

THE DEPARTMENT OF CHILDREN AND FAMILIES
ACADEMY FOR COMMUNITY PARTNERS



COMMUNITY PROVIDER'S SPRING CATALOG
APRIL- JUNE 2023



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(PLEASE CLICK THE COURSE TITLES TO REGISTER)

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<u>The Science of Addiction and Recovery</u>	6/23/23
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<u>Domestic Violence Within the LGBTQ+ Community</u>	6/28/23
<u>ABCD Child Safety Practice Model</u>	6/29/23



GENERAL INFORMATION

Logging on to the Webinar

Microsoft Teams and Zoom will be utilized to conduct the DCF webinars.

For directions in how to download ZOOM, please [click here](#).

When you register, you will receive an automatic confirmation email with the link for the webinar.

Certificate Requirements

The number of credits awarded by the NASW for continuing education purpose are identified within the course description. In situations where applications are in process, but not yet approved by the NASW, the notation is 'pending'.

Non-DCF staff must be indicated to the trainer that they are interested in the CEU hours and certificates will be emailed to you within **45 days** after the training is complete.

Attending an In-Person Training at the Academy - Covid 19 Precautions:

- * Wear a surgical mask and wash your hands
- * Stay 6 feet apart from your peers
- * Comply with the temperature screening kiosk on the 6th floor before entering the training room
- * If you have a fever, cough, or other symptoms, do not attend the training



GENERAL INFORMATION

ATTENDANCE

Participants' Responsibility

It is expected that participants will demonstrate dependability by logging onto training on time, returning from breaks on time, and completing the full training class. Tardiness shall only be excused in the event of an emergency with approval from supervisory staff.

Academy Responsibility

The Academy reserves the right to:

- * deny admission to a participant who is late for a training by removing this participant from the classroom or webinar. If a CWT does remove a participant; the CWT will notify that participant's supervisor regarding this event by the end of the day.
- * request participants to turn on their web camera.
- * mark a participant "unsuccessful" if they leave a training early, log out of the webinar early without permission or appear to not be actively involved in the webinar session.

Priority Seating/Placement

In the event a course is full, the DCF Academy reserves the right to prioritize seating for DCF staff whose job responsibilities are most closely related to the course topic.

Parking DCF Academy – Central Office, Hartford Location

Unless specifically notified by the AWD, all persons attending training at the DCF Academy in Hartford must park in the Hudson Street Parking.

Parking SOTA Academy – 1 Long Wharf, New Haven Location

Unless specifically notified by the AWD, all persons attending training at the SOTA Academy in New Haven can park in the lot on site in any unmarked spots.

Entrance to the Building

All persons entering the building must present a photo ID to the Security Guard and submit a temperature screening at the kiosk.

Disability Accommodations

If you need ADA Accommodations, please notify the Human Resources Division in writing. The Human Resources Division must have at least a 24-hour notice.

APRIL 2023



LEADING DIFFICULT CONVERSATIONS ABOUT SOCIAL JUSTICE

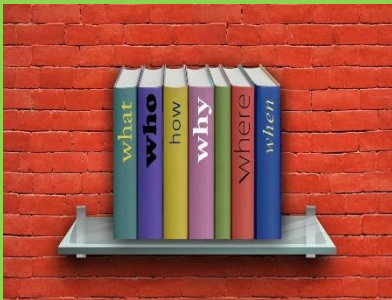
April 5, 2023 | 9am-12:00pm | ZOOM | No CEC's

Patricia Wilcox, Amina Ali

This training for supervisors focuses on leading and facilitating difficult conversations in the area of social justice. These include during individual supervision and within teams.

We will use an approach to leadership that begins with the personal and extends to the professional. Personal histories, identities, characteristics, and psychological experiences of supervisors, as well as structural and environmental conditions of the organization, are considered in these discussions. This perspective promotes the role of the supervisor as a leader in establishing a culture within their team that is responsive to and inclusive of the positionalities and unique experiences of clients and colleagues. The training focuses on when, where and who; on preparation, leadership and follow up. It includes practice through role play and knowing the procedure if an injustice is identified. Supervisors are encouraged to remain vigilant in their commitment to social justice by leading their teams and organizations in achieving truly inclusive diversity.

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DCF 101

April 5, 2023 | 9am-11am or 1pm-3pm | ZOOM | No CEC's

Raenette Riddick, Carleen Chisholm

DCF 101 presentation: An Overview of a Changed DCF was created to provide constituents across the state a more in-depth look into The Department of Children and Families. This two-hour presentation will cover information regarding the agency's mission and values, cross cutting themes

as well as basic statistical data relevant to the work. The training will also attempt to have participants look at their values and bias that they may harbor around the families served by the agency and or the work of the department. This is done to engage in deeper and meaningful conversations related to the changing perception of the agency.

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IMPLICIT BIAS

April 10, 2023 | 9am-12pm & 1pm-4pm | ZOOM | No CEC's

D'Oyen Barrett, Raenette Riddick

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated

involuntarily and without an individual's awareness or intentional control. The goal of this training is to learn about implicit bias and to measure our implicit bias based on race, religion, gender, and a vast array of other areas.

[CLICK HERE TO REGISTER](#)

APRIL 2023



THE OFFICE OF IMMIGRATION PRACTICE AT DCF

April 12, 2023 | 9:00am-12:00am | ZOOM | CEC's Pending
Jennifer Avenia

DCF serves all families in Connecticut, regardless of immigration status. The foundation of DCF's immigration policy is that DCF never reports immigration status to the federal government (Immigration and Customs Enforcement, aka ICE). In this two-and-a-half hour virtual training, participants will review and receive information on DCF Policy 21-13, Immigration. In addition, immigration terms will be defined, immigration data will be analyzed, and immigration law will be discussed. Immigration and issues related to social work practice with our transitional aged youth population and unaccompanied minors will be reviewed. We will also consider the impact of complex trauma on immigrant children and their families, and how professionals might develop trauma-sensitive practices with immigrants. Finally, we will talk about benefits, services, current challenges, and new developments within the immigrant population of Connecticut.

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QUESTION, PERSUADE, REFER (QPR)

April 12, 2023 | 2pm-4pm | Central Office | No CEC's
Maureen Auger, D'Oyen Barrett, Raenette Riddick

QPR is a suicidal thinking, behavior, attempts prevention training for participants to be able to recognize the warning signs of Suicidal Thinking, Behavior, Attempts and question, persuade, and refer people at risk for Suicidal Thinking, Behavior, Attempts for help. QPR training teaches participants to:

- Recognize the warning signs of suicide.
- Ask tough questions and offer hope.
- Get help and save a life.

