



STATE OF NEW JERSEY
DEPARTMENT OF CHILDREN AND FAMILIES

Children's System of Care Training & Technical Assistance



Training Catalogue 2019





Table of Contents

Introduction to CSOC Training and Technical Assistance 3

Children’s System of Care Trainings..... 4

CSOC Trainings Recommended For Specific Audiences

Behavioral Assistants..... 21

Care Management Organizations 22

Family Support Organizations..... 23

Mobile Response & Stabilization Services (MRSS)..... 24

Intensive In-Community (IIC) Providers..... 25

Out of Home Treatment Providers 26

Youth & Families..... 26

Intellectual and Developmentally Disabled (IDD) 27

Trauma Trainings..... 27

Trainings with Professional Contact Hours..... 28

Technical Assistance and In Development for 2019..... 29

FOR A LISTING OF CHILDREN’S SYSTEM OF CARE TRAININGS BEING OFFERED DURING THE COMING MONTH, GO TO:

<http://www.nj.gov/dcf/providers/csc/training/>

AND CLICK ON “TRAINING ANNOUNCEMENTS” IN THE BLUE BOX ON THE RIGHT-HAND SIDE.



Training and Technical Assistance

University Behavioral HealthCare (UBHC) of the Rutgers, The State University, is responsible for all curriculum development, training and technical assistance activities statewide for the Children's System of Care in New Jersey. This includes clinical and procedural training and orientation for various components of the system, technical assistance, coaching, enhancement trainings for specific skill development and core training topics related to the Wraparound model and its associated values and principles. Information Management and Decision Support (IMDS) training, database management and on-line certification for designated IMDS Tools is also an important component of the Training & Technical Assistance program, along with training, database management and on-line tools for Behavioral Assistance Training Certification, Crisis Intervention Specialist Certification, and Family Support Partner Certification. Professional training contact hours for licensed social workers and certified counselors are made available for designated training topics.

The Training and Technical Assistance Program at Rutgers UBHC coordinated and delivered over 400 training and technical assistance events for 2018 across the state, providing over 14,000 individual-training days. This training program is a national model, the first of its kind to cover a statewide system, parallel to New Jersey's statewide System of Care, which was the first statewide System of Care effort in the country. The on-line IMDS certification system is the first on-line system pertaining to IMDS certification nationally, and the on-line certification for Behavioral Assistants, Crisis Intervention Specialists, Family Support Partners, and Care Managers is the first of its kind nationally.

Rutgers UBHC has an ongoing mission to develop and implement a training and technical assistance program that supports learning the requisite knowledge and skills to provide services and support the unique needs and strengths of families, children, youth and young adults with complex needs. This training and technical assistance effort draws on its commitment to competency based curriculum design, training based on adult principles of learning and skill development and development of local expertise and training capacity.



CHILDREN'S SYSTEM OF CARE TRAININGS

The following individuals are welcome and encouraged to attend: Parents & Caregivers, staff from Care Management and Family Support Organizations, Mobile Response and Stabilization Services, the Contracted System Administrator, BA/IIC, Residential Provider agencies, and system partners including DCP&P and JJC.

Behavioral Assistance Plan of Care Development

The goal of this two-day training is to provide behavioral assistant supervisors with an understanding of positive behavior support philosophy, tools for conducting a functional behavioral assessment, and best practices for developing and supervising the implementation of behavioral assistance plans.

Participants will be able to:

- Describe the philosophy underlying positive behavior support
- Discuss how the child and family centered planning process can enhance functional behavioral assessment within the family's unique cultural context
- Identify five tools for conducting a comprehensive functional behavioral assessment
- Analyze key information obtained through functional assessment to determine why challenging behavior is being exhibited, using case examples
- Develop a comprehensive behavioral assistance plan, including prevention strategies, alternative skills, and consequence and response strategies, based on information gained through functional behavioral assessment of case examples

Building Effective Teams: CFT Roles and Responsibilities

The goal of this training is to provide an overview of the Child Family Team Meeting for participants in CFTs, rationale for a 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 and 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 for communicating within a Child Family Team Meeting
- Practice culturally competent conflict resolution strategies

Bullying, Including Its Effects on Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges

The goal of this training is to provide updated information on the new HIB (Harassment, Intimidation, and Bullying) Law, the effects of bullying on youth, and skills that prevent bullying.

