2019 Course Content Catalog

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Adolescent Development (Formerly known as Basics of Adolescent Development & the Impact of Trauma)
This course will train participants to implement with good adherence and competence evidence-based strategies for responding to adolescent offenders by taking into account developmental science. The goals of this training are to ultimately improve offenders’ prosocial behavior and to reduce recidivism. Specifically, the following areas of adolescent developmental will be described with case-based examples: 1) brain development, 2) cognitive development, 3) emotional development and 4) psychosocial development, including personality. Additionally, strategies for responding to problems related to each of the areas of development will be modeled and practiced during role-/and real-plays, followed by feedback, reinforcement, and coaching: (e.g., assessment, referral, management of developmental milestones/disruptions, discussing developmental issues with juveniles and their caregivers and treaters, incorporating developmental issues into the Case Plan).
This course will also address (when applicable) the skills of relationship-building, general cognitive-behavioral techniques, motivational interviewing strategies, cultural competence, and having a gender-responsive, trauma-informed, and strengths-based approach.

Course Learning Objectives:
By the end of the course, participants will demonstrate both cognitive and behavioral competence by recalling, comprehending, applying, and displaying the following knowledge and skills:
1) brain development
2) cognitive development
3) emotional development
4) psychosocial development, including personality
5) incorporating developmental issues into the Case Plan

Adult Substance Abuse Treatment (Open to Adult Programs Only)
This course will train participants to implement evidence-based assessment and treatment referral strategies for drug and alcohol abuse issues for adults with good adherence and competence. The goal of this group is to improve participants’ abilities to manage these issues in such a ways as to reduce recidivism.

Course Learning Objectives:
By the end of this course, participants will demonstrate both cognitive and behavioral competence by recalling, comprehending, applying, and displaying the following knowledge and skills:
1) Working knowledge of the DSM-5 Substance Use Disorder criteria
2) Other assessment tools
3) ASAM levels of care
4) Evidence-based medications for addiction
5) Evidence-based psychotherapies for addiction
6) How to find evidence-based treatment for clients
7) How to support good treatment outcomes, especially around how to respond to lapses vs. relapses.
8) How to engage clients in mutual support groups and other recovery resource

Adult Substance Abuse Treatment (open to AIC Intervention Specialists only)
This course will train participants to implement evidence-based assessment and treatment referral strategies for drug and alcohol abuse issues for adults with good adherence and competence. The goal of this group is to improve participants’ abilities to manage these issues in such a ways as to reduce recidivism. Specifically, the following areas/skills will be described with case-based examples, modeled and practiced during role- and real-plays, followed by feedback, reinforcement, and coaching: 1) Working knowledge of the DSM-5 Substance Use Disorder criteria, 2) Other assessment tools, 3) ASAM levels of care, 4) Evidence-based medications for addiction, 5) Evidence-based psychotherapies for addiction, including family-based approaches, such as the Community Reinforcement Approach & Family Training (CRAFT), 6) How to find evidence-based treatment for clients, 7) How to support good treatment outcomes, especially around how to respond to lapses vs. relapses, and 8) Engaging clients in mutual-support groups, such as AA, SMART Recovery and Rational Recovery, and other recovery resources.
This course will also address (when applicable) the skills of relationship-building, general cognitive-behavioral techniques, motivational interviewing strategies, cultural competence, and having a gender-responsive, trauma-informed, and strengths-based approach.

Course Learning Objectives:
By the end of this course, participants will demonstrate both cognitive and behavioral competence by recalling, comprehending, applying, and displaying the following knowledge and skills:
1) Working knowledge of the DSM-5 Substance Use Disorder criteria
2) Other assessment tools
3) ASAM levels of care
4) Evidence-based medications for addiction
5) Evidence-based psychotherapies for addiction
6) How to find evidence-based treatment for clients
7) How to support good treatment outcomes, especially around how to respond to lapses vs. relapses
8) How to engage clients in mutual support groups and other recovery resources

### A Primer on Cognitive-Behavioral Therapy (CBT) and Intervention (2-day)

This 2-day training course is focused on developing foundational skills in Cognitive-Behavioral Therapy (CBT) for justice-involved clients. As a group of interventions, CBT approaches are currently the most empirically supported change strategies for helping people who suffer from a wide variety of emotional, behavioral, and personality problems. Practitioners will become familiar with the critical distinctions between traditional mental health treatment and programming for justice-involved clients. Basic principles of the CBT model and the three historical waves of CBT will be reviewed. Practitioners will learn to recognize and elicit a range of relevant thinking patterns commonly found among justice-involved adolescents and adults and to incorporate thinking targets into case management, supervision, and programming. Finally, practitioners will have opportunities to practice CBT conversations about client values and life priorities and several CBT sequences designed to improve client decision-making. Through a series of structured learning activities that include small group exercises, role-plays, and ‘real’-plays, practitioners will develop basic skills so that they can immediately apply CBT interventions with their own clients.

**Course Learning Objectives:**
- Participants will:
  1. develop a basic level of proficiency in CBT so that the model can be utilized with justice-involved adolescents and adults
  2. understand the various historical influences that shape current CBT programs and practice
  3. recognize the distinctions between traditional mental health treatment and programming for forensic clients
  4. be able to identify critical thinking patterns in current ongoing cases
  5. conceptualize thinking targets as part of an overall case management, supervision, and programming plan
  6. practice CBT conversations about clients’ values and life priorities
  7. become skilled at CBT sequences designed to improve client day-to-day decision-making

### Aggression Replacement Therapy (ART)

**Required Materials:** ART Curriculum

Aggression Replacement Training (ART) is a research-based, proven-effective approach for working with challenging youth. ART is a group intervention featuring 30 sessions that coordinates and integrates three components: Social Skills Training, Anger Control, and Moral Reasoning. This training will provide group facilitators with the skills, knowledge, and practice to implement ART with fidelity and integrity.

**Course Learning Objectives:**
- The training will provide:
  - the theoretical foundation for ART,
  - a comprehensive review of the components and sessions,
  - role play and practice of the intervention, and
  - details about fidelity monitoring.

### Borderline Personality Disorder

This course will review the etiology and symptoms of Borderline Personality Disorder and their impact upon the client's thinking, emotions, and behaviors. Effective strategies to maximize successful interactions with clients with Borderline Personality disorder will be discussed. Basic techniques of Dialectic Behavior Therapy (DBT) will be overviewed to assist in an understanding of the client's perceptions and reactions and ways to help them manage them.

This training has been approved for 5.5 contact hours by the Connecticut Certification Board towards the training requirements for initial certification or re-certification as a Certified Addiction Counselor (CAC), Counselor in Training (CIT), Certified Co-occurring Disorders Professional (CCDP), or Certified Criminal Justice Professional (CCJP).

**Course Learning Objectives:**
- Participants will be able:
  1. To identify prevalent symptoms of Borderline Personality Disorder (BPD)
  2. To understand the effects of BPD on thinking, emotions, and behaviors
  3. To discuss the effects of substances of abuse on the symptoms of BPD
  4. To overview the current "best practice models" utilized to stabilize and treat clients with BPD to include DBT
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| **Carey Guides (LYNC Staff Only)**                                         | Pre-requisite: Motivational Interviewing (MI) | Required Materials: Carey Guides  
This course will provide education to LYNC staff on Carey Guides and how to utilize assessment results to maximize outcomes.  
Course Learning Objectives:  
Participants will:  
1. Understand and learn how to utilize strategic case management  
2. Understand and learn how to use Carey Guides  
3. Practice using Carey Guides in "mock" case management sessions |
| **Carey Guide Case Planning Refresher (AIC STAFF ONLY) (1/2 day)**           | Pre-requisite: Carey Guide Case Planning (1-day) | This refresher will provide a review of how to use Carey Guides appropriately and efficiently in case management session. |
| **CDCS-(ABHS, AIC/ASIST & CYFSC) New User Training (1/2 day)**              | *WebEx Trainings available by request for Domestic Violence programs | CDCS New User Training provides an in-depth look at how CDCS data is used to measure client outcomes. Largely a hands-on training, participants will learn all aspects of CDCS data entry. Using a copy of the "real" CDCS website, users will practice entering client data, using the search feature and running reports in a manner that will prepare them to do the same in their offices.  
Course Learning Objectives:  
Participants will:  
1. learn how CDCS data drives decision making about programs and services  
2. acquire the practical skill of entering CDCS data accurately and in a timely manner  
3. understand how reports are used to manage client data  
4. learn about the CDCS data quality review process |
| **Client Care Coordinator Training (ABHS-Client Care Coordinators & their Supervisors Only)** |  | This course is for the Adult Behavioral Health Services contract providers Client Care Coordinator position. The course is a one day overview of the roles and responsibilities of the Client Care Coordinator. Specifically it touches upon each of the following topics - history of JB-CSSD, assessment process, ABHS menu of services, referral process for JB-CSSD clients, Roles and Responsibilities of the CCC, Connecting clients to insurance, reports and communication with referral sources, the urinalysis process, administration of the Working Alliance Inventory, overview of the Supervised Diversionary Program, overview of the Contractor Data Collection System, and Risk Reduction Indicators and goals.  
Course Learning Objectives:  
Participants will:  
1. feel prepared to understand in more detail the roles and responsibility of the Client Care Coordinator position  
2. understand the contractual obligations of the position |
| **Client Engagement (2-day) Pre-requisite: Motivational Interviewing (3-day)** |  | This 2-day training course is focused on advanced applications of Motivational Interviewing (MI). On day one, practitioners will increase their overall MI proficiency by participating in advanced exercises targeting the core skills of reflecting and summarizing. Following a review of current research findings related to client change language (e.g., preparatory change talk, mobilizing change talk, and sustain-talk), practitioners will fine-tune their ability to recognize, reinforce, and respond to change talk that commonly emerges with justice-involved clients. The focus of day two is transitioning the use of MI skills to group formats. Following a review of general guidelines for using MI in groups, practitioners will participate in a series of structured real-play exercises and receive feedback while actually running small groups. Group exercises will correspond to the newly identified phases of group work: engaging the group, exploring perspectives, broadening perspectives, and moving into action.  
Course Learning Objectives:  
Participants will:  
1. increase proficiency in the core MI skills of reflecting and summarizing  
2. be able to recognize, elicit, and reinforce justice-involved clients’ own reasons for changing self-defeating behaviors  
3. understand important guidelines and the four core processes for using MI in groups  
4. practice strategies for engaging groups |
5. become skilled at moving group members toward actions likely to decrease criminogenic risks and increase pro-social activities

Cognitive Behavioral Therapy Refresher
Pre-requisite: A Primer on Cognitive-Behavioral Therapy and Intervention 2 day (CBT)
This 1-day training course is focused on advanced applications of Cognitive-Behavioral Therapy (CBT) for justice-involved clients. Following a brief review of Forensic CBT basics, practitioners will learn to formulate a plan for reducing their clients’ relevant criminal risk domains. Through a series of structured learning activities, practitioners will develop more advanced CBT skills that can be implemented with their own clients. Cognitively focused intervention strategies include monitoring and altering client’s criminal thinking patterns. Behaviorally focused intervention strategies include restructuring client’s destructive routines, relationships, and habits. Emphasis is placed on the use of structured in-session and out-of-session worksheets and assignments to introduce prosocial patterns and healthier decision-making.

