



STATE OF NEW JERSEY  
DEPARTMENT OF CHILDREN AND FAMILIES

# Children's System of Care Training & Technical Assistance



## Training Catalogue 2020





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## CHILDREN'S SYSTEM OF CARE TRAININGS

*The following individuals are welcome and encouraged to attend: Parents & Caregivers, staff from Care Management Organizations, Family Support Organizations, Mobile Response & Stabilization Services, the Contracted System Administration, Intensive In-Community Providers, Behavioral Assistance, Residential Providers, and system partners, including DCP&P, JJC, etc.*

### **Building Effective Teams: CFT Roles and Responsibilities**

*The goal of this training is to provide an overview of the Child Family Team process for participants in Child Family Teams, rationale for team approach, and effective communication techniques. Not to be confused with the 2 day Child Family Team Process training for Care Managers and Family Support Partners.*

Participants will be able to:

- Discuss the NJ Children's System of Care Wraparound Values & Principles
- Explore factors that promote and hinder teamwork
- Describe the Child Family Team Meeting process
- Discuss the roles and responsibilities of various members of the Child Family Team
- Describe three effective questioning techniques for a Child Family Team Meeting
- Practice five effective approaches to communicating within a Child Family Team Meeting
- Practice culturally competent conflict resolution strategies

### **CANS - Crisis Assessment Tool**

*CANS Tool training in preparation for online certification on the Crisis Assessment tool.*

*\*\*This training is open to MRSS staff only\*\**

Participants will be able to:

- Describe the context and role of CANS tools within the NJ Children's System of Care
- Differentiate between the types of CANS tools and their appropriate usage
- Define the components and the rating system of the Crisis Assessment Tool
- Complete a sample Crisis Assessment Tool
- Identify when more in-depth assessment of specific items rated on the tool is appropriate

### **CANS – Strengths & Needs Assessment Tool**

*CANS Tool training in preparation for online certification on the Strengths and Needs Assessment Tool.*

Participants will be able to:

- Describe the context and role of CANS tools within the NJ Children's System of Care
- Differentiate between the types of CANS tools and their appropriate usage
- Define the components of the Strengths and Needs Assessment tool
- Complete a sample Strengths and Needs Assessment
- Identify when more in-depth assessment of specific items rated on the tool is appropriate



## **CBT for Latino Populations**

*The goal of this training is to provide current information to assist providers in understanding the experiences of and working effectively with Latino populations.*

Participants will be able to:

- Define and understand Hispanic and Latino traditional cultural values
- Gain an understanding of the importance of cultural relevance when engaging in clinical work with Latinos
- Learn and practice CBT skills with the Hispanic and Latino populations
- Increase their knowledge of current challenges, barriers, and existing resources

## **Child Family Team Process**

*The goal of this two-day training is to provide **Care Management Organization and Family Support Organization** staff with knowledge and skills necessary for effective functioning of the Child Family Team process. Other Child Family Team participants interested in learning more about the process are encouraged to take the one day “Building Effective Teams: CFT Roles & Responsibilities” training.*

**\*\*Open only to Care Managers, Care Manager Supervisors, and Family Support Partners who have already attended NJ Wraparound: Values & Principles\*\***

Participants will be able to:

- Discuss how Wraparound values and principles and the Wraparound process contribute to building culturally responsive Child Family Teams (CFTs)
- Identify how to build an effective Child Family Team with the goal of creating an effective plan of care
- Practice four critical elements of the CFT process used to conduct team meetings and create plans of care
- Explore the plan of care process including initiating the CFT process with a youth and family
- Discuss six building blocks of care planning that contribute to the Individualized Service Plan
- Using Family Facilitators, explore how family stories inform the CFT process
- Apply the four critical elements of the CFT process by practicing in small group simulations
- Identify strategies for documenting and managing the ongoing CFT process

## **Connection is Protection: Using Social Supports to Promote Stability**

*The goal of this training is to provide a theoretical and experiential framework for using social supports of youth and families to prevent isolation and promote stability.*

Participants will be able to:

- Define Social Supports
- Discuss the effects of isolation including reasons to disrupt isolation and promote attachment whenever possible
- Review four tools to engage families in exploring and documenting the social supports available to them
- Identify specific culturally appropriate social supports to be used in crisis and treatment planning



## **Creating a Positive Work Culture in the Midst of a Changing Environment**

*The goal of this training is to provide tools to create positive work cultures in the midst of change.*

Participants will be able to:

- Discuss the impact of work culture on productivity
- Describe the role of leadership in creating positive work culture
- Develop three intentions that when implemented will have a positive effect on work culture
- Identify five effective strategies for creating positive work cultures in the midst of changing environments

## **Crisis Intervention for Children and Youth with Intellectual and/or Developmental Disabilities (IDD)**

*The goal of this training is to provide CSOC staff with knowledge and strategies to address the crisis intervention needs of youth who have co-occurring developmental disabilities and mental health challenges.*

Participants will be able to:

- Discuss how communication challenges, environmental factors, and cultural context can impact the behavior of individuals with an intellectual or developmental disability
- Identify three potential triggers for children and youth with intellectual or developmental disabilities that can evolve into a crisis situation
- Describe the stages of the behavioral escalation model as they relate to children and youth with intellectual or developmental disabilities
- Demonstrate corresponding goals for intervening with children and youth at each stage of behavioral escalation

## **Culturally Safe Trauma-informed Care – **NEW FOR 2020!****

*Details to be announced soon!*

## **Developing Rapport and Communicating with Youth and Families**

Participants will be able to:

