

ENROLLMENT VERIFICATION LETTER

AATPP

1717 N Street NW Suite 1 | Washington, DC 20036

Phone Number: 1-202-400-2527

AATPP.com

June 28, 2026

To Whom It May Concern,

This letter serves as formal verification that **Derrick Cook** ([REDACTED]) has been officially enrolled in AATPP's Accountability Training and Prevention Program. Derrick Cook is registered from [REDACTED] and has been assigned a unique internal Worker ID: [REDACTED] for participation tracking and program accountability.

AATPP serves participants across the United States to fulfill court-ordered, probationary, or school-related service requirements. Our programs are reviewed and developed by professionals in law, mental & behavioral health, and education.

Participants engage in a series of structured course lessons covering topics such as anger management, ethics, conflict resolution, civic responsibility, emotional awareness, and life skills. Each activity is designed to take approximately 30 minutes and is followed by a written reflection to assess engagement. Each work activity is time-tracked, monitored for authenticity, and reviewed manually by our work supervisors.

We are happy to provide the following upon request:

- **A Certificate of Completion and program overview**
- **A link to our verification portal** where you can monitor this workers status: [AATPP.com/verify](https://aatpp.com/verify)

We welcome agencies, case managers, and officers to reach out to us for pre-approval inquiries or to confirm any aspect of our program. Our team is happy to assist with documentation or verification as needed. If you have any questions or need additional documentation, please don't hesitate to contact us directly.

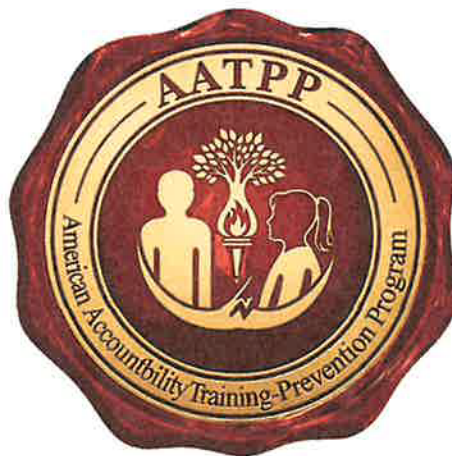
We thank you for your time and your commitment to restorative and educational service opportunities.

Noime DeGuzman Supervisor

AATPP

Phone: 1-202-400-2527

Email: contact@aatpp.com



Received 8.12.26 - M.H.



AMERICAN - ACCOUNTABILITY TRAINING & PREVENTION PROGRAMS

COMPLETION CERTIFICATE

IN ANGER MANAGEMENT

1717 N Street NW Suite 1 | Washington, DC 20036
contact@aatpp.com | Phone Number: 1-202-400-2527

Worker ID: [REDACTED] Worker Name: **Derrick Cook**
Address: [REDACTED] Date of Birth: [REDACTED]

Work Logs As Of: August 4, 2026

Work Day	Time Spent (hh:mm)	Work Day	Time Spent (hh:mm)	Work Day	Time Spent (hh:mm)	Work Day	Time Spent (hh:mm)
2026-08-04	00:56	2026-08-02	02:47	2026-07-30	00:47	2026-07-16	00:53
2026-08-03	00:56	2026-08-01	01:45	2026-07-17	00:19		

Total	8 Hours and 28 Minutes
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This official document certifies that Derrick Cook has completed a total of 8 Hours and 28 Minutes of work with AATPP. They worked a total of **6 days** over the course of **3 weeks**.

Certified on August 4, 2026


Saqib Iqbal - Work Supervisor
AATPP

To verify the authenticity of this document, visit [AATPP.com/verify/](https://aatpp.com/verify/) and enter the WorkerID and Zip Code provided above. The information should match the certificate details. This participant's work was tracked throughout the program. Time spent, work completed, and engagement were all monitored to ensure meaningful participation. If you require additional verification or access to engagement logs, you may contact us. We are committed to maintaining the integrity of this program and ensuring all participants complete their hours with accountability and purpose.