Participants will be able to:

- Describe bullying and the new Harassment, Intimidation, and Bullying Law
- Discuss the effects bullying has on youth with and without disabilities and co-occurring mental health challenges
- Identify signs that a youth may be the victim of bullying
- Facilitate skills that prevent harassment, intimidation, and bullying



CANS/IMDS Needs Assessment Tool

Information Management & Decision Support Tool training in preparation for on-line Certification on the Needs Assessment Tool

Participants will be able to:

- Describe the context & role of decision support tools within the Children's System of Care
- Differentiate between the different types of IMDS tools and their appropriate usage
- Define the components and the rating system of the Needs Assessment
- Complete a sample Needs Assessment

CANS/IMDS Strengths & Needs Assessment Tool

Information Management & Decision Support 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 decision support tools within the Children's System of Care
- Differentiate between the different types of IMDS tools and their appropriate usage
- Define the components and rating system of the SNA
- Complete a sample Strengths and Needs Assessment
- Identify when more in-depth assessment of specific items rated on the tool is appropriate

CANS/IMDS Superuser Training

Information Management & Decision Support Superuser Training is a 2 day training.

Participants will be able to:

- Outline Role of Superuser within agency/organization within the New Jersey Children's System of Care
- Further expand upon the importance of cultural context as well as family involvement throughout SOC involvement
- Development of Teaching Strategies/Methods to train staff on specific CANS (SNA, CAT, FANS) tools
- Deeper understanding of adult learning methods and motivation
- Gain working knowledge of Transformational Collaborative Outcomes Management (TCOM)
- Connect CANS tools with Wraparound and Child Family Team (CFT) with TCOM

CBT with 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 Hispanic and Latino populations
- Increase their knowledge of current challenges, barriers, and existing resources



Child Family Team Process – Two Day Training

The goal of this training is to provide Care Management and Family Support staff with knowledge and skills necessary for effective functioning of the Child & Family Team process.

Participants will be able to:

- Discuss how Wraparound Values and Principles and the Wraparound Process contribute to building culturally responsive Child Family Teams
- Build an effective CFT 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 6 building blocks of care planning that contribute to the Individual Service Plan
- Using family facilitators, explore how family stories inform the Child Family Team process
- Apply four critical elements of the CFT process via small group simulations
- Identify strategies for documenting and managing the on-going CFT process

Child Traumatic Stress

The goal of this training is to provide current information on the impact of child traumatic stress, trauma assessment, and trauma-informed care and treatment

***This training is Part 1 of a Trauma Series. Part 2 is Complex Trauma in Children & Adolescents*

Participants will be able to:

- Define the term “child traumatic stress”
- Identify three types of experiences that may be traumatic for a child
- Differentiate among acute, chronic, traumatic grief & complex trauma
- Discuss why PTSD is often missed in children
- Discuss how developmental stage can impact the expression of trauma
- Discuss how cultural context can impact the experience and expression of trauma
- Identify three purposes of trauma assessment
- Identify three components of evidence-supported trauma treatment

Children and Youth with Intellectual/Developmental Disabilities and Mental Health Needs: Characteristics, Assessment, and Support Strategies

The goal of this training is to educate mental health clinicians, community providers, and mental health professionals on assessment, characteristics, support strategies, and diagnostic processes, relevant for use with children and youth with co-occurring intellectual disabilities and mental health challenges.

Participants will be able to:

- Describe four vulnerability factors for psychiatric disorders in youth with intellectual disability (ID)
- Describe three characteristics of youth with ID and mental health needs
- Discuss how to conduct a modified psychiatric assessment for a youth with ID, including the influence of culture on the assessment process
- Identify three modifications of diagnostic criteria as found in the DM-ID
- Describe three considerations in counseling/therapy for youth with ID
- Practice three modified techniques used in therapy for youth with ID
- Identify two approaches for supportive strategies



Complex Trauma in Children & Adolescents

The goal of this training is to provide current information on complex trauma impact, diagnosis, and treatment in children and adolescents.

***This training is Part 2 of a Trauma Series. The pre-requisite for this training is Child Traumatic Stress*

Participants will be able to:

- Define complex trauma
- Describe seven domains of impairment that can result from complex trauma
- Discuss how race, social class, and culture affect the impact of complex trauma
- Describe the three core aspects of the ARC treatment framework
- Discuss how children with complex trauma may be classified in the current diagnostic system

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

Crisis Assessment Tool (CAT)

Information Management & Decision Support Tool training in preparation for on-line certification on the Crisis Assessment Tool

Participants will be able to:

- Describe the context and role of decision support tools within the Children's System of Care
- Differentiate between the different types of IMDS tools and their appropriate usage
- Define the components and the rating system of the CAT
- Complete a sample CAT
- Identify when a more in-depth assessment of specific items rated on the tool is appropriate

Crisis Intervention with Traumatized Youth

The goal of this training is to introduce participants to crisis intervention for supporting children and youth.