Contingency Management
Contingency Management is a suite of evidence-based interventions designed to use external or extrinsic rewards to motivate changes in behavior among individuals with substance use and mental health disorders. They come in a wide variety of options, at times using cash vouchers, clinic privileges or lottery chances, among many other things, as rewards for negative drug-free urine toxicology screens, treatment attendance, other treatment-related activities, group participation or homework completion, among many other positive behaviors. They are sometimes known as token economies or voucher-based programs, but Contingency Management is the broadest, "umbrella" term. Contracted providers and their staff are in an excellent position to implement such programs to promote recovery and enhanced case management. This training will offer a broad overview of the variety of Contingency Management interventions available and teach participants how to design a program for their particular setting, independent of whether they will actually implement it.

Course Learning Objectives:
Participants will demonstrate behavioral competence of the following during role-/real-plays:
1) Define and describe Contingency Management
2) Determine the top 3 behaviors that could be used in a CM intervention in their program
3) Determine the top 3 rewards that could be used in a CM intervention in their program
4) The steps of implementing a CM with a given client and/or group
5) The methods of evaluating the effectiveness and sustainability of a CM intervention

Criminal Thinking and Anti-Social Logic
This introductory course concerns the nature of thinking patterns associated with the criminal, antisocial, and self-destructive patterns of behavior often observed in justice-involved clients. Through lecture, group discussion, and role play, participants will be introduced to diagnostic models of criminality, specific thinking patterns that may underlie criminal behavior patterns, and practice responding to criminal thinking statements.

Course Learning Objectives:
Participants will:
1. Understand current diagnostic systems related to criminal behavior patterns
2. Identify specific thinking patterns when expressed by justice-involved clients
3. Respond to criminal thinking statements in a productive manner that avoids resistance and Confrontation

Developing Your Personal Resilience
This half-day training is designed to help participants build the skills that will allow them to manage and respond to stressors experienced over time. Professionals working with individuals in the judicial system are at an increased risk for exposure to trauma. The impact of unmanaged stress and trauma on personal wellness is well documented. Personal resilience provides a barrier to extreme negative consequences. The goal of this training is to help people recognize and enhance the abilities they possess to adapt to, manage and overcome the trauma and stress they experience.

Course Learning Objectives:
Participants will:
1. Define resilience and the characteristics of a resilient person
2. Identify their own existing skills and strengths related to resiliency
3. Learn how to enhance their level of resilience
4. Develop a plan to be more resilient during challenging times
### Domestic Violence - When Females are the Perpetrators (Open to AIC staff only)

This course specifically covers the most current information regarding domestic violence as perpetrated by women and effective means of intervention with, and support of, the victims. Information regarding the dynamics present when the perpetrator is a female as well as the varying relationships in which this behavior occurs. The patterns of violence, the types of violence, and the emotional contributions to the violence when women are perpetrators will be reviewed in addition to the inter-generational effects of violence that is female based.

**Course Learning Objectives:**
1. To review the definitions of domestic violence and the varying relationships in which it occurs when women are the perpetrators.
2. To discuss the dynamics that are present in high risk relationships for domestic violence when women are the perpetrators.
3. To outline the methods of domestic violence and intervention processes most effective for each when women are the perpetrators.
4. To explore the current best practice models for intervention with, and support of, clients involved in the cycle of violence when a woman was the perpetrator.
5. To share resources for clients currently in the cycle of violence which assist men when they are the victim.

### Drug & Alcohol Abuse Treatment for Youth, Adolescents & Family

This course will train participants to implement evidence-based assessment and treatment referral strategies for drug and alcohol abuse issues for adolescents, adults and families with good adherence and competence. The goal of this group is to improve participants’ abilities to manage these issues in such a ways as to reduce recidivism.

**Course Learning Objectives:**
By the end of this course, participants will demonstrate both cognitive and behavioral competence by recalling, comprehending, applying, and displaying the following knowledge and skills:

1. Working knowledge of the DSM-5 Substance Use Disorder criteria
2. Other assessment tools
3. ASAM levels of care
4. Evidence-based medications for addiction & Evidence-based psychotherapies for addiction
5. How to find evidence-based treatment for clients
6. How to support good treatment outcomes, especially around how to respond to lapses vs. relapses.
7. How to engage clients in mutual support groups and other recovery resource.

### Eating Disorders

This course was developed to build awareness of how to effectively work with criminal justice system involved clients who are struggling with eating disorders. The course focuses on symptom detection, diagnostic criteria, etiology and treatment implications for the different types of eating disorders. Participants will also learn how to proportionately respond to eating disorder severity and facilitate appropriate referrals. Eating disorders are discussed within a stress and coping and socio-cultural framework to enhance understanding and empathy, and to promote an effective working relationship with this population.

**Course Learning Objectives:**
Participants will:
1. Increase awareness of the experience of having an eating disorder.
2. Understand the function and risks of disordered eating.
3. Recognize the signs of an eating disorder.
4. Explore the theoretical causes and treatment approaches.
5. Apply Motivational interviewing tools to facilitate treatment referrals.

### Employment Services Group (3-day) (AIC STAFF ONLY)

**Pre-requisite: Group Facilitation**

**Required Materials: Employment Services Manual**

Employment is a top 8 criminogenic need as identified on the Level of Service Inventory. Full time employment structures clients’ time in a pro-social setting, increases economic self-sufficiency, assist in making other life changes, and shapes good behavior. This Employment Services Curriculum focuses on the "hard Skills" that help clients gain employment as well as the "soft Skills" that help them keep the job. Topics include, communication skills, being proactive, conflict resolution, team work, employer expectations, personal growth, job search techniques, completing applications, and interviewing.

**Course Learning Objectives:**
Participants will:
1. Understand the framework of the Employment Services curriculum
2. Develop an understanding of the structure of the Employment Services sessions
3. Sharpen group facilitation skills by running practice sessions and become more familiar with session content.

**Employment Services Group Refresher (1/2 day) (AIC STAFF ONLY)**

*Pre-requisite: Employment Services Group (3-day) Required Materials: Employment Services Manual*

The Employment Services Refresher is designed to enhance the skills of participants who are already trained in the Employment Services Curriculum. The refresher Courses will focus on enhancing curriculum integrity.

**Course Learning Objectives:**

Participants will:
1. enhance understanding of the Employment Services curriculum
2. increase understanding of the structure of the Employment Services sessions
3. sharpen group facilitation skills by running practice sessions and curriculum activities
4. become more familiar session content

**Enhanced CBT/MI Group Process Refresher (AIC Staff Only)**

*Pre-Requisites: CBT, MI AIC Refresher, R & R Refresher, ES Refresher & TAD Refresher IS & ES staff running group must attend this refresher after year one of employment. This is a full day refresher course for AIC staff designed to assist Intervention Specialists in group process using cognitive behavioral interventions and motivational interviewing. Every 6 months the topics rotate in order to keep staff skills sharp and to help staff stay current with the latest techniques and research. Each training involves trainer modeling with experiential learning and practice for participants.*

**Course Learning Objectives:**

Participants will:
1. sharpen skills in cognitive behavioral therapy and motivational interviewing
2. stay current with research
3. sharpen skills around client engagement

**Enhanced Female Responsive Strategies**

*Pre-Requisite: Female Responsive Culture and Strategies* The overarching goal of the training is to discuss in detail the importance of being gender responsive when working with women. This refresher will provide a greater understanding of what it means to be gender responsive, what it looks like and sounds like, and the different approaches. This Enhanced Female Responsive Refresher will provide support in risk reduction efforts among justice involved women.

**Course Learning Objectives:**

Participants will:
1. Understand the conceptual background and approaches to being gender responsive.
2. Practice and receive feedback on skills used to be gender responsive.

**Enhanced Moving On (AIC STAFF ONLY) (1/2 day)**

*Pre-Requisite: 4-day Moving On Required Material: Moving On Curriculum AIC Staff with less than one year of service must attend full day Moving On Refresher Training. AIC Staff with over one year of service are only required to attend 1/2 day ENHANCED Moving On Training.* The overarching goal of the Moving On Refresher is to revisit the purpose of Moving On and address any challenges as well as discuss the strengths and successes of the group. Refreshers are an opportunity to brainstorm and provide support. They are also an opportunity to explore new, creative ideas to engage clients and fulfill the goals and objectives of the intervention. Participants who have only been facilitating Moving On for less than a year are required to attend the full day.

**Course Learning Objectives:**

Participants will:
1. understand the conceptual background, research, and theoretical approaches that Moving On is based on
2. learn the Content and Structure of Moving On
3. practice and receive feedback on facilitating Moving On sessions
4. brainstorm and provide support
**Enhanced Strategic Case Management (1/2 day) (AIC STAFF WITH OVER ONE YEAR OF SERVICE ONLY)**

Pre-requisites: Report Writing & Documentation, Carey Guide Case Planning, Strategic Case Management & LSI/ASUS-r

This training focuses on the Strategic Case Management structure and various topics relating to the client’s criminogenic risks and needs. Participants will receive new worksheets that can be used in Case Management sessions to address the client’s risks and needs as identified on the LSI, ASUS and What I want to Work On? Questionnaire.

**Course Learning Objectives:**
Participants will:
1. enhance understanding of Strategic Case Management
2. increase understanding of the strategic case management structure
3. sharpen case management skills by facilitating practice sessions and worksheets

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**Family Mediation (2-day)**

Participants will receive a "crash course" in mediation, learning the six-step process in which they act as an impartial facilitator. Participants will learn through lecture, video, practice sheets and role plays how to: actively listen, summarize, reframe, clarify issues, brainstorm options and create detailed agreements. Participants will be expected to utilize this skill as one tool in dealing with youth and families with whom they work.

