

# The Applied EQ Group Professional Development Catalog

Emotional intelligence (EQ) is the future of education. The Applied EQ Group is proud to offer an array of educationally-relevant professional development opportunities that will add depth and breadth to emotional intelligence training. Our courses are available in-person or virtual (synchronous and asynchronous) formats. Our self-paced learning courses feature content-area experts, filmed in the Applied EQ Group broadcast studio, using HD cameras, professional lighting and post-production sound and video editing.



**Asynchronous options are a fabulous way to add value and deepen the learner experience for your training event.**

- Over 15 courses of additional content
- Self-paced instruction allows learners to engage on their own schedule
- Documentation of continuing education is provided at the end of each course.

*“This has been one of the smoothest and best courses I’ve seen.”*

--Aaron Sandoval,  
Cypress Fairbanks Independent  
School District  
veteran educator and instructional  
designer

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## *Student-Focused Professional Development*

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**Course Title:** *Built to Last: Self-care is More Than a Bubble Bath*

**Instructor:** Adam L. Saenz, Ph.D., Psychologist

**Continuing Education Credits:** 1.5 hours

**Course Description and Learning Outcomes:**

How does chronic stress impact my body? My finances? My relationships? My career? Facing these difficult questions can leave us feeling physically weak, emotionally vulnerable, and lacking in hope. Our attempts to navigate from the chaos of crisis into a new normal is a process that has the potential to deplete all areas of our lives. The good news is that not only is personal balance and strength attainable—even in and through crises—but as we nurture it, we will find ourselves maximizing our impact in our scope of influence.



This class guides participants through the five areas of wellbeing: physical, occupational, emotional, financial, and spiritual. Not only does the workshop empower participants with a mandate for self-care, but it also offers a template with practical, actionable strategies to achieve and maintain wellness in each of the five core areas of well-being. One of the most loving things we can do for those depending on us is to offer them the best version of ourselves.

This workshop is based on the best-seller *The Power of a Teacher*.



The return on investment for this time together:

- Participants will understand wellness defined in each of the five core areas.
- Participants will complete the 50-item Wellness Inventory and graph the resulting data to gain a visual representation of how well their life wheel is balanced.
- Participants will implement practical strategies to grow wellness in each of the five areas of wellbeing.

**Course Title:** *Stressed and Challenged, but Connected and Engaged!*

**Instructor:** Adam L. Saenz, Ph.D., Psychologist

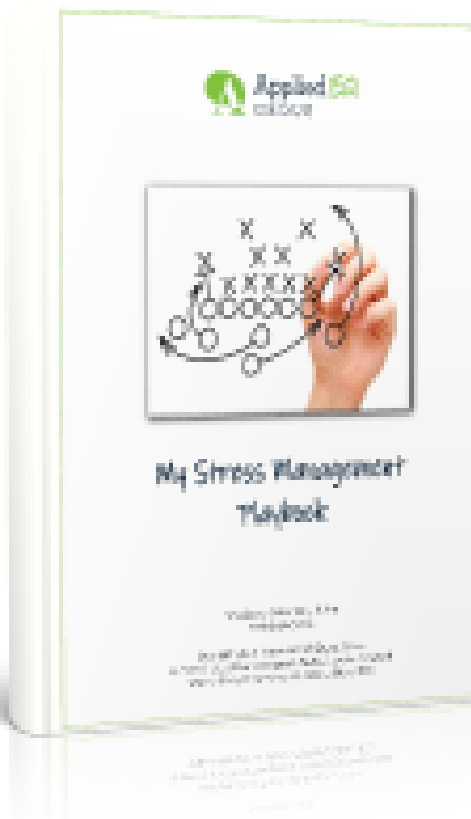
**Continuing Education Credits:** 1 hour

**Course Description and Learning Outcomes:**

If only stress weren't so stressful. There is good news, though: stress doesn't have to be the enemy! In fact, we can enhance our emotional intelligence by identifying the sources of our stress and creating a plan for adaptive stress management. Stress fuel—adrenaline and cortisol—can empower us to be Life-Givers or Life-Suckers, and fortunately, we get to make the choice. This workshop will give you practical strategies to connect and engage with each other to successfully surf the wave of stress, leading to a more adaptive and resilient you!