The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical, and proven suicide prevention training. The signs of crisis are all around us. We believe that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know.

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FACES AND VOICES OF RECOVERY: THE SCIENCE OF ADDICTION AND RECOVERY

April 19, 2023 | 9am-12pm | ZOOM | No CEC's
Kristina Jacob, Tony Sanchez -Faces and Voices of Recovery

The Science of Addiction and Recovery (SOAR) is a curriculum developed in collaboration with the National Institute on Drug Abuse (NIDA). This training provides individuals with a better understanding of the science behind addiction and recovery. While experience changes beliefs, the facts about how substances dramatically affect the brain are a key component in helping the public understand the recovery process.

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APRIL 2023



THE ROLE OF STAFF-CARE IN EFFECTIVE LEADERSHIP

April 19, 2023 | 9am-12pm | ZOOM | No CEC's

Alicia Davis, Stacie Watson - Transformative Leadership Strategies

Supervisory and Managerial staff will examine the role of staff-care within their organizations and teams, beginning with a focus on self-care and an examination of their own core values. They will then explore the ways that 'staff-care' supports healthy and effective teams and identify ways to assess how the team prioritizes 'self/staff-care'. Finally, they will brainstorm strategies for incorporating this important element into the culture of their organization as well as their teams.

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ABCD CHILD SAFETY PRACTICE MODEL

April 20, 2023 | 9am-11am or 1pm-3pm | ZOOM | 3 CEC's

Carleen Chisholm, Raenette Riddick

This two-hour virtual course will orient participants to the DCF Safety Practice Model, and how to utilize the associated Discussion Guides and Practice Profiles. Upon completion of the course, participants will understand the primary objectives of the model, be able to identify the eight guiding practice commitments, and understand the

A-B-C-D paradigm and other key features. Recorded video, narrated power point, discussion questions, case vignettes, and structured transfer of learning activities will be utilized to engage participants and develop skills.

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WORKER SAFETY AND WELL BEING

April 21, 2023 | 9am-11am or 1pm-3pm | ZOOM | No CEC's

Raenette Riddick

It is important to understand the need to be safe in any situation. There are potential safety issues inherent with this job. There can be safety concerns in our client's home and within the office environment. This training should provide you with skills that you can use to effectively deal with crisis and make you aware of safety concerns.

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APRIL 2023



FACES AND VOICES OF RECOVERY: ASSISTING THE RE-ENTRY COMMUNITY

April 21, 2023 | 1pm-4pm | ZOOM | No CEC's

Kristina Jacob, Tony Sanchez -Faces and Voices of Recovery

Re-Entry begins with community. Participants of this session will learn to incorporate supportive programs and services to assist re-entering parents, utilize community

connections to eliminate common barriers around employment, housing and education opportunities to limit recidivism, and offer resources to enhance recovery capital.

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SOCIAL EMOTIONAL AND BEHAVIORAL MILESTONES FOR CHILDREN BIRTH TO AGE FIVE AND THE EFFECTS OF COVID-19

April 24, 2023 | 9am-12pm | ZOOM | 3 CEC's Pending

Caroline Finley, Mary Diamond, Alyssa McGhee, Samantha West

This training will explore the social emotional & behavioral milestones for children and the effects of the COVID-19 Pandemic on the various typical and atypical developmental

milestones of children up to five years old. Typical development will be discussed, as well as challenges within families and early childhood programs who may have dealt with increased stressors, less peer interactions and some children not having the social interactions due to center closures and isolation at the beginning of the pandemic. This training will also provide social workers with the resources and strategies to help support caregivers of young children as they provide the support to the children in their care.

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THE IMPACT OF EXPOSURE TO DOMESTIC VIOLENCE IN CHILDREN

April 26, 2023 | 10am-11pm | ZOOM | CEC's Pending

Casey Keene, Linda Blozie

This training is designed to provide an overview of the impact of exposure to domestic violence on child and adolescent development and functioning. The training employs the use of case-based learning as a means of applying knowledge to the types of families with whom learners are apt to work with professionally. Specific topics discussed include: (1)

understanding domestic violence from the perspective of the child, (2) how domestic violence can impair parenting for both the perpetrator and the victim, (3) how domestic violence can affect child development and functioning, and (4) addressing trauma-related impairment in children exposed to domestic violence.

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FOCUS: CENTER FOR AUTISM

April 27, 2023 | 1pm-4pm | Central Office | 3 CEC's
Donna Swanson

The Focus Fresh Start program provides experiences and educational learning to address academic, social learning and clinical needs. Participants will learn first-hand about autism, anxiety and the effects of trauma. Participants will learn the Power of Relationships and strategies to develop relationships while on the spectrum, learn about the Circle of Anxiety and recognize symptoms of anxiety, learn Sensory Needs strategies for managing them.

MAY 2023



TEACHING AND SUPPORTING SELF-REGULATION FOR YOUNG CHILDREN BIRTH TO AGE FIVE

May 3, 2023 | 9am-12pm | ZOOM | 3 CEC's

Caroline Finley, Shari Konn, Stephanie Haines, Rebecca Gardner

This training will explore the importance of social emotional regulation in young children birth to age five. This is a skill, which is learned over time. To build their success in self-regulation, young children need to be given opportunities to learn. Children must learn what emotions are, what is acceptable behaviors and learn to be empathetic to others. This training will help the attendee understand the long-term impact of these skills for the children as they age. There will also be various social emotional resources that will be shared during this training to help support the early childhood provider to support children in their care.

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THE IMPORTANCE OF CREATING SUPPORTIVE RELATIONSHIPS FOR YOUNG CHILD BIRTH TO AGE FIVE

May 4, 2023 | 1pm-4pm | ZOOM | CEC's Pending

Caroline Finley, Dionne Johnson, Melina Laboy, Ali Lacey

This training will explore the importance of creating supportive relationships for the child, which include during any child welfare investigations phases, post placement and amongst providers. Caring for young children can be challenging, particularly when they are going through the trauma of a child welfare investigation or even a removal from the home. Children's behaviors can be all over the place. Learning how to collaborate and work together can break down barriers to communication, bringing the caregivers together. Working together provides the consistency and support that children need to succeed.

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LEADING DIFFICULT CONVERSATIONS ABOUT SOCIAL JUSTICE

May 4, 2023 | 9am-12:00pm | ZOOM | No CEC's

Patricia Wilcox, Amina Ali

****For Supervisor & Manager Staff Only**

This training for supervisors focuses on leading and facilitating difficult conversations in the area of social justice. These include during individual supervision and within teams.