Participants will be able to:

- Define trauma, including Post-Traumatic Stress Disorder (PTSD)
- Discuss how trauma affects the brain and neurobiology
- Explore the Trauma Informed Approach (TIA) including the 4 Rs and 10 key principles
- Using a culturally aware lens, practice crisis intervention techniques using TIA



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

The goal of this training is to provide Children's Mobile Crisis Intervention 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 intellectual or developmental disabilities
- 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 with intellectual or developmental disabilities

Developing and Managing the Family Crisis Plan

The goal of this training is to update and practice skills for completing reactive, proactive and transitional crisis plans in response to identified risk factors and potential crisis triggers.

Participants will be able to:

- Describe the key components of crisis plans
- Identify crisis triggers and underlying factors including culture to be considered in risk assessment
- Differentiate between pre-crisis strategies (proactive) and post-crisis strategies (reactive)
- Discuss how to effectively manage the Family Crisis Plan

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 communication with challenging youth and families

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 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

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 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 diagnosis 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 service systems
- Practice four techniques to build collaborative partnerships across youth serving systems, in small group activities

Effective Facilitation – Effectively Facilitating Team Meetings

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 meetings



Ethical Considerations for Mental Health Professionals Working with Children and Adolescents in the NJ System of Care

The goal of this training is to provide current information and discussion of ethical principles of clinical practice and their application to work with youth in the NJ system of care.

Participants will be able to:

- Recognize differences among general ethical principles, standards, and judgments
- Describe the relationship between risk management and ethics
- Differentiate between privacy, confidentiality, and privilege
- Identify exceptions to confidentiality from a culturally sensitive perspective
- Discuss common ethical dilemmas in therapeutic work with children and adolescents
- Describe five recommended procedures for treating families involved with child protective services

Evidence-Based Practice for Children's Mental Health

The goal of this training is to provide current information on evidence-based practice and specific evidence-based treatments for children's mental health.

Participants will be able to:

- Define evidence-based practice
- Differentiate concepts of efficacy and effectiveness
- Identify three cultural issues that might be barriers to the use of efficacious treatments
- Differentiate classical conditioning, operant conditioning, and observational learning
- Identify three major cognitive distortions
- Identify two major techniques used to address each of the following:
 - Anxiety
 - Depression
 - ADHD
 - Oppositional behavior & Conduct Problems

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 Certification Orientation & FANS Training

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 decision support tools within CSOC, 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 an 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 Disability (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 & 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 a six point continuum
- Examine strategies for working effectively 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 & 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

The goal of this training is to provide information about the complex relationship between trauma and IDD.

Participants will be able to:

- Identify three indicators that clinicians use to diagnose Intellectual Disability.
- Identify indicators that clinicians use to diagnose Posttraumatic 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

Provides Intensive In-Community and Behavioral Assistance providers with an orientation to the role of IICs and BAs within the 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 Training 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

BA Superuser Orientation (for BA supervisors only)

Participants will be able to:

- Demonstrate understanding of BA Superuser requirements, including:
 - Use of the BA Training Certification Online System
 - Role of the Superuser in BA Training 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
- Investigate connections between incarceration and other system issues that affect vulnerable family systems in NJ
- Examine the specific statistics of the justice system in NJ
- Apply mental health and behavioral 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 NJ



Managing Frustration, Anxiety, and Teaching Social Skills

The goal of this training is to provide individuals who work 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 an effective behavior plan 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-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 exercises, 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

Motivational Interviewing

The goal of this training is to provide an introduction to the practice of motivational 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 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 & families, and their application to the New Jersey 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

Positive Behavior Support: Understanding Behavior through PBS & Assessment Templates

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.

Participants will be able to:

- Describe the philosophy underlying positive behavior support
- Compare and contrast traditional behavior management with positive behavior support strategies
- Identify the major functions of behavior(s)
- Identify basic prevention strategies, alternative skills, and consequence and response strategies used to address behavior through positive behavior support
- Identify templates and strategies used to conduct a comprehensive functional behavioral assessment
- Describe the family/individual centered planning process and how this process can enhance functional behavioral assessment
- Define the role of the Behavioral Assistant as a member of the support team

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

Positive Psychology: Cultivating Hope through Strengths Based Practice

The goal of this training is to provide an introduction to the art and science of positive psychology and its application to strengths based practice with children, youth, and families.