- Identify the value of rapport in effective practice
- Describe important rapport building techniques
- Discuss universal and individual rapport building strategies
- Practice (role play) responding to common challenging communication scenarios
- Develop confidence in respecting and communicating with challenging youth and families



## **Developmental Substance Use Disorders & Mental Health**

*The goal of this training is to provide current information on Substance Use Disorder, how it relates to mental health, and how to screen and refer youth who use substances.*

Participants will be able to:

- Conduct a Substance Use Assessment using a Developmental Biopsychosocial Model of Addiction
- Identify six categories of drugs commonly abused by adolescents and Medication Assisted Treatments (MAT) available
- Describe three different relationships of Mental Disorders with Co-Occurring Substance Use Disorders
- Describe use of a One Month Trial Abstinence Intervention to identify Levels of Care of treatment referral
- Discuss three actions to involve families in evaluation, intervention, and referral to treatment
- Discuss three aspects of cultural awareness on substance use evaluation and referral to treatment

## **Developmental Tasks of Childhood and Adolescence**

*An introductory overview.*

Participants will be able to:

- Describe major themes in child development
- Identify normal developmental tasks for children, adolescents, and emerging adults
- Recognize major developmental milestones from birth through adolescence in the areas of physical, cognitive, linguistic, personality, social, and emotional development

## **Domestic Violence Fundamentals**

*The goal of this training is to provide an introduction to the cycle of domestic violence.*

Participants will be able to:

- Identify how frequently domestic violence occurs in the general and in underserved cultural populations
- Describe theories relating to the dynamics of domestic violence including the Power and Control Wheel and Coercive Control
- Discuss primary risk factors, lethality factors, and barriers to successfully leaving an abusive relationship
- Analyze common post-separation power and control tactics

## **Domestic Violence, Child Abuse, and the NJ Prevention of DV Act**

*The goal of this training is to provide information on the co-occurrence of domestic violence and child abuse and their effects on youth.*

Participants will be able to:

- Identify the co-occurrence of domestic violence and child abuse
- Describe the physical, emotional, and behavioral effects of domestic violence on children
- Discuss resiliency and protective factors, including culture, for children exposed to domestic violence
- Describe the effects of domestic violence on parenting
- Identify the basics of the NJ Prevention of Domestic Violence Act



## **Domestic Violence: Post-separation & Power Control Tactics – NEW FOR 2020!**

*Details to be announced soon!*

### **DSM 5**

*The goal of this training is to provide current information on DSM 5 diagnostic categories commonly used for children and adolescents and the behaviors and medications associated with these diagnostic categories.*

Participants will be able to:

- Describe the language and professional culture of psychiatry to assist in creating effective linkages between families and psychiatric professionals
- Describe seven basic DSM 5 diagnostic categories for children and adolescents and the behaviors associated with each and compare with changes in the DSM 5
- Identify psychotropic medications commonly used with children and adolescents in each diagnostic category described
- Describe effects and possible side effects of the identified psychotropic medications
- Discuss the impact of cultural awareness on mental health diagnoses and treatment

### **Effective Collaboration for Resource Development**

*The goal of this training is to enhance collaboration across youth service systems in New Jersey, to support the development and implementation of evidence-based practices and resources to support youth.*

Participants will be able to:

- Identify ten key resources for youth in New Jersey
- Discuss the role of evidence based practice in work with children and families
- Describe five common system dynamics
- Examine the role of culture in youth serving systems
- Practice four techniques to build collaborative partnerships across youth serving systems, in small group activities

### **Effective Facilitation: Effectively Facilitating Team Meetings**

*Not to be confused with the two day Child Family Team Process training for Care Managers and Family Support Partners.*

Participants will be able to:

- Identify key skills and characteristics needed to effectively facilitate meetings
- Discuss commonalities between facilitation and public speaking
- Identify strengths and areas of improvement related to facilitation and public speaking
- Discuss communication styles and team building skills
- Identify ways to facilitate a Child Family Team meeting
- Discuss the importance of cultural competence when effectively facilitating team meetings



## Engagement & Motivation Skills

*The goal of this training is to provide current information and skills practice in the areas of engaging and motivating youth and families in crisis.*

Participants will be able to:

- Learn core verbal and non-verbal engagement skills
- Use engagement skills to respond to angry or agitated persons
- Learn engagement skills for adolescents
- Learn specific techniques to engage caregivers in the treatment of children

## Engaging Families in Substance Use Treatment: A Family Centered Approach

*The goal of this training is to provide system partners with information about working with families when their youth has substance use challenges as well as working with youth when a caregiver struggles with substance use.*

Participants will be able to:

- Discuss the importance of caregiver involvement in their youth's substance use treatment
- Design a recovery treatment plan and goals for youth and families
- Utilize clinical strategies for engaging caregivers in their youth's treatment
- Explore clinical considerations for working with youth who have a caregiver struggling with substance use challenges

## Ethical Considerations When Working with Children & Adolescents – **NEW FOR 2020!**

*The goal of this training is to discuss various ethical considerations when working with youth and adolescents.*

Participants will be able to:

- Identify ethical standards relevant to working with youth and families
- Make informed ethical decisions using a framework
- Discuss potential ethical dilemmas when working with youth and families

## Family Dynamics

*The goal of this training is to provide clinicians who work with youth and families with an understanding of common family dynamics and interactions, and techniques for engagement.*

