

# PD Catalog + Services Guide

for schools | 2026



# Welcome! I'm glad you're here.

*"I didn't know what we needed.  
I just wanted things to feel better."*

That's something I hear from educators a lot these days. We care deeply about our work and our students, but the pace, the pressure, and, well, the on-fire state of the world can make even the most routine days feel like *too much*.

As a former educator and administrator, and having spent a lifetime learning about how to navigate extreme nervous system states, **I know that sense of overwhelm well.**

The work I do with schools today grew out of my search for tools that would help my students when I was teaching.



But what I discovered is that to skillfully help our students, as educators and administrators, *we have to focus on our own nervous systems first.*

The programs in this guide offer **a practical antidote to cultures of overwhelm, anxiety, and disconnection.** They are evidence-based and designed to **support joy and ease** for you and the people in your community.

So have a look around, and [reach out when you're ready](#). I'm looking forward to chatting and building something better with you.

Warmly,

**ALAN**

Alan Brown  
Founder & Principal  
[Learning to Thrive](#), LLC

## Before you dive in, you should know...

**Bringing an outside person in takes a lot of trust on your part**, and it's important to me that our time together will be remembered by how much people took away, not by how much they couldn't wait for it to be over. (*Because let's be honest: we've all sat through enough bad PD over the years to know that absolutely no one wants bad PD.*)

Because of this, **my approach is a little different from what you may have encountered before.**

### Here's what this means for you:

1. *To talk about regulation in schools, it's important to begin with **adults first.***

When we understand how *our own nervous systems* react — our habitual reactions and ways to respond skillfully — we can be a more steady, regulated presence.

And **when we show up differently, our interactions go differently.** That's why I always begin conversations with the adults, and why I will always point us back to ourselves and our own nervous systems as the best starting point.

2. *No death by lecture: all of my programs are **experiential by design.***

Understanding the *principles* of what we learn together is great — but having the **practices to actually implement** what we learn will be far more useful to you!

That's why these programs are hands-on, engaging, and yes, maybe even enjoyable — because without joy and connection, we don't learn at our best.

*“Thank you so much for being funny!  
So refreshing to have PD that wasn't boring.”*

# There are 3 ways to use this catalog.

## 1. Browse by challenge

*What do you need help with?*

If you're struggling with this:	Consider these programs:
Staff feel exhausted, demoralized, or <b>overwhelmed</b> .	<a href="#">Taking Care of Ourselves &amp; Each Other</a> <a href="#">Centering Joy &amp; Protecting Our Energy</a> <a href="#">Interrupting Complaining Culture</a>
Colleagues are just <b>not getting along</b> with each other.	<a href="#">Having Difficult Conversations</a> <a href="#">Relationship Reset Consulting</a> <a href="#">Reset Retreat</a>
<b>Student behavior &amp;</b> self-regulation feel really hard.	<a href="#">The Non-Clinician's Guide Series</a>
<b>Parent interactions</b> are more charged and trickier to manage.	<a href="#">Understanding &amp; Supporting Anxious Parents (staff)</a> <a href="#">Caring without Controlling (parents)</a>
We need to bring some sanity back to the <b>college process</b> .	<a href="#">Making Space, Staying Connected (parents)</a> <a href="#">The College Process Series (students)</a>

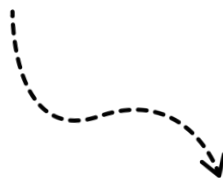
## 2. Browse by event

*When are you looking for programming?*

If you're planning for this:	Consider these programs:
Back to school	<a href="#">Taking Care of Ourselves &amp; Each Other</a> <a href="#">Centering Joy &amp; Protecting Our Energy</a> <a href="#">New Teams Kickoff</a> <a href="#">Kickoff Retreat</a> (for leadership teams)
Parent conferences	<a href="#">Understanding &amp; Supporting Anxious Parents</a> <a href="#">Holding Space: Deep Listening Practices</a>
Mid-year PD	<a href="#">Having Difficult Conversations</a> <a href="#">The Skills for Collaboration Culture Workshop Suite</a> <a href="#">Non-Clinician's Guide Series</a>
End-of-year or over the summer	<a href="#">Closing Retreat</a> <a href="#">Custom Team Retreat</a> <a href="#">Creating a Wellbeing-Informed School</a>

## 3. Or browse everything!

*Take a look through the entire catalog, using the **Offerings Menu** on the next page as your guide.*



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# Faculty Workshops



## Schools are intense places. Let's normalize that and support people in it.

Overwhelm isn't a personal failing – it's a protective feature that we're all wired for. But still, so many educators *blame themselves* for struggling.

If we know that working in schools takes a toll, **we owe it to our adults to give them ways to navigate those conditions.**

Support your staff in managing the very real demands of school life with interactive, **human-centered PD** that makes space for personal reflection, conversation with colleagues, and experiencing multiple new practices.

### You should know: I don't believe in "flyover PD."

That's why **each workshop includes complimentary consultation services** to ensure your school has the support you need to sustainably *use the tools we discuss*, including:

- **Pre-workshop discovery & calibration** conversations about your school's unique context and culture to ensure the workshops will be relevant and useful.
- **A post-workshop debrief** with school leadership to reflect on how the session landed and participants' feedback.
- **Follow-up integration sessions** to help make sure that the learning of the day translates into daily practice and long-term shifts.

