



STATE OF NEW JERSEY
DEPARTMENT OF CHILDREN AND FAMILIES

Children's System of Care Training & Technical Assistance



Training Catalogue 2016



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

RUTGERS
University Behavioral
Health Care



Table of Contents

Introduction to CSOC Training and Technical Assistance3

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

CSOC Trainings Recommended For Specific Audiences

Behavioral Assistants.....21

Care Management Organizations22

DD & DD/MI (Developmentally Disabled/Mentally Ill)23

Family Support Organizations.....24

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

Mobile Response & Stabilization Services (MRSS).....26

Youth & Families.....27

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.



The Training and Technical Assistance Program

The Children's System of Care Training and Technical Assistance Program (CSOC-TTA) at Rutgers University Behavioral HealthCare (RUBHC) has been providing training and technical assistance activities statewide for the Children's System of Care for the past 15 years. Trainings include: orientation for various components of the system; core training topics; mandated trainings for various certifications; and enhancement trainings. Technical assistance and coaching are available to CMOs, FSOs, and MRSS organizations as well as those seeking certification on our pfccertification.org site. The on-line certifications include Information Management and Decision Support (IMDS) Tools, Behavioral Assistants, Family Support Partner, Mobile Response (Crisis Intervention Specialists), and Social Decision Making. CSOC-TTA developed each of these on-line certifications, which are recognized as the first of their kind nationally. Management of the databases associated with the on-line certifications and training activities are provided by CSOC-TTA, allowing us to be able to provide data driven reports to the CSOC and the CSA. Professional training contact hours for licensed social workers and certified counselors are made available for designated training topics (more than 70% of the trainings).

In 2015, CSOC-TTA coordinated and delivered 346 trainings and over 523 hours of technical assistance across the state, providing training and support to almost 13,000 individuals. The 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. In addition to training and technical assistance activities, CSOC-TTA provides a biennial Statewide Conference, an annual Youth Conference, specialized trainings for select CIACC organizations, "kickoff" events for state initiatives, several "Superuser" programs to support capacity building in the system, and other activities as requested by the state.

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.



To facilitate ease of use, this catalog is organized by an individual's role within the system of care. However, with the exception of role specific orientation trainings, all trainings are open to everyone. Trainings are offered on a monthly, quarterly, or thrice-yearly basis (consistent with a 12 month non-academic calendar). The sequencing and frequency of each training has been determined based on retrospective analysis of participant response over the prior year, and is adjusted in the future based on ongoing needs assessment and input from CSOC leadership. Several new training topics are added every year. The list of trainings for the upcoming month are posted on the 15th of every month and can be found along with links to the registration at <http://www.nj.gov/dcf/providers/csc/training> For further information or to request special accommodations, please contact the Program Manager Kathleen Finnerty, PhD at (732) 235-9346 or at Kathleen.finnerty@rutgers.edu

We wish to acknowledge the generous support of the NJ Department of Children and Families (DCF) Division of the Children's System of Care (DCSOC) for their generous support of these training and technical assistance activities since the inception of the NJ System of Care. DCSOC seeks to promote the development of knowledge and skills for all those in the state who are involved in the lives of NJ's youth. To that end, they allow CSOC-TTA to open the trainings to everyone.



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

Behavioral Assistance (BA) Orientation

Provides Behavioral Assistants and their supervisors with an orientation to the role of the BA

BA Orientation (for BA services staff and their supervisor)

Participants will be able to:

- Demonstrate understanding of the Behavioral Assistance (BA) program as outlined in regulation
- Describe the underlying theory of the BA Individual Service Plan (BA ISP)
- Demonstrate an understanding of the importance of transferring skills to families and youth so that gains achieved by the family are sustainable
- Demonstrate an understanding of the BA Training Certification process, including required trainings, core competencies, and online review

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

Building Effective Teams: CFT Roles and Responsibilities

The goal of this training is to provide an overview of the Child Family Team Meeting, rationale for a team approach, and effective communication techniques.