Participants will be able to:

- Identify four common family dynamics within the Family System Model
- Describe four common coping strategies used by family members
- Identify five typical interactions when communicating in family structures
- Discuss three techniques to engage families that match each family's strengths, culture, values, and goals





## **Family Support Partner Orientation & FANS Training**

*The goal of this training is to provide an orientation to the NJ Children's System of Care to new Family Support Partners, and provide CANS Tool training in preparation for online certification on the FANS Tool*

Participants will be able to:

- Identify the role of the Family Support Organization (FSO) in the NJ Children's System of Care (CSOC)
- Demonstrate understanding of the Family Support Partner (FSP) Certification process
- Describe the context and role of CANS tools within the NJ Children's System of Care, including the importance of cultural context and family involvement in the assessment process
- Define the components and rating system of the FANS tool and complete a sample FANS
- Identify steps in the online certification process, both for FSP Certification and FANS Certification
- Complete a sample Action Plan using SMART planning techniques

## **Foundations of Developmental Disabilities**

*The goal of this training is to provide current information on the most common intellectual and developmental disabilities, and their impact on children and families.*

Participants will be able to:

- Define Intellectual and Developmental Disabilities (IDD)
- Identify six risk factors of IDD
- Describe nine areas of functional needs associated with IDD
- Discuss strengths, needs, cultural influences, and resources of children with IDD and their families
- Discuss four areas of IDD impact on children and families
- Explore lived experiences of IDD in the context of cultural perspectives and Family Systems Theory

## **Human Trafficking**

*The goal of this training is to provide current information on human trafficking, its impact on youth in New Jersey, and strategies and resources for intervention.*

Participants will be able to:

- Define Human Trafficking
- Describe three forms of human trafficking
- Discuss the extent of human trafficking in New Jersey
- Identify ten risk factors for human trafficking victims, including cultural factors
- Describe the dynamics of coercive control
- Discuss five warning signs that a youth or family member may be a victim of human trafficking
- Identify five resources in New Jersey available to support victims of human trafficking
- Develop strategies to effectively engage with victims of human trafficking, using case scenarios



## **Infusing Practice with Cultural Competence**

*The goal of this training is to provide a theoretical and experiential framework to support the infusion of cultural and linguistic competence on both the organizational and individual levels.*

Participants will be able to:

- Define culture and ethnicity
- Discuss the importance of cultural identity development for youth
- Describe organizational, linguistic, and individual cultural competence using three six point continua
- Examine strategies for working successfully with an interpreter
- Identify four common characteristics of unearned privilege
- Identify five ways in which personal cultural worldviews may affect interactions with children, families, coworkers, and others

## **Inside Out: A Critical Thinking Process**

*The goal of this training is to provide a framework for supporting individuals to move from external blame to internal control and reasoning.*

Participants will be able to:

- Discuss how culture shapes and impacts the reasoning process and influences decision making
- Identify two types of thinking patterns that lead to self-defeating behaviors
- Describe three processes for improving critical thinking skills
- Examine how mindfulness practices can help individuals to increase self-awareness and improve reasoning skills

## **Intellectual & Developmental Disabilities and Trauma**

Participants will be able to:

- Identify three indicators that clinicians use to diagnose Intellectual and Developmental Disability (IDD)
- Identify indicators that clinicians use to diagnose Post Traumatic Stress Disorder in persons with IDD
- Define diagnostic overshadowing
- Describe three sensory disabilities
- Identify three key aspects of trauma informed care for youth with IDD



## **Intensive In-Community (IIC) and Behavioral Assistance (BA) Orientation**

*The goal of this training is to provide IIC and BA providers with an orientation to the role of IICs and BAs within the NJ Children's System of Care.*

### IIC/BA Orientation (for all IICs and BAs)

Participants will be able to:

- Describe the Children's System of Care and the role of IIC and BA providers within the Child Family Team
- Demonstrate an understanding of IIC and BA services as outlined in regulation, including the expected arc of involvement with families
- Demonstrate an understanding of the BA Certification process, including required trainings, core competencies, and the online review
- Explain the importance of transferring skills to families and youth so that gains achieved by the family are sustainable

### Superuser Orientation (for BA supervisors who are licensed clinicians only) (last part of the afternoon)

Participants will be able to:

- Demonstrate understanding of BA Superuser requirements, including:
  - Use of the BA Certification Online System
  - Role of the Superuser in BA Certification

## **Locked Up & Locked Out: Incarceration & Families in NJ**

*The goal of this training is to provide individuals who work with youth and families information about how incarceration impacts family systems and provide resources and ideas for interventions when working with families touched by incarceration.*

Participants will be able to:

- Develop a compassion and empathy-based framework for approaching the issue of incarceration
- Explore the effect of incarceration on family systems and needed interventions for those family systems
- Examine the specific statistics of the just system in New Jersey
- Apply mental health and behavioral health frameworks to working with family systems impacted by incarceration using family vignettes
- Discuss clinical interventions and local resources for working with youth and families touched by incarceration in New Jersey



## **Managing Frustration, Anxiety, and Teaching Social Skills**

*The goal of this training is to provide individuals with youth with enhanced understanding of issues of concern surrounding youth with Autism and other Social Communication challenges, and effective strategies for addressing these issues.*

Participants will be able to:

