

Erik Klejs Laursen

OBJECTIVE

To challenge my own and others' mental models to create dynamic learning environments and organizations.

PROFESSIONAL EXPERIENCE

Associate Adjunct Professor **2013 - Present**
SCHOOL OF PROFESSIONAL AND CONTINUING STUDIES, UNIVERSITY OF RICHMOND, VIRGINIA
Teach Action Research I and II

Vice President, Research and Development **2007 - 2015**
UMFS AND CHARTERHOUSE SCHOOL RICHMOND, VIRGINIA
Responsible for organizational learning, program evaluation and development.

Division Director **2001 - 2007**
UMFS AND CHARTERHOUSE SCHOOL RICHMOND, VIRGINIA
Develop, organize, direct, and administer residential treatment programs, education programs, outcomes management, training, and special projects.

Director **1994 - 2001**
UMFS AND CHARTERHOUSE SCHOOL RICHMOND, VIRGINIA
Develop, organize, direct, and administer residential treatment programs and related education programs.

Executive Director **1994 - 2015**
CHARTERHOUSE SCHOOL, INC. RICHMOND, VIRGINIA
Serve as the executive director for Charterhouse School, Inc., an affiliate of UMFS in all related work with board of directors.

Affiliate Professor **1992 - 2010**
SCHOOLS OF SOCIAL WORK AND EDUCATION, VCU RICHMOND, VIRGINIA
Teach Qualitative Research (EDUS 711), Seminar on Educational Issues, Ethics, and Policy (EDUS 673), Administration of Special Education (ADMS 632), Research in Education (EDUS 660), Organizational theory, structure, and culture in education settings (ADMS 605), Organizational Behavior and Change in Educational Settings (ADMS 606), Foundations of Education (EDUS 300), and Clinical Social Work Research (SLWK 705 & 706).

Principal **1989 - 1994**
CHARTERHOUSE SCHOOL RICHMOND, VIRGINIA
Organize, administer, and implement effective middle and secondary educational programs for residential treatment program.

Special Education Teacher **1986 - 1989**
CHARTERHOUSE SCHOOL RICHMOND, VIRGINIA
Teach students in a self-contained special education classroom in a residential setting.

Associate Director **1982 - 1985**
THE INTERNATIONAL SCHOOL AKE PECHA MATHEWS, VIRGINIA
Administer and direct the day to day operation of a residential school for delinquent youths.

Headmaster **1981 - 1982**
THE SMALL SCHOOLS NEW POINT, VIRGINIA
Administer and direct a residential school for delinquent youths and students with emotional and learning disabilities.

Teacher **1978 - 1981**
SMÅSKOLERNE LINDKNUD, DENMARK
Teach delinquent students with emotional disturbance and learning disabilities on study tours: a 2 month horse-and-wagon train across Denmark, a 3 month sailing excursion aboard a 44 feet two-masted sailboat, a four month trip on mopeds through France, Spain, Morocco, and Portugal, and two 10 month trips on motorcycle across the United States.

Teacher **1976 - 1978**
DET NØDVENDIGE SEMINARIUM ULFBORG, DENMARK
Teach college students on a study-travel program across Asia and the Middle East and during work study programs in Denmark.

EDUCATION

Ph.D., Urban Services **1991-1996**
VIRGINIA COMMONWEALTH UNIVERSITY RICHMOND, VIRGINIA
Doctoral studies focused on organizational leadership, human resource management, organizational change and behavior, and qualitative research methods.

Continuing Education **1989-1990**
VIRGINIA COMMONWEALTH UNIVERSITY RICHMOND, VIRGINIA
Course work in administration and supervision resulting in an endorsement as a secondary principal.

M. Ed., Special Education **1985-1986**
VIRGINIA COMMONWEALTH UNIVERSITY RICHMOND, VIRGINIA
The degree resulted in a special education endorsement in the area of teaching students with emotional disturbance.

B. S., Education **1972-1976**
DET NØDVENDIGE SEMINARIUM ULFBORG, DENMARK
The degree resulted in a Danish Teaching Certificate with endorsements in Mathematics, Social Studies, History, and secondary education.