Participants will be able to:

- Describe the PERMA model in positive psychology as proposed by Seligman
- Describe 3 positive interventions used in positive psychotherapy
- Identify the effect on well-being that comes from intentional activities
- Demonstrate a method of increasing gratitude
- Explain the universality of signature strengths across cultures



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 – Keeping Jersey Strong

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:

- Explore 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



Setting the Stage for Change: Engagement and 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:

- Define non-verbal, para-verbal attending and listening skills
- Identify the importance of engagement and rapport building when working with a youth and family
- Explain the role of self-awareness and self-regulation in the cultivation of engagement and rapport building
- Discuss the importance of cultural competence throughout the engagement process
- Discuss the dynamics of conveying empathy through response and stabilization
- Explore motivational skills in facilitating a readiness for change

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

Suicide Prevention: Raising Awareness and Building Strategies

The goal of this training is to provide education and increased awareness about Best Practices for assessing and responding to suicide risk and behaviors.

Participants will be able to:

- Better recognize their role in suicide prevention, and learn to recognize risk factors, protective factors, and warning signs for suicide in persons at risk
- Review suicide data and how age, gender, culture, and other demographic and diversity factors impact on suicide risk and understanding suicide as a public health issue
- Gain an increased comfort level in knowing how to connect with a person at risk and knowledge of best practices concerning restricting access to lethal means, safe messaging, and communication about suicide
- Have an increased awareness of skills for intervening with family members, neighbors, friends, or others at risk and how to connect a suicidal individual with resources



System Review Tool Training for Prospective Reviewers

This training is open to anyone interested in becoming a reviewer for a future System Review.

Participants will be able to:

- Describe the System Review Process
- Understand how to use the SR Tool through practice
- Use the SR Tool and information from interviews to rate youth/family and system outcomes
- Understand the responsibilities of a reviewer during a review week

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 IDEA-04 key points of Transition from school to adult life requirements of an Individualized Education Program (IEP)
- Discuss the concept of Emerging Adulthood, including variations based on family culture
- Discuss the importance of Person Centered Thinking in the Plan development for adult services
- Define three key considerations of Adult Life
- Identify resources for Adult Life

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:

- Review child abuse risk factors and protective factors using historical perspectives
- Discuss the prevalence of child abuse in the US and in NJ
- Describe child neglect, physical abuse, sexual abuse, and emotional abuse
- Discuss the impact of child neglect, physical abuse, sexual abuse, and emotional abuse on children
- Examine the role of culture in responding to child abuse
- Apply NJ child abuse mandatory reporting laws to case scenarios
- Review local and national resources for responding to child 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



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 simply 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

Why Include Fathers? Father Involvement in the Lives of Children

The goal of this training is to provide current information on the importance of father involvement in the lives of children to assist professionals working in the NJ System of Care

Participants will be able to:

- Identify areas of significant impact of father absence on children/youth
- Gain knowledge of NJ Children's System of care data profiles
- Discuss strategies to improve father involvement in the lives of children
- Describe the culture of 'Generation Y' or millennial fathers
- Differentiate between myths and realities of fatherhood
- Identify resources to support father involvement in the lives of children

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 and families impacted by poverty in New Jersey.

Participants will be able to:

- Discuss the importance of avoiding assumptions
- Define poverty and what may cause poverty
- Discuss the history of poverty in the United States
- Discuss the relationship between income and poverty
- Describe three effective approaches for breaking the poverty cycle
- Examine five potential resources for child and families living in poverty
- Develop an understanding of cultural competence when working with communities and families
- 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 several 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:

- Describe the neurological and genetic contributions to the transgender experience
- Develop an understanding of appropriate terminology
- Explore practical application of information about transgender youth using case studies
- Discuss current laws and suggested policies that apply to transgender people
- Identify ways to increase cultural competence around issues faced by transgender people
- Investigate national and statewide resources to use in clinical and care management practices

Working with a Trauma Lens in Crisis Intervention

The goal of this training is to introduce participants to Crisis Intervention for supporting children and youth.

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

Youth Empowerment & Advocacy: Youth Support & Engagement in the Child Family Team Process – NJ Wraparound Values & Principles

The goal of this training is to provide 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



Youth Gang Involvement in New Jersey

The goal of this training is to provide information on current trends in youth gang involvement in New Jersey and effective strategies for community response.