- Describe three reasons for social skill difficulties and challenging behaviors in youth with social communication challenges
- Practice three strategies to deal effectively with meltdowns
- Discuss four components of effective behavior plans to prevent frustrations
- Describe six key components of a social skills training program in school or at home
- Discuss ways to motivate verbal and non-verbal youth to want to socialize
- Review how to support culturally competent environments for youth with social communication challenges by creating programs for typical youth to accept peer differences and model positive behaviors
- Describe three specific strategies for teaching and generalizing skills

## **Mindfulness and the Wanting Mind: Addressing Addictive Behaviors and Substance Use Disorders with Mindfulness – **NEW FOR 2020!****

*The goal of this training is to provide participants with a conceptual and experiential framework for how Mindfulness Training is currently being used to address addictive behaviors and substance use disorders.*

Participants will be able to:

- Discuss origins of addictive behaviors within neurobiological, behavioral and cultural frameworks
- Describe elements of Buddhist Psychology related to suffering, craving, desire and freedom
- Understand conceptually and experientially core components of mindfulness training
- Review current research & interventions related to mindfulness and addictive behaviors
- Discuss potential benefits for children and families in NJ system of care

## **Mindfulness-Based Stress Reduction: Turning Towards the Present Moment**

*The goal of this training is to provide an experiential and conceptual framework from which to explore the use of mindfulness-based stress reduction in both professional and personal contexts.*

Participants will be able to:

- Define mindfulness both conceptually and experientially
- Describe three specific mindfulness practices including several attention cultivating meditations, the cultural origins of these practices, and their application within a modern Western cultural context
- Through experiential exercise, apply psychological factors associated with the positive impact of mindfulness practices
- Evaluate Mindfulness-Based Stress Reduction and its potential for use with youth and their families as an adjunct to ongoing therapy



## **MSBR 2.0: Cultivating a Personal Relationship with Mindfulness Practice**

*The goal of this training is to provide an opportunity to come to “know” the practice of Mindfulness through the doorway of direct, personal, experiential practice.*

**\*\*The pre-requisite for this training is Mindfulness-Based Stress Reduction: Turning Towards the Present Moment**

## **Motivational Interviewing**

*The goal of this training is to provide an introduction to the practice of motivation interviewing.*

Participants will be able to:

- Describe the theoretical context for the development of motivational interviewing
- Identify four key components of motivational interviewing using culturally diverse scenarios
- Identify four essential micro-skills needed to illicit change
- Identify two core elements of change
- List three practical skills to encourage change talk

## **MRSS Orientation: Crisis Response Protocol – Two Day Training**

*An orientation training for Mobile Response & Stabilization Services staff.*

Participants will be able to:

- Discuss both the structure and values & principles of the New Jersey Children’s System of Care
- Define the role and functions of the crisis intervention specialist within Mobile Response Programs
- Describe the Mobile Response program model and how it is grounded in System of Care values & principles and crisis theory, and list the components of the crisis response protocol
- Practice the skills of introduction and engagement in a crisis situation
- Recognize and address safety concerns
- Practice MRSS intervention skills
- Connect key strengths, crisis behaviors, and strategies for the development of the ICP
- Describe Stabilization Management activities including follow up, collaboration, and transition planning

## **NJ Wraparound Values & Principles**

*The goal of this training is to provide a foundation for understanding the values and principles of “Wraparound,” a strengths based approach to serving youth and families, and their application to the New Jersey Children’s System of Care.*

Participants will be able to:

- Identify three core values and seven key principles of NJ Wraparound
- Describe unconditional care as a key component of the Wraparound process
- Discuss how the team process incorporating community resources supports culturally competent care
- Apply NJ Wraparound values and principles in small group activities
- Discuss measurable outcomes as a critical element of Wraparound



## **Painful Passages: Immigrants, Refugees, and Trauma – NEW FOR 2020!**

*The goal of this training is to help those who provide services or interact with immigrants and refugees gain deeper knowledge on trauma related to immigration.*

Participants will be able to:

- Describe at least three types of immigration stories and explore participants' personal immigration history.
- Identify two similarities and differences between immigrants and refugees
- Define pre-migration trauma, trauma while immigrating, and post-migration trauma
- Gain knowledge of at least two challenges that immigrants and refugees with IDD face
- Name at least three strategies to use when providing services to immigrants and refugees

## **Positive Behavior Support**

*The goal of this training is to provide an introduction to positive behavior support philosophy and strategies, which form the basis for behavioral assistance plan development and implementation.*

## **Positive Behavior Support for Youth with IDD and Challenging Behaviors**

*The goal of this training is to provide updated information on the use of positive behavior support strategies in work with youth who present challenging behaviors.*

Participants will be able to:

- Identify four major functions of challenging and aggressive adolescent behaviors
- Describe the role of mental illness in establishing challenging and aggressive behaviors
- Discuss the role of cultural influences in the development of adolescent social behaviors
- Describe the philosophy underlying positive behavior support
- Analyze case examples to identify key information obtained through functional assessment in order to determine why challenging behavior is being exhibited
- Using case examples, identify basic prevention strategies, alternative skills, and non-aversive consequence and response strategies used to address challenging and aggressive adolescent behaviors within a positive behavior support framework

## **Resilience: Moving from At-Risk to At-Promise**

*The goal of this training is to provide updated information on the use of resilience as an experiential framework for developing coping strategies and support for children and families.*

Participants will be able to:

- Define children & youth in terms of “at promise” instead of “at risk”
- Describe the importance of resilience and how it serves as a framework for children and families
- Describe how culture, mental health, and disability impact resilience
- Discuss three models of resilience
- Discuss four strategies to increase resilience