**Course Learning Objectives:**
Participants will be able to:
1. define interpersonal conflict
2. understand scientific/biological aspects in conflict
3. actively listen: accurately summarize, reflect feelings, and reframe abrasive language
4. demonstrate the ability to identify specific issues needing to be addressed
5. facilitate a brainstorming session to gather strategies to resolve issues
6. create clear and detailed agreements that reflect the clients’ words and intentions
7. conduct a six-stage mediation process as an impartial facilitator

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**Female Responsive Culture and Strategies**

This training is designed to raise participants’ awareness about women/girls’ unique needs and provide them with skills that will help them to work with females more effectively. The training connects participants to information and research on female psychosocial development, women’s unique needs, the principles of gender specific programming for women and describes best practices that can be integrated into the structure and operations of programs. This training is interactive and draws from participant experience and knowledge.

**Course Learning Objectives:**
Participants will:
1. develop an understanding for Female Responsive principles
2. develop strategies for working with women/girls in an evidence-based way

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**Foundation in Cultural Responsiveness 100 (FCR 100) (2-day)**

FCR 100 is a 2-day introductory workshop in cultural competency. The purpose of FCR 100 is to increase communication, understanding and respect among diverse groups and address critical issues of inclusion facing our society via an understanding of the principles of cultural diversity and cultural competency. This workshop will focus on exploring the role that culture plays in our daily interactions with others. Several interactive sessions will provide participants with the opportunity to examine both the challenges and opportunities that result from an increasingly diverse work environment and examine ways to develop cultural competence. No prerequisites required for this course.

**Course Learning Objectives:**
Participants will:
1. gain an understanding of what makes up an individual’s cultural identity
2. gain and understanding as to why cultural competency is important in the workplace
3. gain a heightened awareness of their own cultural lenses and how those impact individuals from other groups
4. develop an understanding of how stereotypes are created, the impact of stereotypes and tips to decrease their use of stereotypes
5. learn about Implicit Bias and its effects on decision making
6. learn about micro-messages and strategies for positive use of micro-messages
**Foundation in Cultural Responsiveness 1 day (FCR 200) (Pre-Req: 2 day FCR100)**

FCR 200 is an advanced workshop in cultural responsiveness. The purpose of FCR 200 is to continue to build on the concepts and skills taught in FCR 100. The goal of this training is to continue to help participants enhance their cultural responsivity and to continue to build a better understanding about both the role that cultural plays and how to communicate effectively within our diverse society.

This workshop will explore in depth the topics of Implicit Bias, Internalized Oppression, and White Privilege by utilizing activities, brief lectures, videos, and group discussion. Participants will be encouraged to explore their own personal beliefs and experiences with these topics.

**Course learning objectives:**
1. To raise their awareness of their implicit biases and (how it affects communities, public policy, race relations, etc.).
2. Raise awareness of white privilege.
3. Raise awareness of Internalized oppression.

**Frameworks of Effective Interventions for Adults**

Frameworks for Effective Interventions for Adults is a training that provides an in-depth overview of the 8 principles of effective interventions that reduce risk. These 8 principles form a theoretical foundation for administrative, management, probation, and provider functions. In this training the 8 principles of the Risk Reduction framework will be articulated and discussed. Particular attention will be paid to the research that supports these principles, how they are operationalized, and the ongoing challenges and opportunities they present.

**Course Learning Objectives:**
Participants will:
1. be introduced to the 8 principles of reducing risk of recidivism
2. learn how these principles manifest themselves in the implementation and operationalization of programs and services

**Gambling Awareness 101 and The Criminal Justice System (Formerly known as the Gambling Awareness, Assessment and Integration & Gambling and Co-Occurring Disorders)**

This training for CSSD staff will focus on the issue of Disordered Gambling and the intersection with the Criminal Justice System. Persons with a gambling disorder may commit crimes to get the monies they need to continue their addictive behavior. Unlike offenders with drug and/or alcohol addictions, disordered gamblers can go through the entire criminal justice process without ever discussing or revealing their gambling addiction. This results in lack of access to services and diversionary options, and increased risk for re-offense.

Over the course of the past several years, there has been a dramatic shift in the way in which treatment services for substance abuse and mental health are provided. Not only are providers recognizing the importance of integrating treatment for alcohol, drug and tobacco use but the need to provide co-occurring disorder treatment for both substance use and mental health disorders. However, the screening, assessment and treatment of problem gambling often falls through the cracks, even in well-developed co-occurring disorder enhanced programs.

This training will help to raise awareness about gambling in the Criminal Justice system and discuss practical ways to integrate gambling into already existing paperwork, including adding brief, evidenced-based screens. Workshop will include lecture, activity, and small and large group discussions.

**Gambling Course Learning Objectives:**
1. Define gambling and its prevalence in the Criminal Justice system.
2. Discuss the re-classification of gambling as an addiction in DSM-V.
3. Demonstrate an understanding of the neurobiological processes involved in addictive behavior.
4. Identify substance use and mental health disorders that commonly co-occur with problem gambling.
5. Identify assessment techniques to assist in identifying both problem gambling and co-occurring disorders among problem gambling clients.
6. Practice the use of Motivation Interviewing strategies to address disordered gambling in clients presenting with substance use and mental health disorders.

**Gang Identifier Recognition**

This course will train participants to implement with good adherence and competence evidence-based strategies for recognizing the identifiers of the most prevalent gangs in Connecticut and surrounding states. The goals of this training are to ultimately improve offenders’ prosocial behavior and to reduce recidivism, via improved gang identifier recognition. Specifically, the following areas of
Gang identifier recognition will be addressed with case-based examples: 1) distinguishing gang structures, 2) classifying gang memberships, 3) recognizing key identifiers (graffiti, colors, hand signs, clothing, language, social media presence, etc.), and 4) demonstrating effective responses to positive identification. Additionally, strategies for further development in these areas, which are constantly in flux, will be modeled and practiced during role- and real-plays, followed by feedback, reinforcement, and coaching: (e.g., tracking new developments in identifiers, new gangs and factions of existing ones, and social media, on which gangs reveal more identifiers than in person, and incorporating these issues into the Case Plan).

This course will also address (when applicable) the skills of relationship-building, general cognitive-behavioral techniques, motivational interviewing strategies, cultural competence, and having a gender-responsive, trauma-informed, and strengths-based approach.

Course Learning Objectives
By the end of the course, participants will demonstrate both cognitive and behavioral competence by recalling, comprehending, applying, and displaying the following knowledge and skills:
1) distinguishing gang structures
2) classifying gang memberships
3) recognizing key identifiers (graffiti, colors, hand signs, clothing, language, social media presence, etc.)
4) demonstrating effective responses to positive identification
5) tracking new developments in all of the above
6) incorporating gang-related data into the Case Plan

Gang 101
Gang 101 is a training that is intended to provide participants with a broad overview of information about gangs. This is not an intelligence training and will focus instead on the history of gangs in the United States, the factors that influence a person's decision to join a gang, characteristics of gangs, as well as provide information about the major gangs in the United States. This training will also explore concepts such as Folk and People Nation, gangs in the military, and women in gangs. This is an interactive training that will include lectures, activities, videos, and discussions.

Course learning objectives:
1. Introduce the history of gangs in the United States
2. Explore factors influencing gang involvement
3. Differentiate between national gangs and hybrid gangs
4. Discuss Folk and People Nation
5. Review top gangs in the U.S.
6. Examine Outlaw Motorcycle Gang culture
7. Briefly discuss gangs in the military
8. Highlight women in gangs

Group Facilitation
This training will focus on the skills necessary to run effective group sessions. Participants will discover how learning styles and personality impact the group process and how to manage these dynamics effectively. Participants will learn how to deal effectively with challenging groups and the conflict management skills needed to run successful group sessions.

Course Learning Objectives:
Participants will:
1. have the opportunity to explore their own learning style and strategies to recognize the learning styles of their participants.
2. discuss the individual roles participants play in groups as well as group management strategies
3. review the stages groups go through as they develop and a discussion of strategies to assist in group development
4. explore the characteristics of the adult and adolescent learner
5. examine the role of the facilitator in the group process
6. discuss and practice of Motivational Interviewing and conflict resolution strategies
7. model and practice of a group exercise utilizing the “tell, show, do” model
Hispanic Culture Refresher

Pre-requisite: Latinos in the U.S: Cultural Considerations for Effective Engagement (2-day)

This interactive series of trainings provides ongoing opportunities for providers to receive exposure to the multitude of issues facing Latino clients. These include, but are not limited to socioeconomic and sociopolitical factors; behavioral health and immigration; spiritual beliefs/alternative practices; understanding Latino clients in a family context; gang violence; assessing co-occurring disorders; advanced clinical skills; suicide; PTSD; strengths, challenges, and implications for clinical practice; gender roles; differential diagnosis; and culture bound syndromes. The trainings consist of a combination of didactic, discussion, and experiential activities geared towards facilitating the competency development of participants. The overall goal is to increase knowledge, skill, and ability related to these various topics in a manner that facilities and enhances engagement and adherence to help clients successfully navigate and make the best use of the services offered to them.

Course Learning Objectives:

Participants will:
1. define the key concepts and issues facing many Latino clients
2. utilize this knowledge to facilitate client engagement
3. incorporate this knowledge into existing repertoire of skills to facilitate and enhance positive outcomes

Human Trafficking Awareness

Human trafficking is one of the largest criminal activities involving the exploitation of adults and youth in the United States. This course will cover different types of human trafficking, the signs of victims that are involved and the effect it may have on them. There will be a series of learning techniques and interactive activates that will be utilized in order to discuss the common stereotypes associated and explore media influence. All participants will be encouraged to use a trauma-informed approach when using strength-based interventions with the client. The importance of being trauma-informed serves as the motivation to include trauma specific red flags. This course will incorporate the review of State of CT Judicial Branch CSSD Policies, provide additional information and resources.

Course learning objectives:
1. Raise awareness on human trafficking
2. Explore different types of human trafficking
3. Learn about the common victims of human trafficking (adults and minors)
4. Learn about the exploiters and their tactics
5. Identify warning signs
6. Share useful resources and contact list

Individual Service Plan for AIC (1/2 day)

Required materials: Sample ISP from case load

This training is designed to give AIC staff the clear understanding of what JBCSSD and QA expectations are of an ISP and the proper formulation and documentation of the clients service plan. The training will give staff the skills and tools to be able to develop a complete plan for the client that will serve as their roadmap toward positive behavior change. Staff will leave with concrete tools to construct an ISP with a client, including the SMART strategies, using assessment outputs, genuine curiosity and motivational interviewing. Sample documents and practice will be provided to the staff as well.