*"This workshop was so relatable. I felt so seen — like Alan was talking directly and to me the whole time!"*

#### Great for:

- ✓ Opening & closing days
- ✓ PD days
- ✓ Faculty meetings (series)
- ✓ Team or department meetings (series)

#### You come away with:

- ✓ Greater connection
- ✓ Shared language and practices to foster greater balance
- ✓ Practical, evidence-based tools

#### Jump straight to your topic of interest:

[Addressing cultures of overwhelm](#) →

[Developing stronger communication](#) →

[Fostering healthy collaboration](#) →

[Supporting students](#) →

# Addressing Cultures of Overwhelm

*For when you need help with: making things feel more sustainable for people who are working hard but are working at or past their capacity.*

SIGNATURE WORKSHOP



## Centering Joy & Protecting Our Energy

*Practices for Doing Good Work Without Working on Empty*

Let's be honest: schools are very rewarding but also very exhausting places, where doing good work often comes at a cost. This workshop invites an honest conversation about how people are spending their energy, what makes it so hard to protect, and what elements of school culture support or undermine sustainable ways of working.

**Together, participants will identify:**

- Their own **“energy traps”**
- Simple practices for **protecting our energy** during the school year
- **Ways to pre-charge** instead of re-charge for challenges that lie ahead

SIGNATURE WORKSHOP



## Taking Care of Ourselves and Each Other

*Supporting Wellbeing in Ourselves, Our Teams, and Our Community*

How we show up for ourselves and one another shapes the health of our schools — yet in roles built around caring for others, it's easy to lose sight of our own needs or assume everyone needs the same kinds of support. When we recognize that each of our nervous systems needs different things to feel supported, we're better equipped to foster collaboration and mutual support.

Grounding, accessible, and immediately usable, this workshop explores how the nervous system drives our reactions, what helps us stay steady, and how

understanding our own patterns can help us better support colleagues and students.

### Participants leave with:

- A clearer sense of how **nervous system activation** works, and what their own system needs
- Simple, usable **strategies for staying regulated** in daily school life
- Insight into **how others' needs may differ** — and how to support those differences

GREAT FOR SCHOOL LEADERS



## Creating a Wellbeing-Informed School

### *Building a Culture of Care*

Schools pour a lot of time and energy into our wellbeing programs, but in doing so, we often neglect the cultural conditions that allow them to take root. This workshop reframes wellbeing as a cultural asset – something that begins with adults and extends into every layer of school life, from classrooms to leadership to the unspoken norms that shape how people treat one another.

Drawing on the Geelong Grammar School model of “learn it, live it, teach it, embed it,” participants will explore strategies for:

- **Ensuring wellness is actively practiced**, not just talked about
- **Creating greater alignment** between the programming and supports in place for students and those available for adults
- **Investing in a deliberate relational culture** among faculty and staff
- **Integrating wellbeing practices** into the existing routines and systems

Participants will leave with actionable steps to cultivate a school culture that prioritizes care and support for all members of the community.



### Looking for additional support?

Explore [team retreats](#), [customized consulting packages](#), or [1:1 coaching options](#) to equip your team with the tools they need.

# Navigating Conflict & Strengthening Communication

*For when you need help with: navigating increasingly charged conversations against a broader cultural landscape of growing polarization and reactivity.*

SIGNATURE WORKSHOP



## Having Difficult Conversations

### *Mindful Communication Practices for Navigating Conflict*

Relationships are a basic currency of schools, yet many educators report having a tough time relating to others in a caring and compassionate way right now.

Against the backdrop of an increasingly polarized cultural landscape, participants will explore:

- Mindful communication practices for **cultivating greater compassion and trust**
- Strategies for **being more present and less reactive** during difficult interactions
- Practices for **addressing challenging situations** while maintaining a collaborative atmosphere

By centering universal human feelings and needs, we can navigate difficult conversations without sacrificing collaboration.

GREAT PREP FOR PARENT CONFERENCES



## Understanding & Supporting Anxious Parents

### *Tools for Staying Compassionate & Collected in Charged Interactions*

Many educators are noticing a rise in anxiety among parents, which is straining the home-school partnership — emails that escalate quickly, conversations that become unexpectedly charged, reactions that seem mismatched to the situation.

This workshop helps us understand what's driving this rise and helps us meet parents more skillfully.

**Participants leave with:**

- A framework to see **parent anxiety as protective**, not adversarial, and ways to respond compassionately without absorbing it
- Simple nervous-system **tools for staying grounded and open** in charged interactions without losing healthy boundaries
- Skills for using hard conversations with families to nurture **more connected partnerships** with them

*Note: This workshop pairs nicely with [parent programs](#) to encourage a concurrent conversation on both sides of the home-school partnership.*

HELPFUL FOR CULTURE WORK AND EQUITY WORK

## Practices for Charged Interactions: A Suite of Workshops

### *Staying in Relationship through Difficulty*

Many professional environments consider intense interactions as failing — something to be avoided where possible. Realistically though, they are unavoidable in human relationships. This suite of workshops offers a set of foundational skills that make these moments more easily navigable.