## **Risk Assessment and Mental Health**

*The goal of this training is to provide current information on assessment of mental health status and risk behaviors for youth in crisis situations.*

Participants will be able to:

- Identify six common types of crises presented by youth
- Identify seven types of risk factors for youth, including cultural factors
- Practice effective interview techniques for assessing risk with youth in crisis in a role-play activity
- Differentiate between suicidal and self-injurious behaviors
- Discuss the process of making disposition decisions for youth in crisis

## **Self-Care Strategies and Practices for Providers in the NJ System of Care**

*The goal of this training is to survey, review, and practice effective self-care strategies and skills to maintain wellness, resilience, and compassion while supporting others.*

Participants will be able to:

- Describe resources and habits that support self-care
- Discuss cultural factors and Bio-Psycho-Social Model dimensions that support health and well-being
- Explore personal and professional challenges to wellness, including compassion fatigue and vicarious trauma
- Identify two areas of strength with regard to self-care
- Identify two areas in which to cultivate greater self-care strategies and skills
- Develop a personal plan for ongoing self-assessment and awareness regarding overall well-being

## **Setting Yourself Up for Safety: Practical Skills for Outreach Workers**

*The goal of this training is to provide current information on self-awareness and safety risks, building rapport, assessment of potential safety factors, and risk management.*

Participants will be able to:

- Explain how self-awareness and assessment can reduce safety risks
- Describe rapport building techniques to assist in creating healthy boundaries
- Discuss the importance of cultural competence while working in the community
- Enhance your ability to assess a person's potential for violence and develop prevention strategies
- Assess risk management and protocols for safety
- Discuss burnout and self-care for outreach workers

## **Skills for Strengths-Based Supervision**

*The goal of this training is to provide Supervisors with research-based knowledge and skills practice to provide a framework for strengths-based supervision.*

Participants will be able to:

- Describe nine key elements of strengths-based management
- Identify strengths and opportunities related to four common leadership styles
- Assess factors, including culture, that contribute to common challenges faced by supervisors, using case scenarios
- Develop strengths-based strategies for addressing common supervisory challenges, using case scenarios



## **Social Decision Making**

*This training is only for IIC providers and BAs working under their supervision who are going to provide Social Emotional Learning Services to youth and families.*

Participants will be able to:

- Discuss Social Emotional Learning (SEL)
- Define Social Decision Making (SDM) as an evidence based practice for Social Emotional Learning
- Explore and practice readiness skills
- Explore and practice problem solving skills
- Examine action planning using the Social Decision Making Framework

## **Strengths Based Care Planning: ISP & FCP**

*The goal of this training is to provide those who develop individualized care plans and Family Crisis Plans with a framework for using strengths as a foundation for planning with youth and families.*

Participants will be able to:

- Describe the Plan of Care process, including Individualized Service Plans and Family Crisis Plans
- Recognize the importance of the strengths discovery in the Plan of Care process
- Differentiate between strengths, functional strengths, and crisis strengths
- Practice utilizing functional strengths to develop strengths based plans of care

## **Substance Use 101: Why can't you just stop?**

*This training will review the DSM-5 criteria for several types of addictions including classification of substances such as depressants (ex. Opiates), stimulants, and hallucinogens. Routes of administration, risks of overdose, and co-occurring mental health issues will be discussed for each classification of substance. Research on Medication Assistance Therapy (MAT) and harm reduction model strategies will be explained.*

Participants will be able to:

- Recognize substance use disorders as chronic disease
- Differentiate psychoactive properties of 6 classes of drugs
- Identify DSM-5 Diagnostic Criteria for Substance Use Disorders
- Compare two treatment interventions for Substance Use Disorders

## **Suicide Prevention for Helping Professionals**

*The goal of this training is to provide helping professionals with the information, skills, and confidence to engage competently with individuals who may be at risk for suicide.*

Participants will be able to:

- Identify reactions to suicide and how they impact intervention and planning
- Discuss relevant statistics related to suicide
- Discuss cultural considerations around the topic of suicide
- Identify key risk factors, warning signs, and protective factors for working with suicidal individuals
- Describe three elements of risk formulation
- Describe an approach to engaging suicidal individuals in the helping process





## **The Nurtured Heart Approach**

*The goal of this training is to introduce participants to the Nurtured Heart Approach for supporting children and youth.*

Participants will be able to:

- Describe the conceptual framework of the Nurtured Heart Approach
- Discuss the three stands of the Nurtured Heart Approach
- Demonstrate four ways to recognize and energize positive behaviors, within a cultural context
- Discuss how to effectively set and enforce clear limits when working with youth

## **Transition to Adult Services: Emerging Adulthood**

*The goal of this training is to provide current information on emerging adulthood and planning for transition to adult services for individuals with mental health and/or developmental challenges.*

Participants will be able to:

- Define key points of IDEA legislation for transition from school to adult life requirements of an Individualized Education Plan (IEP)
- Discuss the concept of Emerging Adulthood, including variations based on family culture
- Describe the three domains of transition planning
- Differentiate between the purposes of formal and informal age appropriate transition assessments
- Discuss the importance of Person Centered Thinking in the plan development for adult services
- Identify five considerations for effective transition planning based on a student's age

## **Trauma, Race & Social Location: Contextualizing Trauma-informed Care – **NEW FOR 2020!****

*This training will take a deep dive into the neurobiology of trauma. Participants will understand the contrast between Adverse Childhood Experiences and Adverse Community Experiences and will contextualize trauma informed clinical care through the lens of social location focusing on factors of race and poverty.*