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



Child Family Team Process – Two Day Training

The goal of this training is to provide case 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 enhance cultural responsiveness
- Practice four critical elements of the CFT Process
- Discuss Wraparound in the context of family engagement
- Describe the roles of Child Family Team members

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

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 & Youth Who Have IDD and Mental Health Needs: Characteristics, Assessment, and Support Strategies

The goal of this training is to educate mental health clinicians on assessment skills, diagnostic processes, and psychotherapy techniques for use with 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.

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



Connect Suicide Prevention/Intervention

Participants will be able to:

- Identify their roles as gatekeepers to recognize risk factors, protective factors, and warning signs for suicide in persons at risk
- Describe how age, gender, culture, and other factors are associated with suicide risk from a public health perspective
- Discuss how to connect with a person at risk of suicide using best practices concerning restricting access to lethal means, safe messaging, and communication about suicide
- Identify skills for intervening with family members, neighbors, friends, or others at risk to connect a suicidal individual with resources

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 a change.

Participants will be able to:

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

Crisis Assessment: A Workshop for Parents and Caregivers

An introduction to the Crisis Cycle and its application to crisis intervention with children and adolescents

Participants will be able to:

- List common high risk behaviors in children and adolescents
- Identify the major stages in the Crisis Cycle
- Identify the conditions necessary to effectively engage with an adolescent

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

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



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

Developing an IEP (Individualized Education Program) for Achievement

Includes an expanded focus on youth with both developmental disabilities and mental health challenges.

Participants will be able to:

- Identify the federal requirements for Individualized Education Programs (IEPs) and the mandated role of families in developing and implementing effective IEPs for their children with special needs
- Describe a step-by-step overview of the IEP process which demonstrates how families can participate as equal partners in the process
- Identify useful tools including the Positive Student Profile and the IEP worksheet.

Developing and Managing the Family Crisis Plan

(PCH: 6.0 NJSWBE, 5.0 ASWB, 5.0 NBCC)

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 four key components of crisis plans
- Identify unmet needs at the center of the crisis as demonstrated through a case vignette
- Identify four categories of potential crisis triggers
- Discuss four key factors, including culture, involved in risk assessment
- Differentiate between reactive and proactive crisis plans
- Complete sample reactive and proactive crisis plans
- Discuss how to conduct ongoing evaluation of crisis plans

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

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.

Domestic Violence

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

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

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:

- Distinguish and identify commonalities between facilitation and public speaking
- Identify strengths and area of improvement related to facilitation and public speaking
- Discuss communication styles, facilitation skills and overcoming team barriers
- Practice facilitation and engaging team members in small/large group setting

Emerging Adulthood: Transition to Adult Services

Includes an expanded focus on youth with both developmental disabilities and mental health 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
- Identify the 3 domains of Transition Planning
- Discuss the 5 features of Emerging Adults
- Differentiate between Formal and Informal age appropriate Transition Assessments
- Discuss the importance of Person Centered Thinking in the Plan development for adult services
- Identify considerations for effective transition planning based on student's age

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:

- 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.

Essential Components of the IEP (Individualized Education Plan)

Participants will be able to:

- Increase understanding of the IEP document and its components
- Increase knowledge of practices and strategies that build relationships
- Gain awareness of useful resources for information and support on relationship building



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

Etiquette and Boundaries

This training provides a theoretical framework for, and facilitates application of, professional etiquette and boundaries for practice within the NJ System of Care.

Participants will be able to:

- Describe the role of etiquette in communicating respect both verbally and non-verbally within a cultural context.
- Discuss the functions of boundaries and how attention to boundaries can increase effectiveness.
- Identify issues unique to working with a family in their home, and to specific roles within the System of Care.
- Discuss the importance of setting and respecting boundaries when asking and answering questions, and the role of self-disclosure.
- Practice communication techniques that influence positive interactions.

