health assessment
- Telehealth psychiatric services
- Mindfulness Meditation
- Mind-body services
- Individual therapy
- Art therapy
- Family therapy
- Sand tray therapy
- Group therapy

We can also provide referral services as needed.

ICCC will collaborate with your specific needs to develop a memorandum of understanding to ensure clear coordination of services and excellent student treatment outcomes.

Your school provides the space, ICCC provides the rest. Schedule a consultation meeting today!

College/University Support

Integrated School Services has branched out from P-12 education into higher education campuses. With the need for mental health services at an all time high, many colleges and universities are inundated with requests. Integrated School Services supplements the services already in place on the campuses by providing additional clinical support. This service comes at no fee to the school because all sessions are billed to the student's private insurance. Integrated simply utilizes campus space to health lighten the load of student requests and then takes care of all of the paperwork and billing.



Trainings and Sessions can be offered Virtually or Onsite

Student Social Emotional Learning

1 Hour Sessions (for groups of 30 or less)*:.....\$250.00

(for groups of 30-150)*:.....\$300.00

(for groups of 150-400)*:.....\$450.00

Full Day of Sessions: (Presenting to all classes/ students)\$2500.00

1 Hours Customized Learning Sessions (for groups of 30 or less)*:.....\$350.00

(for groups of 30-150)*:.....\$400.00

(for groups of 150-400)*:.....\$450.00

Full Day of Customized Learning Sessions:.....\$3000.00

Professional Development Trainings

1 Hour Training:.....\$450.00

½ Day Training:.....\$1200.00

Full Day Training:.....\$1750.00

Customized Professional Development Training:.....MOU Determined

Parent/ Community Events

1 Hour Event:.....\$750.00

2 Hour Event:.....\$1200.00

Additional \$100 Fee Applies to Bilingual Events

***Travel Expenses May Apply**



Meet Your Presenters



Larry Thompson, LCSW
Founder and Partner at
Integrated Care Concepts and Consultation



Larry Thompson, LCSW, was trained at New York University's School of Social Work and earned a Master's Degree in Social Work. His theoretical orientation is in the use of self & Zen psychology and psychodynamic-object relations theories of psychology. He was formerly the Director of Children's Mobile Response in Ocean County and Team Leader for the Monmouth County PACT team.

Larry holds post-graduate certificates in Child/Adolescent Mental Health and Parent Education from Rutgers University. Larry incorporates his training in Dialectic Behavioral Therapy and Cognitive Analytic Therapy with natural and holistic approaches in work with adolescents, individuals, and families.

Larry's passion for integrating a total wellness approach continues to carry over into his professional and personal life. He has completed a post-graduate certificate through Drexel University in Complementary and Integrative Therapies, so as to offer his clients additional options for their wellness recovery, as well as iRest Yoga Nidra meditation through the Integrative Restoration Institute.

GET TO KNOW LARRY | Larry's favorite authors and poets include David Whyte, Thich Nhat Hahn, Rumi, E.E.Cummings, and Kahlil Gibran. One of his favorite mantras/meditations is by Thich Nhat Hahn, "Mountain Solid; Breathing in, I am a mountain, Breathing Out, I am solid." His favorite Lojong slogan as interpreted by Pema Chodron, "Three poisons, three medicines, three paths to enlightenment." Larry's most transformative relationship lessons are those of "Loving Speech" and "Defenselessness." What Larry is most often heard speaking of regarding mindfulness and emotions, "Emotions are not our enemy, they are vital aspects of the self reaching for regulation in the present moment."





Seth Arkush, LCSW, MBA
Managing Partner at
Integrated Care Concepts and Consultation

Seth Arkush earned his Master's of Business Administration at Drexel University in Philadelphia, Pa. and obtained his clinical training at Fordham University where he earned his Master's of Social Work degree. Soon thereafter, he earned his clinical social work license (LCSW). In addition to his psychotherapeutic work at ICC&C, for the past 10 years Seth has worked clinically with: urban youth; as an in-home therapist for at-risk children and families; children and families in crisis through Children's Mobile Response; and as the Clinical Specialist leading a team of therapists for Therapeutic Family Visitation Services serving families in the Division of Child Protection & Permanency system (formerly known as DYFS).