The training will include:
-What is an ISP and why are they important?
-What is the Case Managers role in the creation of an ISP?
-How do I use the ISP with the client as a living working document throughout the clients stay at AIC?
-How to construct a relevant, comprehensive ISP that targets the clients movement towards a pro-social lifestyle and ultimately reduces the chance of re-arrest.

Course Learning Objectives:

Participants will:
1. be able to formulate a good ISP using SMART strategies for their clients
2. be provided with tools that they can use in the formulation of the ISP with the client
3. provide reward and positive reinforcement as steps are met.
4. increase the depth of the ISP's

Individual Service Plan for AIC Refresher (1/2 day)

Pre-Requisite: Individual Service Plan for AIC
Required Materials: Two completed ISP’s with all identifiable client information crossed out.

This refresher will review the expectations on how to develop a case plan to motivate the client towards positive change.

**Introduction to Domestic Violence: DV 101**
This course covers the most current information regarding domestic violence and effective means of intervention with, and support of, the client. Information regarding the various types of domestic violence and the dynamics of each is covered. Relationship risk factors, methods, and patterns of domestic violence will be reviewed in addition to the inter-generational effects of the violence.

**Course Learning Objectives:**
1. To review the definitions of domestic violence and the varying relationships in which it occurs.
2. To discuss the dynamics that are present in high risk relationships for domestic violence
3. To outline the methods of domestic violence and intervention processes most effective for each
4. To explore the current best practice models for intervention with, and support of, clients involved in the cycle of violence
5. To share resources for clients currently in the cycle of violence

**Intro to Child Trafficking in CT**
This curriculum is designed to enhance an individual's understanding of Child Trafficking. The training assists participants in identifying victims of Domestic Minor Sex Trafficking (DMST) as well as receiving tips on how to best respond and support identified trafficking victims. 2 Continuing Education Credits (CEC) are available for students attending this class.

**Course Learning Objectives:**
Participants will:
1. Learn definitions, federal and state legislation related to human trafficking, prevalence of DMST in CT, pathways to victimization, warning signs, impact to the victims, and who are the buyers/exploiters of this crime.

**Intro to Juvenile Justice & Frameworks: 8 Principles for Effective Practices (Juveniles)**
This is a two part course; full attendance is required.

**Intro to Juvenile Justice (1/2 day)**
This course is designed to familiarize the participants with the duties and responsibilities of the Juvenile Probation Officer. It will also provide the attendee an overview of the mission and purpose of the Juvenile Court, Juvenile Probation and the Court Support Services Division.

**Intro to Juvenile Justice Course Learning Objectives:**
Participants will:
1. review history, philosophy, mission and purpose of the Juvenile Court, Juvenile Probation and the Court Support Services Division
2. examine the principles that govern the role of the Juvenile Probation Officer as authorized by the Connecticut General Statutes and the Court Support Services Division (CSSD)
3. review the duties and responsibilities of the Juvenile Probation Officer

**Frameworks: 8 Principles for Effective Practices (Juveniles) (1/2 day)**
The Judicial Branch Court Support Services Division is committed to a Risk Reduction Framework. This Framework relies on 8 primary principles that form a theoretical foundation for administrative, management, probation and provider functions. In this training, the 8 principles of the RR Framework will be articulated and discussed. Particular attention will be paid to the research that supports these principles, how they are operationalized, and the on-going challenges and opportunities they present.

**Course Learning Objectives:**
Participants will:
1. learn about the history of JB-CSSD and the move towards evidence-based practices
2. learn the Eight (8) Principles of Effective Practices and their importance in programs and services
3. understand the role they may play in implementing and reinforcing these principles in the work that they do
4. gain a better understanding of JB-CSSD’s ultimate goal of recidivism reduction

**Intro to Trauma**
This training is for non-clinical staff who want to understand the general concepts of what trauma is, what it does to our brain, and how we as non-clinical staff can work with someone who has experienced trauma.

**Course Learning Objectives:**
Participants will:
1. identify some causes of trauma
2. identify some effects of trauma on brain
3. be able to demonstrate activities that are supportive of resilience in juveniles that are dealing with trauma issues
4. be able to discuss how these skills can improve their engagement with clients

JAG Administration (Scoring)
The Juvenile Assessment Generic (JAG) is a leading evidence based risk assessment tool that has been used by CSSD for nearly 15 years. Based on 47 interview oriented questions focusing on 5 areas of Criminogenic Factors, the JAG provides both specific areas of risk and protective factors, and is the driving force behind Juvenile Probation’s length of probation, level of supervision, and treatment choices. This training will teach participants the different sections of the tool, how to administer the tool, and how to interpret those results. Trainees will also learn how to score the tool and match treatment options to existing JAG scores. Philosophies of risk reduction and treatment matching will also be discussed as well as the evolution of risk from the beginning of the JAG until now.

Course Learning Objectives:
Participants will:
1. further their understanding of evidence based risk principles and the evolution of risk and risk reduction
2. learn how to score the JAG, interpret its results, and program appropriately

JAG Administration (Scoring) Refresher (1/2 day)
Pre-requisite: JAG Administration (Scoring)
This training will review with participants the different sections of the tool, how to administer the tool, and how to interpret those results. Trainees will review how to score the tool and match treatment options to existing JAG scores. Philosophies of risk reduction and treatment matching will also be discussed as well as the evolution of risk from the beginning of the JAG until now.

Course Learning Objectives:
Participants will:
1. refresh their understanding of evidence based risk principles
2. refresh their understanding of the evolution of risk and risk reduction
3. refresh their understanding on how to score the JAG and interpreting the results

JAG Overview (1/2 day)
The Juvenile Assessment Generic (JAG) is a leading evidence based risk assessment tool that has been used by CSSD for nearly 15 years. Based on 47 interview oriented questions focusing on 5 areas of Criminogenic Factors, the JAG provides both specific areas of risk and protective factors, and is the driving force behind Juvenile Probation’s length of probation, level of supervision, and treatment choices. This training will teach participants the different sections of the tool and how to interpret results. Philosophies of risk reduction and treatment matching will also be discussed as well as the evolution of risk from the beginning of the JAG until now.

Course Learning Objectives:
Participants will:
1. further their understanding of evidence based risk principles, the evolution of risk and risk reduction and how the JAG scores can be used in these areas

Job Development—CSSD Curriculum (2-day) (AIC STAFF ONLY)
Day 1 of the Job Development Curriculum course is designed to go over the expectations of the pathways that a CSSD client will go through during job development. The course talks about the 4 stages of job development: Organization, Instruction, Pro-Social Activities, and Exodus. The course describes each of these phases of job development in detail and covers what activities should take place with the client at each stage of the curriculum.

Day 2 of the Job Development Curriculum course covers the employment initiatives that are currently part of the AIC employment menu of services. The material covered will introduce a participant to the National Retail Federation’s Customer Service and Sales Certification material and subsequent testing process. The material includes preparing for and taking the proctor exam to allow the participant to be a certified proctor of the test. It will also introduce the participant to the ACT KeyTrains learning environment that will assist clients towards testing for the National Career Readiness Certificate.

Course Learning Objectives:
Participants will:
1. have an understanding of the 4 phases of job development: Organization, Instruction, Pro-Social activities, and Exodus
2. understand what is required for data entry into the Contractor Data Collection System (C WCS) (CDCS)

Job Development (for those who are Court Involved) (AIC STAFF ONLY)
The Job development (for those who are Court Involved) training will demonstrate how to prepare and secure full time employment for court involved clients. This training session will focus on two key components of being a successful Job Developer. First, screening referrals, while not always possible, this is an important component that is often overlooked. Second, organizing job development sessions is the foundation of success for Job Developers. The trainer will discuss being mindful of circumstances surrounding a Client referred for Job Development that could help avoid future mishaps.

Course Learning Objectives:
Participants will:
1. learn how to screen referrals while still abiding by contractual obligations
2. Receive guidelines on how to help court involved clients secure employment

Job Development (for those who are Court Involved) Refresher (1/2 day) (AIC STAFF ONLY)
Prerequisite: Job Development (for those who are Court Involved)
The Job Development (for those who are Court Involved) Refresher will review how to prepare and secure full time employment for court involved clients. Trainees will be given handouts and advised on how to execute specific tasks during job development sessions that will keep Job Developers on task and Clients on the path to employment.

Course Learning Objectives:
Participants will:
1. Review how to screen referrals for Job Development
2. Review how to Structure Job Development sessions

Latinos in the U.S: Cultural Considerations for Effective Engagement (2-day)
This interactive course will provide an introduction and overview to four countries of Latino origin: 1) Puerto Rico; 2) Mexico; 3) El Salvador; and 4) Cuba. These countries represent the four largest Latina/o communities in the United States. The conversation will span historical milestones for each country to present day issues that have real consequences for the clients we serve. Specifically, participants will become familiar with the multitude of strengths and challenges facing the Latina/o community, with a particular focus on current immigration patterns. The goal is to provide participants with information to enhance their capacity to engage and facilitate change within the therapeutic relationship.

Latinos in the U.S. Course Learning Objectives:
Participants will:
1. have an appreciation of the challenges and barriers involved in providing effective behavioral health care to the Latina/o community
2. have an appreciation of the resilience many members of the Latina/o community present with and how to utilize those strengths to facilitate engagement

LSI/ASUS-r Risk and Need Assessment 4-Day
Prerequisite: Motivational Interviewing
The 4-day interactive multimedia Level of Service Inventory and Adult Substance Use Survey training course prepares the student with the basic concepts, practical application and interpretation of these two assessment instruments currently being utilized by the Court Support Services Division in Adult Supervision.

Course Learning Objectives:
Participants will:
1. be able to accurately and correctly assess, score and interpret the results of the Level of Service Inventory Revised assessment and the Adult Substance Use Survey Revised assessment for clients referred to them

LSI/ASUS-r Overview
This one day course reviews two risk assessments currently used in CSSD. It briefly reviews the theories that support use of risk assessments in the criminal justice system and their demonstrated benefits. It explores in some detail the Level Of Service Inventory Revised Risk Assessment and the Adult Substance Use Survey Revised, how they are administered, scored and their results are produced and interpreted.
Course Learning Objectives:
Participants will:
1. obtain a better knowledge of the two risk assessments used in CSSD and how their results can be utilized to help to reduce the risk of recidivism with their clients by getting a more comprehensive knowledge of their clients based upon the results of these two assessments.

