



STATE OF NEW JERSEY
DEPARTMENT OF CHILDREN AND FAMILIES

Children's System of Care Training & Technical Assistance



Behavioral Assistance Training Certification Process & Training Catalogue January – December 2012



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



Table of Contents

Training and Technical Assistance 3

Behavioral Assistance Training Certification Process 4

Behavioral Assistance Training Certification Required Courses 6

Behavioral Assistance Superuser Required Courses 10

Behavioral Assistance Recertification Trainings 11

**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 University of Medicine & Dentistry of New Jersey (UMDNJ), Behavioral Research and Training Institute (BRTI), 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 UMDNJ-UBHC-BRTI coordinated and delivered over 350 training and technical assistance events for 2011 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.

UMDNJ-UBHC-BRTI 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.



Behavioral Assistant Training Certification Process

In December of 2008, Children's System of Care announced that the initiation of Behavioral Assistant Training Certification program would begin in January 2009. The certification and training curriculum was designed in response to long-standing and consensus concerns from families, providers, and advocates about the quality of BA services. Children's System of Care recognizes its role in helping to ensure that Behavioral Assistants are prepared to provide quality services to the youth and their families that they serve.

When does a BA need to be certified by?

A prospective BA may take any of the required courses prior to their hire date as a BA, but the Training Certification process must be complete within 6 months of their date of hire as a Behavioral Assistant.

What is the process to become BA Training Certified?

There are three components to the Training Certification process.

The first component is live training.

UBHC offers a BA Services Orientation as well as six additional trainings to support BAs in achieving Training Certification. Attendance at live trainings is tracked in the BA Training Certification online record, set up by the individual BA by going to www.pfccertification.org, clicking on BA Certification, clicking on New BA Registration, filling out the online form and clicking Submit. Once a BA attends all required trainings, their supervisor, who must be a BA Superuser, verifies their attendance electronically in the BA's online Training Certification File after training have been attended by the BA.

BA supervisors MUST attend the full day BA Services Orientation in order to be able to access the BA Training Certification Online System. BAs should begin attending trainings as soon as they are hired in order to meet the certification requirements within six months of their hire date. They may be attended in any order. If a BA has attended one of the required trainings within two years of their hire date and can provide verification of their attendance, i.e., their Certificate of Attendance, that training can count toward their BA Training Certification. The required trainings are:

- Behavioral Assistance Services Orientation
- Cultural Competence (Infusing Practice with Cultural Competence)
- Developmental Tasks of Childhood and Adolescence
- DSM-IV
- NJ Wraparound – Values and Principles
- Safety Issues Working in the Community
- One of these three Positive Behavior Support Trainings:
 - Positive Behavior Support
 - Working With Challenging and Aggressive Behaviors
 - Supporting Youth With Autism, Asperger's and Other Social-Communication Challenges



The second component is core competency.

BAs must meet all thirteen (13) core competencies delineated within five (5) identified core competency categories, those categories are:

- Communication
- Collaboration
- Ability to Implement the Behavioral Assistance Individualized Service Plan (BAISP)
- Cultural Competence
- Family Friendliness

Each individual core competency is verified, entered and tracked electronically in the BA's Training Certification online record by the BA's clinical supervisor.

The third component is an online, thirty (30) question multiple-choice review.

Once a BA's supervisor has made all of the necessary verifications in a BA's online record, the BA can then log on to the BA Training Certification Online System and take the online review. If a BA's score on the online review is 70% or higher, they will then be considered "BA Training Certified." If a BA's score is between 60% and 69%, they will be advised to review their training materials and retake the review. If after a second attempt, the BA's score remains between 60% and 69% **OR** if after a first attempt a BA's score is below 60%, the BA and their supervisor will be advised to contact Antoinette Gurden to discuss the BA's scores on individual content areas. The BA and supervisor will be asked to develop a plan to ensure that the BA receives further training on content areas they missed on the online review. The plan may include the BA attending specific live trainings again **AND/OR** the BA reviewing training content with their supervisor. Once the plan has been carried out, the BA and their supervisor will be advised to contact Antoinette Gurden at gurdenal@umdnj.edu in order to attempt the online review again.

Are BAs required to be re-certified?