From the mid 1970's through the mid 1980's, Seth worked his way through college on a suicide and crisis hotline and in a Youth Services Program that served runaway youth and their families. In his senior year, Seth wrote a grant that got funded to develop a Men's Counseling Program. After graduating, he worked for the Juvenile Division of the NJ Department of Corrections serving incarcerated youth. From the mid 1980's through the early 2000's, Seth held positions of increasing responsibility in corporate budgeting and financial analysis and eventually became a consultant for at-risk companies. Seth holds a post graduate certification in Child/Adolescent Mental Health from Rutgers University.

GET TO KNOW SETH When not in the office, Seth enjoys cooking for family and friends (hopefully they enjoy it as well), playing tennis, reading, and listening to and playing music. He is the proud father and stepfather of three adult children and has two beautiful grandchildren.



Suzanne Campbell, RYT
Yoga Therapist



Suzanne is a certified Yoga Teacher providing therapeutic interventions using mind-body techniques, breathwork, yoga, and meditation to help adolescents and adults with mental and physical health needs in group and individual settings. She is a retired Educational Assistant from Central Regional BOE, working directly with special education students (12 years with higher functioning self-contained, and 6 years with 8th-grade resource math). Suzanne also did substitute teaching, co-facilitating classroom structure, learning, and miscellaneous needs of students.

Suzanne has over 15 years of volunteer experience working at a camp for terminally ill children and their families, which she found very rewarding. She has enjoyed working directly with adolescents over the years and loves watching them become successful despite any learning or physical challenges.

GET TO KNOW SUZANNE Suzanne is from Vermont but moved her family here about 20 years ago. During her time in Vermont, she took many lay counseling workshops, classes, and seminars, giving her several certifications in different counseling methods. Suzanne also had the joy of home school teaching her 3 daughters, all of which have families, giving her 6 grandchildren all together.





Kelley Cheverino, MSED - School Counseling
Mental Health Associate

Kelley completed her undergraduate degree from Kean University where she earned her Bachelor of Arts in Psychology and continued at Monmouth University for higher education to gain her Master's in School Counseling. Kelley is a certified Associate Counselor and has experience working with a diverse population of students in grade levels K-12. She is a Mental Health Associate and Counselor Clinician where she gained the majority of her clinical experience in a school setting. She is passionate about working with individuals from diverse backgrounds where she helps them overcome a variety of obstacles from mental health, life transitions, educational support, self-esteem, and developing coping skills. She continues to work with children and adolescents at Integrated Adolescence program and through Integrated School Services.

Kelley's approach to counseling is to create a safe space, judgment-free environment where students feel seen, heard, and valued. Her goal is to better support those by ensuring they receive the appropriate amount of advocacy and guidance throughout any transitioning process.

GET TO KNOW KELLEY Kelley enjoys the beach, morning runs with a view and is highly into nutrition and personal fitness. Kelley believes moving the body and receiving at least 30 minutes of exercise can help relieve stress, rejuvenate the mind, and recenter one's thoughts. Kelley also enjoys reading novels that are romance and young adult fiction. Her favorite author is Colleen Hoover where she read all 26 of her books in a span of 2 months.



Dana Delfino, LSC, SAC
Licensed Associate Counselor



Dana has a Master of Science in Educational Counseling from Monmouth University, a Bachelor of Science in Equine Studies from Centenary University and has taken multiple Animals Science courses at Rutgers University. She is a Licensed School Counselor in the state of NJ, holds a CEAS as a Student Assistance Coordinator, and is a Licensed Associate Counselor in the Integrated Adolescence Program. Dana's early career as an equine professional involved teaching clients of all ages how to ride and care for horses, develop young horses for sport and pleasure riding, and rehabilitating and working with difficult or "problem" horses. Dana's work with horses has given her a unique perspective on trauma informed practice. She firmly believes that every individual needs the space and patience to grow, develop, and heal at their own pace and in their own way.

Dana enjoys utilizing her authentic self, combined with a strength base approach and empathetic insight to empower her clients. She recognizes that each individual responds to their experiences differently. Dana's goal is to support her clients in a way that works for them. She has a passion for working with the adolescent population. Dana enjoys helping clients on their journey to determine their own paths and assist in their development of skills to help them create a fulfilling and peaceful life.