Participants will be able to:

- Learn 2 modes of trauma and understand the framework for each
- Differentiate between PTSD and other overlapping diagnoses
- Look at the country and state prevalence rate from trauma
- Deep dive into the neurobiology of trauma
- Take a critical look at the ACE study
- Examine how poverty and race interlace with trauma
- Understand resilience
- Present a framework for how trauma impacts large populations of people (population level trauma)
- Learn about the types of violence that leads to community trauma
- Identify how trauma affects communities
- Look at population level resilience factors
- Define and explain trauma informed care and why it is important



## **Understanding Child Abuse and Mandatory Reporting Laws**

*The goal of this training is to provide clinicians who work with youth with a foundational understanding of the history, types, and dynamics of child abuse, as well as New Jersey laws, resources, and intervention strategies.*

Participants will be able to:

- Understand child abuse risk & protective factors
- Gain an understanding of child abuse indicators
- Learn about different types of child abuse and maltreatment and the common themes and dynamics of abuse
- Gain knowledge of the intersection of child abuse & culture
- Understand how to intervene if you suspect abuse

## **Understanding Self-Injury: Managing High Risk Behaviors**

Participants will be able to:

- Define self-injury as functionally different than suicidal behavior
- Discuss prevention of self-injury
- Identify assessment strategies for self-injury, including youth with IDD
- Describe best practices for responding to self-injurious behaviors in a culturally appropriate way
- Understand treatment options and resources for working with youth who self-injure

## **Understanding Trauma and Resilience: Developing Trauma-informed Service Provision – NEW FOR 2020!**

*This workshop will offer service providers a general overview of the SAMHSA framework of trauma and trauma informed care. They will examine types of trauma, the fundamental physiology of trauma, and teach basic tenants of trauma informed care and self-care to promote resilience.*

Participants will be able to:

- Define trauma and describe its physiological effect
- Identify 4 types of trauma and the distinct features of each
- Give at least 1 example of each type of trauma
- Learn about the ACE study and its principle findings
- Describe how childhood adversity leads to adult physical and psychological impairment
- Understand what it means to be trauma informed
- Identify at least 3 practical ways to apply trauma informed care to your service provision
- Learn what self-care is and why is it important to service providers
- Identify at least 3 example of a daily self-care routine
- Learn how to distinguish resilience from post-traumatic growth



## **Using Hip-Hop Culture to Build Bridges between Youth & Professionals**

*The goal of this training is to provide current information on Hip-Hop culture as a tool to build bridges between youth and healthcare professionals.*

Participants will be able to:

- Discuss the Children's System of Care Values & Principles
- Define cultural and linguistic competence
- Describe the four elements of Hip Hop
- Define and discuss the historical origins of Hip Hop/Rap Culture
- Discuss Hip Hop as a culture, not just a form of music
- Identify five strategies for using Hip Hop as a tool for youth engagement and empowerment
- Develop strategies to address stigma associated with Hip Hop
- Describe the global impact of Hip Hop on society

## **Working with Children & Families Impacted by Poverty**

*The goal of this training is to provide current information on poverty, and strategies and resources to support effective work with children & families impacted by poverty in New Jersey.*

Participants will be able to:

- Discuss possible causes of poverty
- Review the history of poverty within the United States
- Discuss the relationship between income and poverty
- Describe three effective approaches for breaking the cycle of poverty
- Examine five potential resources for children and families living in poverty
- Assess the cultural competence of your organization for working with families in various communities
- Differentiate between generational and situational poverty

## **Working with LGBT Youth**

*The goal of this training is to provide current information to assist providers in understanding the experiences of and working effectively with Lesbian, Gay, Bisexual, and Transgender youth.*

Participants will be able to:

- Distinguish between biological sex, sexual orientation, gender expression, and gender identity
- Discuss common appearance-based assumptions regarding sexual orientation (gender expression, mannerisms, etc.)
- Describe the impact of Lesbian/Gay/Bisexual/Transgender (LGBT) culture and stereotypes of LGBT individuals on youth
- Identify seven critical considerations when working with transgender youth
- Describe common experiences of LGBT youth in school, juvenile justice, child welfare, homeless, and mental health settings
- Identify resources available to LGBT youth in NJ, including within the Children's System of Care



## **Working with Trans Youth**

*The goal of this training is to provide current information to assist providers in understanding the experiences of and working effectively with Transgender and gender non-conforming youth.*

Participants will be able to:

- Understand the neurological contributions to the trans experience
- Understand and use appropriate terminology
- Apply knowledge and suggested policies when working with trans youth
- Increase knowledge of resources for trans youth and their families

## **Working with a Trauma Lens in Crisis Intervention**

*The goal of this training is to provide participants with information about how trauma affects youth and caregivers when they are in crisis.*

Participants will be able to:

- Define trauma, including complex trauma, developmental trauma, and Post-Traumatic Stress Disorder
- Identify the importance of the ACE study and the effects of Toxic Stress
- Recognize that trauma affects the brain and how error messages affect our work
- Review the states of crisis, the types of crisis you may encounter with youth and families, how trauma may be contributing to the crisis, and how to intervene

## **Working with Youth and the Court System – NEW FOR 2020!**

*The goal of this training is to expose people working in the Children's System of Care to New Jersey Court laws and statutes that impact youth involved in the system.*

Participants will be able to:

- Describe the workings of the Juvenile Justice System
- Discuss the laws and statutes that apply to Juvenile Court
- Identify the role of Juvenile Detention Alternative Initiative (JDAI) in working with youth and how it impacts your role
- Support improving youth & families outcomes using 5 strategies
- Determine the appropriate CSOC Intervention(s) for youth with JJS involvement.