Mental Health and Co-Occurring Disorders
This course has a strong clinical focus using the DSM-5
This course will review the cyclical pattern present in co-occurring disorders and the current best practice models utilized for effective interventions. This course will cover the most prevalent DSM-V diagnoses present in the mental health and substance using populations which present in the treatment and criminal justice populations. A review of common signs, symptoms, and current medications will be reviewed. This course will be interactive utilizing lecture, small and large group discussions, as well as case studies and film vignettes to reinforce the materials presented.

This training has been approved for 5.5 contact hours by the Connecticut Certification Board towards the training requirements for initial certification or re-certification as a Certified Addiction Counselor (CAC), Counselor in Training (CIT), Certified Co-occurring Disorders Professional (CCDP), or Certified Criminal Justice Professional (CCJP).

Course Learning Objectives:
Participants will:
1. To identify prevalent symptoms of the major mental health disorders
2. To understand the substance use disorders continuum
3. To discuss the complexity of the combination of the major mental health disorders and substance use disorders when they occur in tandem
4. To review the most common medications used to treat the major mental health disorders and the substance use disorders
5. To overview the current “best practice models” utilized to stabilize and treat clients with co-occurring disorders

MET/CBT/FSN: Cannabis Youth Treatment (4-day)
Prerequisite: Motivational Interviewing. Required Materials: MET/CBT/FSN curriculum found at:
This 4-day training is designed to teach staff about the MET/CBT/FSN (Motivational Enhancement Therapy/Cognitive Behavioral Therapy and Family Support Network) curriculum for juvenile clients. Trainees, will be introduced to the curriculum, see examples of group sessions being run and have the opportunities to practice.

Course Learning Objectives:
Participants will:
1. understand the theoretical framework behind MET/CBT/FSN
2. have the opportunity to see and facilitate curriculum

MET/CBT: Cannabis Youth Treatment Refresher (1/2 day)
Prerequisite: Motivational Interviewing. Required Materials: MET/CBT/FSN curriculum found at:
This is a half day program that highlights different aspects of facilitation of MET/CBT - the topics will cover and include areas of the curriculum that require more understanding, the structure of the curriculum, the skills presented and highlighting CBT as a tool to support clients to change destructive behavior, distorted thinking and help them come up with their solutions.

Course Learning Objectives:
Participants will:
1. be able to increase their adherence to the curriculum by going over areas of the curriculum in the refresher
2. have a better understanding of how to run and organize the session through modeling
3. have more practice running the more difficult sessions through role play
4. have an opportunity to get answers to questions that have come up since training

MI AIC Refresher (1/2 day)
Pre-requisite: Motivational Interviewing (3-day) Open to AIC Staff with less than one year of service.
This course will provide Motivational Interviewing refresher training for staff employed by the AIC's.

Course Learning Objectives:
Participants will:
1. learn from colleagues different learning activities to conduct with clients
2. understanding the key concepts and principles of Motivational Interviewing
3. practice key skills of Motivational Interviewing

Motivational Interviewing Refresher (1/2 day) (Juvenile Focused)
Pre-requisite: Motivational Interviewing (3-day)
This training will focus on how to utilize Motivational Interviewing skills within case management sessions to review Individual Service Plans, as well as target sessions towards criminogenic needs. It will also explore pulling for change talk around need areas within the JAG.

Course Learning Objectives:
Participants will:
1. increase support to juvenile services around the use of OARS and Change talk
2. practice the use of MI when reviewing an individual service plan
3. give structure and focus to sessions with clients using MI and focusing on criminogenic needs

Moving On (4-day) (WOCM AIC STAFF, PROBATION OFFICERS & SUPERVISORS ONLY)
Pre-requisites: Group Facilitation, Female Responsive Culture & Strategies
Required Material: Moving On Curriculum
Training for the Moving On program is delivered over four days. The overarching goal of the training is to prepare participants to facilitate the program to justice system involved women.
In this training we will:
1. Explore the theoretical and empirical rationale for Moving On, including relational and strength-based strategies, motivational interviewing, and cognitive behavioral intervention
2. Review the gender-responsive literature that pertains to justice involved women
3. Provide a detailed overview of program content
4. Discuss issues related to program delivery, education, and implementation
5. Encourage participant learning through role plays of assigned sessions
6. Receive feedback from trainer and peers following role plays

Moving On Course Learning Objectives:
Participants will:
1. understand the conceptual background, research, and theoretical approaches that Moving On is based on
2. learn the Content and Structure of Moving On
3. practice and receive feedback on facilitating Moving On sessions

Moving On Refresher (AIC STAFF ONLY) (1 day)
Pre-Requisite: 4-day Moving On
Required Material: Moving On Curriculum
AIC Staff with less than one year of service must attend full day Moving On Refresher Training.
AIC Staff with over one year of service are only required to attend 1/2 day ENHANCED Moving On Training.
The overarching goal of the Moving On Refresher is to revisit the purpose of Moving On and address any challenges as well as discuss the strengths and successes of the group. Refreshers are an opportunity to brainstorm and provide support. They are also an opportunity to explore new, creative ideas to engage clients and fulfill the goals and objectives of the intervention. Participants who have only been facilitating Moving On for less than a year are required to attend the full day.

Course Learning Objectives:
Participants will:
1. understand the conceptual background, research, and theoretical approaches that Moving On is based on
2. learn the Content and Structure of Moving On
3. practice and receive feedback on facilitating Moving On sessions
4. brainstorm and provide support

**Operation New Hope Train the Trainer 3 day (Open to REGIONS Facilitators only)**
Operation New Hope is a curriculum-based aftercare treatment program designed to assist chronic, high-risk juvenile offenders in their reintegration to the community after they are released from secure confinement. The program reinforces small successes while addressing the chronic offender’s fears of the real world. The program is designed to treat improperly socialized juvenile offenders by using a series of lifestyle and life skill treatment modalities in an integrated educational approach to healthy decision-making.

**Course Learning Objectives:**
Participants will:
1. Improve the basic socialization skills necessary for successful reintegration into the community.
2. Significantly reduce criminal activity in terms of amount and seriousness.
3. Alleviate the need for or dependence on alcohol or illicit drugs.
4. Improve overall lifestyle choices (social, education, job training, and employment).
5. Reduce the individual’s need for gang participation and affiliation as a support mechanism.
6. Reduce the high rate of short-term parole revocations.

**Opioid Overdose Coaching**
You or your colleague have reversed an Opioid overdose with naloxone - Now what? What are the critical elements of the conversation a contracted provider or staff member should have with a client in this situation? When should it happen? What should it focus on? How do I motivate someone seek a higher or different level of care, or to just stay safe? This training will address all of these questions and more. It is designed for any and all levels of staff who work for or with contracted providers, and its goal is to competently train participants to effectively deal with the aftermath of an Opioid overdose, to help clients establish safety, and to motivate them to access any necessary additional help.

**Course Learning Objectives:**
Participants will demonstrate behavioral competence of the following during role-/real-plays:
1) Define and describe who can do Opioid Overdose Coaching
2) Define and describe when & where one can do Opioid Overdose Coaching
3) Define and describe the goals (e.g., behavioral targets) of Opioid Overdose Coaching
4) The 4 steps of the Brief Negotiation Interview for Opioid Overdose Coaching

**Overview of Alternative in the Community (AIC) Interventions (Registration for Probation, Bail and Family Services Only)**
This class provides an overview of all interventions at the Alternative in the Community programs. Participants will gain insight into the following interventions:
- Reasoning and Rehabilitation II
- Treating Alcohol Dependence
- Employment Services
- Job Development
- Moving On
- Strategic Case Management
- Motivational Interviewing Strategies

**Course Learning Objectives:**
Participants will:
1. understand all interventions in the AIC programs
2. be able to target interventions based on risk and criminogenic needs
3. be able to support case managers, intervention specialists and job developers to be successful in their roles
Overview of Educational Advocacy
Connecticut Legal Services attorneys will provide participants with a generalized training regarding educational advocacy which may include but are not limited to:

- An overview of education law
- An overview of special education law around relevant state & federal statutes and regulations
- The education system
- Planning and Placement Team (PPT) meetings
- Truancy
- Individuals who dropped out of school (including changes & cutting edge topics in education law)
- Individual educational plans
- Introduction to 504
- Alternatives to mainstream education
- School discipline
- Due process
- The complaint resolution process

Attorneys will be available to answer any questions participants have regarding education law and advocacy.

Course Learning Objectives:
Participants will:
1. learn how to navigate the educational system, including the process by which to obtain and advocate for special education, school accommodations, 504, and other specialized services, including remedies parents may have
2. learn how the school discipline process works

Overview of Juvenile Interventions
This course provides an introduction of each Juvenile Intervention. First the program based interventions are introduced with an overview of the criteria to run. Next, the criteria for who would go in that intervention is discussed.

This course will also provide an overview of:
- Number of sessions
- Type of issues presented by client that would be appropriate
- Criteria for running group such as activities, role play, and homework

The interventions that are referred to and run outside the program for a higher level of care are also gone through. (MST, FFT, MDFT, IICAPS)

Course Learning Objectives:
Participants will:
1. understand what each intervention offers clients
2. conduct a mock service team meeting and decide which clients go in which group to best serve their needs

Overview of Trauma (REGIONS Staff Only)
This Overview of Trauma training will train participants to implement evidence-based trauma-informed practices with good adherence and competence. As such, it is designed to increase participants’ awareness of trauma and facility with the skills needed to more effectively work with traumatized clients. The training will provide information and research on what trauma is and is not, as well as its distinction from being "traumatized," as defined by the Diagnostic & Statistical Manual for Mental Disorders-5th Edition (DSM-5), the Substance Abuse & Mental Health Services Administration (SAMHSA) and a recent work describing the special trauma challenges of individuals of color, "Urban Trauma," by Dr. Maysa Akbar. Participants will also learn about the impact of trauma on child, adolescent and adult development, in particular brain development, genetics, and cognitive & social/emotional development. Finally, the training will describe evidence-based and highly practical screening, assessment and treatment/management strategies for Acute Stress Disorder (ASD), Post-traumatic Stress Disorder (PTSD) and trauma generally. This course will also address (when applicable) the skills of relationship-building, general cognitive-behavioral techniques, motivational interviewing strategies, and having a strengths-based approach.

Course Learning Objectives:
Participants will demonstrate behavioral competence while role-/real-playing the following 5 critical aspects of trauma-informed care, namely:
1) Awareness of the varied definitions of trauma and being "traumatized"
2) Knowledge of the various impacts of trauma, especially on brain development, genetics and social-emotional development
3) Skills related to reducing the effects of trauma, such as trauma-informed communication, and avoiding re-traumatization and vicarious traumatization
4) Evidence-based screening, assessment and treatment/management strategies for ASD, PTSD and trauma generally

Overview of Working with Sex Offenders (1/2 day)
The course will provide an overview of the JBCSSD Sex Offender Supervision, services and treatment options available. The overview will also provide information from agency's working with the victims.

