

PROGRAM PORTFOLIO



MOVING BEYOND TM

STRIVING FOR EXCELLENCE

PROGRAM PROVIDED BY LIGHTHOUSE PSYCHOLOGICAL SERVICES... A BEACON OF LIGHT INC.



**HELPING MIDDLE SCHOOL STUDENTS
TRANSITION SUCCESSFULLY INTO HIGH SCHOOL
THROUGH SOCIAL-EMOTIONAL LEARNING AND
LIFE SKILLS DEVELOPMENT**

PROVIDED BY:
LIGHTHOUSE PSYCHOLOGICAL SERVICES...A BEACON OF LIGHT INC.



ABOUT MOVING BEYOND

The game-changing Moving Beyond Program, designed through the collaboration of evidence-based concepts and experiential practices among mental health and wellness professionals, serves as a Social-Emotional Learning (SEL) and life skills development opportunity for at-risk middle school students to gain the tools they need for a successful transition into high school.

This one-of-a-kind activity-based program provides students with hands-on opportunities to better understand themselves and how to effectively interact with the world around them. Their newfound preparedness allows for a smoother transition into the next grade level resulting in better academic, social, and developmental outcomes.

Each group session in the program will provide valuable techniques and skills for students to utilize and store as a part of their “life skills tool kits” when faced with various issues, circumstances, and experiences in new social and intellectual environments.



THE MISSION, VISION, & VALUES OF LIGHTHOUSE PSYCHOLOGICAL SERVICES...A BEACON OF LIGHT INC.

Our Mission Statement:

Nurturing & empowering youth and parents to achieve positive mental wellness, one family at a time.

Our Vision Statement:

We envision our clients to be empowered and confident through our caring approach, evidence-based, and therapeutic methods. Caregivers will be able to create a safe place for themselves and their children while evolving along the adventurous journey of parenthood.

Our Value Statement:

We build thriving youth and confident parents.
We teach parents and children advocacy.
We inspire families to welcome the journey of self-discovery.
We pour ourselves into each child and family with genuineness, integrity, and compassion.

ABOUT THE PROGRAM STAFF



Dr. Shontinese Huey

Director and Program Facilitator

Dr. Shontinese C. Huey, Psy.D is a native of California's Central Valley and a former Division I collegiate athlete. Dr. Huey is the founder and owner of Lighthouse Psychological Services... A Beacon of Light Inc., located in Modesto, California, where she works with young children, tweens, and parents. Dr. Huey received a Doctor of Psychology Degree in 2005 from the California School of Professional Psychology with extensive training through various prestigious child-focused programs such as River Oak Center for Children, Sacramento, and the University of California Davis Children's Hospital-CAARE Center.



Additionally, Dr. Huey holds an infant and preschool mental health certification. She brings an exceptional blend of high energy, creativity, compassion, and solution-focused interventions to families, schools, and youth-focused community-based organizations with over 25 years of clinical experience with children-related issues. Dr. Huey looks forward to being a "Beacon of Light" to the children and families of Stanislaus County and beyond!

PROGRAM HIGHLIGHTS

Program Population Served:

This program is designated for 7th or 8th grade students. It can begin as early as the second semester of 7th grade up to the second semester of 8th grade. We accept 12-15 students per cohort.



Program Length:

10 weeks (can extend up to 30 weeks depending on program selected)

Program Cohort Start Period:

TBD

10-Week Program Design Overview:

10 one-hour group sessions
1 group high school day visit
Program Graduation Celebration Event

Basic Student Requirements:

- 1.9 or higher GPA
- Minimal disciplinary actions in past year
- Students who have not committed significant acts of violence
- Students who struggle with consistent class participation
- Students with attendance rates >80%
- Students who experience mild to moderate challenges with peers



CURRICULUM DESIGN AND STUDENT LEARNING OUTCOMES (10 WEEK PROGRAM)

Group 1: Participant Orientation and Rapport Building



1. Students learn how to build rapport with other individuals through connection and storytelling, a skill crucial for building connection as growing teens.
2. Students are oriented to the Moving Beyond program in regards to expectations and how the program works.
3. Students are able to create a checkpoint video in their journey that allows them to track where they are mentally and emotionally about their future in high school. This helps them understand where they are as they can better conceive their growth when looking back.

