



STATE OF NEW JERSEY
DEPARTMENT OF CHILDREN AND FAMILIES

Children's System of Care Training & Technical Assistance



Training Catalogue January – December 2014



Supporting a Statewide System of Care based on Wraparound Values & Principles

RUTGERS
University Behavioral
Health Care



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**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. 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 delivers well over 350 training and technical assistance events annually across the state, providing over 7,500 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. CD-Assisted training and orientation packages have been developed for designated training topics, including the IMDS tools. The on-line IMDS certification system is the first on-line system pertaining to IMDS certification, 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.



MRSS Certification Trainings – First Year

(Please note: **PCH**=Professional Contact Hours, **NJBSWE**=New Jersey Board of Social Work Examiners, **NBCC**=National Board of Certified Counselors)

Child Traumatic Stress

(PCH: 6.0 NJSWBE, 5.0 NBCC)

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

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

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
- Describe the components and the rating system of the Crisis Assessment Tool (CAT)
- Complete a sample Crisis Assessment Tool
- Connect key strengths, crisis behaviors, and strategies for the development of the ICP
- Describe Stabilization Management activities including follow up, collaboration, and transition planning

Developmental Tasks of Childhood and Adolescence

A basic introduction to child and adolescent development

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.



DSM 5

(PCH: 6.0 NJSWBE, 5.0 NBCC)

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

Engagement and Motivation Skills

(PCH: 6.0 NJSWBE, 5.0 NBCC)

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:

- Describe non-verbal, para-verbal and verbal attending and listening skills.
- Identify the importance of engagement and rapport building as the first step in working with a youth and family.
- Discuss the dynamics of conveying empathy during the engagement phase as well as throughout response and stabilization management, and the impact of cultural factors throughout this process.
- Demonstrate engagement and motivation skills in a role play situation.

Family Dynamics

(PCH: 6.0 NJSWBE, 5.0 NBCC)

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



Infusing Practice with Cultural Competence (PCH: 6.0 NJSWBE, 5.0 NBCC)

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
- Discuss three 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

Positive Behavior Support (see options page 11)

Risk Assessment and Mental Health (PCH: 6.0 NJSWBE, 5.0 NBCC)

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

Safety Issues Working in the Community (PCH: 6.0 NJSWBE, 5.0 NBCC)

The goal of this training is to provide current information on safety factors, including compassion fatigue, and safety strategies for mental health professionals working in home and community settings.

Participants will be able to:

- Review the importance of assessing and planning for violence potential
- Describe six strategies to maximize safety when working in the community
- Discuss ways in which culture and language may influence the safety related behaviors of youth and families and impact the roles of service providers
- Identify the difference between burnout & compassion fatigue
- Describe seven strategies for effective self care



Understanding Child Abuse and Mandatory Reporting Laws (PCH: 6.0 NJBSWE, 5.0 NBCC)

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:

- Describe the history of the child protection movement in the U.S.
- Identify prevalence & types of child abuse and maltreatment, indicators, effects, common themes and underlying dynamics, including the role of culture.
- Discuss mandatory reporting laws, NJ resources, and strategies for appropriate intervention when child abuse is suspected.



MRSS Certification Trainings – Second Year

(Please note: **PCH**=Professional Contact Hours, **NJBSWE**=New Jersey Board of Social Work Examiners, **NBCC**=National Board of Certified Counselors)

Complex Trauma in Children & Adolescents

(PCH: 6.0 NJSWBE, 5.0 NBCC)

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

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

Crisis Intervention for At Risk Youth

(PCH: 6.0 NJSWBE, 5.0 NBCC)

The goal of this training is to provide those working with youth in residential and community settings with updated information on the crisis cycle and culturally informed approaches and skills for engagement and de-escalation.