AMERICAN - ACCOUNTABILITY TRAINING & PREVENTION PROGRAMS COMPLETED LESSONS

Anger: Learning to Let Go and Move Forward	Anger: Transforming Frustration into Positive Action	Anger: Creating a Personal Plan for Long-Term Emotional Control
Anger: Teaching Yourself Patience and Emotional Resilience	Anger: Recognizing When You Need Professional Support	Anger: How Social Media and Technology Can Fuel Frustration
Anger: Dealing with Authority Figures Without Losing Control	Anger: Managing Stress to Prevent Unnecessary Anger	Anger: The Role of Forgiveness in Letting Go of Resentment
Anger: How to Manage Conflict Without Losing Control	Anger: Turning Frustration into Motivation for Positive Change	Anger: The Power of Words—How to Express Feelings Without Fighting
Anger: Using Mindfulness to Stay in Control	Anger: Techniques for Calming Yourself in the Moment	Anger: Learning to Pause Before You React
Anger: The Difference Between Healthy and Unhealthy Expressions	Anger: How Your Past Shapes Your Reactions Today	Anger: The Physical and Emotional Signs You Need to Recognize
Anger: Identifying Your Triggers and What Sets You Off	How You Think Matters - Introduction Lesson	Anger: Understanding What It Is and Why It Happens

----- ## END OF WORK LOGS ## -----

AMERICAN - ACCOUNTABILITY TRAINING & PREVENTION PROGRAMS
AATPP

Today's date: August 4, 2026



Anger Management

Explained and How I will use it to improve my classroom instruction and student / teacher relationship

In the anger management course that I recently completed, I learned that it is the practice of learning how to understand, regulate, and redirect anger so that it does not control a person's behavior or decisions. I learned that anger itself does not have to be harmful and that it is a natural emotional response to stress, frustration, or perceived injustice. The problem comes about when anger becomes overwhelming, impulsive, or misdirected. Anger management has taught me how to recognize the early signs of anger, identify the situations that may cause it to increase, and how to apply strategies that support emotional stability and self-control, of which I will utilize in my classes.

An important part of anger management is being aware of personal triggers. Triggers are experiences, interactions, or thoughts that spark emotional tension. If individuals can learn to identify their triggers, they will gain the ability to predict negative emotional reactions before they escalate. This becomes a protective tool, allowing people to use coping tools that reduce the intensity of anger. This will be useful to me when confronted with sudden situations during class.

By understanding and knowing that triggers come with rising anger, it will allow me to be proactive before becoming angry. The human body often reacts before the mind can fully process an emotion such as anger. There is an increase in heart rate, muscles get rigid, and

shallow breathing are common physical signs. Recognizing these signals early allows individuals to use calming techniques. Slow breathing, stretching, or walking away from a situation can prevent escalation and create space for clearer thinking. This will not only be used in my classroom, but I plan on sharing it with my fellow coworkers.

Anger management also involves developing cognitive regulation skills, which help individuals examine and reshape the thoughts that fuel anger. It is believed that many people experience anger because they interpret situations in an extreme or negative way. Cognitive regulation encourages individuals to pause and question their assumptions. Instead of assuming someone acted with harmful intent, a person can consider an alternative explanation. This mental change can reduce emotional stress and support a more balanced reaction. Cognitive reframing is not about ignoring problems; it is about approaching them with clarity rather than confusion which will be helpful to me managing any problems in my class.

During class, I will allow communication to play a major part with my anger management. Whenever anger is expressed by yelling, sarcasm, or withdrawal, conflicts tend to intensify. I plan on avoiding this situation. Learning that assertive communication helps individuals express their needs without aggression. My assertiveness will involve speaking calmly, using clear language, and focusing on solutions rather than blame. This approach will strengthen relationships and reduce misunderstandings. It also encourages others to respond respectfully, which helps prevent emotional escalation.

Impulse control is another essential skill in anger management that I learned. Anger often pushes people toward quick reactions that are not well thought out and they later regret.

Developing how to control impulse means practicing the ability to pause before responding.

Techniques such as counting slowly, taking a brief walk, or using a personal “cool-down plan” help individuals gain control of their emotions. Over time, these habits will help me build emotional resilience and reduce the likelihood of uncontrolled outbursts.