GET TO KNOW DANA *In addition to her life-long passion for horses, Dana spends time with her dog, and enjoys hiking, camping, fishing, and motocross sports. She has a deep love of animals, coffee, and all types of food. Favorite quote: "Nobody can make you feel inferior without your consent."*





Alexis Pitcher, MA, LAMFT
Therapist

Alexis received her Bachelor of Arts in Psychology from Monmouth University. She then pursued a Master of Arts in Marriage and Family Therapy (MFT), with a specialization for children and adolescents. While completing her Master's, she completed her internship at Integrated Care Concepts and Consultation. She worked in business management for several years prior and had previous involvement with non-profit organizations to aid children/families.

Alexis has clinical experience working with individuals, families, and couples. She believes in a systemic approach to counseling, which encompasses how the family unit, environment, etc. influence our beliefs/values in daily living. Alexis leverages several counseling techniques and theories that best fit a client's unique needs, all while remaining curious. She appreciates holistic health care, and so Alexis is an advocate for mindfulness incorporated into therapy and lifestyle. She believes that clients innately have the answers for themselves but may need guidance, skills, and tools to uncover them. Alexis works with clients' strengths to empower and foster growth.

GET TO KNOW ALEXIS Outside of work, Alexis is a full-time mother and she enjoys spending time with her family (including the pets). She also loves all things nature related, especially the beach.



Julie Stolker, LAC
Licensed Associate Counselor



Julie graduated from Clark University in 1993 with a Bachelor of Arts in Psychology. She worked in the field in many different settings including inpatient psychiatry, substance use treatment and foster care before continuing on to complete her masters. Julie completed her Master of Arts in Clinical Mental Health Counseling from Georgian Court University.

Julie's experience in her undergraduate studies had a strong psychoanalytic focus but she chooses to incorporate many different theoretical orientations into her practice such as humanistic, existential and Adlerian. Julie also likes to incorporate evidence-based mindfulness practices such as cognitive behavioral therapy and dialectical therapy. She has recently been studying sound bath and sound therapy to incorporate into her practice. Julie will often utilize art or music in sessions as well.

GET TO KNOW JULIE *Julie's proudest accomplishments are her four amazing daughters. She has a strong art and music background and spent eleven years running an arts and crafts program at an overnight camp. Julie enjoys exercise, crocheting, spending time outdoors and listening to live music whenever possible. She has been married for 25 plus years and has two pugs name Romeo and Rosie.*





Amanda Vidal, MSEd
Mental Health Associate

Amanda has her bachelors in psychology and her masters in school counseling from Monmouth University. Amanda has experience working with a diverse population of students in the high school setting as well as adults with mental illness in community support services. She has also worked as a substitute teacher and worked in a re-entry program helping individuals coming home from incarceration find employment. Amanda believes it is crucial to work with underserved communities and advocate for the proper resources that clients need to have an equitable experience in life. She also loves working with teenagers because she knows how hard adolescence can be without a strong network of support. Amanda believes that support looks like being open-minded, focusing on solutions, and creating a safe space for positive change to happen.

GET TO KNOW JASUN *Amanda is passionate about social justice, prison reform and immigration rights. In her free time, Amanda likes to listen to music, watch movies, spend time with her kids and her French Bulldog Luna.*



Simone Borger, MA, ATR-BC
Clinician, Board Certified Art Therapist



Simone graduated from the University of Santo Amaro, School of Odontology in São Paulo, Brazil. During her career as a dentist, she had the opportunity to succeed as an accomplished professional. Her greatest challenge was working in a government-run orphanage where she provided oral healthcare, legal documentation, and emotional support for 500 underserved children. That experience awakened her interest in mental health, emotional development and family issues. Simone got a certification and worked as a volunteer in court as a family Mediator in Brazil.

Following a sabbatical period to care for her family, Simone earned a second graduate degree in Art Therapy from Paulista University, in São Paulo, Brazil, and later a graduate degree in Clinical Psychology from Montclair State University in New Jersey. Simone is a registered Art Therapist in Brazil and in the USA. She speaks English, Portuguese, and Spanish fluently, and has deep knowledge in Hebrew.