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

Human Trafficking

Participants will be able to:

- Describe three forms of human trafficking
- Discuss the extent of human trafficking in New Jersey
- Identify ten risk factors for human trafficking victims
- 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

IMDS Strengths and Needs Assessment Tool

Information Management & Decision Support Tool training in preparation for on-line Certification on the Strengths & 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 Strengths & Needs Assessment
- Complete a sample Strengths & Needs Assessment
- Identify when more in-depth assessment, of specific items rated on the tool, is appropriate

Impact of Intellectual and Developmental Disabilities on Children and Families

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)
- Describe the etiology, characteristics, and behavioral impacts of four major IDD's
- Discuss the changing roles of families and children with disabilities
- Describe the relevance of Family Systems Theory in working with children with IDD and their families
- Discuss opportunities to enhance family/professional interactions



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
- 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

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

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:

- Discuss the theoretical context for the development of motivational interviewing
- Identify three situations in which motivational interviewing may be most helpful
- Apply the technique of decisional balance
- Describe four categories of resistance behavior
- Demonstrate understanding of the 5 key components of motivational interviewing through role play activities addressing culturally diverse scenarios



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 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
- Describe the components of the Needs Assessment
- Complete a sample Needs Assessment

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:

- Discuss 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 Wraparound values and principles in small group activities
- Discuss measurable outcomes as a critical element of Wraparound

NJ Resources for Families: Making Connections to Information and Services

Participants will be able to:

- Increase awareness of the resources available for NJ families of children with special needs
- Better understanding of how to access information, services, and support
- Gain awareness of the laws and protections available for individuals with disabilities

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. 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



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

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
- Discuss three models of resilience
- Discuss four strategies to increase resilience
- Describe how culture, mental health, and disability impact 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



Safety Issues Working in the Community

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

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

Self-Injury: Managing High Risk Behaviors

Participants will be able to:

- Identify typical methods of both direct and indirect self-injury
- Describe how self-injury may present in youth with developmental challenges
- Discuss the functions of self-injurious behaviors as separate and distinct from suicidal behaviors
- Explore approaches to explaining self-injurious behaviors to family members to help them respond effectively to those behaviors
- Describe best practices for assessment and treatment of youth who engage in self-injurious behaviors

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
- Identify nine warning signs of vicarious trauma
- Identify eight supervisory strategies for vicarious trauma response and prevention



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:

- Review current outcome research for effective social emotional learning curriculum
- Develop skills for emotional regulation
- Develop skills for self/social awareness and problem solving
- Facilitate communication and resources available for families and caregivers

Substance Abuse II: A Closer Look – Family & Addiction

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:

- Identify five types of cultural influences that may support addiction
- Define denial, enabling, and codependency
- Describe six family roles that may be present in family systems impacted by addiction
- Identify six types of interventions for adolescent substance abuse
- Discuss the role of relapse in the recovery process

Substance Disorders: Youth at Risk

The goal of this training is to provide current information on adolescent substance disorders.

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

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

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

- Describe substance disorders 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



Supporting Youth with Autism and other Social-Communication Challenges: Using Social Skills Training and Positive Behavioral Supports

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 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.
- 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

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

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
- Practiced practical and problem-solving strategies based on case scenarios involving youth with co-occurring developmental disabilities and mental health challenges

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:

- Identify four critical notions underlying the Nurtured Heart Approach
- Describe four key intentions of the Nurtured Heart Approach
- Discuss how to refuse to energize negativity when working with youth
- Demonstrate four ways to recognize and energize positive behaviors, within a cultural context
- Describe how to clearly but unenergetically enforce limits

Transition Planning: Beyond the Basics

Participants will be able to:

- Understand the required components of a successful transition plan
- Improved use of transition planning tools and strategies
- Increase knowledge of best practice models related to transition planning



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 major events in the history of the child protection movement in the U.S.
- 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
- Examine the role of culture in responding to child abuse
- Apply the NJ Child Abuse Mandatory Reporting laws to case scenarios
- Review local and national resources for responding to child abuse

Understanding the Culture of Urban Poverty

The goal of this training is to provide participants with a conceptual framework for understanding the impact of poverty on children, youth, and families to assist them in building resilience and resources in children and youth experiencing poverty in the United States.