Participants will be able to:

- Describe the cultural context for the growth of gangs in the United States
- Identify six risk factors for gang involvement
- Describe three common aspects of gang cultures
- Describe four types of gangs currently active in New Jersey
- Discuss four community strategies to combat gang presence
- Identify four strategies to break the negative group influence of gangs over youth



CSOC TRAININGS RECOMMENDED FOR SPECIFIC AUDIENCES

Behavioral Assistants

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 Tools for Outreach Workers
- Positive Behavior Support (must attend one of these three options):
 - Positive Behavior Support: Understanding Behavior Through PBS & Assessment Templates
 - Managing Frustration, Anxiety, and Teaching Social Skills
 - Positive Behavior Support for Youth with IDD and Challenging Behaviors

Eligible for recertification:

- Building Effective Teams: CFT Roles and Responsibilities
- Bullying, Including Its Effects on Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges
- Child Traumatic Stress
- 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
- Domestic Violence Fundamentals
- Domestic Violence, Child Abuse, and the NJ Prevention of DV Act
- Etiquette & Boundaries
- 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 Stressed Reduction
- Motivational Interviewing
- Positive Psychology
- Resilience: Moving from At Risk to At Promise
- Self-Care Strategies and Practices for Providers in the NJ System of Care: Keeping Jersey Strong
- Setting the State for Change: Engagement and Motivation Skills
- Social Decision Making
- Suicide Prevention: Raising Awareness and Building Strategies
- 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
- Youth Gang Involvement in New Jersey



Care Management Organizations

Required for initial certification:

- NJ Wraparound Values & Principles
- Child Family Team Process
- Developing & Managing the Family Crisis Plan
- Effective Facilitation: Effectively Facilitating Team Meetings
- The Nurtured Heart Approach
- Setting Yourself Up for Safety: Practical Tools for Outreach Workers
- IMDS – Strengths and Needs Assessment Tool

Required for Year 2 certification:

- Infusing Practice with Cultural Competence
- DSM 5
- Foundations of Developmental Disabilities
- Substance Use Training
- Strengths Based Development of Plans of Care

Other Recommended Trainings:

- 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: Understanding Behavior Through PBS & Assessment Templates
 - Positive Behavior Support for Youth with IDD and Challenging Behaviors
- Setting the Stage for Change: Engagement and Motivation Skills
- Suicide Prevention: Raising Awareness and Building Strategies
- Superuser Training for IMDS Tools
- Working with a Trauma Lens in Crisis Intervention
- Working with LGBT Youth
- Working with Trans* Youth



Family Support Organizations

Required for initial FSP certification:

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

Required for first year FSP recertification:

- One substance use disorder training
- One developmental disabilities from the following offerings:
 - 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 for Youth with IDD and Challenging Behaviors

Other recommended trainings:

- Crisis Assessment: A Workshop for Parents and Caregivers (by request)
- The Nurtured Heart Approach
- Transition to Adult Services: Emerging Adulthood
- Mindfulness Based Stress Reduction
- Understanding Child Abuse and Mandatory Reporting Laws



Mobile Response & Stabilization Services (MRSS)

Required for initial MRSS Certification

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

Required for 2nd year certification

- NJ Wraparound Values & Principles
- Crisis Intervention for Youth with Intellectual and Developmental Disabilities
- Domestic Violence (1 of the following):
 - Domestic Violence Fundamentals
 - Domestic Violence, Child Abuse, and the NJ Prevention of DV Act
- Foundations of Developmental Disabilities
- Substance Use Training
- The Nurtured Heart Approach
- Positive Behavior Support (1 of the following):
 - Positive Behavior Support: Understanding Behavior through PBS & Assessment Templates
 - 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:

- Behavioral Assistance Plan of Care Development
- Building Effective Teams: CFT Roles and Responsibilities
- Children & Youth with Intellectual/Developmental Disabilities and Mental Health Needs: Characteristics, Assessment, and Support Strategies
- DSM 5
- Ethical Considerations for Mental Health Professionals Working with Children and Adolescents in the NJ System of Care
- Evidence Based Practice for Children's Mental Health
- Human Trafficking
- Infusing Practice with Cultural Competence
- IMDS - 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
- The Nurtured Heart Approach
- Positive Behavior Support: Understanding Behavior Through PBS & Assessment Templates
- Positive Behavior Support for Youth with IDD and Challenging Behaviors
- Setting Yourself Up for Safety: Practical Tools for Outreach Workers
- Working with LGBT Youth
- Working with Trans* Youth