Yes, all BAs are required to be **re-certified annually**. There are two (2) components to the training recertification process.

The first component is live training. BAs must attend **one training** from a current list of BA Training Recertification courses listed in the BA Training Certification Course Catalog. Once a BA has attended the live training, their supervisor must electronically verify their attendance at that training on the on line system. Trainings may be attended within 90 days **PRIOR TO** the BAs expiration date in order to count toward recertification.

The second component is core competency. The BA's supervisor must electronically verify in the BA's Training Certification online record that the BA continues to meet all core competencies.

Once the supervisor verifies all the core competencies and the training attendance, the BA will be recertified for one year. If a BA is not certified by their expiration date, they will not be able to provide BA services until they are recertified.



Behavioral Assistant Certification Trainings

Behavioral Assistance (BA) Orientation

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

AM Session – 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

PM Session – BA Superuser Orientation (for BA supervisors only)

Participants will be able to:

- Demonstrate an understanding of the online BA Training Certification website
- Demonstrate an understanding of the role of a BA Superuser

Cultural Competence (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 discuss the importance of cultural identity for youth
- Define cultural and linguistic competence
- Describe organizational and individual cultural competence along a continuum
- Describe stages of linguistic competence and how to work effectively with an interpreter
- Discuss common characteristics of unearned privilege
- Identify personal cultural worldviews and how they may affect interactions with children, families, coworkers and others

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 IV

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

Participants will be able to:

- Discuss language and cultural factors involved in psychiatric treatment to assist in creating effective linkages between families and psychiatric professionals.
- Describe the basic DSM-IV diagnostic categories for children and adolescents and the behaviors associated with each.
- Identify psychotropic medications commonly used with children and adolescents with specific diagnoses.
- Describe effects, and possible side effects, of these psychotropic medications.
- Discuss language and cultural factors involved in psychiatric treatment to assist in creating effective linkages between families and psychiatric professionals.

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 the values and principles of NJ Wraparound
- Apply Wraparound values and principles in small group activities
- Identify and assess family strengths, needs, outcomes and resource people within a cultural context, as a basis for service planning
- Prioritize needs and build on community resources and functional strengths as a framework for developing a service plan

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:

- Identify the importance of assessing and planning for violence potential
- Describe safety assessment issues and strategies for 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, and describe strategies for effective self care



In addition to the above trainings, you must attend ONE of the following:

Positive Behavior Support

The goal of this training is to provide an introduction to positive behavior support philosophy and strategies, which form the basis for behavioral assistance plan development and implementation. Targeted toward those who conduct assessment to support the development of behavioral assistance plans.

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

Working with Challenging and Aggressive Adolescent Behaviors

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



Supporting Youth with Autism, Aspergers 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, 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.



Behavioral Assistant Superuser Trainings

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PM Session – BA Superuser Orientation (for BA supervisors only)

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Behavioral Assistant Recertification Trainings

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

The goal of this training is to understand the new HIB (Harassment, Intimidation, and Bullying) Law, its effects 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

Crisis Intervention for At Risk Youth

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 & 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 major stages in the Crisis Cycle
- Describe the conditions necessary to effectively engage with an adolescent
- Practice crisis intervention skills in a role play

Culture and Youth: Using Hip-Hop Culture to Engage Youth & Young Adults (CEH: 5.0 ASWB, 5.0 NBCC)

The goal of this training is to provide current information on Hip-Hop culture as a framework for culturally and linguistically effective engagement with youth.

Participants will be able to:

- Describe the origins of Hip-Hop
- Discuss the perspective of Hip-Hop as a culture, not simply a form of music
- Identify youth culture as a component of cultural and linguistic competence
- Identify ways to address stigma associated with Hip-Hop
- Develop strategies to use Hip-Hop as a tool for youth engagement and empowerment



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

(CEH: 5.0 ASWB, 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, including autism, influence communication, thinking, feeling and behavior
- Describe ways in which co-occurring mental health challenges are manifested in children and youth with developmental disabilities
- Identify signs, symptoms and triggers of crisis for youth with intellectual disabilities
- Identify 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

(CEH: 5.0 ASWB, 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 techniques for assessing and responding to domestic violence
- Describe the laws of the State of NJ that pertain to domestic violence

Domestic Violence: Assessment and Safety Planning

(CEH: 5.0 ASWB, 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:

- Discuss definitions of domestic violence within various cultural contexts
- Identify the responsibility of professionals within the system of care to conduct universal DV risk assessment and to safety plan with victims of DV and their children
- Describe how to effectively incorporate ongoing assessment of DV risk and protective factors when working with children, adolescents and parents
- Demonstrate the ability to effectively apply DV safety planning strategies
- Identify community programs and resources that can provide assistance to families impacted by domestic violence



Engagement and Motivation Skills

(CEH: 5.0 ASWB, 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.