*These workshops can be offered individually or together as a series.*

### Holding Space

#### *The Power of Listening without Fixing*

In schools, we often find ourselves in interactions with someone who shares a “problem” with us. Given the *caregiving* or *customer service* nature of our roles, we often feel the need to fix — which is exhausting — when in reality, what's often called for is simply being present for others so they feel seen and heard.

This workshop explores practical tools for just “holding space,” including:

- **Maintaining curiosity** and putting aside assumptions or judgment
- **Preserving healthy boundaries** and refraining from fixing, diagnosing, or providing unsolicited advice
- **Practicing skills** for deep listening, validating emotions, and mirroring to help others gain clarity

Whether we’re supporting colleagues, students, or parents, this workshop builds confidence in our ability to support others effectively without taking on more than what’s ours.

## Countering The ‘Us vs. Them’ Bias

*Cultivating Empathy & Compassion for Those Different from Us*

Our brains are wired to sort people into *ingroups* and *outgroups* — that is, “like me” and “not like me.” This particular bias is difficult to spot (it’s not called bias for nothing!), but it’s at the root of implicit bias, tribalism, othering, and all us-them dynamics that strain relationships.

This workshop offers a practical combination of **neuroscience and evidence-based mindfulness practices** that have been shown to reduce implicit bias and increase connection to help reduce defensiveness and work across divides.

Participants leave with actionable ways to increase connection and work across divides — large or small — making this an ideal workshop not only for strengthening equity but for fostering healthy collaboration.

## Repairing Harm

*How to Center Impact over Intent*

Despite our best intentions, conflict and misunderstanding are a given when working with other people. This workshop helps participants shift from defensiveness to curiosity by focusing on the impact of our actions,

not just our good intentions in order to address moments of “oops” and “ouch” in our work.

**Participants learn concrete and replicable structures for:**

- Kindly and honestly **acknowledging harm**
- **Taking responsibility** for the impact of our actions with a skillful apology
- **Prioritizing relationship repair** over blame or shame



### **Navigating complicated team dynamics?**

Strengthen communication and create space for connection with a [Reset Retreat](#) or [customized consulting package](#).

# Fostering Healthy Collaboration

***For when you need help with:** supporting people to work together in more productive and less draining ways.*

IDEAL FOR BACK TO SCHOOL

## New Teams Kickoff

*Planning for Joy, Ease, and Connection in the Year Ahead*

Starting a new team or welcoming new members into an existing one presents a unique opportunity to build a strong collaborative foundation.

This workshop gives teams intentional time to foster connection, trust, and clarity about how they'll work together by exploring:

- Qualities of **highly functioning, supportive teams** and how to cultivate them
- **Care planning** strategies for navigating busy or challenging times together
- **Conversation prompts** that promote curiosity, flexibility, and openness
- Practices for **sharing appreciation** and **centering joy** in their work

Participants will leave with actionable steps and structures that support them in building a team where everyone feels valued and supported.

*This workshop can be facilitated for multiple teams at one time so all of your school's new teams can attend together.*

## Skills for Collaboration Culture: A Suite of Workshops

### *Building Teams That Work Together Kindly and Effectively*

We're often extremely intentional about how we cultivate relationships with students. Yet most adult teams aren't nearly so intentional, leaving positive relationships to chance, chemistry, and "professionalism." This suite of workshops offers practical tools for helping teams communicate clearly and build trust through the way they meet, make decisions, and support each other.

*\*Note: These workshops can be offered individually or together as a series.*

### Leading a Relationship-Centered Meeting

#### *Designing Agendas for Trust & Collaboration*

Teams function well when they have structures that intentionally support them to do so – and those structures go beyond a meeting agenda. This workshop helps teams rethink the purpose of meetings — not just as a place for announcements, logistics, and business, but as a space for developing connection, curiosity, collaborative learning, and problem-solving. We'll explore concrete protocols to restructure meetings in a way that strengthens trust, reduces unnecessary friction, and makes team time more meaningful and productive.

### Using Equitable Decision-Making Protocols

#### *Tools for Reducing "Collaborative Confusion"*

Unclear decision-making drains time, erodes trust, and can leave people feeling either overlooked or overloaded. This workshop introduces practical frameworks that help teams approach big changes intentionally, clarify who owns what, and make decisions in a transparent and inclusive way. Participants leave with shared language and structures that make decisions faster, fairer, and far less stressful.

## Interrupting Complaining Culture

*An Evidence-Based Guide to Turning Frustration into Connection*

Complaining is inevitable in any organization — and, handled well, evidence suggests it can even strengthen relationships. But there’s a difference between healthy and unhealthy complaining, and unchecked patterns of venting without structure or stopping cues can create a chronically negative environment. This workshop helps participants distinguish between different ways of complaining, recognize when those behaviors are unproductive, and build healthier feedback loops that allow real concerns to surface without creating toxicity.



### Want more specialized support?

Start off a new year, a new team, or a new season for your school with a [Kickoff Retreat](#) or [customized consulting package](#).