PROFESSIONAL TRAINING & CERTIFICATIONS

Postgraduate Professional License, Commonwealth of Virginia

To teach or hold positions as:

- Secondary Principal
- Emotional Disturbance K-12
- History

- Mathematics

Master Trainer: Life Space Crises Intervention (LSCI)

Senior trainer of Response Ability Pathways® (RAP), Developmental Audit®, The Three Pillars™ of TraumaWise™ Care

Qualified Meyers-Briggs Type Practitioner

PROFESSIONAL INVOLVEMENT

Academy for Positive Peer Culture

CO-DIRECTOR 2006 – CURRENT

Career and Technical Education Commission, Richmond City

MEMBER 2010 - 2013

Child Welfare League of America

ADVISORY BOARD MEMBER, RESIDENTIAL SERVICES 2004 - 2006

Strength Based Services International

PRESIDENT 1999 - 2004
 VICE PRESIDENT 1998 - 1999
 TREASURER 1996 - 1998
 BOARD MEMBER AT LARGE 1995 - 1996

Reclaiming Children and Youth

FEATURE EDITOR 1999 - 2015

Families in Society

CONSULTING EDITOR 2003 - 2009

Office of Comprehensive Services

PRIVATE PROVIDER REPRESENTATIVE, PERFORMANCE STANDARDS WORKGROUP 2002

Virginia Association of Specialized Education Facilities

VICE PRESIDENT 2002 - 2003
 TREASURER 1998 - 2002
 MEMBER, WAYS AND MEANS COMMITTEE 1996 - 2002
 MEMBER, GOVERNMENTAL AFFAIRS COMMITTEE 1992 - 1994

Virginia Department of Education

VIRGINIA DEPARTMENT OF EDUCATION'S WORK GROUP ON SPECIAL EDUCATION GUIDELINES, FUNCTIONAL BEHAVIORAL ASSESSMENT, AND BEHAVIORAL INTERVENTION PLANS 1998 - 2000

VIRGINIA DEPARTMENT OF EDUCATION'S ADVISORY COMMITTEE ON PROGRAMMING AND SERVICES FOR THE EMOTIONALLY DISTURBED 1988-1991

Child Welfare Outcomes Project, Virginia Commonwealth University

COMMITTEE MEMBER 1998- 2000

AWARDS

The Spirit of Crazy Horse Award

RECLAIMING YOUTH INTERNATIONAL

2013

Spotlight on Excellence Award

CIRCLE OF COURAGE

2011

My Brother's Keeper Award

STRENGTH BASED SERVICES INTERNATIONAL

2007

PUBLICATIONS

Brasler C. & Laursen, E. K. (2004). Strengthening controls from within: Manipulated by peers. *Reclaiming Children and Youth, 13*(2), 110-113.

Giacobbe, G. A., Traynelis-Yurek, E., Powell, L. M., & Laursen, E. (1994). *Positive Peer Culture: A selected bibliography*. Richmond, VA: G & T Publishing.

Giacobbe, G. A., Traynelis-Yurek, E., & Laursen, E. K. (1999). *Strengths based strategies for children and youth: An annotated bibliography*. Richmond, VA: G & T Publishing.

Laursen, E. K. (1997). Voices of adolescents in residential care. *Caring, 13*, 13-16.

Laursen, E. K. (2000). Hand in glove - Strength based practice and healing racism. *The Strength Based Practitioner, 1*(1).

Laursen, E. K. (2000). Strength-based practice with children in trouble. *Reclaiming Children and Youth, 9*(2), 70-76.

Laursen, E. K. (2002). Seven habits of reclaiming relationship. *Reclaiming Children and Youth, 11*(1), 95-99.

Laursen, E. K. (2003). Building community through service. *Reclaiming Children and Youth, 11*(4), 240-241.

Laursen, E. K. (2003). Frontiers in strength-based treatment. *Reclaiming Children and Youth, 12*(1), 12-17.

Laursen, E. K. (2003). Principle-entered discipline. *Reclaiming Children and Youth, 12*(2), 78-82.

Laursen, E. K. (2003). Creating a change oriented, strength-based milieu. *Reclaiming Children and Youth, 13*(1), 16-21.

Laursen, E. K. (2005). Rather than fixing kids build positive peer cultures. *Reclaiming Children and Youth, 14*(3), 137-140.

Laursen, E. K. (2008). Bullying and violence in schools and communities. In R. Lambie. *Family systems within educational & community contexts*. (pp. 269-294). Denver, CO: Love Publishing.

Laursen, E. K. (2008). Respectful alliances. *Reclaiming Children and Youth, 17*(1), 4-9.

Laursen, E. K. (2009). Positive youth cultures and the developing brain. *Reclaiming Children and Youth, 18*(2), 8-11.

Laursen, E. K. (2010). *Focusing energy in schools and youth organizations: Attending to universal developmental needs*. Sandy, UT: Aardvard Global Publishing.

Laursen, E. K. (2010). The evidence base for Postive Peer Culture. *Reclaiming Children and Youth, 19*(2), 37-42.