We will use an approach to leadership that begins with the personal and extends to the professional. Personal histories, identities, characteristics and psychological experiences of supervisors, as well as structural and environmental conditions of the organization, are considered in these discussions. This perspective promotes the role of the supervisor as a leader in establishing a culture within their team that is responsive to and inclusive of the positionalities and unique experiences of clients and colleagues. The training focuses on when, where and who; on preparation, leadership and follow up. It includes practice through role play and knowing the procedure if an injustice is identified. Supervisors are encouraged to remain vigilant in their commitment to social justice by leading their teams and organizations in achieving truly inclusive diversity.

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MAY 2023



FIRST AID/ CPR ADULT, CHILD, AND INFANT AED

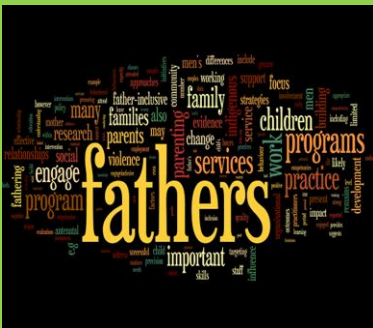
May 8, 2023 | 9am-4pm | Central Office | No CEC's

Sarah Colella, Raenette Riddick

The purpose of this class is to provide any non-medical individual with the necessary skills to recognize an emergency, perform rescue breaths and chest compressions, apply the Automated External Defibrillation machine to ensure an open airway, aid a choking individual and the proper utilization of personal protective equipment. It also provides participants with basic first aid skills to recognize, assess and prioritize the

need for aid. Participants will learn to recognize an emergency, ensure personal safety is maintained when deciding to help. Participants will understand the concept of SETUP. (Stop, Environment, Traffic, Unknown Hazards and Personal Safety).

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ENGAGING FATHERS AND OTHER MEN WHO USE VIOLENCE

May 10, 2023 | 9am-2pm | ZOOM | 4 CEC's

Adina Ghanooni-Breau, Rachel Sanborn

This training will focus on engaging fathers and other men who use patterns of coercive control in their intimate relationships. Participants will discuss people who use violence. Participants will also discuss how to the socialization of men impacts the use of violence in adulthood. Participants will ensure they are engaging with children in a safe manner accounting for their mental health needs. Also, during this course there will be an

opportunity to practice and build skills around engaging fathers and other men who offend

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THE OFFICE OF IMMIGRATION PRACTICE AT DCF

May 10, 2023 | 9am-12am | TEAMS | CEC's Pending

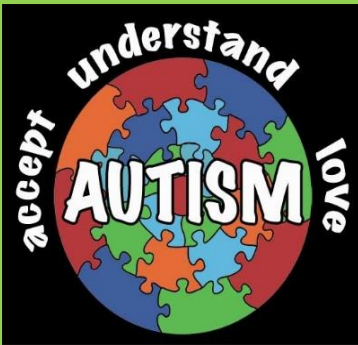
Jennifer Avenia

DCF serves all families in Connecticut, regardless of immigration status. The foundation of DCF's immigration policy is that DCF never reports immigration status to the federal government (Immigration and Customs Enforcement, aka ICE). In this three-hour virtual training, participants will review and receive information on DCF Policy 21-13, Immigration. In addition, immigration terms will be defined, immigration

data will be analyzed, and immigration law will be discussed. Immigration and issues related to social work practice with our transitional aged youth population and unaccompanied minors will be reviewed. We will also consider the impact of complex trauma on immigrant children and their families, and how professionals might develop trauma-sensitive practices with immigrants. Finally, we will talk about benefits, services, current challenges, and new developments within the immigrant population of Connecticut.

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MAY 2023



FOCUS: CENTER FOR AUTISM

May 11, 2023 | 1pm-4pm | ZOOM | 3 CEC's
Donna Swanson

The Focus Fresh Start program provides experiences and educational learning to address academic, social learning and clinical needs. Participants will learn first-hand about autism, anxiety and the effects of trauma. Participants will learn the Power of Relationships and strategies to develop relationships while on the spectrum, learn about the Circle of Anxiety and recognize symptoms of anxiety, learn Sensory Needs strategies for managing them.

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ADVANCING ANTI-RACISM IN CHILD WELFARE

May 12, 2023 | 9am-4pm | ZOOM | No CEC's
Raenette Riddick

To provide participants with a shared language and understanding of how to move towards anti-racist practices; to develop an understanding of privilege and implicit bias and discuss strategies for engaging in facilitating difficult race discussions.

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FACES AND VOICES OF RECOVERY: COMPASSION FATIGUE AND SECONDARY TRAUMA

May 17, 2023 | 9am-12pm | ZOOM | No CEC's
Kristina Jacob, Tony Sanchez

As Recovery Support Accepting Service Providers, we are not immune to the effects of stress and secondary trauma. This exceptional session will provide an overview of the skills necessary to maintain your ability to respond to peers with empathy and compassion, create healthy

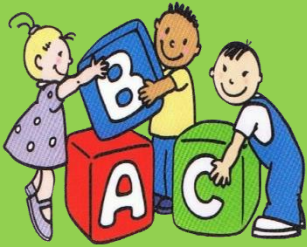
boundaries, develop a concrete self-care plan and learn valuable warning signs of STS and Compassion Fatigue.

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INFANT CARE AND CHILD DEVELOPMENT

February 13, 2023 | 9am-11am | ZOOM | No CEC's

Raenette Riddick



As children grow physically, they also develop in their knowledge, skills, and behaviors. This 2-hour virtual course gives some basic development and infant care tips in learning more about how children grow and develop.

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ABCD CHILD SAFETY PRACTICE MODEL

May 18, 2023 | 9am-11am or 1pm-3pm | ZOOM | 3 CEC's

Carleen Chisholm, Raenette Riddick



This two-hour virtual course will orient participants to the DCF Safety Practice Model, and how to utilize the associated Discussion Guides and Practice Profiles. Upon completion of the course, participants will understand the primary objectives of the model, be able to identify the eight guiding practice commitments, and understand the

A-B-C-D paradigm and other key features. Recorded video, narrated power point, discussion questions, case vignettes, and structured transfer of learning activities will be utilized to engage participants and develop skills.