## Supporting Students (a non-clinician's guide)

**For when you need help with:** *supporting educators to hold increasing emotional and behavioral complexity without being counselors.*

*Each session offers a reflective component for adults to explore their own experience of these same issues and practices so that we are not “wellnessing at” children, but “humaning with” them.*



### Supporting Resilience

#### *Fostering Mental Health Protective Factors*

Promoting mental health doesn't always require new or dedicated programs. This workshop explores **ways to weave mental health protective factors into the daily life** of our classrooms or activities, no matter the subject, *without adding more to our already-full plates.*

#### **We'll explore:**

- Six specific qualities identified in both the literature about human flourishing and also post-traumatic growth (the “PERMA+H” framework)
- Ways to embed these qualities into our work **with any subject or age group**

Participants will leave with manageable and concrete ways to incorporate evidence-based approaches to student wellbeing in their work.

IDEAL FOR MIDDLE & HIGH SCHOOL

### Supporting Stress & Anxiety

#### *Practices for De-escalation and Co-regulation*

Students' experiences of stress and anxiety can show up in many ways, from difficulty focusing to school avoidance to panic attacks. With the right tools, we

can be a support to them in navigating challenging moments without taking on the role of counselor.

**This workshop offers:**

- an overview of **how the nervous system interprets stress and threat**,
- the (not always obvious) ways this manifests in **classroom behaviors** that we may misinterpret, and
- practical **things we can say and do** to provide in-the-moment support.

Participants will leave with tools to more confidently navigate moments of student overwhelm and create an environment that promotes emotional and academic success.

IDEAL FOR EARLY EDUCATION & ELEMENTARY SCHOOL

## Supporting Self-Regulation

### *A Nervous System Lens on Classroom Behaviors*

These days, even the most seasoned educators are finding that traditional classroom management tools aren't enough to handle some of the behaviors they're seeing.

This workshop normalizes that challenge and explores self-regulation through a nervous system lens, offering teachers a way to understand what's happening beneath students' behaviors and what can help us as adults feel less helpless in the moment.

**We explore:**

- **Perspective:** seeing regulation as a developmental process, not a compliance task
- **Co-regulation:** how the adult nervous system shapes what becomes possible for students
- **The “order of operations”:** small relational moves for supporting dysregulation in the moment

Participants leave with a more empowered sense of what's realistic in a classroom full of diverse needs and compassionate ways to support students without abandoning their own wellbeing.

## Supporting Attention & ADHD

### *Teaching in an Age of Distraction*

In an age of constant stimuli, capturing and sustaining student attention can feel like an uphill battle. This workshop provides educators with strategies to work skillfully with attention rather than against it by:

- Understanding the **neurobiology of attention**
- Identifying **where the focus is** and why, rather than being frustrated by where it *isn't*
- Exploring tools for **fostering attentional capacity** that can be used in everyday instruction

Participants will leave with actionable tools to reduce attention-related power struggles and help students focus more effectively.



### Implementation idea: make it a bundle!

Consider a parent program so that all the adults in your students' lives are talking about the same thing with the same language.

[Check out parent programs](#) →

# Faculty & Leadership Retreats



## Give your team the gift of working well together.

When we start a new class with students, we know it's not enough just to talk about what we're going to DO together. We have to talk about how we're going to BE together. And adults are no different.

But between the *business* and *busyness* of running a school, **most teams don't get the time they need to step back, connect, and reflect.** Without that foundation, it's hard to collaborate well.

**A team retreat gives you that time back.**

*"We've worked together for years, but this might be the first time we truly listened to one another."*

### Build your team's capacity – with more than a cooking class or an escape room.

Fun social events have their place, but they don't tend to change how people work together. A team retreat is different.

We'll focus on the building blocks of good collaboration, giving you practices for:

- Tapping into a shared sense of purpose
- Addressing areas of challenge
- Understanding each other's stress responses
- Developing stronger communication
- Celebrating wins

#### What's involved in a retreat:

- Full, half, or multi-day
- On-site or off-site
- Pre-retreat listening sessions
- Tailored facilitation & customized outcomes

#### You walk away with:

- ✓ Greater trust and connection
- ✓ Clear norms, next steps, and practices to use right away
- ✓ Post-retreat integration guidance

#### Great for:

- ✓ Senior admin teams
- ✓ Chairs, deans, and other "middle managers"
- ✓ Cross-functional departments (e.g. Student Support, Advancement & Communications)
- ✓ Teams navigating transitions, tension, or other big changes

## Why use an outside facilitator?

### First of all...running a retreat while also trying to be a participant is exhausting.

You can't be a thoughtful participant if you also have to track the agenda, the clock, and all the personalities in the room. With an outside facilitator, you get to have just one role (the most important one): *to be present as a member of your team.*

*“As a new head of school and an outsider to the group, it was so important to me that I was an equal participant in the retreat — not the person running it. We all needed the time to get to know each other.”*

### Also, people are more honest with a neutral third party.

An outside facilitator can surface entrenched dynamics that get in the way — things that don't otherwise get airtime, either because people won't say them out loud, or because they don't even see them.

*“The listening sessions helped us address some important issues that people had been whispering about behind closed doors for years. You helped us discuss them openly and productively and address them head on.”*

### The best part? You don't have to plan it!

You've got plenty else on your plate, so let me handle that...with your input, of course!

## Here's how it works.



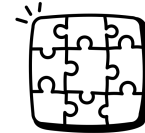
### Phase 1: *Orientation & Discovery*

Through surveys and/or 1:1 sessions, I'll identify current team dynamics and the best ways to help your team members connect with each other.



