At-A-Glance for Wednesday, April 1, 2020
7am-8am: Registration & Hot Breakfast
8am-9:15am: Opening & Keynote Dr. Lark Eshleman
9:25am-12:30pm: Workshop Series A & B
12:35pm-1:25pm: Lunch
1:30pm-4:40pm: Workshop Series C & D
4:45pm-5:45pm: Marvelous Mixer with Members & Sponsors
5pm-6pm: Board Meeting in the McClay Room (2nd Floor)
8pm-9pm: Networking Event (Raffle Drawing at 8:30pm)

At-A-Glance for Thursday, April 2, 2020
7am-8am: Registration & Hot Breakfast
8am-9:15am: Opening & Keynote Ilonka Deaton
9:25am-12:30pm: Workshop Series A & B
12:35pm-1:25pm: Lunch (Raffle Drawing at 1pm)
1:30pm-4:40pm: Workshop Series C & D
4:45pm: Closing Remarks, Conference Adjourns
WA1

Best Practices for On Grounds or Non—Traditional Education Programs

Abigail Wilson, Children’s Programs Specialist for PCCYFS; Michael DeAntonio, Executive Director of Education for CSF Buxmont

This workshop will provide an overview of what agencies providing educational services on grounds should be doing to support students entering their programs. Presenters will discuss perceptions of educational services and what steps providers can take to improve perceptions and communication with stakeholders.

Learning Objectives:

Understand stakeholder and public perceptions of on grounds or non-traditional education services.

Make improvements to their educational program based off presented information.

Implement recommended practices to improve communication and relationships between their agency and stakeholders.

WA2 1.5 CEUs

Our Teens Are Hurting: Understanding Adolescent Relationship Abuse

Jessica Castle, Program Development Director for Family Design Resources; Shelly Castillo, Program Specialist for Family Design Resources

will present information about a critical epidemic in America, Adolescent Relationship Abuse (ARA). Adults play an important role in empowering youth to lead healthy lives and establishing healthy relationships. This session will examine the dynamics of ARA, identify supports/resources and introduce a trauma-informed intervention.

Learning Objectives:

Identify the dynamic of ARA and recognize it as a form of Intimate Partner Violence.

Create and implement interventions to help identify and prevent Teen Dating Violence (TDV).

Create and apply strategies to respond to TDV with youth involved in Child Welfare System.

Explain key elements about the neuroscence of trauma and sexual decision making.

Engage youth and optimize potential for change in relation to sexual health and well-being.

WA3 1.5 CEUs

FirstMatch: The Key to Clinical Success

Mark Mortimer, COO at Adelphi Village

FirstMatch is an innovative evidenced based application that assists placement decision makers through the process of identifying a provider and program that demonstrates the highest likelihood of success for a particular youth. FirstMatch operationalizes the most under-leveraged variable in the clinical success equation, the match between the youth and program. FirstMatch decreases the likelihood of a failed placement and increases the likelihood that the youth will remain out of care at the conclusion of their treatment.

WA4 1.5 CEUs

The Home-Based Family Recovery Program: A Cross-Systems Collaboration in Allegheny County

Amanda Maise, Special Projects Manager for Community Care Behavioral Health Organization; Nick Christy, Clinical Manager of Behavioral Health for Holy Family Institute; Toccara Stanley, Substance Use Consultation Specialist for Allegheny Co. DHS, OCYF

Parental substance use may challenge the stability of the family. Home-based Family Recovery (HFR) is an intensive in-home program for families with children up to four years of age who have CYF involvement and where parental substance use is a factor in that involvement. HFR is an innovative service that includes both a substance use disorder treatment component and a parenting component. Allegheny County / Holy Family Institute is the first location to utilize this intervention, adapted from the Yale Child Study Center’s Family-based Recovery model, outside the state of Connecticut.

Learning Objectives:

Describe an innovative approach to substance use disorder treatment for parents of young children with CYF involvement.

Cite at least three (3) successes and challenges faced by collaborative partnerships among a provider organization, county human services and managed care.