Participants will be able to:

- Examine situational and structural causes of poverty
- Discuss how the dynamics of generational poverty impact children
- Examine correlations between poverty and resilience
- Discuss how perceptions and stereotypes of impoverished individuals, families, and neighborhoods create barriers to forming effective relationships with children, youth, and families experiencing poverty
- Describe four best practice methods for moving youth and families from a sense of entitlement to empowerment

Using Hip-Hop Culture to Build Bridges between Youth & Healthcare 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:

- Define cultural and linguistic competence
- Describe the historical origins of the four elements of Hip Hop
- Discuss the perspective of 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? The importance of father involvement in the lives of children

The goal of this training is to provide 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 seven areas of significant impact of father absence on children
- Describe the culture of “Generation Y” or Millennial Fathers
- Differentiate between the “myths” and realities of fatherhood
- Evaluate “father friendliness” of current practice
- Discuss six strategies to improve father involvement in the lives of children
- Identify five resources to support father involvement in the life of children



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
- Describe common experiences of LGBT youth in school, juvenile justice, child welfare, homeless, and mental health settings
- Using case examples, identify needs, barriers, goals, and strategies when working with LGBT youth

Working with Traumatized & Aggressive Youth

The goal of this training is to present current concepts and strategies for de-escalating crises and building cooperation with youth, with a particular focus on residential treatment settings.

Participants will be able to:

- Identify how cultural influences factor into the way a youth views the world
- Identify three core elements of the Nurtured Heart Approach to working with traumatized and aggressive youth
- Recognize four types of risk factors for crisis
- Identify four strategies for de-escalating youth and gaining cooperation
- In small group activities, practice creating safe and respectful environments by applying strategies relevant to early warning signs of an impending crisis, de-escalating youth and gaining cooperation

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:

- Behavioral Assistance Orientation
- Developmental Tasks of Childhood and Adolescence
- DSM-5
- Infusing Practice with Cultural Competence
- NJ Wraparound Values & Principles
- Safety Issues Working in the Community
- Positive Behavior Support (must attend one of these three options):
 - Positive Behavior Support: Understanding Behavior Through PBS & Assessment Templates
 - Supporting Youth with Autism, Aspergers, and Other Social-Communication Challenges
 - 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
- Crisis Intervention for At-Risk Youth
- Crisis Intervention for Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges
- Developing Rapport and Communicating with Youth and Families
- Domestic Violence
- Domestic Violence: Assessment and Safety Planning
- Engagement and Motivational Skills
- Family Dynamics
- Human Trafficking
- Impact of Intellectual and Developmental Disabilities on Children and Families
- Inside Out: A Critical Thinking Process
- Motivational Interviewing
- Positive Psychology
- Resilience: Moving from At Risk to At Promise
- Self-Injury: Managing High Risk Behaviors
- Social Decision Making
- Substance Abuse II: A Closer Look – Family & Addiction
- Substance Disorders: Youth at Risk
- Substance Disorders: Youth with Co-Occurring Developmental and Mental Health Challenges
- Supporting Youth with Co-Occurring Developmental Disabilities and Mental Health Challenges
- The Nurtured Heart Approach
- Understanding Child Abuse & Mandatory Reporting Laws
- Understanding the Culture of Urban Poverty
- Understanding Youth with Co-Occurring Developmental Disabilities and Mental Health Challenges
- Using Hip Hop Culture to Build Bridges between Youth and Healthcare Professionals
- Working with LGBT Youth
- Working with Traumatized and Aggressive Youth
- Youth Gang Involvement in New Jersey



Care Management Organizations

- Building Effective Teams: CFT Roles and Responsibilities
- Bullying Including Its Effects on Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges
- Child Family Team Process
- Children & Youth Who Have IDD and Mental Health Needs: Characteristics, Assessment, and Support Strategies
- Crisis Intervention for Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges
- Developing and Managing the Family Crisis Plan
- Developmental Tasks of Childhood and Adolescence
- Domestic Violence
- DSM 5
- Effective Collaboration for Resource Development
- Effective Facilitation: Effectively Facilitating Team Meetings
- Emerging Adulthood: Transition to Adult Services
- Engagement and Motivational Skills
- Etiquette & Boundaries
- Family Dynamics
- Human Trafficking
- IMDS Strengths and Needs Assessment Tool
- Impact of Intellectual and Developmental Disabilities on Children and Families
- Infusing Practice with Cultural Competence
- NJ Wraparound Values & Principles
- Positive Behavior Support
- Safety Issues Working in the Community
- Strengths-Based Development of Plans of Care
- Substance Disorders: Youth at Risk
- Superuser Training for IMDS Tools
- The Nurtured Heart Approach
- Understanding Child Abuse & Mandatory Reporting Laws
- Youth Gang Involvement in New Jersey