### Phase 2: *Retreat Design & Facilitation*

Then, I'll craft a retreat plan that matches your goals and meets your team where they are. The best part: you get to show up as a member of the team.



### Phase 3: *Post-Retreat Integration*

You'll get templates & resources custom-made for your team, and we'll have follow-up sessions so you're supported in putting them into practice.

## Budget's a concern?

Here are **two creative ways** that some schools make retreats work without sacrificing quality:

### → *Share facilities: do a campus swap!*

Offer another school your meeting space in exchange for theirs. Everyone gets a neutral, distraction-free setting and no rental cost.

### → *Share the facilitation: run a concurrent retreat\**

Retreat at the same time as another team — from your school or a partner school. Each team sits separately and has their own conversations, with one central facilitator. As a bonus, it can be powerful to get new ideas from other teams thinking about similar things!

*\*Combined retreats can accommodate up to 4 teams.*

## Retreat Programs

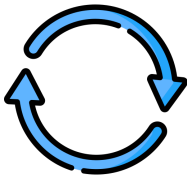
*Every program is shaped around the specific team that's participating, so you can be sure it's a good fit for your team's unique needs.*



### Kickoff Retreat

*A fresh start for a new year or a new-to-each-other team*

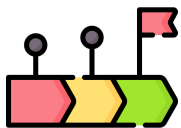
Whether you're welcoming new members or just want to start out on the right foot, a Kickoff Retreat helps your team begin their work intentionally. We establish a shared sense of purpose, strengthen connections, and create clear agreements for working together, so teams leave with a strong foundation for the year ahead.



### Reset Retreat

*When you need to recalibrate or rebuild trust*

Even strong teams can struggle when difficult dynamics go unaddressed. A Reset Retreat makes space for honest conversation and a fresh start. We explore concrete ways to address tensions, adjust communication or meeting structures, and establish a healthier path forward.



### Closing Retreat

*Ending the year intentionally and with care*

The end of a school year is often so busy that it can be easy to sprint for break without fully processing the year. A Closing Retreat creates space for that: processing what went well, what was hard, and what you're putting behind you. It's a chance to honor the work you've done together and transition to summer with proper closure.

# Consulting



## Let's be honest: some challenges are more complex than a workshop or two.

Maybe there's a program that's really not landing, or there's tension in the adult culture that's quietly (or not so quietly) draining everyone.

**Consulting is a way to take a deeper dive.** We'll follow a careful process to identify what's *going well*, what's *getting in the way*, and *what might help*.

This means program and culture development that happens *with you*, not *to you* - adding capacity and perspective without adding more strain.

### Consulting includes three important phases:

#### *Phase 1: Discovery & Listening*

Time spent getting to know your school and your people, so the work is grounded in trust and common sense.

#### *Phase 2: Collaborative Design & Intervention*

Together, we identify what needs attention and design an approach that makes sense for how your school actually works.

#### *Phase 3: Integration & Follow-through*

Program and culture work are ongoing, so we ensure there's always space for reflection and adjustment so changes genuinely take root.

*"Alan really took the time to get to know our school, and the program he designed was really tailored to us."*

#### You come away with:

- ✓ Greater clarity about what's actually getting in the way
- ✓ A path forward that fits your school's culture and constraints
- ✓ Concrete, sustainable systems and practices

#### Great for:

- ✓ Schools that need **outside perspective** to see patterns more clearly
- ✓ Schoolwide SEL programs where the **vision is clear(ish) but the execution isn't**
- ✓ When **capacity is stretched** and another thoughtful human brain would help
- ✓ Situations where **power dynamics or trust gaps** make an outside voice useful

# Consulting Areas

## Faculty wellbeing & sustainable work culture

Schools invest tremendous care, time, and resources into creating supportive environments for students — but the adult culture doesn't always receive the same attention and may not reflect the school's values in the same way. For you, this might look like “us vs. them” tensions between faculty and leadership, levels of burnout that don't seem to match the formal workload, or heavy complaining culture.

But *faculty culture is school culture*, so tending to the working lives of adults is one of the most powerful levers a school has to change the learning environment.

This consulting process helps you understand what's really happening in the adult culture and craft an intervention that builds greater ease, trust, and connection. Together, we'll clarify what in your school's culture is supportive to people and what's draining so you can make intentional choices about how the community wants to function. This typically includes:

- **Discovery and listening:** conversations, focus groups, and document review to understand what about the culture is supportive for faculty and staff and what's draining
- **Sense-making and recommendations:** a clear synthesis of what's emerging, why it's happening, and the levers most likely to create meaningful improvement
- **Co-designed supports:** targeted professional development, team workshops, or structures that strengthen communication, collaboration, and sustainable working norms

*Not ready for a full consulting process? Consider a one-time [Creating a Wellbeing Informed School](#) workshop for your admin team.*

## Difficult relational dynamics & relationship resets

With the fast pace of schools and our many student- and parent-facing demands, it can often feel easier to avoid or push through challenging relational dynamics among adults instead of addressing them directly. But when group dynamics break down, the consequences can ripple across the entire school community, eroding trust, collaboration, and morale.