- Laursen, E. K. (2013). Christopher Peterson and character strengths. *Reclaiming Children and Youth*, 21(4), 5-6.
- Laursen, E. K. & Brasler, P. (2002). Harm reduction: A viable choice for kids enchanted with drugs? *Reclaiming Children and Youth*, 11(3), 181-183.
- Laursen, E.K. & Birmingham, S. M. (2003). Caring relationships as a protective factor for at risk youth: An ethnographic study. *Families in Society*, 84(2), 240-246.
- Laursen, E. K. & Felski-Smith, C. (2008). Jason and the "Flaming Hampsters of Death." *Reclaiming Children and Youth*, 17(2), 47-51.
- Laursen, E. K. & Laursen, J. (2012). Building courage by motorcycling across America. *Reclaiming Children and Youth*, 21(3), 48-52.
- Laursen, E. K. & Lok, J. (2008). He had her by the throat – A Red Flag Reclaiming Intervention. *Reclaiming Children and Youth*, 16(4), 13-16.
- Laursen, E. K. & Oliver, V. (2003). Recasting problems as potentials in group work. *Reclaiming Children and Youth*, 12(1), 46-48.
- Laursen, E. K. & Peterson, D. (2005). Chaotic thinking, challenging behavior: A Reality Rub. *Reclaiming Children and Youth*, 13(4), 236-240.
- Laursen, E. K. & Tate, T. F. (2012). Democratic group work. *Reclaiming Children and Youth*, 20(4), 46-51.
- Laursen, E. K. & Whindleton, K. (2012). "My mom and her boyfriend fuss:" A five-minute RAP. *Reclaiming Children and Youth*, 21(1), 37-38.
- Laursen, E. K. & Yazdgerdi, S. (2012). Chaotic thinking, challenging behavior: A Reality Rub. *Reclaiming Children and Youth*, 21(2), 44-47.

Presentations and Consultation

Intentional Collisions: Kindling connections and relationship development

Social connections are fundamental for survival and the default mode in which our brains engage when no other activities are taking place. Strong and stable relationships are key to bouncing back from adverse childhood experiences and developing resilience. *Intentional collisions* are purposeful adult-initiated caring engagements with youth who often avoid adults. These natural and organic collisions serve as points of contacts established by words, a pat on the back, a glare, a note, or other natural ways.

Trauma Informed Youth Care

The presenter explores how adverse childhood experiences increase the risk for a host of social, emotional, neuro-endocrinologic and physical health problems. Practical strategies for using a trauma informed lens in assessment, service planning, and therapeutic experiences are discussed. Non clinical adult supporters will learn how they can help children understand traumatic events and ways to respond trauma.

Cultures of Respect (COR)

The COR model develops leadership capabilities in youth organizations anchored in youth development and resilience. The model use the Circle of Courage, introduced in the book, *Reclaiming Youth at Risk*, as a framework for creating organizational cultures where youth thrive. This ecological perspective addresses the

largest number of participants in an organization—the youth. Unless that subculture is addressed, efforts for transformation will fail.

Meeting Needs by Building Character Strengths

Children from all cultures thrive when their needs for belonging, mastery, independence, and generosity are met. However, adverse childhood experiences, trauma, mental health problems, and neurological differences produce imbalance for many children and lead many to focus on what is wrong. The Circle of Courage and positive psychology acknowledges that all people have strengths. This workshop provides a framework for identifying and naming character strengths in all people. Practical strategies to integrating character strengths and the Circle of Courage will be demonstrated.

Brief Script to use for Introductions

Erik K. Laursen, Ph.D., is an internationally recognized developer of innovative programs for high risk children and families. He has created therapeutic treatment programs in private residential, educational, and foster care organizations, therapeutic services in public schools, and services for children with neurological differences. Dr. Laursen has authored more than two dozen publications and was a member of the editorial board of the journal *Reclaiming Children and Youth*. He previously served as a board officer of the Virginia Association of Specialized Education Facilities and as president of Strengths Based Services International. Erik earned his Ph.D. from Virginia Commonwealth University, where he taught organizational behavior and culture, qualitative research, and ethics for 10 years. Currently, he is an Adjunct Assistant Professor at the University of Richmond and trains youth professionals worldwide. Dr. Laursen served UMFS in Richmond, VA for 30 years, last as the Executive Director of Charterhouse School and Vice President of Research and Development.

Among the highlights of his career are a 65,000 miles motorcycle journey across the United States with twelve high risk youth, a wagon train across Denmark, and a two-masted sailboat journey on the European rivers and the Black Sea.

To schedule, contact: Susan Buus, CF Learning, toll-free 800-592-2193, susanbuus@calfarley.org