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YOUTH WITH PROBLEM SEXUAL BEHAVIOR: THE CHILD PROTECTION RESPONSE

May 18, 2023 | 9am-2pm | ZOOM | 4 CEC's

Rachel Sanborn, D'Oyen Barrett

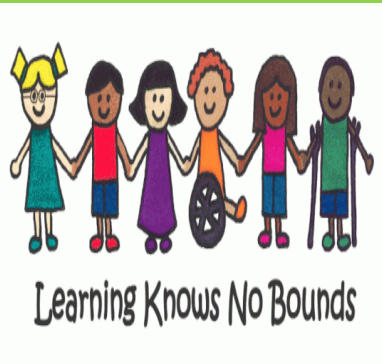


Cases involving youth with problem sexual behavior are often complex and assessing the strengths and needs of the youth and family, while ensuring safety, can be a difficult task. This curriculum is designed to dispel myths and misconceptions about youth who

display problem sexual behaviors, provide strategies to positively support children and families dealing with issues of problem sexual behaviors and build the capacity of staff to accurately assess a family's safety needs, with particular attention to the assessment of family systems, sibling separation and parental protective capacities. Participants will also gain insight into current understanding of and options for treatment.

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MAY 2023



WHAT YOU NEED TO KNOW ABOUT SERVING CHILDREN WITH DEVELOPMENTAL DISABILITIES WITHIN CHILD PROTECTION

May 19, 2023 | 9am-4pm | ZOOM | CEC's Pending
Colleen Drummond, Stephanie Bozak, PsyD

The purpose of this course is to enhance participant's capacity to engage, assess, advocate, and ensure appropriate service provision for Children with Developmental Disabilities and their families. Participants will strengthen their understanding and language regarding Developmental Disabilities while exploring their own implicit biases regarding persons living with disabilities. Specific Laws and Policies will be reviewed

that will help Participants advocate for this vulnerable population. Participants will learn about the prevalence of Developmental Disabilities and how that impacts Child Welfare and their daily case practice. To enhance interview and assessment skills, Participants will be provided with techniques for interviewing children with Developmental Disabilities and will have an opportunity to practice these skills through case study, role play and processing. This course offers a multi-media experience offering a combination of live presentation, videos, personal and shared experiences to promote conversation, learning and skill building around this growing population. Participants will leave with a deeper understanding of the 4 most common Developmental Disabilities encountered in Child Protection, interview skills based on abilities, as well as concrete tools and resources.

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FACES AND VOICES OF RECOVERY: EXPANDING RECOVERY RESOURCES

May 19, 2023 | 1pm-4pm | Central Office | No CEC's
Kristina Jacob, Tony Sanchez

This session aims to inform participants of the guiding principles of harm reduction, reduce stigma for individuals utilizing harm reduction and offer innovative ways

organizations have incorporated these principles into their programs and services to create a full spectrum of person-centered care.

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THE EFFECTS OF PARENTAL INCARCERATION ON YOUNG CHILDREN BIRTH TO AGE 5

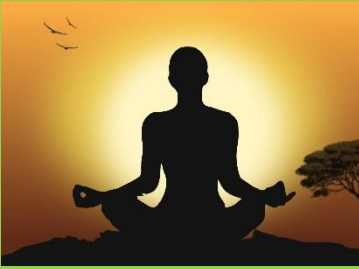
May 19, 2023 | 9am-12pm | ZOOM | 3 CEC's Pending
ECCP: Caroline Finley, Kristin Lariviere, Maria Santos, Linda Flach

This training will explore the immediate effects and long-term impact of parental incarceration in young children. Discussions and material will include ways to support children before, during and after visits. Using a variety of media, attendees

will gain insight and be given practical strategies to use for effective planning around visitation. Participants will be able to identify the correlation between challenging behaviors and the visitation process. Participants will be able to describe the short-and-long term impact that parental separation may have on young children.

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MAY 2023



MAINTAINING COMPOSURE IN THE FACE OF HOSTILITY

May 19, 2023 | 9am-4pm | Central Office | 6 CEC's

Alicia Davis, Stacie Watson - Transformative Leadership Strategies

Participants will learn how to recognize and regulate their emotional reactions when faced with emotionally charged (anger, rage, rudeness) situations and people. They will explore the role their nervous system plays, identify specific triggers, and learn to respond instead of reacting in these situations. Skills utilized will include centering, grounding and calming techniques based in mindfulness and emotional intelligence principles.

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DCF 101

May 22, 2023 | 9am-11am or 1pm-3pm | ZOOM | No CEC's

Raenette Riddick, Carleen Chisholm

DCF 101 presentation: An Overview of a Changed DCF was created to provide constituents across the state a more in-depth look into The Department of Children and Families. This two-hour presentation will cover information regarding the agency's mission and values, cross cutting themes as well as basic statistical data relevant to the work. The training will also attempt to have participants look at their values and bias that they may harbor around the families served by the agency and or the work of the department. This is done to engage in deeper and meaningful conversations related to the changing perception of the agency.

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IMPLICIT BIAS

May 24, 2023 | 9am-12pm or 1pm-4pm | ZOOM | No CEC's

Raenette Riddick

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. The goal of this training is to learn about implicit bias and to measure our implicit bias based on race, religion, gender and a vast array of other areas.

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MAY 2023



HOW TO EFFECTIVELY SUPPORT YOUNG CHILDREN BIRTH TO AGE FIVE DURING AN ACTIVE DCF INVESTIGATION: ACEs TRAUMA INFORMED CARE AND STRATEGIES

May 25, 2023 | 9am-12pm | ZOOM | CEC's Pending
ECCP: Elizabeth Rhoades, Ruth Sales, Erin Tamiso

When child welfare is investigating a complaint of abuse or neglect in a family unit, chances are, that is just one more stressor that the family and child(ren) of the family may be experiencing. Typically, a family who comes into care have a number of different events or situations that can overwhelm them and their family unit. These stressors also impact children of these families. It is important for all providers who work with young children to be aware of how multiple and/or long terms stressors impact children's social emotional wellbeing in a variety of ways. The ACEs study will be reviewed. The attendees will also have an opportunity to learn about trauma informed care and strategies to support children and families in their care.

[CLICK HERE TO REGISTER](#)



THE INTERSECTION OF DOMESTIC VIOLENCE AND SUBSTANCE USE

May 31, 2023 | 10am-11am | ZOOM | NO CEC's
Jennifer Haddad Bell

What is the relationship between substance abuse and domestic violence? What we know from research and practice is that the two issues are correlated, and that substance abuse is a risk factor for more severe domestic violence. The relationship between survivors' use of substances and experiences of domestic violence may be mediated by the substance use of their abusive partners. However, substance abuse does not cause domestic violence. For survivors, they may use substances to cope with the traumatic effects of abuse. Others are coerced into using by an abusive partner. This training is designed to provide an overview of the impact of substance use when domestic occurs.