Anger management also uses de-escalation strategies, which help lower emotional intensity during heated moments. De-escalation involves lowering one’s voice, slowing speech, relaxing posture, or choosing neutral language. It also involves being able to recognize when a conversation is becoming unproductive and deciding to take a break. These strategies prevent conflicts from spiraling and give everyone involved time to reset.

I learned that Self-reflection is another important part of anger management. Being able to reflect on past conflicts helps individuals to understand what triggered their anger, how they responded, and what they can do to improve. Reflection builds emotional maturity and helps to encourage accountability. It also helps individuals to recognize progress..

Finally, anger management is not about eliminating anger. Instead, it is learning how to use anger constructively. When anger is managed well, it can bring on positive changes, strengthen boundaries, and encourage healthy communication. By developing emotional control, cognitive reframing, impulse control, and healthy coping skills, individuals will gain the ability to handle challenges with confidence and clarity. With these new skills, anger will become a signal rather than a threat, and I have learned to respond in ways that support my well-being and relationships with my students and coworkers.

necessary credentials and up to date licensure to teach and perform the assigned duties required of my teaching assignment.



CERTIFICATE of ACHIEVEMENT



This is to certify that

Derrick Cook

has completed the ArkansasIDEAS course

Code of Ethics Part Four: Professional Responsibilities

Credit Hours: 1.0

July 22, 2024

TESS: 4b, 4e, 4f

Certificate ID: KEV4UMricr

Acceptance of professional development credit hours is solely at the discretion of the local school district/education agency.

ERC 23010 : CODE OF ETHICS PART SEVEN

Educator's Influence

As a high school and middle school science teacher, I realize that I must and will adhere to the Code of Ethics which contains 8 standards. As a classroom teacher, I will maintain a professional relationship with students at all times, both in and outside of the classroom. I will maintain awareness of my professional and ethical behavior, keep abreast of any new rules or findings on ethical and professional practices. I will work closely with my building administrator and superintendent to get feedback on my professional, ethical behavior practices, and knowledge. I will pay special attention to my dispositions in stressful situations while fulfilling my professional responsibilities as it relates to my job as a teacher and person of integrity and role model. During my time as an educator, I will not allow my personal endeavors to interfere with me upholding any part of the code of ethics. During this training, I witnessed a character, Ms. Brown came to work while under the influence of alcohol, which is a clear violation of Std. 8. This causes her to lose the respect of her students and parents. It could have ultimately caused a negative impression on the entire school. The consequences could have led up to her losing her job and or having her teaching license revoked.

Realizing that anyone can report an incident to the PLSB and because it's the right thing to do, I will always present myself in a professional and respectful manner whenever I am in the classroom, public area, or anywhere I am and subject to be seen and or judged by anyone where I should be a role model to others.

I will maintain a professional relationship with my students and coworkers. I can be seen keeping my classes well managed and not violating any standards by being respectful to all my coworkers and students.

In the training, Mr. Banks failed to manage his class and brought undue stress to his coworker. This resulted in an argument with his coworker that led to a verbal and physical altercation. All

this was done in view of students. Mr. Banks allowed his personal feelings overwhelm him and reacted instead of responding appropriately in a professional manner. Both lost the respect of their students and coworkers. Parents could develop a negative impression of the school, leadership, and other teachers.

It's important to adhere to the code of ethics to maintain a professional relationship with the stakeholders in the school community.



CERTIFICATE of ACHIEVEMENT



This is to certify that

Derrick Cook

has completed the ArkansasIDEAS course

Code of Ethics Part Seven: An Educator's Influence

Credit Hours: 1.0

July 16, 2026

TESS: 2a, 4f

Certificate ID: eqsFulz409

Acceptance of professional development credit hours is solely at the discretion of the local school district/education agency.

IAB21012 - Creating a culture that connects

Applying this training to my professional practice related to my classroom duties.