Participants will be able to:

- Discuss current research findings related to culturally informed approaches for engagement and de-escalation with urban youth
- Identify the four major stages in the Crisis Cycle
- Describe ten conditions necessary to effectively engage with an adolescent
- Practice crisis intervention skills in a role play

Crisis Intervention for Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges

(PCH: 6.0 NJSWBE, 5.0 NBCC)

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:

- Review how common developmental disabilities influence functioning in the four major life domains of communication, thinking, feeling and behavior
- Describe how five common co-occurring mental health challenges are manifested in children and youth with developmental disabilities
- Identify three common crisis triggers for youth with autism
- Identify eight specific strategies for crisis intervention, planning and post-intervention follow-up for youth with co-occurring developmental disabilities and mental health challenges, taking cultural context into account



Domestic Violence (see options page 10)

NJ Wraparound Values & Principles

(PCH: 6.0 NJSWBE, 5.0 NBCC)

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:

- Discuss three core values and seven key principles of NJ Wraparound
- Apply Wraparound values and principles in small group activities
- Assess functional youth and family strengths and resources within a cultural context to support individualized planning
- Prioritize youth and family needs
- Recognize measurable outcomes

Parent Professional Collaboration to Support Youth with Both Developmental Disabilities & Mental Health Challenges

Provides a foundation for functional, strengths-based collaborations between providers of services and family members supporting youth with developmental disabilities and mental health challenges.

Participants will be able to:

- Identify challenges to forming functional, strengths-based collaborations between family members and providers of services
- Develop self-awareness and techniques that promote acceptance between family members and providers
- Develop strategies to promote successful collaborative partnerships between providers and family members supporting youth with both developmental disabilities and mental health challenges
- Identify resources available to support parents and professionals assisting youth with both developmental disabilities and mental health challenges

Positive Behavior Support (see options page 11)

Substance Abuse (see options page 14)

Understanding Youth with Co-Occurring Developmental Disabilities and Mental Health Challenges

(PCH: 6.0 NJBSWE, 5.0 NBCC)

The goal of this training is to provide an update on common developmental disabilities and co-occurring mental health challenges for individuals who work with youth.

Participants will be able to:

- Define developmental and intellectual disability
- Discuss the importance of conducting assessment and providing support within a cultural context for individuals with developmental disabilities
- Describe the characteristics, etiology, and behavioral implications of four major developmental disabilities: intellectual disability, cerebral palsy, autism, and epilepsy
- Describe ways in which five common co-occurring mental health challenges are manifested in children and youth with developmental and intellectual disabilities



Domestic Violence Trainings

Domestic Violence (PCH: 6.0 NJSWBE, 5.0 NBCC)

The goal of this training is to provide current information on domestic violence and applicable NJ laws to provide a framework for basic assessment of risk and protective factors in families.

Participants will be able to:

- Describe the prevalence, correlates, dynamics, and common manifestations of domestic violence
- Describe the cycle of violence and typical progression of an abusive relationship
- Discuss the impact of culture on the experience of domestic violence, including culturally accepted behaviors & community responses
- Identify four techniques for assessing and responding to domestic violence
- Review the laws of the State of NJ that pertain to domestic violence

Domestic Violence: Assessment and Safety Planning (PCH: 6.0 NJSWBE, 5.0 NBCC)

The goal of this training is to provide skills practice for applying domestic violence risk assessment and safety planning strategies to strengths-based work with children and families in the NJ System of Care.

Participants will be able to:

- Define domestic violence within varied cultural contexts
- Describe how to conduct effective universal DV risk assessment with children & families
- Discuss 8 trauma-informed, evidence-based strategies for working with children exposed to DV
- Demonstrate the ability to effectively apply DV safety planning strategies in a role play
- Identify local community programs and statewide resources that can assist families impacted by DV



Positive Behavior Support Trainings

Parent/Caregiver Strategies for Shaping Behavior & Implementing a Behavioral Plan of Care for Youth with Developmental Disabilities and Mental Health Challenges (meets PBS requirement)

Introduction to positive behavior support philosophy, strategies, behavioral plan development and implementation for parents and caregivers.