DD & 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 Who Have IDD and Mental Health Needs: Characteristics, Assessment, and Support Strategies
- Crisis Intervention for Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges
- Emerging Adulthood: Transition to Adult Services
- Essential Components of the IEP (Individualized Education Program)
- Impact of Intellectual and Developmental Disabilities on Children and Families
- Positive Behavior Support: Understanding Behavior Through PBS & Assessment Templates
- Positive Behavior Support for Youth with IDD and Challenging Behaviors
- Substance Disorders: Youth with Co-Occurring Developmental and Mental Health Challenges
- Supporting Youth with Autism and Other Social-Communication Challenges
- Understanding Youth with Co-Occurring Developmental Disabilities and Mental Health Challenges



Family Support Organizations

Required for initial FSP certification:

- Child Family Team Process
- Family Support Partner Certification Orientation & FANS Training
- NJ Wraparound Values & Principles
- Safety Issues Working in the Community

Required for first year FSP recertification:

- Substance Disorders: Youth at Risk
- Impact of Intellectual and Developmental Disabilities on Children and Families

Other recommended trainings:

- Crisis Assessment: A Workshop for Parents and Caregivers
- Emerging Adulthood: Transition to Adult Services
- Essential Components of the IEP (Individualized Education Program)
- NJ Resources for Families: Making Connections to Information and Services



Intensive In-Community (IIC) Providers

- Behavioral Assistance Orientation (for BA Supervisors)
- Behavioral Assistance Plan of Care Development (for BA Supervisors)
- Building Effective Teams: CFT Roles and Responsibilities
- Developmental Tasks of Childhood and Adolescence
- DSM 5
- Infusing Practice with Cultural Competence
- Needs Assessment Tool (for Assessors)
- NJ Wraparound Values & Principles
- Positive Behavior Support: Understanding Behavior Through PBS & Assessment Templates
- Safety Issues Working in the Community
- Strengths-Based Development of Plans of Care



Mobile Response & Stabilization Services (MRSS)

Required for initial MRSS Certification

- Crisis Response Protocol
- Safety Issues Working in the Community
- 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

Required for 2nd year certification

- NJ Wraparound Values & Principles
- Crisis Intervention for At Risk Youth
- Crisis Intervention for Youth with Developmental Disabilities and Co-Occurring Mental Health Challenges
- Complex Trauma in Children & Adolescents
- Substance Use (1 of the following):
 - Substance Use & Abuse: Youth At Risk
 - Substance Use & Abuse: Youth with Co-Occurring Developmental & Mental Health Challenges
 - Substance Abuse II: A Closer Look – Family & Addiction
 - Inside Out: A Critical Thinking Process
- Domestic Violence (1 of the following):
 - Domestic Violence
 - Domestic Violence: Assessment & Safety Planning
- Positive Behavior Support (1 of the following):
 - Positive Behavior Support: Understanding Behavior through PBS & Assessment Templates
 - Parent/Caregiver Strategies for Shaping Behavior & Implementing a Behavioral Plan of Care for Youth with Developmental Disabilities and Mental Health Challenges
 - Supporting Youth with Autism and Other Social-Communication Challenges
 - Positive Behavior Support for Youth with IDD and Challenging Behaviors
 - Supporting Youth with Co-Occurring Developmental Disabilities and Mental Health Challenges
- Effective Collaboration for Resource Development
- Impact of Intellectual and Developmental Disabilities on Children and Families



Youth & Families

Please note: Family members are invited to attend any and all trainings

- Crisis Assessment: A Workshop for Parents and Caregivers
- Emerging Adulthood: Transition to Adult Services
- Essential Components of the IEP
- Mindfulness-Based Stress Reduction: Turning Towards the Present Moment
- The Nurtured Heart Approach
- Transition Planning: Beyond the Basics