## **Youth Mental Health First Aid – NEW FOR 2020!**

*Details to be announced soon!*



## CSOC TRAININGS RECOMMENDED FOR SPECIFIC AUDIENCES

### BEHAVIORAL ASSISTANTS (BA)

#### Required for Initial Certification:

- Intensive In-Community (IIC) & Behavioral Assistance (BA) Orientation
- Developmental Tasks of Childhood and Adolescence
- DSM 5
- Infusing Practice with Cultural Competence
- NJ Wraparound Values & Principles
- Setting Yourself Up for Safety: Practical Skills for Outreach Workers
- Positive Behavior Support (must attend one of these three options):
  - Positive Behavior Support
  - Managing Frustration, Anxiety, and Teaching Social Skills
  - Positive Behavior Support for Youth with IDD and Challenging Behaviors

#### Eligible for Recertification (must take at least one):

- Building Effective Teams: CFT Roles and Responsibilities
- Connection is Protection: Using Social Supports to Promote Stability
- Crisis Intervention for Children and Youth with Intellectual and/or Developmental Disabilities
- Developing Rapport and Communicating with Youth and Families
- Developmental Substance Use Disorders and Mental Health
- Domestic Violence Fundamentals
- Domestic Violence, Child Abuse, and the NJ Prevention of DV Act
- Engagement and Motivation Skills
- Engaging Families in Substance Use Treatment
- Family Dynamics
- Foundations of Developmental Disabilities
- Human Trafficking
- Inside Out: A Critical Thinking Process
- Locked Up & Locked Out: Incarceration and Families in NJ
- Mindfulness Based Stress Reduction
- Motivational Interviewing
- Painful Passages: Immigrants, Refugees, and Trauma
- Resilience: Moving from At Risk to At Promise
- Self-Care Strategies and Practices for Providers in the NJ System of Care
- Social Decision Making
- Substance Use 101: Why Can't You Just Stop?
- The Nurtured Heart Approach
- Understanding Child Abuse & Mandatory Reporting Laws
- Understanding Self-Injury: Managing High Risk Behaviors
- Using Hip Hop Culture to Build Bridges between Youth and Professionals
- Working with a Trauma Lens in Crisis Intervention
- Working with Children and Families Impacted by Poverty
- Working with LGBT Youth
- Working with Trans Youth



## CARE MANAGEMENT ORGANIZATIONS (CMO)

### Required for Initial Certification:

- NJ Wraparound Values & Principles
- Child Family Team Process
- Effective Facilitation: Effectively Facilitating Team Meetings
- The Nurtured Heart Approach
- Setting Yourself Up for Safety: Practical Skills for Outreach Workers
- CANS – Strengths and Needs Assessment Tool
- Strengths Based Care Planning: ISP & FCP

### Required for Year 2 Certification:

- Infusing Practice with Cultural Competence
- DSM 5
- Foundations of Developmental Disabilities
- Substance Use Training

### Other Recommended Trainings:

- Crisis Intervention for Children and Youth with Intellectual and/or Developmental Disabilities (IDD)
- Domestic Violence Fundamentals
- Domestic Violence, Child Abuse, and the NJ Prevention of DV Act
- Human Trafficking
- Positive Behavior Support
  - Managing Frustration, Anxiety, and Teaching Social Skills
  - Positive Behavior Support
  - Positive Behavior Support for Youth with IDD and Challenging Behaviors
- Engagement and Motivation Skills
- Working with a Trauma Lens in Crisis Intervention
- Working with LGBT Youth
- Working with Trans Youth



## FAMILY SUPPORT ORGANIZATIONS (FSO)

### Required for Initial Certification:

- NJ Wraparound Values & Principles
- Child Family Team Process
- Family Support Partner (FSP) Orientation & FANS Training
- Setting Yourself Up for Safety: Practical Skills for Outreach Workers
- Trainings provide by the NJ Alliance of Family Support Organizations:
  - FSO Skill Building
  - Culturally Competent Peer Services
  - FANS Implementation Using Motivational Interviewing

### Required for Year 2 Certification:

- Substance Use Training (choose one):
  - Substance Use 101: Why can't you just stop?
  - Developmental Substance Disorders & Mental Health: Education, Intervention, and Referral
  - Engaging Families in Substance Use Treatment: A Family Centered Approach
- Intellectual/Developmental Disabilities Training (choose one):
  - Crisis Intervention for Children and Youth with Intellectual and/or Developmental Disabilities
  - Intellectual & Developmental Disabilities and Trauma
  - Foundations of Developmental Disabilities
  - Managing Frustration, Anxiety, and Teaching Social skills
  - Positive Behavior Support
  - Positive Behavior Support for Youth with IDD and Challenging Behaviors
  - Transition to Adult Services: Emerging Adulthood

### Other Recommended Trainings;

- Crisis Assessment: A Workshop for Parents and Caregivers (by request)
- The Nurtured Heart Approach
- Mindfulness Based Stress Reduction
- Putting Yourself on the Calendar
- Understanding Child Abuse and Mandatory Reporting Laws