Participants will be able to:

- Describe the philosophy underlying positive behavior support, as compared to traditional behavior management
- Identify the major functions of behavior and the role of both developmental disabilities and mental illness in establishing challenging behavior
- Analyze key information obtained through functional assessment in order to determine why challenging behavior is being exhibited
- Describe basic prevention strategies, alternative skill, and non-aversive consequence and response strategies used to address challenging behavior through positive behavior support
- Discuss the roles of the parent(s)/caregiver(s), behavioral assistant, and other team members in implementing a behavioral plan of care

Positive Behavior Support: Understanding Behavior through PBS & Assessment Templates (meets PBS requirement)

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. It is targeted toward those who conduct assessment to support the development of behavioral assistance plans and participate in behavioral assistance plan 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



Supporting Youth with Autism, Aspergers and other Social-Communication Challenges: Using Social Skills Training and Positive Behavioral Supports (PCH: 6.0 NJBSWE, 5.0 NBCC)

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

Participants will be able to:

- Describe the reasons for social skill difficulties and challenging behaviors in youth with social-communication challenges.
- Practice strategies to deal effectively with meltdowns and put together an effective behavior plan to prevent frustrations.
- Describe how to develop a social skills training program in school or at home.
- Identify ways to motivate verbal and non-verbal youth to want to socialize.
- 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 specific strategies for teaching and generalizing skills.

Supporting Youth with Co-Occurring Developmental and Mental Health Challenges

(PCH: 6.0 NJBSWE, 5.0 NBCC)

The goal of this training is to expand the capacity of individuals who work with youth to appreciate and support needs of youth with co-occurring developmental disabilities and mental health challenges.

Participants will be able to:

- Identify four types of challenges faced by youth with developmental disabilities, including culturally based myths about individuals with developmental disabilities
- Describe the nature of mental health symptoms as they occur for youth with developmental disabilities, using case scenarios
- Describe holistic approaches and helpful environmental, sensory, and behavioral accommodations to support youth with co-occurring developmental disabilities and mental health challenges, using case scenarios
- Practice practical and problem-solving strategies based on case scenarios involving youth with co-occurring developmental disabilities and mental health challenges



Working with Challenging and Aggressive Adolescent Behaviors (PCH: 6.0 NJBSWE, 5.0 NBCC)

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

Participants will be able to:

- Identify the major functions of behavior and the role of mental illness in establishing challenging behavior
- Discuss the role of cultural influences in the development of adolescent social behaviors, and how to apply this knowledge to the development of culturally appropriate behavioral interventions.
- Describe the philosophy underlying positive behavior support
- Identify key information obtained through functional assessment in order to determine why challenging behavior is being exhibited
- Identify basic prevention strategies, alternative skills, and non-aversive consequence and response strategies used to address challenging and aggressive adolescent behavior, through positive behavior support



Substance Abuse Trainings

Substance Use and Abuse: Youth at Risk

(PCH: 6.0 NJSWBE, 5.0 NBCC)

The goal of this training is to provide current information on adolescent substance use & abuse.

Participants will be able to:

- Define substance use disorder in adolescents
- Discuss how 5 risk factors, including culture, contribute to adolescent substance abuse
- Identify six categories of drugs commonly abused by adolescents
- Describe 11 behavioral & physical signs of substance abuse in adolescents according to the DSM 5

Substance Use and Abuse: Youth with Co-Occurring Developmental and Mental Health Challenges

(PCH: 6.0 NJSWBE, 5.0 NBCC)

The goal of this training is to provide updated information on substance abuse, addiction, and special treatment considerations for youth with co-occurring developmental and mental health challenges.

Participants will be able to:

- Differentiate between substance use, abuse, and dependence in adolescents with co-occurring developmental and mental health challenges
- Discuss how individual and cultural factors contribute to substance abuse risk for adolescents with co-occurring developmental and mental health challenges
- Identify five categories of drugs commonly abused by adolescents with co-occurring developmental and mental health challenges
- Identify three cultural/community resources available to support parents and professionals assisting youth with co-occurring developmental and mental health challenges

Substance Abuse II: A Closer Look – Family & Addiction

(PCH: 6.0 NJSWBE, 5.0 NBCC)

The goal of this training is to examine family and cultural dynamics relevant to adolescent substance use, abuse, and recovery

**Prerequisite: Substance Use and Abuse: Youth at Risk*

Participants will be able to:

- Describe family dynamics and cultural factors that support addiction
- Define the process of enabling & codependency
- Identify interventions for adolescent substance abuse
- Discuss the process of relapse and recovery