Based on the forthcoming book *The Stress Management Playbook*.



The return on investment for this time together:

- Participants will learn the definition, symptoms and risks of stress.
- Participants will understand the fight-or-flight model and how in our best moments, we engage and disengage to be Life Givers.
- Participants will understand how to build their four-part relational Dream, and how to lead from that relational model.

**Course Title:** *How to Escape Survival Mode*

**Instructor:** Adam L. Saenz, Ph.D., Psychologist

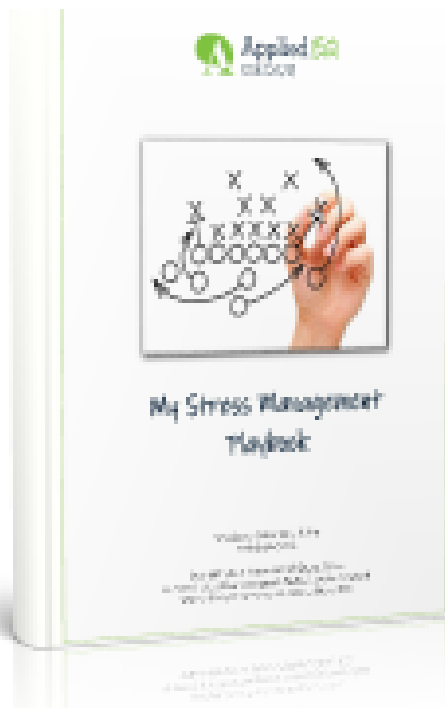
**Continuing Education Credits:** 1 hour

**Course Description and Learning Outcomes:**

Each day presents new challenges for educators in the pandemic: student attendance, staff shortages, concerned parents, and the demands of our personal lives can leave us feeling like we’re just living to get through the day (or the hour!). It’s called “survival mode.” While knowing how to live in survival mode is necessary through these times, we do not want it to become our new normal. The good news is that we can make small physical and mental adjustments each day that will keep us from being driven by the chaos of external forces.



Based on the forthcoming book *The Stress Management Playbook*.



**The return on investment for this time together:**

- Participants will understand the neuropsychology that drives survival mode, including the roles of the sympathetic and parasympathetic nervous systems.
- Participants will recognize how survival mode erodes the ability to find opportunity.
- Participants will gain practical physical and cognitive strategies that can be used daily to reduce the negative impact of survival mode.

**Course Title:** *My Personality Style and My Classroom*

**Instructor:** Adam L. Saenz, Ph.D., Psychologist

**Continuing Education Credits:** 1 hour

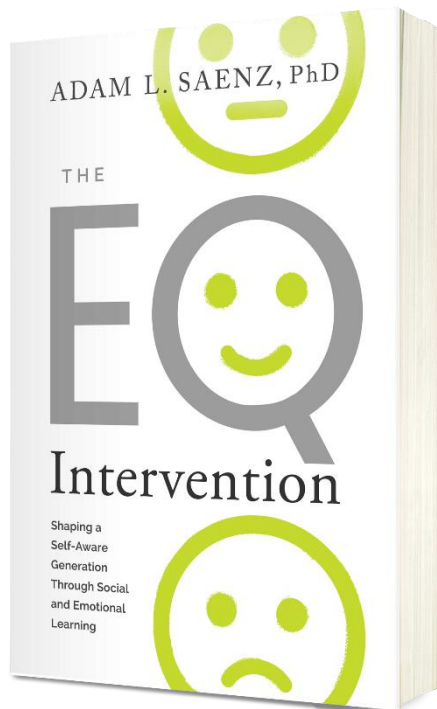
**Course Description and Learning Outcomes:**

Self-awareness and self-regulation are key aspects of emotional intelligence and how we lead a classroom. Our personality style is embedded with inherent strengths and weaknesses, and we find our sweet spot in the classroom when we know and regulate those aspects of our personality. Participants are invited to take the *Educator Assessment of Social and Emotional Learning (EASEL)*, a powerful tool that increases emotional intelligence and resilience in educators by helping them understand their personality style.