## MOBILE RESPONSE & STABILIZATION SERVICES (MRSS)

### Required for Initial CIS Certification:

- MRSS Orientation: Crisis Response Protocol
- Setting Yourself Up for Safety: Practical Skills for Outreach Workers
- DSM 5
- Infusing Practice with Cultural Competence
- Developmental Tasks of Childhood & Adolescence
- Engagement & Motivation Skills
- Family Dynamics
- Childhood Trauma Training
- Risk Assessment & Mental Health
- Understanding Child Abuse & Mandatory Reporting Laws
- Crisis Assessment Tool (CAT)

### Required for Year 2 Certification

- NJ Wraparound Values & Principles
- Crisis Intervention for Youth with Intellectual and Developmental Disabilities
- Domestic Violence (choose one):
  - Domestic Violence Fundamentals
  - Domestic Violence, Child Abuse, and the NJ Prevention of DV Act
- Foundations of Developmental Disabilities
- Substance Use Training (choose one):
  - Substance Use 101: Why Can't You Just Stop?
  - Developmental Substance Use Disorders & Mental Health: Education, Intervention, and Referral
  - Engaging Families in Substance Use Treatment: A Family Centered Approach
- The Nurtured Heart Approach
- Positive Behavior Support (choose one):
  - Positive Behavior Support
  - Managing Frustration, Anxiety, and Teaching Social Skills
  - Positive Behavior Support for Youth with IDD and Challenging Behaviors
- Effective Collaboration for Resource Development
- Working with a Trauma Lens in Crisis Intervention





## INTENSIVE IN-COMMUNITY (IIC) PROVIDERS

Required for all new IIC Providers:

- Intensive In-Community (IIC) and Behavioral Assistance (BA) Orientation

Other Recommended Trainings:

- Building Effective Teams: CFT Roles and Responsibilities
- CBT with Latino Populations
- DSM 5
- Ethical Considerations when Working with Children & Adolescents
- Human Trafficking
- Infusing Practice with Cultural Competence
- CANS – Strengths and Needs Assessment Tool (for Biopsychosocial Assessors)
- Locked Up & Locked Out: Incarceration & Families in NJ
- Managing Frustration, Anxiety, and Teaching Social Skills
- NJ Wraparound Values & Principles
- Social Decision Making
- The Nurtured Heart Approach
- Trauma, Race, and Social Location: Contextualizing Trauma-informed Care
- Positive Behavior Support
- Positive Behavior Support for Youth with IDD and Challenging Behaviors
- Setting Yourself Up for Safety: Practical Skills for Outreach Workers
- Working with LGBT Youth
- Working with Trans Youth



## OUT OF HOME TREATMENT PROVIDERS

- Building Effective Teams: CFT Roles and Responsibilities
- CANS – Strengths and Needs Assessment Tool (for clinical residential staff)
- Connection is Protection
- Evidence-Based Practice for Children’s Mental Health
- Foundations of Developmental Disabilities
- Mindfulness-Based Stress Reduction: Turning Towards the Present Moment
- Motivational Interviewing
- NJ Wraparound Values & Principles
- Positive Behavior Support for Youth with IDD & Challenging Behaviors
- Self-Care Strategies and Practices for Providers in the NJ System of Care
- The Nurtured Heart Approach
- Working with a Trauma Lens in Crisis Intervention
- Working with LGBT Youth
- Working with Trans Youth

## Youth & Families

- Crisis Assessment: A Workshop for Parents and Caregivers (by request)
- Transition to Adult Services: Emerging Adulthood
- Mindfulness-Based Stress Reduction: Turning Towards the Present Moment
- Putting Yourself On the Calendar
- The Nurtured Heart Approach



## DD/MI TRAININGS

- Crisis Intervention for Youth with Intellectual and Developmental Disabilities
- Foundations of Developmental Disabilities
- Intellectual & Developmental Disabilities & Trauma
- Managing Frustration, Anxiety, and Teaching Social Skills
- Positive Behavior Support
- Positive Behavior Support for Youth with IDD and Challenging Behaviors
- Transition to Adult Services: Emerging Adulthood

## TRAUMA TRAININGS

- Intellectual & Developmental Disabilities and Trauma
- Painful Passages: Immigrants, Refugees, & Trauma
- Trauma, Race, & Social Location: Contextualizing Trauma-Informed Care
- Understanding Trauma and Resilience: Developing Trauma Informed Service Provision
- Working with a Trauma Lens in Crisis Intervention



## TECHNICAL ASSISTANCE OFFERINGS (BY REQUEST)

- CANS – Needs Assessment Tool
- Continuous Quality Improvement
- Crisis Intervention for Parents & Caregivers
- Cultivating Compassionate Presence in One's Life for Self and Others
- Etiquette & Boundaries
- Putting Yourself on the Calendar: An introduction to Mindfulness Practice as a core support for stress reduction and self-care.
- Team Building
- Other topics available upon request

## NEW AND IN DEVELOPMENT FOR 2020

- Culturally Safe Trauma Informed Care
- Domestic Violence: Post-separation Power & Control Tactics
- Mindfulness and the Wanting Mind: Addressing Addictive Behaviors and Substance Use Disorders with Mindfulness
- Painful Passages: Immigrants, Refugees, & Trauma
- QPR: Question, Persuade, Refer
- Suicide Prevention for Helping Professionals
- Trauma, Race, & Social Location: Contextualizing Trauma Informed Care
- Understanding Trauma and Resilience: Developing Trauma Informed Service Provision
- Working with Youth & the Court System
- Youth Mental Health First Aid