Simone moved between countries several times due to family demands. During those experiences as an expatriate she learned resilience, adaptability, and flexibility. She developed an interest, awareness, and respect for multicultural society and diversity.

GET TO KNOW SIMONE Simone is a proud mother of three beautiful and successful young adults, and a very charming little dog; they are all unique in their own way; besides fully in love with them, she is passionate about their self-discovery journeys. Simone has her own hobbies, too. She is an artist herself; she loves painting, sculpture, and any creative process that invites imagination. During the weekend, activities on her agenda range from bike riding to hiking, including a lot of fun in the sun. She has a deep spiritual side, and loves to learn from different cultures. Simone is a Kabbalah student and believes that everyone can achieve a life that is worth living.





Juan Carlos Barrera, LSW
Licensed Social Worker

Juan Carlos received his Bachelor's of Science from Rutgers University. He completed his Master's of Social Work at Rutgers University. He has 13 years of experience ensuring the safety, permanency, and well-being of children and families. Juan recognizes that each family is unique, and they are their own expert. Juan Carlos is fully bilingual in English and Spanish and has experience working with the Hispanic community.

Juan Carlos utilizes a strength-based approach. He recognizes that respect, empathy, and authenticity are core conditions to build therapeutic relationships. Juan Carlos is enthusiastic, empathetic, and non-judgmental by nature. He is focused on providing a welcoming and safe environment to those who need it most. Each individual Juan Carlos meets as a mental health professional matters to him. His main goal is to assist individuals of all ages in developing functional coping skills that will assist them to enjoy their lives to their fullest potential.

GET TO KNOW JUAN CARLOS Juan Carlos utilizes a strength-based approach. He recognizes that respect, empathy, and authenticity are core conditions to build therapeutic relationships. Juan Carlos is enthusiastic, empathetic, and non-judgmental by nature. He is focused on providing a welcoming and safe environment to those who need it most. Each individual Juan Carlos meets as a mental health professional matters to him. His main goal is to assist individuals of all ages in developing functional coping skills that will assist them to enjoy their lives to their fullest potential.

Juan Carlos is a soccer fan, proud of his family and community. He enjoys reading and writing poetry. He also enjoys cooking for family and friends.



Kristin Hubert, LPC
Therapist



Kristen Huber is a New Jersey native born and raised in Ocean County. After spending a decade living in the Pacific Northwest Kristen followed her heart home and completed her graduate work in Professional Counseling at Monmouth University. She has been working with youth and their families in Ocean County for 15 years. Her private practice, Jersey Shore Ecotherapy, now seven years in, is the first practice of its kind on the eastern seaboard. Kristen translated outdoor adventure-based therapy to an outpatient setting. She offers her clients walk and talk, stand up paddle boarding and wind therapy options and access to the local parks, creeks and beaches. Kristen masterfully uses Nature as her co-facilitator to help restore mental health and wellbeing to her clients.





Abigayle Cicoria, MSW, LSW
Licensed Social Worker

Abigayle earned her Bachelor of Arts in Psychology while minoring in Sociology from West Chester University of Pennsylvania. From there, Abigayle pursued her Master of Social Work from Rutgers University where she specialized in Child and Adolescent Well-Being. She is a proud member of Phi Alpha Social Work Honor Society and has been acknowledged for academic and research achievements.

Abigayle's clinical experience includes working in a school setting. She has worked with elementary to high school students to overcome a variety of obstacles from mental health, life transitions, educational support, self-esteem, and developing coping skills. Abigayle has done counseling with individuals, and groups, and provided education for parents and teachers. She has had incredible experiences working with minorities and members of the LGBTQIA+ population. Abigayle enjoys the school setting, inspiring her to become a Certified School Social Worker.

GET TO KNOW ANNE MARIE *Abigayle's approach to therapy is to create a judgment-free environment where everyone feels seen and heard. She believes that everyone is different and that the healing journey is specialized to one's needs and pace.*

She has experience coaching children and adolescents in track and cross country and enjoys seeing them achieve their goals. Abigayle believes being active in any way you can is a great way to achieve mental and physical strength.