Course Learning Objectives:
Participants will:
1. obtain an understanding of the a sex offender client under JBCSSD supervision
2. obtain information on sex offender treatment
3. obtain information on treatment and services provided to the victims

PrediCT Overview Training (Prospective Risk Evaluation of Delinquency in CT is for Juvenile Contracted Programs Only)
In 2018, Juvenile Probation launched a new actuarial risk/needs assessment, the PrediCT. After a 5 year development and validation process, through a cooperation with CCSU, this field driven instrument replaces the JAG. The Prospective Risk Evaluation for Delinquency in CT (PrediCT) is a scripted, actuarial, criminal risk assessment that consists of 44 items within 10 subscales across 6 domains (Academic Disengagement, Family Distress, Antisociality (Impulsive/Oppositional, Antisocial Peers, Callousness, and Anger and Aggression), Criminal History (Court involvement and Chronic Non Compliance), Mental Health and Substance Use). The PrediCT includes items that tie directly to criminal risk as well as those that aid in case planning, and places clients in one of 5 tiers that indicate and outline risk domains, probable recidivism rates (12 month), supervision guidelines and effects, as well as prognosis following supervision (see chart below). Risk Domains are displayed in Percentiles and allow Officers the ability to analyze risk in a more strategic way to create dynamic and versatile case plans. Students will learn the PrediCT structure, the foundations of Risk and Risk Analysis.

Course Learning Objectives:
To familiarize juvenile contracted providers with the PrediCT and the ways it reflects a new approach to risk classification, treatment matching and case collaboration.

Reasoning & Rehabilitation (R & R) (5-day) (AIC STAFF ONLY)
Prerequisite: Group Facilitation
Required Materials: the complete R & R2-r manual: includes 14 sessions in binder (each session consists of 3 parts: trainer's guide, training procedure & supplements.)
This is a 5-day interactive seminar covering the curriculum Reasoning and Rehabilitation II-revised, a curriculum intended for adults whose anti-social behavior has led to their coming under the supervision of social service agencies, or criminal justice agencies. R&R2-r is an internationally accredited, evidence-based, multi-faceted, cognitive-behavioral program designed to teach cognitive skills, social skills and values that are required for pro-social competence.

Course Learning Objectives:
Participants will:
1. learn the program development and theoretical foundation of the curriculum
2. understand the core curriculum and session content, proper delivery of the material, and role of the facilitator
3. attain the necessary skills to facilitate the Reasoning & Rehabilitation 2-r curriculum through modeling and practice of multiple lessons

Reasoning & Rehabilitation (R & R) Refresher (1/2 day) (AIC STAFF ONLY)
Prerequisite: R & R II-r (5-day)
Required Materials: the complete R & R2-r manual: includes 14 sessions in binder (each session consists of 3 parts: trainer's guide, training procedure & supplements.)
This refresher will give the participants a way of sharing ideas and focusing on facilitation of the curriculum in order to walk away with specific skills enhancement while ensuring fidelity to the model. Sessions 1-14: the facilitator will go through the entire session and explain the format and reasoning behind the session. Games: using games in R&R. Role plays: going over the correct way to facilitate some of the role plays in the curriculum/ why they are important. Mysteries: go through how to properly introduce and
Reasoning and Rehabilitation SPANISH (2-day) (AIC STAFF ONLY)

Required Pre-requisite: R&R II-r (5-day)
Required Materials: R & R Spanish Curriculum

This is a 2-day interactive seminar covering the cultural adaptation of the curriculum Reasoning and Rehabilitation II-revised, a curriculum intended for adults whose anti-social behavior has led to their coming under the supervision of social service agencies, or criminal justice agencies. R&R2-r is an internationally accredited, evidence-based, multi-faceted, cognitive-behavioral program designed to teach cognitive skills, social skills and values that are required for pro-social competence. Upon completion, participants will have an understanding of cultural elements specific to Latinos that influence decision making and an appreciation of how to utilize such elements to promote pro-social behavior.

Course Learning Objectives:
Participants will:
1. incorporate cultural elements into the curriculum in an integrated fashion
2. practice and receive individualized feedback
3. teach pro-social skills and behaviors within a culturally informed context

Reasoning & Rehabilitation (R & R) Spanish (1/2 day) Refresher

Pre-Requisite: R & R Spanish (2-day)

This is a 1/2 day interactive refresher covers the cultural adaptation of Reasoning and Rehabilitation II-revised, a curriculum intended for adults whose behavior has led to their coming under the supervision of social service or criminal justice agencies. R&R2-r is an internationally accredited, evidence-based, multi-faceted, cognitive-behavioral program designed to teach cognitive skills, social skills, and values that are required for pro-social competence. The purpose of the refresher is to support the participants in their delivery of the curriculum to Spanish speaking clients.

Course Learning Objectives:
Participants will:
1. Incorporate cultural elements into the curriculum in an integrated fashion.
2. Practice and receive individualized feedback.
3. Teach pro-social skills and behaviors within a culturally informed context.

Reducing the Impact of Trauma Exposure and Cultivating Personal Resiliency

In the highly charged and constantly changing environment of juvenile and adult probation, there is much exposure of staff to traumatic stories and events. In this workshop, we will explore the 16 warning signs of trauma exposure (according to research by Laura van Dernoot Lipsky in Trauma Stewardship) and have the opportunity to self-assess personal impact. We will also explore holistic approaches to cultivating energy and resiliency including self-compassion, self-validation, fulfilling core needs and building community.

Course Learning Objectives:
Participants will:
1. Identify 16 warning signs of Trauma Exposure Response.
2. Self-rate personal impact in 16 areas of Trauma Exposure Response specific to CSSD populations served.
3. Using a variety of self-awareness activities, explore personal impact and potential approaches for creating lasting change in trauma exposure environments.
4. Demonstrate holistic wellbeing practices to increase mental focus, emotional self-regulation and self-validation.
5. Identify Core Needs and potential activities which provide most renewal, rejuvenation and energy for sustained resiliency.

Report Writing and Documentation (AIC STAFF ONLY)

Pre-Requisite: LSI/ASUS-r 4-day

The report writing and documentation training is for all Alternative In the Community (AIC) staff. The course is designed to cover
the importance of good case file documentation for all aspects of a client’s involvement in the AIC program. The course provides an overview of CSSD’s expectations of intake reports, court reports, progress reports, group documentation, case management documentation, and any other program related documentation.

Course Learning Objectives:
Participants will:
1. understand CSSD expectations surrounding all manners of reports and documentation as dictated by the CSSD contract

Seeking Safety for Adolescents (LYNC Staff Only)
The Seeking Safety training is a 1 day training designed for staff who will be facilitating the seeking safety curriculum. Trainees will learn about the theory behind seeking safety, the evidence to support its use, and techniques and strategies for facilitating it with adolescents. The training will include opportunities to see the model demonstrated and for participants to practice facilitating the model with guidance.

Course Learning Objectives:
Participants will:
1) review PTSD and trauma responses and learn how seeking safety is designed to address these.
2) learn the seeking safety model and structure.
3) gain an overview of the seeking safety topics and strategies for safe coping.
4) observe modeling of seeking safety group exercises.
5) demonstrate an understanding of the model by facilitating exercises with trainer feedback.

Strategic Case Management & Carey Guide Case Planning (AIC Staff Only) (2-day)
Required Pre-Requisites: Motivational Interviewing (MI) 3-day & LSI/ASUS-r 4-day
Required Materials: Carey Guides (bring both the red & blue binders) and a completed Service Team Meeting Form and "What I want to work on" Form with all identifiable client information crossed out.

Research says, “If we get it right, we could decrease recidivism by more than 50%.” The most current research suggests the relationship with the case manager and what is discussed is important. Reinforcement, disapproval, problem solving skills, coaching skills, structured skill building, and modeling of pro-social behaviors is also necessary. This training focuses on relationship quality in mandated treatment, the principles of effective intervention, structuring a case management session, teaching a skill, and case planning in Strategic Case Management. This course will provide education to case managers in the case plan process, form and utilizing assessment results to maximize outcomes.

Course Learning Objectives:
Participants will:
1. Understand the framework of Strategic Case Management.
2. Learn effective communication skills to enhance the professional relationship between a case manager and client.
3. Review the principles of Effective Intervention- risk, need, and responsivity.
4. Receive training in the components of the case management structure.
5. Understand the role of case planning in strategic case management.
6. Learn to effectively teach a skill.
7. Practice a strategic case management session using various worksheets.
8. Understand and learn how to develop the Individual Service Plan
9. Understand and learn how to use Carey Guides
10. Practice using Carey Guides in “mock” case management sessions

Strength-Based Intervention for Forensic Clients
This 1-day training course is focused on developing skills for approaching justice-involved clients with a greater concern for their strengths and competencies. The basic premise of strength-based practice, as well as various influences that shape current strength-based programs, will be reviewed. Practitioners will become familiar with the important distinction between avoidance goals and approach goals. Through a series of structured learning activities, practitioners will learn how to elicit, recognize, and discuss strengths with their clients. Most importantly, practitioners will practice, with case examples, ways to practically incorporate client strengths into supervision and case management in a way that reduces the overall criminogenic risk profile.

Course Learning Objectives:
Participants will:
1. develop a basic level of proficiency in strength-based practice so that the model can be utilized with justice-involved clients
2. understand the basic premise and influences that shape current strength-based strategies.
3. recognize the distinction between avoidance goals and approach goals
4. be able to conceptualize client strengths as part of an overall case management, supervision, and programming plan.
5. practice eliciting, identifying, and having meaningful discussions with clients about their strengths and competencies
6. be able to integrate a strength-based approach with other evidence-based forensic practices
7. become skilled at utilizing client strengths in ways that offset criminogenic risk

### Strength-Based Refresher: Accentuating the Positive with Justice-Involved Clients (1/2 day)

**Pre-requisite:** Strength-Based Intervention for Forensic Clients

Helping clients develop behavioral paths to a life worth living is an often overlooked component when working with justice-involved adolescents and adults. Purposefully attending to the positive aspects of a client’s life can effectively enhance the working alliance, foster engagement, and facilitate goal-setting. Moreover, discussions that explore fundamental values and life priorities can serve as important anchor points to guide future prosocial choices and behaviors. This interactive half-day refresher is focused on increasing strengths-based skills for approaching justice-involved clients with a greater concern for their underlying competencies and valued life goals.