This online survey was developed by Dr. Adam Sáenz and his colleagues in the College of Education at Texas A&M University. Based on my personality style, what are my relational strengths? My weaknesses? Which students will be easiest and most difficult for me to connect with? What biases might I be bringing into the classroom?

Based on the book *The EQ Intervention*.



**The return on investment for this time together:**

- Participants will understand the role of the Johari window to increase self-awareness.
- Participants will understand the five basic questions that drive personality styles.
- Participants will understand the strengths and weaknesses associated with each end of the personality continuum.

**Course Title:** *Conflict and Communication*

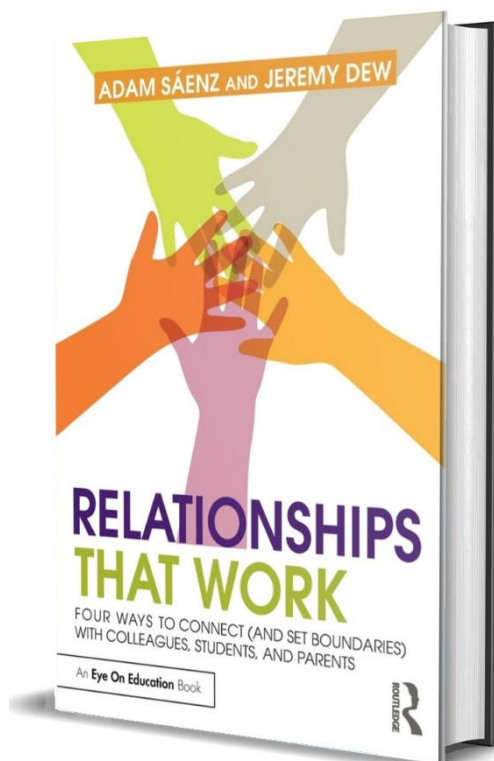
**Instructor:** Adam L. Saenz, Ph.D., Psychologist

**Continuing Education Credits:** 1 hour

**Course Description and Learning Outcomes:**

Conflict occurs when we are in relationship with others. In fact, the hallmark of a healthy relationship is not the absence of conflict, but the ability to successfully resolve it. Unfortunately, resolving conflict is not a skill many of us were taught. We'll explore the fundamental causes of conflict and the dynamics that can escalate conflict. Finally, we'll cover the tools necessary to navigate conflict successfully, including effective communication strategies.

Based on the book *How to Build Relationships That Work*.



**The return on investment for this time together:**

- Participants will understand the role of emotion in conflict.
- Participants will understand the five-step conflict resolution process, including active listening skills, communication styles, and shared goal setting.



**Course Title:** *How to Build Relationships That Work*

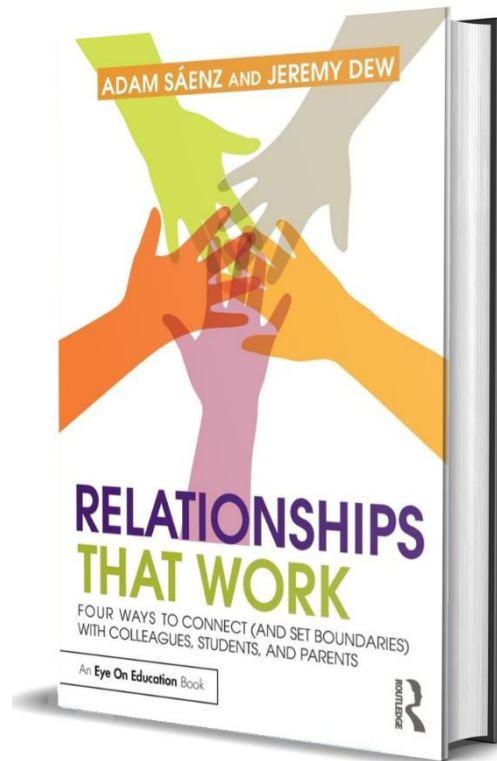
**Instructor:** Adam L. Saenz, Ph.D., Psychologist

**Continuing Education Credits:** 1 hour

**Course Description and Learning Outcomes:**

Most of us know that relationships matter in any field, but particularly in education. The question is: how? How do I build life impacting relationships with students? How do I build resourceful relationships with my colleagues on campus? How do I build supportive relationships with my students' parents?