Etiquette & 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.

Family Dynamics

(CEH: 5.0 ASWB, 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 common family dynamics within the Family System Model.
- Describe common interactions when communicating in family structures.
- Discuss techniques to engage families that match each family's strengths, culture, values, and goals.

Inside Out: A Critical Thinking Process

(CEH: 5.0 ASWB, 5.0 NBCC)

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:

- Describe 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 how mindfulness practices can help individuals to increase self-awareness and improve reasoning skills



Roles and Responsibilities of the Participants in a Child and Family Team

The goal of this training is to support effective participation by individuals in the Child & Family Team process within the NJ System of Care.

Participants will be able to:

- Discuss the function of the Child and Family Team within the System of Care
- Apply the values & principles of Wraparound to the Child and Family Team process, with an emphasis on cultural competence and outcomes
- Identify the roles and responsibilities of various members of the Child and Family Team
- Describe the Child and Family Team process in detail

Substance Abuse: A Closer Look at Addiction

(CEH: 5.0 ASWB, 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

Substance Use and Abuse: Youth at Risk

(CEH: 5.0 ASWB, 5.0 NBCC)

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

- Define substance use and abuse in adolescents.
- Discuss risk factors, including culture, and how they contribute to adolescent substance abuse.
- Describe drugs of abuse in categories including hallucinogens, stimulants, narcotics, prescription drugs, OTCs and steroids.
- Identify physical and behavioral signs of substance abuse in adolescents.

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

(CEH: 5.0 ASWB, 5.0 NBCC)

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

Participants will be able to:

- Define substance use, abuse, and addiction specific to youth with co-occurring developmental and mental health challenges
- Identify specific substance abuse risk factors and consequences for youth with co-occurring developmental and mental health challenges
- Discuss drug categories including gateway drugs, hallucinogens, stimulants, depressants, and prescription drugs
- Identify cultural and community resources available to support parents and professionals assisting youth with co-occurring developmental and mental health challenges



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

(CEH: 5.0 ASWB, 5.0 NBCC)

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

Participants will be able to:

- Identify challenges specific to youth with developmental challenges, including culturally based myths about individuals with developmental disabilities
- Describe the nature of mental health symptoms as they occur for youth with developmental disabilities
- Describe holistic approaches and helpful environmental, sensory and behavioral accommodations to support youth with co-occurring developmental disabilities and mental health challenges

Understanding Child Abuse and Mandatory Reporting Laws

(CEH: 5.0 ASWB, 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.

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

(CEH: 5.0 ASWB, 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:

- Identify definitions of developmental and intellectual disability, and the importance of conducting assessment and providing support within a cultural context
- Describe the characteristics, etiology, and behavioral implications of developmental disabilities including intellectual disability, cerebral palsy, autism, and epilepsy
- Describe ways in which co-occurring mental health challenges are manifested in children and youth with developmental and intellectual disabilities



Working with Traumatized & Aggressive Youth (CEH: 5.0 ASWB, 5.0 NBCC)

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
- Describe the Nurtured Heart Approach to working with traumatized and aggressive youth
- Recognize early warning signs of an impending crisis
- Identify strategies for de-escalating youth and gaining cooperation
- Practice ways to create safe and respectful environments
- Apply strategies relevant to early warning signs of an impending crisis, de-escalating youth and gaining cooperation in role play

Youth Gang Involvement in New Jersey (CEH: 5.0 ASWB, 5.0 NBCC)

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
- Discuss risk factors for gang involvement and common aspects of gang cultures
- Describe common gangs currently active in New Jersey
- Discuss the roles and responsibilities families, schools, and communities, and the importance of collaboration as they relate to addressing gang involvement and gang violence