Ryan Gervasi, LSW, RYT
Licensed Social Worker, Therapist,
Registered Yoga Teacher



Ryan earned her undergraduate degree from Kean University in Psychology. During her time there, she studied Drug and Alcohol Use and Community Mental Health. She continued her education and was trained at Kean University's School of Social Work where she graduated with a Master of Social Work specializing in the areas of Trauma and Healing, and Drug and Alcohol Dependence. Ryan is now a Licensed Social Worker (LSW).

Ryan's passion for healing the mind, body and soul holistically aligns with her clinical approach as she integrates her knowledge and experience as a Registered Yoga Teacher (RYT 200), and Reiki 1 practitioner, into wellness and recovery practices by combining the clinical piece and intuitive healing methods. Specializing in Vinyasa flow as well as gentle, restorative and yin focused traditions, Ryan believes that joining the three parts through flowing as well as still movements is a beautiful and blissful foundation for self-exploration, self-love and self-compassion which inevitably facilitates forgiveness, healing and growth. Ryan believes that through the meditation practice we give ourselves permission to "just be," accepting where we are at in that moment. Within these various traditions of yoga, breath is the foundation and as such has a deep and calming effect. Ryan guides a gentle flow of movements concentrated on staying present for ourselves and proper alignment filled with loving instruction so all students may reach their greatest potential regardless of their fitness level.

GET TO KNOW RYAN One of Ryan's favorite quotes that resonates on and off her mat is "Often one goes for one thing and finds another." By Neem Karoli Baba. Ryan's favorite authors and poets include B.K.S. Iyengar, Deepak Chopra, Thich Nhat Hahn, Kahlil Gibran, Neem Karoli Baba, Deborah Adele, Pema Chodron, and Eckhart Tolle. What Ryan is most often heard of speaking is nurturing the child within ourselves and coming back to our highest, truest self to practice forgiveness, acceptance, compassion and love. The experience of healing and transformation evolves us on our unique, individual paths to freedom and bliss. Ryan has many years of self-study in the practice of yoga, adding to her expertise in the area of holistic care. Ryan continues to be a faithful student of yoga and meditation practice, grateful for all of her teachers who continue mentoring and supporting her journey.





Erica Kurey, BA
Art Therapy Intern, Mental Health Associate

Erica completed her undergraduate degree from New York University where she earned her Bachelor of Arts in Cultural Anthropology and Gender Studies at the Gallatin School of Individualized Study. She is expected to graduate and receive her master's degree in Counseling and Art Therapy from Southwestern College in September 2023. Erica has experience working with children, adolescents, and adults in a variety of settings, including in-home, early childhood care center, group home, intensive outpatient, and partial hospitalization care settings. She is passionate about working with individuals from diverse backgrounds in an intersectional, inclusive, trauma-informed, and with a person-centered approach. Erica has experience working with the LGBTQIA+ population, differently-abled individuals, including those on the autism-spectrum, and persons from a wide range of socio economic backgrounds. She continues to work with children and adolescents at Integrated Adolescence program and through Integrated School Services.

Erica feels guided to support individuals to find greater wellness and healing for themselves through the tools of creative expression and talk therapy. She is committed to acting as a conduit for her client's further spiritual growth and overall emotional wellness with compassion, empathy, respect, non-judgement, intention, honoring, and mindfulness. Erica believes in a holistic, strengths-based approach that fosters inner resources within the client that can build self-confidence and independence for the individual.

GET TO KNOW ERICA *In her free time, Erica enjoys drawing, painting, reading books and poetry, taking walks, nature, writing, meditating, doing yoga, thinking, dogs, and hugging her pet cat, Mack. Erica feels inspired by Eastern philosophies of healing, transcendentalism, and Ayurvedic medicine. She is sensitive, strong, imaginative, and kind. She feels deeply connected to her mission to bring light and love to others and in the inherent healing magic of creativity.*



Sharon Coyle-Saeed, LSW
Licensed Social Worker



Sharon received her undergraduate degree from Rutgers College and her graduate degree from Rutgers University School of Social Work with a specialty in Health & Aging. Along with being a clinician at ICCC, Sharon is a Bereavement Counselor/Coordinator for VNA servicing hospice families in Monmouth and Middlesex County and has worked with Robert Wood Johnson and Caring Hospice of Central NJ.