Relational reset consulting creates space to pause, address relationship challenges constructively, and rebuild a stronger foundation for working together. This involves a careful process:

- **Discovery and assessment:** Individual and/or small-group listening sessions provide space to surface what feels tender and why in the current dynamic and identify what might support repair and growth.
- **Skill-building and/or repair work:** Facilitated sessions reestablish shared purpose and alignment, address specific challenges, and develop clear agreements and norms for healthier interactions going forward.
- **Sustained integration:** Follow-up coaching and facilitation support ensure that new agreements and practices are put into action so that changes last.

Together, we'll address tensions constructively and foster a more productive, easeful, and joyful dynamic.

## Advisory programs

Although most faculty are expected to be advisors, they're seldom hired based on their capacity to run an advisory. Yet advisory programs are foundational to fostering strong relationships, belonging, and support within school communities.

Customized consulting can help you build an advisory program that receives the attention it deserves, so that it can serve as a cornerstone for relational health and belonging at your school.

Whether creating or revitalizing your advisory program, we'll:

- **Clarify goals and structures** to guide the program and ensure common expectations
- **Support advisors** with training and coaching in relational and facilitation skills
- **Increase buy-in, engagement, and joy** through meaningful structural and programmatic supports
- **Develop leadership capacity** by mentoring program leaders for long-term sustainability

## Schoolwide mindfulness programs

Mindfulness programs require a unique combination of experience with personal mindfulness practice and expertise in trauma-informed mindfulness facilitation that most leadership teams don't have in house. Without the right tone and delivery, well-intentioned programs can do more harm than good.

Customized consulting can bridge these gaps with specialized support in:

- **Program assessment:** identifying current strengths and areas for growth
- **Implementation guidance and training:** support for integrating mindfulness practices into classrooms and school culture in a trauma-informed and equity-focused way
- **Observation, demo teaching, and coaching:** real-time feedback to refine instruction and enhance mindfulness facilitation skills
- **Roadmap development:** crafting a long-term plan for sustaining and expanding your program with clear goals and actionable steps

This consulting process ensures that your mindfulness program is sustainable beyond the tenure of any one individual and becomes a meaningful part of school culture.



### Don't see what you need?

All consulting packages are custom designed to meet your needs!  
[Schedule a consultation](#) so we can build a right-fit package for you.

# Coaching & 1:1 Support



## Everyone is different, and everyone deserves to be seen and heard.

Sometimes a situation is more complex, more unique, or more personal than a larger group setting allows. That's where individualized support can be a helpful resource.

Coaching offers space for your school's administrators, middle managers, or smaller groups to reflect, sort through current challenges, and get tailored support from a warm and honest thought partner.

## Coaching isn't a sign of trouble, and it's not only for when things are hard.

Think of it the way we think about extra help with students: using 1:1 time for our teams or fellow adults doesn't mean something's wrong; it means we're using our resources wisely and investing in our work.

Some of the most useful coaching happens when we take stock of what's already going well — so we can do more of it!

### Topics often include:

- Leadership and decision-making
- Boundaries and personal sustainability
- Communication skills
- Overwhelm & depletion
- Student support

*“Through our 1:1 coaching sessions, Alan reminded me why I was feeling the things that I was feeling - frustration, burnout, overwhelm - and the science of why I was feeling those things, and then gave me strategies to help cope and manage.*”

### How coaching works:

- ✓ Six 55-minute sessions
- ✓ Flexible scheduling
- ✓ Option for intake & debrief meetings with the school

### Participants come away with:

- ✓ Clarity around stated goals
- ✓ Practical strategies that are easy to implement
- ✓ Built-in follow-through to ensure changes stick beyond our sessions

### Great for:

- ✓ Administrators
- ✓ Teachers & advisors
- ✓ Support staff
- ✓ Parents & caregivers

## Common Coaching Areas

### Leading teams and supporting fellow adults

- Supporting colleagues who are struggling
- Navigating conflict, tension, or differences in approach
- Guiding a team through change
- Setting boundaries, expressing needs, and making requests

### Sustaining yourself in a demanding role

- Reconnecting with your sense of meaning and purpose
- Finding joy, play, and delight in your day
- Rebuilding confidence after difficult moments
- Managing overwhelm, burnout, or the everyday emotional labor of schools

### Supporting students in the day to day

- Being a more grounded presence
- Getting out of power struggles
- Responding to big emotions and challenging behaviors
- Supporting students with Tourette Syndrome or tics

SPECIAL OFFERING

### Identity-affirming coaching

*1:1 support for LGBTQ+ and neurodivergent educators*

A confidential space to feel seen, heard and supported by someone who's been there too. Common topics include:

- Cultivating an authentic sense of joy and connection at work
- Navigating questions of belonging and visibility
- Boundary-setting, self-advocacy, and making decisions about personal disclosure

# Parent Workshops



## Being a parent is hard. Let's help caregivers feel seen in that.

Because there's no roadmap for parenting, sometimes concern for kids can lead to managing, fixing, or taking over — even when we know that children grow by *working through* challenges.

When we acknowledge this and meet parents where they are, it offers us an opportunity to provide support, build healthy connections, and fold them into the conversation in a more meaningful way.

### We can better support our students when all the adults are on the same page.

As educators, we spend so much time and energy shaping the community within the four walls of our school — but we can't control what happens outside of those four walls.

To create ***genuine cultures of wellbeing***, it's important that all of the adults in our students' lives — educators and parents — are speaking the same language.