**Course Learning Objectives:**
Participants will:
1) Define and identify strengths and protective factors that are salient to justice-involved clients.
2) Become skilled at conversations that clarify clients' values and life priorities to establish anchor points for guiding future behavioral choices.
3) Learn to strategically integrate strengths and values into case management in ways that counteract criminogenic risk.

### Stress Management

**Required materials:** Yoga or exercise mat, comfortable clothes and shoes

This workshop takes a holistic self-care approach to managing stress. It includes information on nutrition and stress reduction techniques that can be repeated at home or in the office. Please wear comfortable clothes and bring a yoga or exercise mat.

**Course Learning Objectives:**
Participants will:
1. distinguish and define the different types of stress and the benefits/costs on the body, spirit and functioning
2. explore and identify personally how stress is impacting their lives
3. learn the importance of mind/body connection in stress. They will explore their own irrational thinking and expectations, and the impact on themselves, energy, motivation, feeling of power and life satisfaction
4. learn techniques for managing stress including cognitive and relaxation method

### Suicide Prevention

This training will cover the risk and protective factors involved in suicide ideation. It will equip participants with skills that will better help them in identifying a client who is at risk or is experiencing thoughts or behaviors of suicide. The participant will be able to distinguish the difference between suicidal gestures, ideation, intent and self-injurious behaviors. This training will assist the participant to identify the warning signs of suicidal behavior, and identify and understand the risk factors in certain populations in jails and correctional facilities.

**Suicide Prevention Course Learning Objectives:**
Participants will:
1. define standard suicide prevention terms, be able to distinguish the difference between suicidal ideation and intent
2. understand and identify the chemical, mental, genetic, social and situational risks and protective factors for suicide
3. understand the link between mental health, substance abuse and suicide
4. identify the warning signs of suicidal behavior
5. identify and understand the risk factors in certain populations: gender, GLBTQ, adolescents, elderly, criminal justice population and the co-occurring disordered
6. understand, in theory, how to ask about and respond to suicidal behavior
7. identify local agencies to assist with assessment, intervention and referral
8. understand self-care needs for workers, provide an overview of techniques and resources for care for workers
Supporting Survivors of Domestic Minor Sex Trafficking (DMST)

This course meets the requirements for the Human Trafficking training which is part of the CYFSC training track.

According to research, 100,000 - 300,000 children are at risk for commercial sexual exploitation each year. This course will highlight domestic minor sex trafficking (DMST), its dynamics, and some intervention strategies. Participants will walk away with a deeper understanding of how DMST affects survivors and what systems are supporting the commercial sexual exploitation of children.

Course Learning Objectives:

Participants will:
1. Increase awareness and sensitivity to domestic minor sex trafficking issues to promote victim centered programming, investigation, prosecution and medical treatment.
2. To understand the various risk factors (environmental and psychosocial) that make children vulnerable to CSEC.
3. To understand the psychological and physical impact of trauma and exploitation on CSEC victims and therefore, the challenges in exiting.

The Essentials of Motivational Interviewing (3-day)

This 3-day training course is focused on developing the foundational skills of the Motivational Interviewing (MI) approach. Motivation is a key factor in people changing difficult and intractable human problems such as alcohol and drug dependence, persistent criminal lifestyle choices, intimate partner violence, and disruptive behavior disorders in youth.

MI is currently the most scientifically supported approach for motivating people with difficult-to-change problems. Practitioners will become familiar with the basic theory of MI, practice client centered counseling skills, and learn to recognize, elicit, and reinforce key client verbalizations likely to lead to an effective plan for changing self-defeating behaviors.

Through a series of structured learning activities that include role-plays, 'real'-plays, video demonstrations, and small group exercises, practitioners will develop and improve core skills so that they can immediately apply MI with their own clients.

Course Learning Objectives:

Participants will:
1. develop a basic level of proficiency in Motivational Interviewing (MI) so that the model can be utilized with justice-involved clients
2. become skilled at engaging reluctant clients and forming a powerful and productive alliance at the early stages of supervision, case management, and programming
3. understand the newly developed four core processes of the MI approach
4. become skilled at developing a plan for supervision and case management that includes the client’s most important reasons for change
5. be able to integrate MI with other evidence-based forensic practices
6. recognize the essential features of MI communication style and how it differs from other approaches

Trauma Informed Professional Series (TIPS) (3-day)

Open to Supervisory Staff Only

This course reviews a variety of supervision skills and techniques which assist supervisors in addressing vicarious trauma, countertransference, and skills acquisition in their supervisees. The training content covers issues such as contextual factors, stages of development of both the supervisor and supervisee, leadership styles, and the tripartite relationship between client, supervisee, and supervisor. Philosophies of change and their impact will also be reviewed.

This training has been approved for 16.5 contact hours by the Connecticut Certification Board towards the training requirements for initial certification or re-certification as a Certified Clinical Supervisor (CCS) or the Specialty Certificate in Clinical Supervision. Additionally, it meets 5.5 hours of Ethics content towards initial certification or re-certification as a Certified Addiction Counselor (CAC), Counselor in Training (CIT), Certified Co-occurring Disorders Professional (CCDP), or Certified Criminal Justice Professional (CCJP).

TIPS 3-day Course Learning Objectives:

Participants will:
1. review how contextual factors impact the supervisory process
2. overview the stages of development of both the supervisor and supervisee
3. discuss leadership styles and the tripartite relationship between client, supervisee, and supervisor.
4. outline the philosophies of change and their impact on the tripartite relationship.

Trauma Informed Professional Series (1 day TIPS Booster-4th day for Technical Assistance) Supervisory Staff & Program Directors only (Pre-Req: 3 day TIPS for Supervisory staff)

This course is a follow up to the three day training that introduced skills based supervision. In this course, participants review the
supervision sessions that were assigned to be completed between day three and day four. The integration of contextual factors, stages of development of both the supervisor and supervisee, leadership styles, and the tripartite relationship between client, supervisee, and supervisor as they occurred in the sessions will be addressed. Participants will assess their own leadership stage, present case summaries of their supervisees for the development of IDPs, and review their own barriers and anxieties regarding implementing the skills based supervision process.

This training has been approved for 5.5 contact hours by the Connecticut Certification Board towards the training requirements for initial certification or re-certification as a Certified Clinical Supervisor (CCS) or the Specialty Certificate in Clinical Supervision.

**Course Learning Objectives:**
Participants will:
1. review how pre-class supervision sessions proceeded
2. determine the stage of development of the supervisor
3. discuss leadership styles and the tripartite relationship between client, supervisee, and supervisor.
4. develop IDPs for supervisees based upon skills based supervision goals

**TIPS 2 day-The Trauma Informed Professional for Non-Supervisory Staff**

**Pre-requisite: Intro to Trauma**

This course will cover the basic practices performed by a trauma-informed professional. These will include: formulation, treatment planning, exploration strategies, daily skills development, crisis prevention and management, team participation and communication, trauma-informed advocacy, self-awareness, self-care, promoting traumatic growth, and promoting a positive work place. The emphasis will be on the role of understanding the behavior as adaptive in creating powerful strategies for change. Modern brain science will be included to provide further understanding of effective interventions. Applying a trauma lense to work with families will also be covered. The relationship will be considered the most powerful tool for change, and skills for forming healing relationships will be explored. The worker’s own reaction to the client and to the work over time are a central factor in the efficacy of the work and attention to these will be included in the course.

**Course Learning Objectives:**
1. Participants will be able to utilize their formulation of a case to guide the team in interventions,
2. Participants will be able to utilize provided strategies and tools to promote a positive team culture in their work place,
3. Participants will learn techniques for self-awareness, decreasing vicarious trauma and increasing vicarious transformation.

**Trauma Informed Professionals (TIPS for non-supervisory staff) (2-day)**

**Pre-requisite: Intro to Trauma**

This course provides training to staff working with individuals in the criminal justice system on Signs of Trauma and Vicarious Trauma.

**Course Learning Objectives:**
Participants will:
1. understand how trauma affects the clients that staff work with
2. recognize the signs and symptoms of trauma
3. recognize the signs of vicarious trauma

**Treating Alcohol Dependence (TAD) (2-day) (AIC STAFF ONLY)**

**Recommended Prerequisites: Group Facilitation, Mental Health & Co-Occurring Disorders Required Materials: TAD Curriculum**

This is a 2-day interactive seminar on the curriculum Treating Alcohol Dependence, Second Edition: A Coping Skills Training Guide. This curriculum is a cognitive based intervention for the adult population. It will be presented in a didactic manner. Participants will be able to understand the format and run a session of TAD during this training. Although the curriculum is entitled Treating Alcohol Dependence, the curriculum has a strong evidence base for treating a variety of addictive disorders and is often referred to in CT as 'treating addictive disorders'. During the training, trainers will discuss how to apply the material to a variety of addictive behaviors.

**Course Learning Objectives:**
Participants will:
1. learn to understand the theoretical framework of the TAD curriculum
2. develop an understanding of the structure of the sessions
3. have an opportunity to sharpen facilitation skills by running a mock session
Treating Alcohol Dependence (TAD) Refresher (1/2 day) (AIC STAFF ONLY)
Prerequisite: Treating Alcohol Dependence (2-day) Required Materials: TAD Curriculum
This half day course will provide quarterly refresher training for Treating Alcohol Dependence for staff employed by the AIC’s.

Course Learning Objectives:
Participants will:
1. continue to utilize the structure and format of the TAD sessions through practice "mock" sessions
2. learn different learning activities to conduct with clients from colleagues

Understanding Domestic Violence (Overview of Working with Victims of DV)
This training meets the requirements for the Annual Cultural Competency related training for CYFSC & ASBTE staff
This interactive training provides an overview of domestic violence including the scope, nature and dynamics of the problem and its impact on families. This training will assist participants in understanding issues and barriers that victims face when seeking help from a variety of systems and service providers. In addition, participants will learn about the tactics of abusers, lethality assessment, interviewing victims and offenders and the role of the family violence victim advocate.

Course Learning Objectives:
Participants will:
1. Understand the dynamics of domestic violence
2. Describe the tactics of abuse used by batterers
3. Understand the barriers victims face when trying to leave an abusive relationship
4. Screen for domestic violence and make an appropriate referral for services

Vicarious Trauma
This course is one day in length and goes over how vicarious trauma presents and ways of dealing with it that are not therapy based. It also presents so prevention methods for taking care of oneself to lessen the effects of vicarious trauma over time. Participants will learn to identify and understand what vicarious trauma does. This course will help staff use specific tools such as mindfulness and gratitude as well as other positive psychology tools for happiness.