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JUNE 2023



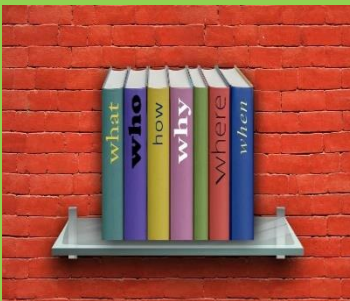
QUESTION, PERSUADE, REFER (QPR)

June 2, 2023 | 1pm-4pm | Central Office | No CEC's
Maureen Auger, D'Oyen Barrett, Raenette Riddick

QPR is a suicidal thinking, behavior, attempts prevention training for participants to be able to recognize the warning signs of Suicidal Thinking, Behavior, Attempts and question, persuade, and refer people at risk for Suicidal Thinking, Behavior, Attempts for help.

QPR training teaches participants to: • Recognize the warning signs of suicide. • Ask tough questions and offer hope. • Get help and save a life. The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. The signs of crisis are all around us. We believe that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know.

[CLICK HERE TO REGISTER](#)



DCF 101

June 5, 2023 | 9am-11am or 1pm-3pm | ZOOM | No CEC's
Raenette Riddick, Carleen Chisholm

DCF 101 presentation: An Overview of a Changed DCF was created to provide constituents across the state a more in-depth look into The Department of Children and Families. This two-hour presentation will cover information regarding the agency's mission and values, cross cutting themes as well as basic

statistical data relevant to the work. The training will also attempt to have participants look at their values and bias that they may harbor around the families served by the agency and or the work of the department. This is done to engage in deeper and meaningful conversations related to the changing perception of the agency.

[CLICK HERE TO REGISTER](#)



LEADING DIFFICULT CONVERSATIONS ABOUT SOCIAL JUSTICE

June 7, 2023 | 9am-12pm | ZOOM | No CEC's
Patricia Wilcox, Amina Ali

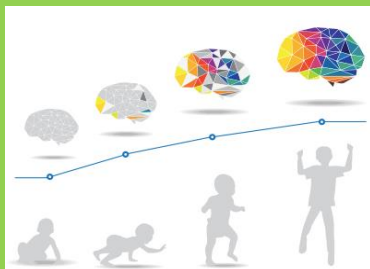
****For Supervisor & Manager Staff Only**

This training for supervisors focuses on leading and facilitating difficult conversations in the area of social justice. These include during individual supervision and within teams.

We will use an approach to leadership that begins with the personal and extends to the professional. Personal histories, identities, characteristics and psychological experiences of supervisors, as well as structural and environmental conditions of the organization, are considered in these discussions. This perspective promotes the role of the supervisor as a leader in establishing a culture within their team that is responsive to and inclusive of the positionalities and unique experiences of clients and colleagues. The training focuses on when, where and who; on preparation, leadership and follow up. It includes practice through role play and knowing the procedure if an injustice is identified. Supervisors are encouraged to remain vigilant in their commitment to social justice by leading their teams and organizations in achieving truly inclusive diversity.

[CLICK HERE TO REGISTER](#)

JUNE 2023



EARLY CHILDHOOD DEVELOPMENT: CHILD DEVELOPMENT MILESTONES AND BASIC BABY CARE

June 8, 2023 | 1pm-4pm | ZOOM | 3 CEC's

Colleen Drummond, Rachel Sanborn, Sarah Colella, Bethanne Vergeon

It is important for supervisors to support and guide their staff in navigating the hybrid world of telework. Traditional methods for supervision need to be adapted and creative solutions built for some of the challenges staff face in a virtual environment. In this 2.5 hour facilitated dialog, supervisory staff will be asked to share their successes, barriers, and ideas on how to be present for their staff, assess their needs, and create opportunities for support and guidance.

[CLICK HERE TO REGISTER](#)



EARLY CHILDHOOD DEVELOPMENT: UNDERSTANDING THE SCIENCE OF ATTACHMENT AND ENGAGEMENT

June 9, 2023 | 9am-12pm | ZOOM | 3 CEC's

Colleen Drummond, Rachel Sanborn, Sarah Colella, Dana Hillman-Sabato

Understanding the theory of attachment and the impact of this important developmental process in early childhood is crucial to the DCF worker's casework and other providers working with child and family; as well as documentation, and the decision-making process at every point of the case involvement: Removal and placement, Case planning, Court appearances, Father Engagement, Visitation and family time, Reunification, Adoption & Termination. Participants will build upon previously gained knowledge of attachment theory as it applies to working with young children and their families involved with the DCF system. Participants will be introduced to the concept of the Circle of Security Parenting and how the Circle is "always taking place" in the lives of children and adults.

[CLICK HERE TO REGISTER](#)



TRAUMA AND DE-ESCALATION STRATEGIES

June 12, 2023 | 9am-11am or 1p-3p | ZOOM | 3 CEC's

Raenette Riddick

A trauma-informed child welfare system is one in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, and service providers. Participants will: recognize the relationship between a child's lifetime trauma history and their behaviors and responses Understand how cultural factors influence how a child may identify, interpret, and respond to traumatic events Understand how traumatic experiences affect development throughout the lifespan

[CLICK HERE TO REGISTER](#)

JUNE 2023



WHAT YOU NEED TO KNOW ABOUT SERVING CHILDREN WITH DEVELOPMENTAL DISABILITIES WITHIN CHILD PROTECTION

June 16, 2023 | 9am-4pm | ZOOM | 6 CEC's

Colleen Drummond, Stephanie Bozak, PsyD

The purpose of this course is to enhance participant's capacity to engage, assess, advocate, and ensure appropriate service provision for Children with Developmental Disabilities and their families. Participants will strengthen their understanding and language regarding Developmental Disabilities while exploring their own implicit biases

regarding persons living with disabilities. Specific Laws and Policies will be reviewed that will help Participants advocate for this vulnerable population. Participants will learn about the prevalence of Developmental Disabilities and how that impacts Child Welfare and their daily case practice. To enhance interview and assessment skills, participants will be provided with techniques for interviewing children with Developmental Disabilities and will have an opportunity to practice these skills through case study, role play and processing. This course offers a multi-media experience offering a combination of live presentation, videos, personal and shared experiences to promote conversation, learning and skill building around this growing population. Participants will leave with a deeper understanding of the 4 most common Developmental Disabilities encountered in Child Protection, interview skills based on abilities, as well as concrete tools and resources.