#### What's involved in parent workshops:

- Zoom or in person
- 60-90 minutes, including presentation and facilitated discussion
- Shareable pre- and post-workshop materials

#### Parents come away with:

- ✓ Sense of validation
- ✓ Shared language
- ✓ Practical, evidence-based tools
- ✓ Stronger partnership with the school



### All parent workshops come with materials to help make it easier on you!

#### You'll get:

- ✓ Ready-made **event flier for distribution** by email or print
- ✓ A **“Quick Takeaways” handout** for parents to leave with

#### And for workshops on Zoom:

- ✓ **Zoom registration link** and regular registration reports
- ✓ Link to the **workshop recording** available (*to your school's parents only, please*) for 2 weeks after the program

# Parent Workshops

**Workshops to help your parent body with:** navigating the bumpy emotional landscape of raising children in today's uncertain world, while also strengthening the partnership between home and school.



## Raising Resilient & Joyful Children

While it's impossible to predict let alone protect our children from all the challenges they will face in this era of uncertainty, we *can* equip them more broadly to navigate the general experiences of discomfort, disappointment, and fear they are certain to face.

This workshop explores:

- **Defining resilience** from a nervous system perspective
- **Mental health protective factors** — qualities and skills identified in the scientific literature that foster resilience
- **Ways to nurture these qualities** in our children, and ourselves as caregivers, so that we can cultivate not just academic and professional success but the joyful family dynamic we all deserve

## Making Space, Staying Connected

*The Art of Letting Go through the College Process\**

The college process is a time of profound change for teenagers and their parents. As our children strive for independence, we're called to *let go* while *still offering support* — a delicate balance made even trickier by the high-stakes feeling of college applications.

This workshop explores how reframing from “*letting go*” to “*making space*” can help us remain a supportive presence, with practices for:

- **Nurturing curiosity and openness** about our teens' lives and aspirations
- **Balancing support and boundaries** to foster their independence without sacrificing connection
- **Staying steady and grounded** through the emotional ups and downs of the process, while keeping a long-term perspective on their happiness and wellbeing

*\*This workshop can be adapted for a non-college context (Staying Connected through the Elementary / Middle / High School Years)*

## Caring without Controlling

### *A Facilitated Conversation for Parents*

Modern parenting asks us to walk a tightrope: we want to support our children, but our concern for them can pull us into managing, fixing, or taking over — even as we know that children grow by *working through* challenges. When we shield our kids from struggle, we unintentionally rob them of the very experiences that build resilience, confidence, and problem-solving skills.

This facilitated conversation explores how to walk the line between caring for and controlling our children, and practices for navigating the uncomfortable middle ground that lies between them.

#### Parents leave with:

- **A clearer sense** of how and when their own discomfort shapes the impulse to take over
- **Simple grounding tools** that make “pausing” possible in the moment
- **Practical language for validating feelings** while still encouraging independence

## Care for the Caregiver

### *Supporting Your Child Starts with Supporting Yourself*

Parenting is meaningful work — and it can be profoundly draining. Between the emotional labor, the logistics, and the constant decision-making, many caregivers find themselves running on empty while still giving their best to their children.

With a thesis that caregivers deserve care in equal or greater amounts than they give, this workshop creates space to gently examine the demands of caregiving and explore small, sustainable shifts that support more balance and ease. We'll look honestly at what depletes us, what nourishes us, and how tending to our own nervous systems helps us show up with more steadiness, presence, and patience at home.

In other words, it helps us to be the kind of parent we want to be.

**Parents leave with:**

- A more **compassionate understanding** of their own stress patterns
- Practical **“micro-practices” to restore energy** throughout the week
- Tools for modeling **balance, boundaries, and self-kindness** at home

# Student Workshops



## Help your students navigate overwhelm, challenging moments, and difficult transitions with greater ease.

Today's students are navigating a lot: demands at school and home, changing friend groups and changing bodies — all against the backdrop of a chronically online society, an on-fire world, and their own uncertain futures.

Helping them understand their own nervous system, to feel safe in discussing their mental health, and develop personal tools for cultivating resilience can equip them to move through difficult and overwhelming moments.

**And that's an empowering thing.**

*“Since your session this morning, a student has already come to my office and said she used one of the strategies you shared for distress tolerance when she was having a panic attack at lunch. She said it really helped her. Thank you!”*

### Remember: we can't model for our students what we don't embody ourselves.

That's why, consistent with my adults-first approach, student programs are not offered as standalone workshops - only as add-ons to faculty or parent programs.

Questions about this or something else you've seen here? [Get in touch](#) and let's chat about it!

#### What's involved in student workshops:

- In-person facilitation
- 60-90 minutes
- Standalone or series workshops
- Offered only as add-ons to faculty workshops, retreats, or consulting

#### Students come away with:

- ✓ Tools for moving through tough moments
- ✓ Strategies for coping with difficult feelings
- ✓ Strategies for supporting their overall wellbeing

#### Great for:

- ✓ Assemblies
- ✓ Small groups (e.g., single class)
- ✓ Supplementing existing mental health programming

## Student Workshops\*

*Developmentally appropriate workshops that help children build resilience, practice self-regulation, and develop healthy coping tools in an era of uncertainty, high expectations, and information overload.*

*\*Note: Consistent with my adults-first approach, student programs are not offered as standalone workshops – only as add-ons to faculty workshops, retreats, or consulting.*

### Packing Your Resilience Backpack: A Three-Part Series\*

Resilience isn't about bouncing back or staying tough; it's about preparing for challenges before they arise, learning how to navigate them when they do, and maintaining perspective along the way.