Group 2: Ongoing Rapport Building



1. In this continued experience of rapport building, students practice finding areas of connection based on shared experiences and characteristics through intentional communication exercises.
2. Students are also provided with accountability partnerships where they will learn how to hold themselves as well as others accountable for their growth through check-ins, healthy confrontation, and introspective reflection and conversations.

Group 3: Managing Emotions and Thoughts Part 1



1. This group allows students to learn the composition of an emotion and how it shapes their actions. Through understanding the role of emotions in their lives, this emotional awareness allows students to make choices from a place of emotional self-control.
2. Students will understand the importance of the needs they possess behind emotions in order to make proper changes to create positive change in emotional experiences.
3. Students will explore where emotions reside in the physical body in order to be able to pinpoint indicators of emotional transitions in response to life situations. This newfound awareness allows them to react with emotional responsibility.

CURRICULUM DESIGN AND STUDENT LEARNING OUTCOMES CONTINUED

Group 4: Managing Emotions and Thoughts Part 2



1. Students will have the opportunity to explore the weight that emotions carry in their lives and how these weights can keep them from progressing forward. By releasing emotions that are not supporting them such as rage, anger, fear, and other negative emotions, they can experience freedom to move forward. Students will be provided additional tools if needed to help them with letting these negative emotions go.
2. Students will gain tools for self-management in regards to emotions where they will learn the difference between emotions that are unhealthy and ones that are healthy. Through learning the difference, they are able to note when they may need to seek additional help or if they need to tap into tactics like meditation to calm their emotional-nervous system.
3. Students will practice transitioning their minds in stressful situations to make stable decisions despite emotions that arise. They will be able to practice acknowledging their emotion without allowing it to make decisions on behalf of them.

Group 5: Self-Efficacy and Confidence Building



1. Students will explore what strengths they bring to the table in their lives and understand how these strengths can help them achieve their goals. They will also learn how their strengths create confidence in their ability to reach these goals as growing teens.
2. Students will explore their accomplishments and things they have overcome in life, which serve as key tools in resilience and self-efficacy. When they realize what they have been able to achieve in their lives, they can tap into these experiences as reassurance that they can achieve or persevere through the next obstacles or goals.
3. Students will have the ability to practice stepping outside of their comfort zones in order to enhance growth and encourage development through creative team storytelling activity experiences.

CURRICULUM DESIGN AND STUDENT LEARNING OUTCOMES CONTINUED



Group 6: Program Debrief/Check-in

1. This debrief session allows students to become aware of their progress in the program and to practice self-assessment, a crucial tool in creating positive change as issues arise.
2. Students are also encouraged to share their takeaways from the program and recommendations for the program thus far.



Group 7: Problem Resolution/Self-Advocacy

1. Students will practice preparedness in order to perform tasks in higher pressure situations where time is limited and collaborative co-working is required.
2. Students will gain an effective decision-making process to help them with overcoming difficult situations where they may feel afraid/insecure.
3. Students will learn the three types of self-advocacy and they will have the opportunity to practice using their voice in order to express their needs, beliefs, and/or desires.
4. Students will learn a fear management model to help them access their inner strengths in times of uncertainty and still move toward their goals.



Group 8: Time Management

1. Students will gain effective steps to monitor their use of time, plan out projects, and improve their ability to manage their time in order to meet the requirements of deadlines.
2. Students will explore the challenges of time management and discover methodologies to optimize their time for full productivity. They will learn the strategy of careful delegation in the process.

CURRICULUM DESIGN AND STUDENT LEARNING OUTCOMES CONTINUED

Group 9: Identifying Social Supports



1. Students will identify social support systems in their life and create an accessibility plan to utilize these supports as needed in their journey.
2. Students will practice providing feedback to one another through demonstrating social awareness of one another and supporting positive growth through empathetic, appreciative communication.

Group 10: High School Visit



1. Students will learn about the resources available to them when they enter high school including organizations, clubs, and communities that are in place to support them and their development.
2. Students will gain secure partnerships with existing high school students to aid in a more comfortable transition into high school from middle school.

**INTERESTED IN BRINGING
MOVING BEYOND TO YOUR
STUDENTS?**

**LEARN MORE ABOUT THE MOVING
BEYOND PROGRAM, EMAIL US:**

LIGHTHOUSEINFO@PAUBOXMAIL.COM



MOVING BEYOND™