As a middle school and high school science teacher and as I reflect on my professional practice as a teacher, this training has given me new ideas on how to get and keep my students engaged, on task, and motivated to learn while taking the course that I teach. I realize that each student enters the class with his or her own story or own specific background that is unique to him or her. When I apply these ideas, it is then that the power of learning can truly take place and be connected.

During class, I will be applying this information and knowledge about social-emotional learning and implementing it through student collaboration to achieve a deeper level of learning instead of viewing it as a separate curriculum. I will develop and present opportunities for students to connect with one another during class in order to develop a more meaningful learning opportunity. Hopefully this will help to develop the social and emotional culture that is needed for my students to be more successful in the class. In addition to the social-emotional learning mentioned above, I will implement it by using collaboration, mentioned in the training, among students and teachers to help enhance the learning potential in class.

Instead of allowing the culture of the classroom to develop on its own, I will be more intentional of the culture I create in the classroom. Being that culture can be felt, heard, and seen, I now realize that I must and will create a culture I wish to see not only in my class but throughout the school. For this to occur, I must be deliberate in the ideas and values that I'm instilling daily.

Listed below are the 5 key values that I will use to develop classroom culture:

1. Relationships
2. Attitudes
3. Excellence
4. Growth
5. Leadership

I will use these values to develop an effective classroom culture that connects to the student, classroom, and hopefully the school.

I realize the importance of how students and teachers speak and treat each other, but it also has a major impact on classroom and school culture. As a teacher, it is important that students are allowed to feel like human beings with feelings and emotions and not just data points. It is my expectations that will be driving the overall culture of the class. I will be teaching students to be aware of the people around them and to embrace this fact in order to help make this central in our classroom.

I will use specific classroom strategies to build social emotional learning while enjoying the academic contents. Strategies like asking students to tell me about themselves, allow students to move from seat to seat instead of being in one seat, allow more group work with rubrics that allow for individual success, allow students to respond to each other, and allow for vulnerability. This will allow students to realize that it's ok to make mistakes.

With these new and refreshing skills, I am confident that my classes will reflect a culture that connects both socially, emotionally, and academically.



CERTIFICATE of ACHIEVEMENT



This is to certify that

Derrick Cook

has completed the ArkansasIDEAS course

Creating a Culture that Connects

Credit Hours: 1.5

June 19, 2026

TESS: 1b, 2b, 4e

Certificate ID: xyUIXH1EDa

Acceptance of professional development credit hours is solely at the discretion of the local school district/education agency.

ERC 23007 - CODE OF ETHICS PART 4

APPLYING PROFESSIONAL RESPONSIBILITIES TO MY PROFESSIONAL PRACTICES AS IT RELATES TO MY CLASSROOM DUTIES

As a middle school and high school science teacher of both regular and special education students, I find this training discusses standard 2 and 3 and is very informative and helpful. As a classroom teacher, I will always ask for help prior to becoming overwhelmed with accurate and timely records. Being that special education is the biggest part of education and I am a teacher of both special education and regular ed. students I will be documenting and reporting any material that is required of me as it relates to my students and to assist in monitoring and reporting progress. I will be sure that it's honest documentation of the student's IEP and reflective of the student's true progress. This will ensure that the student is receiving an effective education. I will not falsify any required documentation of a student's IEP or reporting document. False documentation could result in a student being moved forward and not receiving a true education. A teacher can be placed on administrative leave for false information. Lawsuits have resulted and won because of this type of false documentation.

The information discussed about standard 2, maintaining competence, allows me to realize the importance of obtaining and keeping my certifications up to date and for the areas of which I am assigned. Making me a highly qualified professional educator. I have taken the needed classes and courses required to teach the areas of which I am certified to teach. If a person is assigned to coach, then that person should have an additional licensure that allows him to do so. Failing to have the proper certifications can cause a school to be placed on probation, forfeit any games played, participated in, or advanced to, or the entire season. If this occurs, one of the panelists, Dr. Jackson states that the best outcome is that the coach would be able to continue to teach his assigned class of which he has a certification. As for ethics, when a person does not have the required certification or credentials, it is best to inform the person in charge and proceed to obtain the necessary item and step down until completed. This would be the most ethical thing to do. In relation to my classroom duties, I have all the