In this series, students will build a foundation of general mental wellbeing, develop tools for moving through tough moments, and gain strategies to avoid common cognitive traps that can make challenges feel harder.

*\*Note: These workshops can, in some cases, be offered as standalone workshops. If you're looking for a custom delivery like this, [let's chat!](#)*

#### Part 1: Cultivating Mental Health Protective Factors

Resilience begins with what we do before challenges arise. By cultivating six specific protective factors (like practicing gratitude or doing activities that feel meaningful and engaging), we can create a buffer so difficult moments feel less intense.

This session focuses on:

- **Understanding protective factors:** Explore the PERMA+H framework and the research backing these specific qualities as important investments in our wellbeing.
- **Putting them into practice:** Identify small, actionable steps to integrate these into everyday life.

### Part 2: Building Distress Tolerance

No one goes through life without hard moments, and we shouldn't try to. Resilience helps us face discomfort and move through it with less struggle.

In this session, students explore:

- **Dealing with discomfort:** Identify strategies for coping with challenging feelings and sensations.
- **Shifting perspective:** Develop cognitive strategies to recognize certain challenges as growth opportunities, manage uncertainty, and approach difficulty with less resistance.

### Part 3: Avoiding Common Cognitive Traps

Resilience also means staying flexible in the face of difficulty. This session equips students with strategies to navigate common thinking traps that can derail our emotions and decision-making, such as catastrophizing or misjudging future outcomes.

Students explore:

- **Affective forecasting:** Learn why humans are bad at predicting how they'll feel and practice fact-checking fears and worries.
- **Reframing the present:** Explore ways to recognize and counter patterns of delay, dread, or devaluation to more effectively navigate difficult situations.

Through these sessions, students will develop a personalized set of strategies to build resilience, navigate challenges, and support their overall wellbeing.



## College Process Series\*

*\*Note: These workshops can, in some cases, be offered as standalone workshops. If you're looking for a custom delivery like this, [let's chat!](#)*

DESIGNED FOR GRADES 9-12

### Rethinking Success: Motivation, Meaning, and the Purpose Behind Achievement

Many students are caught in a high-pressure cycle of achievement — chasing outcomes without pausing to ask what any of it is really *for*. This workshop helps them step back from external markers of success and reconnect with purpose and meaning in the work they're doing now.

We explore:

- Why chasing prestige can crowd out curiosity, joy, and genuine engagement
- The difference between intrinsic and extrinsic motivation — between pursuing a journey or a destination — and why the research shows that focusing on the journey often leads to better long-term outcomes
- How to identify the kinds of learning, interests, relationships, and environments that actually support wellbeing

Students leave with a broader, more humane definition of success, and a framework that encourages motivation rooted in meaning rather than pressure.

DESIGNED FOR GRADE 11

### Finding Fit: A Different Way to Approach the College Process

The college search can often feel like guesswork. Students try to imagine their future happiness but, as research shows, we're not great at predicting what will actually make us feel fulfilled. This workshop reframes "fit" by helping students focus on what *is* knowable: their current interests, motivators, values, and the environments in which they tend to learn and connect best.

We explore:

- Why affective forecasting makes college decisions feel harder than they need to be
- How values, interests, and daily motivators offer far more reliable clues than prestige or imagined futures
- A simple exercise for navigating uncertainty — one students can return to throughout the entire process

Students leave with a grounded sense of what matters to them *right now* and healthier ways to make decisions about a future they can't predict.

DESIGNED FOR GRADE 12

### **Waiting Is the Worst: Navigating Uncertainty with More Ease**

The hardest part of the college process isn't the essays — it's the waiting. Waiting for decisions taps into something universally difficult: uncertainty. This workshop helps students build the tools and self-awareness to stay grounded during a period when so much feels out of their control.

We explore:

- Why uncertainty feels so destabilizing for *all* of us
- How to interrupt spirals of overthinking, comparison, or catastrophizing
- Accessible grounding and self-regulation techniques to use throughout the waiting period

Students leave with practical, repeatable ways to steady themselves, maintain perspective, and move through the uncertainty with a bit more compassion and ease.



### **Implementation idea: make it a bundle!**

Consider a parent program so that all the adults in your students' lives are talking about the same thing with the same language.

[Check out parent programs →](#)

# Ready to take the next step?

## It starts with a conversation!

Let's discuss how we can support your school with **practical, authentic, and accessible** programs that are tailored to meet the unique needs of your school community!



### Schedule a time to chat with me

Let's get to know each other!  
Get in touch below to set up a time to chat.



### We'll have a conversation

You'll tell me about your challenges and goals, and we'll discuss ways to help.



### You'll get a customized proposal

I'll outline solutions specifically crafted to meet your team's needs.



**Let's get started!**

*"It's very rare to find someone who speaks equally well to kids, parents, and teachers; who knows independent school culture; and who knows evidence-based mental health. I can usually get someone with a few of these things but not all.*

***Alan checks all the boxes."***