[CLICK HERE TO REGISTER](#)



ADVANCING ANTI-RACISM IN CHILD WELFARE

June 20, 2023 | 9am-4pm | ZOOM | No CEC's

Raenette Riddick

To provide participants with a shared language and understanding of how to move towards anti-racist practices; to develop an understanding of privilege and implicit bias and discuss strategies for engaging in facilitating difficult race discussions.

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JUNE 2023



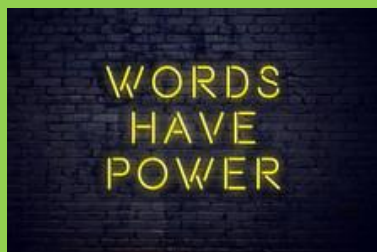
FACES AND VOICES OF RECOVERY: MOTIVATIONAL INTERVIEWING

June 21, 2023 | 9am-12pm | ZOOM | No CEC's

Kristina Jacob, Tony Sanchez

Persuasion vs. Empowerment! This session will be an overview of the skills and techniques that give peers in recovery the tools and confidence to make their own healthy choices. Participants will gain an understanding of dynamic techniques such as reflective listening, using open-ended and meaningful questions, and the guiding principles of motivational interviewing.

[CLICK HERE TO REGISTER](#)



THE POWER OF WORDS: THE LONG-TERM IMPLICATIONS

June 22, 2023 | 9am-4pm | Central Office | No CEC's

Shaneka Hernandez

The words we choose and how we use them can build others up or tear them down; bring the community together or rip it apart. In this training, participants will explore how types of racial discrimination, and specifically those enacted through generalized statements, impact the lives of families of color and provide hands-on knowledge and strategies to approach, address, and intervene when such acts are present.

[CLICK HERE TO REGISTER](#)



FACES AND VOICES OF RECOVERY: THE SCIENCE OF ADDICTION AND RECOVERY

June 23, 2023 | 1pm-4pm | ZOOM | No CEC's

Kristina Jacob, Tony Sanchez -Faces and Voices of Recovery

The Science of Addiction and Recovery (SOAR) is a curriculum developed in collaboration with the National Institute on Drug Abuse (NIDA). This training provides individuals with a better understanding of the science behind addiction and recovery. While experience changes beliefs, the facts about how substances dramatically affect the brain are a key component in helping the public understand the recovery process.

[CLICK HERE TO REGISTER](#)

JUNE 2023



IMPLICIT BIAS

June 27, 2023 | 9am-12pm or 1pm-4pm | ZOOM | No CEC's

Raenette Riddick

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated

involuntarily and without an individual's awareness or intentional control. The goal of this training is to learn about implicit bias and to measure our implicit bias based on race, religion, gender and a vast array of other areas.

[CLICK HERE TO REGISTER](#)



DOMESTIC VIOLENCE WITHIN THE LGBTQ+ COMMUNITY

June 28, 2023 | 10am-11am | ZOOM | CEC's Pending

Shane Scott - CCDV

This training is designed to provide context for understanding domestic violence within the LGBTQAI community, how gender identity, expression and sexual orientation can be used as methods of control, examine individual beliefs and attitudes that can affect your ability to respond to LGBTQAI victims, and recognize particular risks encountered by the LGBTQAI community in regard to domestic violence.

[CLICK HERE TO REGISTER](#)



ABCD CHILD SAFETY PRACTICE MODEL

June 29, 2023 | 9am-11am or 1pm-3pm | ZOOM | 3 CEC's

Carleen Chisholm, Raenette Riddick

This two-hour virtual course will orient participants to the DCF Safety Practice Model, and how to utilize the associated Discussion Guides and Practice Profiles. Upon completion of the course, participants will understand the primary objectives of the model, be able to identify the eight guiding practice commitments, and understand the

A-B-C-D paradigm and other key features. Recorded video, narrated power point, discussion questions, case vignettes, and structured transfer of learning activities will be utilized to engage participants and develop skills.

[CLICK HERE TO REGISTER](#)

ON-LINE CANNABIS AND SUBSTANCE MISUSE TRAININGS



FENTANYL 101 VIRTUAL TRAINING

During this virtual training, participants will become familiar with the pharmacologic aspects of fentanyl; including, how it affects the brain, signs of toxicity, signs of overdose, myths and facts surrounding fentanyl exposure and how it is being mixed with other prescription or illicit drugs. Participants will be provided with Connecticut data of fentanyl overdose rates, including types of fentanyl analogues seen in the community. Finally, participants will be introduced to the concept of harm reduction, including opioid overdose prevention, naloxone (Narcan) administration and fentanyl test strips.



Kate Hawk, MD, MHS

Assistant Professor of Emergency Medicine and

Epidemiology (Chronic Diseases)

YALE UNIVERSITY

Virtual Web Recording: [CLICK HERE TO VIEW TRAINING](#)

ON-LINE TRAININGS

CHILD PROTECTIVE SERVICES - INVESTIGATIONS POLICY 34-2

The goal of this on-line training is for participants to understand the policy requirements related to the investigative track of DCF's Differential Response System (DRS). Throughout this training key points of Policy 34-2 will be reviewed, and important cross-referenced policies will be referenced.

Click the appropriate link below to begin this course:

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

INTIMATE PARTNER VIOLENCE POLICY AND PRACTICE GUIDE

The Working with Families impacted by Intimate Partner Violence (IPV) on-line training was designed to provide clear and concrete information and guidance to support comprehensive engagement and assessments with families impacted by Intimate partner violence. The information and tools presented reflect current data, trends, and research. This brief course supports information contained in the IPV Policy and Practice Guide. Upon completion, you will be better prepared to articulate the indicators of IPV; explain the impact of IPV on the non-offending partner, the offending partner and the children; the warning signs of teen dating violence; the importance of engagement and a thorough assessment; the cultural considerations in IPV; the importance of fostering a supportive and collaborative working relationship with IPV providers; the importance of safety planning; and the role of the RRG Intimate Partner Violence Specialists.

Click the appropriate link below to begin this course:

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)



ON-LINE TRAININGS

MOTIVATIONAL INTERVIEWING

Motivational Interviewing (MI) is a collaborative approach to helping people who are ambivalent about making decisions or changes in some area of their lives. During this interactive on-line course, participants will learn how to use MI to help move clients along a continuum of positive change. Additionally, participants will understand the difficulties associated with changing behaviors; as well as the relationship between the “Stages of Change” and MI. By the end of the training, participants will be able to develop strategies, questions, and the language associated with Motivational Interviewing.