Based on the book *Relationships That Work*, this workshop presents a framework—the practice of four essential skills that will posture and position any educator to a place of relational readiness. 1) Reflecting (on why I am here); 2) Directing (the fuel of my emotion); 3) Connecting (building relational bridges across differences) and 4) Protecting (my mind, my heart, and my body from toxic, hurtful people).



**The return on investment for this time together:**

- Participants will understand the importance of “why”.
- Participants will recognize the role of managing emotion in healthy relationships.
- Participants will know how to utilize non-contingent communication (bridge-building) to overcome personal biases.



**Course Title:** *A Roadmap to Help My Students Manage Emotions*

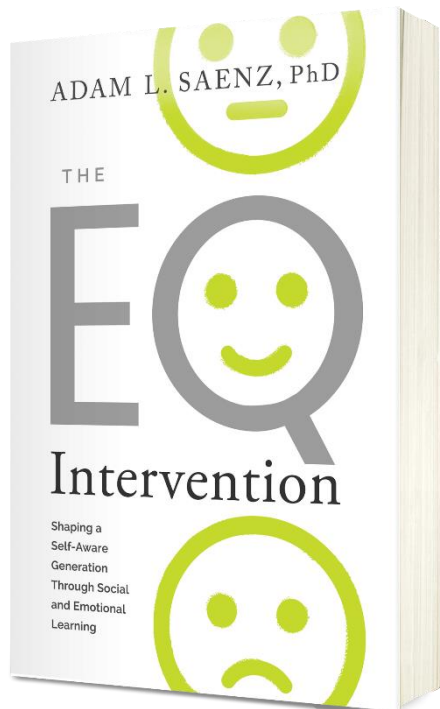
**Instructor:** Adam L. Saenz, Ph.D., Psychologist

**Continuing Education Credits:** 1 hour

**Course Description and Learning Outcomes:**

When students manage emotion, behavior manages itself. Since emotions are a powerful driver of behavior, behavior management strategies that do not empower students with emotional literacy will do little to help students gain insight into their behaviors. When we ignore, inhibit, or invalidate emotion, we deny students (and ourselves) the opportunity to learn to appropriately express emotion. Only when we invite emotion can we then instruct emotion. To quote the great Fred Rogers, “All feelings are mentionable, and all feelings are manageable.”

Based on the book *The EQ Intervention*.



**The return on investment for this time together:**

- Participants will understand the concept of emotion as energy, a fuel source that drives behaviors.
- Participants will learn why only two (of five) possible responses to emotion facilitate emotional literacy.
- Participants will understand the five-step roadmap to instructing students how to regulate emotion.

**Course Title:** *The Stages of Escalation and How to Manage Them*

**Instructor:** Adam L. Saenz, Ph.D., Psychologist

**Continuing Education Credits:** 1 hour

**Course Description and Learning Outcomes:**

We know that the most effective learning is relationally based. The same is true when we intervene with students in crisis: the deeper we've established relationships with students, the more power we have to guide them to calm and safety. Crisis situations can leave a wake of difficult thoughts and feelings. Students and teachers can feel lingering shame, anger, fear and confusion for days—even weeks or months—after a traumatic event. The good news is that crisis situations do not have to be harmful to a relationship, and in fact, they can serve as a doorway to deeper trust, intimacy, and respect.



Please note that this workshop is based on key concepts endorsed by the Crisis Prevention Institute and is facilitated by a formerly certified CPI trainer. It is not intended to replace the certification training offered by the Crisis Prevention Institute.