Out of Home Treatment Providers

- Building Effective Teams: CFT Roles and Responsibilities
- Children & Youth with Intellectual/Developmental Disabilities and Mental Health Needs: Characteristics, Assessment, and Support Strategies
- IMDS - Strengths and Needs Assessment Tool
- Evidence-Based Practice for Children's Mental Health
- Foundations of Developmental Disabilities
- Mindfulness-Based Stress Reduction: Turning Towards the Present Moment
- NJ Wraparound Values & Principles
- Self-Care Strategies and Practices for Providers in the NJ System of Care – Keeping Jersey Strong
- 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
- The Nurtured Heart Approach



DD/MI Trainings

- Behavioral Assistance Plan of Care Development
- Bullying Including Its Effects on Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges
- Children & Youth with Intellectual/Developmental Disabilities and Mental Health Needs: Characteristics, Assessment, and Support Strategies
- Crisis Intervention for Youth with Intellectual and Developmental Disabilities
- Foundations of Developmental Disabilities
- Positive Behavior Support: Understanding Behavior Through PBS & Assessment Templates
- Positive Behavior Support for Youth with IDD and Challenging Behaviors
- Managing Frustration, Anxiety, and Teaching Social Skills
- Transition to Adult Services: Emerging Adulthood

Trauma Trainings

- Child Traumatic Stress
- Complex Trauma in Children & Adolescents
- Crisis Intervention for Children and Youth with Intellectual and/or Developmental Disabilities (IDD)
- Domestic Violence Fundamentals
- Human Trafficking
- Intellectual & Developmental Disabilities and Trauma
- Mindfulness-Based Stress Reduction: Turning Towards the Present Moment
- The Nurtured Heart Approach
- Working with a Trauma Lens in Crisis Intervention



Trainings with Professional Contact Hours (CEUs) for Social Workers and Certified Counselors

- Behavioral Assistance Plan of Care Development
- Building Effective Teams: CFT Roles and Responsibilities
- CBT for Latino Populations
- Child Family Team Process
- Child Traumatic Stress
- Children & Youth Who have IDD and Mental Health Needs: Characteristics, Assessment, and Support Strategies
- Complex Trauma in Children and Adolescents
- Crisis Intervention for Youth with Intellectual/Developmental Disabilities
- Domestic Violence Fundamentals
- Domestic Violence, Child Abuse, and the NJ Prevention of DV Act
- DSM 5
- Effective Collaboration for Resource Development
- Ethical Considerations for Mental Health Professionals Working with Children & Adolescents in the NJ System of Care **o**
- Evidence Based Practice for Children's Mental Health
- Family Dynamics
- Foundations of DD
- Human Trafficking
- Infusing Practice with Cultural Competence **@**
- Inside Out: A Critical Thinking Process
- Managing Frustration, Anxiety, and Teaching Social Skills
- Motivational Interviewing
- NJ Wraparound: Values and Principles
- Nurtured Heart Approach
- Positive Behavior Support for Youth with IDD and Challenging Behaviors
- Risk Assessment and Mental Health
- Setting Yourself Up for Safety: Practical Tools for Outreach Workers
- Social Decision Making
- Transition to Adult Services: Emerging Adulthood
- Understanding Child Abuse and Mandatory Reporting Laws
- Working with a Trauma Lens in Crisis Intervention
- Working with Children & Families Impacted by Poverty
- Working with LGBT Youth **@**
- Working with Trans* Youth **@**
- Youth Gang Involvement in NJ

Please note: The specific information and the number of approved hours are listed on each flyer

For Social Workers, the type of hours is considered General unless otherwise noted:

o Ethics

@Cultural Competence

Look for the blue * on the Save-the-date flyer which indicates the training has CEUs connected with it.



Technical Assistance Offerings (by request)

- Continuous Quality Improvement
- Crisis Intervention for Parents & Caregivers
- Etiquette & Boundaries
- Parent/Caregiver Strategies & Implementation (title?)
- Youth Wraparound & Child Family Team Training
- Other topics available at your request

In Development for 2019

- Early Childhood (0-5) Development
- Ethics & NJ State Law
- Healthy Boundaries and the Professional Use of Self
- Integrating Emotional and Physical Health
- Mastering the Modules: IMDS Tools
- New Substance Use Trainings
- School Refusal
- Strengths Based Development of Plans of Care
- Wraparound Supervisor Trainings