She specializes in working with individuals, couples/families, and groups dealing with Anxiety, Depression, PTSD, and Adverse Childhood Experiences including Sexual/Emotional/Physical Abuse and Neglect, chronic disease/terminal illness, medical trauma, Somatic Disorders, and Grief and Loss.

Sharon's approach is that of a Sherpa alliance, utilizing DBT "intercessions" working side by side, through this foundation of deep dedication. Sharon dives into an eclectic therapy strategy which is personalized for each person's healing journey, and combines the right set of tools to tap into strengths, build resilience, and create one's personal best in mind, body, and in spirit. Sharon offers care and support in a safe, trauma-informed, non-judgmental, and compassionate heart space.

In addition to her work as a Licensed Social Worker, Sharon is also an Advanced Grief Recovery Specialist, an EFT Practitioner, a Certified Health Coach, and a Reiki Master.

GET TO KNOW SHARON *In her spare time, Sharon connects and supports thousands of members online as the CEO/Founder of ibdjourneys (a support group for those with Inflammatory Bowel Disease), can be seen from time to time onstage in musical theater productions in New Jersey, and is a health advocate and active blogger as well as feature story writer in Gannett, NJ.*





Judy Thompson, MSC, C-IAYT, RYT500, AYT
Integrative Yoga Therapist

Judy Thompson is a mother, wife, certified yoga therapist and teacher (C-IAYT), (RYT500), Ayurvedic Yoga Therapist & Educator (AYT), Reiki master, and artist.

Judy's background includes a Bachelor of Science in Wellness and Alternative Medicine, a post-baccalaureate certificate in Ayurvedic Wellness Practices (AYT), and a master of science (MSc) in Yoga Therapy. She incorporates integrated modalities as she works with clients to create their own toolbox of healing and self-care practices, skills, and resources. Judy specializes in working with clients diagnosed with anxiety, depression, trauma, grief, addiction, and self-harm, and she works to help the client rebuild their sense of 'self' as an aspect of permission and self-empowerment that functions beyond trauma, history, or the use of medication. Judy's approach is to offer multi-sensory therapy that presents the client with a harmonious and naturalized approach that motivates an intuitive level of restoration and healing.

GET TO KNOW JUDY Judy's path with healing and wellness evolved following traumas in her youth and young adult life. At age 12, she was injured in an accident that resulted in the fracture of her cervical vertebrae, and she began a life-long practice of stabilizing physical injury with physical pain. As a young adult, she was diagnosed with a congenital condition that sympathized her body into a constant state of tachycardia. These two precedents created a way of being that was unexplainable and challenging to accept. Her field of awareness expanded outside of the constraints of anxiety and trauma through the use of nada yoga, found through Lifeforce Yoga, meditation, found through iRest Yoga Nidra, elements of Ayurveda wellness, and creative art-making. She uses tools and resources from these practices and approaches to maintain her own inner balance.



Nikki Nordquist, BA
Mental Health Associate, Certified Mindfulness Instructor



Nikki Nordquist is a clinical counseling graduate student at Kean University. She has her bachelor's in communications with a focus in performance art. Nikki is a certified mindfulness instructor and published writer. Creative writing has been an integral part of Nikki's identity as well as her fifteen-year yoga and meditation practice.



Schools And Organizations That Have Participated in ICCC's Professional Development Opportunities

Belleville Schools

Brick Memorial High School

Collier Schools

Franklin High School

Hamilton Middle School

Jackson Memorial High

Jersey City School District

Kean University

Long Branch High School

Millstone Twp School District

Passaic Valley High School

Red Bank Regional High School

Rutgers School of Social Work

West Orange High School

Division of Child Protection
and Permanency, Ocean
and Monmouth Offices

Harbor House

Monmouth Cares, CMO

Monmouth County CIACC

Monmouth University,
Professional Counseling

NJ ASAP Conference
2017, 2018, 2019, 2020

NJ National Association
of Social Workers Conference 2019

Ocean County CIACC

Ocean County FSO

Ocean Partnership, CMO

Kittatiny Schools

Morris Hills Schools

Wall Township Schools





**Integrated Care Concepts
& Consultation**

732.858.5432

ltompson@integratedcareconcepts.com

tfleck@integratedcareconcepts.com

615 Hope Road
Building 5B; 2nd Floor
Eatontown, NJ 07724