Course Learning Objectives:
Participants will:
1. be able to identify what vicarious trauma is and the way it effects people in the criminal justice system.
2. be able to come up with a list of things that can help them prevent vicarious trauma.
3. be able to create a plan to combat the effects of vicarious trauma for themselves.
4. be able to identify vicarious trauma as a part of their lives.
5. be able to learn to use mindfulness and guided imagery.
6. set a goal around their mental health and quality of life.
7. make a plan to reach that goal.

Vicarious Trauma—Managing the Flames without Getting Scorched
This course reviews the impact of vicarious trauma, countertransference, and compassion fatigue on the burnout process. The training content will assist the participant in identifying the signs and symptoms of each as well as the difference in impact between direct trauma and vicarious trauma on their relationships with clients and other staff. Participants will complete a detailed wellness survey and construct a personal plan of change to increase their resiliency in response to the effects of vicarious trauma. This training has been approved for 5.5 contact hours by the Connecticut Certification Board towards the training requirements for initial certification or re-certification as a Certified Addiction Counselor (CAC), Counselor in Training (CIT), Certified Co-occurring Disorders Professional (CCDP), or Certified Criminal Justice Professional (CCJP). Additionally, it meets 5.5 hours of Ethics content towards initial certification or re-certification as a Certified Addiction Counselor (CAC), Counselor in Training (CIT), Certified Co-occurring Disorders Professional (CCDP), or Certified Criminal Justice Professional (CCJP).

Course Learning Objectives:
Participants will:
1. review the impact of vicarious trauma, countertransference, and compassion fatigue on the burnout process.
2. identify the signs and symptoms of each as well as the difference in impact between direct trauma and vicarious trauma on their relationships with clients and other staff.
3. complete a detailed wellness survey
4. construct a personal plan of change to increase resiliency in response to the effects of vicarious trauma.
Voices (2 day): A program of Self-discovery and Empowerment for Girls (Training open to CYFSC staff only.)

“Participation in facilitation exercises during this training is expected of all CYFSC program staff”.

Each student is required to bring a Second Edition Participant’s Journal with them to class, which can be pre-ordered at the following link: http://www.stephaniecovington.com/pre-order-voices-a-program-of-self-discovery-and-empowerment-for-girls-second-edition.php

Adolescence is a time of tremendous discovery, struggle, and growth. This process is particularly difficult for girls as they face unique challenges along the road to healthy development. Their challenges can be exacerbated by our culture - which often offers girls a toxic environment in which to grow. Many young women lose their voice in this process. This workshop is based on the newly revised and updated trauma-informed curriculum, VOICES A Program of Self-Discovery and Empowerment for Girls. Today we are hearing more about girls and bullying, the pressures of social media, early puberty, gender exploration, human sex trafficking, and binge drinking. Texting, social media, and online or “in real life” (IRL) friends are part of the changes in girls’ social lives. These are some of the topics added to the 2nd edition. It is designed to encourage girls and young women to find and express themselves. The program materials (facilitator’s guide and participant’s journal) can be used in schools, treatment facilities, and juvenile justice settings. This training describes the world of girls, as well as providing an overview of the elements needed for creating gender- and trauma-responsive services. The focus is on interactive exercises that demonstrate the strategies that counselors can use with girls and young women. The topics covered include developing a positive sense of self, building healthy relationships, substance abuse, physical and emotional wellness, sexuality and planning for a positive future. The issues of girls in the juvenile justice system are also addressed.

Course Learning Objectives:
Participants will:
• Understand the world of girls/young women
• Discuss gender differences
• Explore elements of gender-responsive and trauma-informed services
• Demonstrate specific therapeutic strategies
• List and describe five yoga poses or grounding exercises for girls

Voices 1 day Refresher (Pre-Req: 2 day VOICES training)

VOICES was created to address the unique needs of adolescent girls and young women. The program includes modules on self, connecting with others, healthy living, and the journey ahead. Some of the topics added to this newly revised edition include: bullying, texting, the pressures of social media, early puberty, gender exploration, human sex trafficking, and binge drinking. It is used in many settings (e.g., outpatient and residential substance abuse treatment, schools, juvenile justice, and private practice). The VOICES curriculum advocates a strength-based approach and uses a variety of therapeutic approaches, including psycho educational, cognitive-behavioral, expressive arts, body-oriented, and mindfulness. The facilitator’s guide provides information about running the eighteen group sessions that are the core of the program (the structure and content for each topic and activity), as well as a program overview and lists of materials needed for the sessions. The participant’s journal utilizes an evidence-based process called Interactive Journaling. In the context of girls’ lives, structured journaling provides an outlet for creativity, personal expression, exploration, and the application of new concepts and skills. This is a one day refresher for those already trained in VOICES.

Course Learning Objectives:
Participants will:
1. Understand the world of girls/young women
2. Discuss gender differences
3. Explore elements of gender-responsive and trauma-informed services
4. Demonstrate specific therapeutic strategies
5. List and describe five yoga poses or grounding exercises for girls

When Pink & Blue are Not Enough: LGBT 101 & LGBT 201 (1 day)

This training meets the 2 year requirements for the Gender Responsive Training for CYFSC staff & the Annual requirement for ASBTE staff
Effective October 1, 2011, Connecticut employers with three or more employees are prohibited from discriminating against an employee or applicant based on gender identity or expression. Connecticut lawmakers defined “Gender identity or expression” as “a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.” The law also protects youth in schools, residential treatment programs, detention, and other congregate care facilities.

This interactive 6 hour workshop offers CSSD staff an opportunity to differentiate between personal views and professional responsibilities, understand current policy, update their skills and ensure culturally competent service provision for all youth. LGBT 101 sets the foundation for LGBT 201. The training incorporates a combination of lecture, activities and discussion and includes the following:

- Values Clarification exploring the impact of personal views and values about gender and orientation
- Definitions (gender, gender identity, gender expression, orientation, etc.) and an overview of the gender continuum from early childhood through adolescence and young adulthood
- Exploration of the issues for transgender children and youth in detention
- Review of policies and protocols

Focuses on skill-building using case studies, scenarios and role-plays that give participants the opportunity to practice appropriate responses and interventions reflective of this population’s unique needs.

Course Learning Objectives:
Participants will:
1. increase knowledge regarding the concerns, issues and needs of this population in CSSD settings
2. increase understanding and ability to enforce CSSD policies and procedures for youth in congregate settings
3. increase confidence in their ability to competently and compassionately provide needed support and intervention to all of the youth under their care

Women’s Issues in Treatment
This training meets the 2 year requirements for the Gender Responsive Training for CYFSC staff & the Annual requirement for ASBTE staff
This course will review the etiology and symptoms of Women's Gender Specific issues and their impact upon the client's thinking, emotions, and behaviors. Issues such as societal pressures, clinical prevalence of depressive disorders and substance use, and oppression and lack of equal access to resources will be reviewed. In addition, strategies to assist women with these issues will be discussed through the use of case studies, film vignettes, and small group activities.

This training has been approved for 5.5 contact hours by the Connecticut Certification Board towards the training requirements for initial certification or re-certification as a Certified Addiction Counselor (CAC), Counselor in Training (CIT), Certified Co-occurring Disorders Professional (CCDP), or Certified Criminal Justice Professional (CCJP).

Course Learning Objectives:
Participants will:
1. To identify prevalent gender specific issues and challenges for clients
2. To understand the effects of these issues on thinking, emotions, and behaviors
3. To discuss the effects of substances of abuse on women
4. To overview the current "best practice models" utilized to stabilize and assist clients in managing these issues

Women’s & Men’s Gender Specific Issues in Treatment 2 day
Day 1 will review the etiology and symptoms of Women’s Gender Specific issues and their impact upon the client's thinking, emotions, and behaviors. Issues such as societal pressures, clinical prevalence of depressive disorders and substance use, and oppression and lack of equal access to resources will be reviewed. In addition, strategies to assist women with these issues will be discussed through the use of case studies, film vignettes, and small group activities.

Day 2 will review the etiology and symptoms of Men's Gender Specific issues and their impact upon the client's thinking, emotions, and behaviors. Issues such as societal pressures, clinical prevalence of various psychological disorders and substance use will be discussed. In addition, strategies to assist men with these issues will be discussed through the use of case studies, film vignettes, and small group activities.

Course Learning Objectives:
Participants will:
1. To identify prevalent gender specific issues and challenges for clients
2. To understand the effects of these issues on thinking, emotions, and behaviors
3. To discuss the gender specific effects of substances of abuse on women and men
4. To overview the current “best practice models” utilized to stabilize and assist clients in managing these issues

Youth Gambling: What You Need to Know (1/2 day)
This training for CSSD staff will focus on youth gambling behaviors and the intersection with the Criminal Justice System. Gambling is a normative and pervasive activity within our culture, and young people not only participate in gambling activities at high rates but they have twice the rate of gambling problems as adults. Most often gambling occurs along with other risk activities such as substance use and truancy, and youth who gamble are more likely to be depressed and anxious. By nature of their brain development, youth are drawn into gambling activities and often unable to disengage from them. Unrecognized and untreated gambling problems complicate compliance and often delay recovery from other disorders. This training will include: prevalence and trends, current treatment and prevention initiatives, and how to work with your program to become “gambling informed”.

Course Learning Objectives:
1. Explain the role of adolescent brain development in relation to risky behaviors;
2. Identify a minimum of three risk and protective factors;
3. Explore three different approaches to infusing the topic of gambling into existing programs;
4. Review an assessment tool for youth;
5. Identify two “next steps” in adapting information provided to existing programs.

Youth Mental Health First Aid (YMHFA) - A program for people working with youth (1 1/2 day)
YMHFA is a nationally recognized evidence-based program. It is designed to teach adults who regularly interact with young people how to help an adolescent (12-18 years old) who is experiencing a mental health or addiction challenge or who is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development and teaches a 5-step action plan for how to help young people both in crisis and non-crisis situations.

The course teaches participants risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, and substance use disorders.

The program provides a 5-step action plan for hot to help, improves mental health literacy and builds understanding of the importance of early intervention.

YMHFA Course Learning Objectives:
Participants will:
1. Learn risk and protective factors related to youth mental illness
2. Gain an understanding of typical adolescent development
3. Learn signs and symptoms of common mental health challenges faced by adolescents
4. Learn the 5-step action plan to help young people in non-crisis and crisis mental health situations.