**The return on investment for this time together:**

- Participants will understand the stages of behavioral escalation.
- Participants will identify how the strengths and weaknesses associated with their personality type can help or hinder students who are experiencing emotional arousal.
- Participants will learn a safe, step-by-step procedure to verbally process crisis events with students to mend relationships, build trust, and grow in healthy partnership with students.

**Course Title:** *The Neuropsychology of Trauma and How It Impacts Learning*

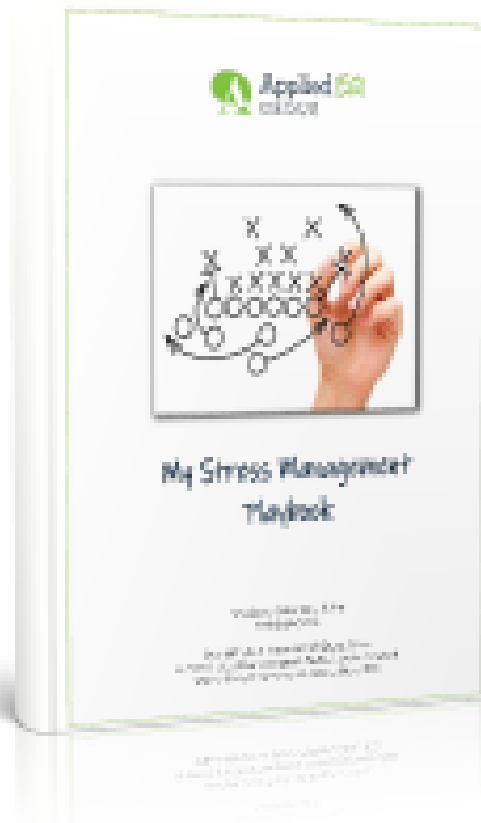
**Instructor:** Adam L. Saenz, Ph.D., Psychologist

**Continuing Education Credits:** 1 hour

**Course Description and Learning Outcomes:**

Understanding the root of trauma and how we can cultivate a well- functioning classroom is an essential task for educators. How do VUCA (volatility/uncertainty/complexity/ambiguity) impact child and adolescent development? How do ACEs (adverse childhood experiences) impact child and adolescent development? How do SCARF needs (status/certainty/autonomy/relatedness/fairness) impact child and adolescent development? This workshop gives participants insight into the workings of the sympathetic (fight or flight) and parasympathetic nervous system (rest and digest) and their impact on learning.

From the forthcoming book *The Stress Management Playbook*.



**The return on investment for this time together:**

- Participants will understand the cultural dynamics of VUCA, ACEs and SCARF in the role of child development.
- Participants will understand the role of fight-or-flight and rest-and-digest in the learning process and strategies to help students de-activate the sympathetic nervous system and activate the parasympathetic nervous system.

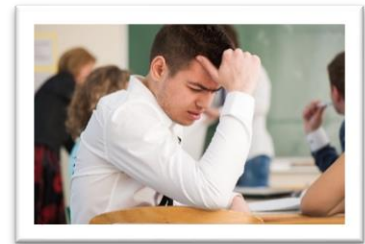
**Course Title:** *Mental Health First Aid in the Classroom*

**Instructor:** Adam L. Saenz, Ph.D., Psychologist

**Continuing Education Credits:** 1 hour

**Course Description and Learning Outcomes:**

The National Alliance on Mental Illness data show that one in five adolescents between the ages of 13 and 18 will experience a severe mental illness, and only 20 percent will receive treatment. We know, then, that our students are coming to us with mental health needs that are greater than ever before. This can feel overwhelming, especially when we want to help our students achieve to their fullest potential and are not sure how to.



The good news is that we don't need to be a cardiac surgeon to perform CPR, and sometimes CPR can save a life. Similarly, we don't have to be a licensed mental health professional to provide basic mental health first aid in the classroom.



**The return on investment for this time together:**

- Participants will learn the types and symptoms of mental illness.
- Participants will know risk factors and warning signs of suicidal ideation.
- Participants will understand the ALGEE model of intervention with any student who is struggling.