Click the appropriate link below to begin this course:

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

OVERVIEW OF IMMIGRATION POLICIES, PROTOCOLS, AND PRACTICE WEB TRAINING

The purpose of this training is to provide legal and practice guidance to all case carrying, and support staff, working with immigrant and refugee families with varying legal statuses and needs in the State of Connecticut. This training is developed to support the DCF immigration Policy and Practice Guide 31-8-13 (Released May 2017). The information contained in this presentation is based on current federal and state statutes.

Click the appropriate link below to begin this course:

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

REASONABLE PRUDENT PARENT-STANDARD (RPPS) ON-LINE TRAINING

This asynchronous training will discuss the Reasonable and Prudent Parent Standard (RPPS). RPPS is defined as the standard characterized by careful and sensible parental decisions that maintain the health, safety and best interest of a child. Normal childhood activities are defined as extracurricular, enrichment, and social activities.

[Click here to begin this course](#)

MEET THE ACADEMY'S STAFF



Tracy Davis, Director, LMSW, University of Connecticut School of Social Work

Tracy Davis has over 25 years of child protective service experience serving in various roles including social worker, supervisor, and program supervisor. For the past 15 years, she has successfully implemented and sustained nationally recognized and innovative workforce development initiatives as the Assistant Director of the Academy. In July 2019, she was promoted to Director of the DCF Academy. Mrs. Davis is an active member of the New England Child Welfare Association of Training Directors, and a newly appointed executive member of the National Staff Development and Training Association. Mrs. Davis also has over ten years' experience as an Adjunct Professor at The University of Bridgeport and Southern Connecticut State University.



Kristine Rivera, Assistant Director, LCSW, University of Connecticut School of Social Work

Kristine has been with DCF since November 2006. She left for a period to complete her master's degree in Social Work and returned to the Department in August 2008. As a Social Worker she worked in Ongoing Services and Adolescent Mental Health in the New Britain Area Office. She was promoted to Social Work Supervisor in June 2014. Kristine was a Training Supervisor in the New Britain Area Office until October 2016 when she joined the Academy for Workforce Development as a Child Welfare Trainer. In March 2021, Kristine became a program supervisor overseeing the Pre-Service Training and Internship programs. She was promoted to Assistant Director in November 2022. Kristine is also an Adjunct Professor in the undergraduate social work program at Central Connecticut State University. She has been an adjunct there since fall 2009.



Rosemary Wieworka, MSW, Program Director of Special Qualitative Review

Rosemary has over 23 years of experience in the field of child welfare. She began her career as a social worker and has held positions in the regional office to include Social Work Supervisor, Program Supervisor, Systems Program Director, and Administrative Program Director. Rosemary has worked in many areas of child protection to include intake, ongoing services, foster care, probate, and systems. Rosemary has been a member of the DCF Academy for Workforce Development since September of 2021. She presently oversees the Special Qualitative Review process which focuses on creating learning opportunities in cases reviewed.

ACADEMY STAFF



Karen Grayson, Program Supervisor, LMSW, Southern CT State University

Karen began working for DCF in October 1993 as a SW in the then Hamden office. She has held various positions within region 2: Social Worker (Treatment and Intake), Social Work Supervisor (Adolescent Services) and Program Supervisor (Intake, Ongoing, Adolescent Services, Voluntary Services, FASU, etc.) and in various divisions at Central Office (CTKind, and Special Qualitative Review). She currently conducts Learning Forums which focus on the themes from what has been learned from the cases involving a child fatality or near fatality on an open or recently closed case.



Jennifer Rondini-Zayas, Child Welfare Program Supervisor, L.M.S.W., Springfield College

Jennifer began her employment for the Department of Children and Families in the Waterbury Area Office in September of 2005. As a Social Worker, she gained three years' experience with Ongoing Services before transitioning to the Adolescent Unit. In June 2014, Jennifer became a Social Work Supervisor for the Adolescent Unit. Jennifer joined the DCF Academy for Workforce Development in June of 2016 as a Child Welfare Trainer. In March 2020, Jennifer was promoted as a Program Supervisor for the Academy for Workforce Development.



Carleen Chisholm, Child Welfare, Program Supervisor, MSW. University of Connecticut.

Carleen began her career with the Department of Children and Families as a Social Worker in 2003 at the New Britain Area Office. In this role, Carleen acquired three years' experience with Ongoing Services before transitioning to the Intake Unit. In June 2008, Carleen was promoted to a Social Work Supervisor, where she led staff in the Treatment/Ongoing, Training and Mental Health/Adolescent units, as well as held a position as a Quality Assurance Case Reviewer Supervisor. In March 2021, Carleen was promoted to CPS Program Supervisor in the Waterbury Area Office, where she managed, Ongoing Services, Probate, and a Training Unit. She also served as a Regional QPI Co-Chairperson and QPI Champion. Carleen Joined the DCF Academy for Workforce Development in September of 2022.



Nedra Muley, Program Supervisor, L.M.S.W, M.S, Springfield College and Southern Connecticut State University

Nedra began working for DCF in November 1994, as Office Assistant in the Hamden Office and worked her way up to Social Service Assistant, Social Worker and Program Supervisor. She has worked mostly in Region2 and Region 6 in various capacities (Intake, Probate, Ongoing, Adolescent Services, FASU, Juvenile Justice and MST-IPV). She is a member of the Statewide Racial Justice Team and the Diversity Action Team. Nedra is also an Adjunct Professor at Southern Connecticut State University and active member on a Board and Commission in the community. In February 2023, she transferred to the Academy for Workforce Development.

ACADEMY STAFF



Maureen Auger, Child Welfare Trainer, M.A., Leadership, Albertus Magnus New Haven

Maureen was hired by DCF in September of 1993, after spending 8 years in non-profit adolescent services. At DCF, she served in the New Haven office as a Social Worker in Adolescent, Mental Health and Treatment Units before moving to Investigations. In 2004, Maureen was promoted to Social Work Supervisor over a training unit for the Greater New Haven/Milford Office. In 2009, Maureen joined the DCF Academy for Workforce Development as a Child Welfare Trainer and remains at the Academy as a non-rotating trainer.



Laura Wilkerson, Child Welfare Trainer, B.S. Human Services, Springfield College

In 2007, Laura joined DCF after several years of experience in the foster care field, at NAFI, CT. She worked in the Willimantic Area Office and held Social Worker positions in On-Going Services, Voluntary Services and Intake. Laura provided numerous Mandated Reporter Trainings in the community since becoming a trainer in 2010. She also served as a Union Steward. Laura was promoted to Social Work Supervisor in February 2018 and supervised an Intake unit. Laura joined the Academy for Workforce Development in March 2019.



Adina Ghanooni-Breau, Child Welfare Trainer, B.A, University of MA, MA, Southern CT State University

Adina began working with the Department in 2004 in region 2. As a social worker, Adina worked in various capacities in on-going services which included treatment and permanency units. Adina also earned two Post Masters Certificates offered through the Department in the areas of Adoption and Adolescence. In 2014 Adina became an IPV Specialist in Region 2. In 2017 Adina became a Social Worker Supervisor and has supervised units in the Hartford and New Britain Area Office. Adina joined The Academy for Workforce Development as a Child Welfare trainer in 2019.



Lindy O'Brien, Training Program Coordinator

Lindy joined the DCF Academy for Workforce Development in July 2021, after working in post-secondary education for 23 years. During that time, her primary focus was on adult learning. Beginning as an instructor in 1998 for a medical assisting program, she grew her instructional and administrative skills, becoming the Campus Director of Operations and Education. In this position, Lindy was responsible for the education of over 500 students, as well as staff training and development. Lindy brings with her an expertise of adult learning and teaching style.

ACADEMY STAFF



Sarah Colella, Child Welfare Trainer, MS.

Sarah began her employment with the Department of Children and Families in the Manchester Area Office in April of 2004. As a Social Worker, her career focused on achieving permanency for youth in care as an adoption specialist. In March 2008, she became a Child Service Consultant at Central Office with the Adoption Resource Exchange. In September 2017, Sarah was promoted to Social Work Supervisor in the Hartford Area Office. In January 2020, she transferred to the Waterbury Area Office as a Social Work Supervisor. In October 2022, Sarah joined the DCF Academy for Workforce Development as a Child Welfare Trainer.



Colleen Drummond, Child Welfare Trainer, M.A. Forensic Psychology, American International College

Colleen was hired by DCF in July 2004, as a Social Worker in the Manchester Area Office from 2004 until June 2015. While a Social Worker, Colleen worked in the areas of Treatment (IH/OOH), Probate and Investigations. In June 2015, she transferred to the Hartford Area Office and shortly after the transfer, was promoted to a Social Worker Supervisor, in treatment services. On September 11, 2020, Colleen transferred to the Academy for Workforce Development as a Child Welfare Trainer.



Shaneka Hernandez, Child Welfare Trainer, B.S. in Criminology from Central Connecticut State University, M.S. in Human Services w/Clinical Specialty from Post University, Board Certified Human Service Practitioner since 2010.

Shaneka became employed with the Department in May 2004 in the Torrington Office. Throughout her time as a Social Worker, Shaneka gained experience in Ongoing Services and specialty units such as Intake and Adolescent Services. Shaneka was promoted in August 2015 in the New Britain Office where she supervised a Mental Health Adolescent Unit. She transferred back to the Torrington Area Office in January 2018 and served as a Training Supervisor before transferring to the Academy for Workforce Development in July 2020.



Rachel Sanborn, Child Welfare Trainer, B.A. in Sociology from Keene State College, Keene NH M.S. in Criminal Justice with a concentration in Child Protection and Juvenile Justice from Nova Southeastern University, Fort Lauderdale, FL

Rachel came to DCF in 2005 after spending four years as a child abuse investigator for the Department of Children, Youth, and Families in New Hampshire. Rachel spent 8 years as a treatment worker in the Manchester Office before transitioning to New Britain in 2013 where she spent 5 years as an investigator. Rachel has been a Training Supervisor in the New Britain office since 2018 having accepted a temporary position that became permanent in 2019. Rachel joined the Academy in August 2021.

ACADEMY STAFF



Raenette G. Riddick, Community Trainer, MSW, Springfield College

Raenette began her career with DCF on 2/14/00 in the Waterbury area office. She served as a permanency social worker for 4 years until she was promoted to Social Work Supervisor in 2004. Raenette served in region 5 and 6 in the capacity of Investigations, Adolescent, Training, Probate Supervisor and Considered Removal Facilitator. In January 2022, Raenette joined The Academy of Community Partners as a Community Trainer



D'Oyen Barrett, Child Welfare Trainer, B.S. Human Development and Family Relations from University of Connecticut

D'Oyen Barrett started his DCF journey as a social worker in the Norwalk office then transition to a social worker in the Meriden office. As a social worker, he has held positions in Permanency, Ongoing, Investigation, Voluntary Services and FWSN. D'Oyen was promoted to social work supervisor in 2008 and has worked in the New Haven, Milford, and Waterbury area offices. As a social work supervisor, he oversaw the Adolescence Services, Training, Ongoing Services, Medically Complex, Permanency and Probate units. D'Oyen joined the Academy for Workforce Development in May of 2022.



Marc Williams, B.S. Public Health from Southern Connecticut State University

Marc began his career with DCF in 1995 in Region 2. Marc served as an Adolescent Worker until 1997 when he transitioned to Intake. Marc was promoted to Supervisor in 2014. He transitioned to Region 1 as an Ongoing Treatment Supervisor until returning to Intake as a Supervisor in 2016. During his tenure in Region 1 Marc served as the Fatherhood Engagement Leadership Team (FELT) Lead. Marc joined the Academy for Workforce Development in November 2022 as a Child Welfare Trainer.

ACADEMY STAFF



Pamela Williams, Office Supervisor

Pam has been with DCF since November 1988, and held positions as a Clerk Typist, Office Assistant, Head Clerk, Secretary II, Administrative Assistant and Office Supervisor. During her tenure with DCF she has worked for various Divisions such as Protective Services in the Meriden & Middletown area offices, the Administrative Law, Policy and Licensing Division, and the Quality Improvement Division. In January 2005 Pam joined the Academy for Workforce Development, where she assumed the position as a Statewide Clerical Coordinator.



Danielle Perez, Secretary II

Danielle Perez was welcomed to the DCF's Academy for Workforce Development in June 2022 to the position of Secretary 2. This is Danielle's first position as a state employee. Prior to joining the DCF, Danielle served as the administrative assistant for the pharmacy department of Mount Sinai West hospital in New York City for 6 years. Danielle earned a BA from Hunter College in English Creative Writing and has also studied music with an emphasis on solo piano for over 20 years.



Sarah Smith, Secretary II

Sarah Smith joined DCF's Academy for Workforce Development in April 2022 in the position of Secretary 2. While new to state employment, Sarah has over 20 years of experience in a multitude of administration and management roles in the private sector. Sarah dedicated over 16 years of her career to the recycling industry, but also has experience in retail, food services, construction, landscaping, property management, insurance, graphics & trade shows, information technologies, and business consultation (to name a few). In Spring of 2020, Sarah graduated cum laude from Central Connecticut State University, having earned her BA degree in Psychological Science with a minor in Business Management.