Interpret data collected from HFR service recipients to learn about program successes and areas for growth.

Integrate components of the intervention, collaborations and assessments relevant to their agencies and work.
DAY 1: Series B — Wednesday, April 1, 2020  11:05am-12:35pm

WB1  1.5 CEUs

The Power in Community
Evangelist Nidicka Frederick, Owner and Director of New Way Youth Services, Inc.

Providers of children in out-of-home placement are often told the importance of integrating children into communities so that they can experience the “normalcy” of children in “traditional” families. This session will share the benefits of addressing those with the common experience of out-of-home placement as members of their own unique community! Having this shared experience discussed among peers can help to identify the services needed by families involved with CYS, change the placement language to exemplify a trauma-informed approach to care, offer a sense of comradeship to children entering and exiting foster care and destigmatize the use of child welfare interventions.

Learning Objectives:
Discuss current challenges facing children in placement, specifically on normalcy, assimilation and community integration.
Identify the social relevance of communities and explain how they can change negative perceptions and help gain government subsidies for addressing placement needs.
Recognize how language and the creation of smaller communities within the broader community impacts upon the outcomes for children in care, while also encouraging comradeship, trust and lasting positive transformations.

WB2  1.5 CEUs

Expressive Writing as a Tool to Reach Beyond Complex Trauma Barriers
Erin Bastow, MS, LPC, NCC, Clinical Training Supervisor for Harborcreek Youth Services

This workshop will present expressive writing as a tool for reaching individuals who as a result of traumatic experiences struggle to communicate their needs, have a problematic set of emotional management skills and continuously carry with them a collection of negative self-cognitions. Attendees at this workshop will learn several specific writing interventions to address the aforementioned barriers. Hands-on practice with exercises will be provided.

Learning Objectives:
Explain the ways in which expressive writing can be utilized by children and adolescents affected by trauma.
Distinguish where within current practices one may employ appropriate uses of expressive writing.
Facilitate multiple expressive writing interventions in their work.

WB3  1.5 CEUs

Turning CSEC Survivors into CSEC Thrivers in Residential Treatment
Dominick DiSalvo, LPC, Sr. Dir. Of Clinical Services for KidsPeace

Individuals with history of trauma often display behavioral dysregulation caused by changes to the flight/fright/freeze mechanisms. These survival responses have unfortunately lead others to label such youth as “bad kids”. Trauma-informed care means to work to truly understand the “why” behind these responses. A holistic approach infusing the principles of family/youth led, healthy community interactions, evidence-based/data-driven interventions and life skills development is needed. We will discuss how to help survivors become thrivers and work to successfully transition them back into the community.

Learning Objectives:
Identify CSEC and recognize its increased prevalence.
Understand how data, family inclusion and youth voices help to effectively target interventions that meet the needs of our youth and families.

WB4  1.5 CEUs

Enhancing Provider-County Relations through Data under FFPSA
Kristine Creavey, Research and Evaluation Specialist and P.J. Lundgren, Research and Evaluation Supervisor for PA Child Welfare Resource Center at the University of Pittsburgh

The Family First Prevention Services Act (FFPSA) brings about a layer of complexity to child welfare provider and agency practices, several of which involve the collection and reporting of data. This session will first explain the Prevention Services Data Elements required by the FFPSA. We will next explore how providers and counties might enhance their collaborations, not only to fulfill those data reporting requirements, but to ultimately monitor every eligible child’s safety, permanency, and well-being. In the spirit of enhanced collaboration and teaming, we will end the session by providing tips and tricks for providers to use so that their communication of data to agencies and other stakeholders can be as appropriate and effective as possible.

Learning Objectives:
Understand the data elements required by the FFPSA that county Title IV-E agencies must collect.
Discuss the role providers can play in assisting county agencies with submitting the required data.
Identify practical tips and ideas for communicating data effectively to county agencies and other stakeholders.
WC1  1.5 CEUs

Best Practices for Implementing Evidence-Based Clinical Treatment in Community Mental Health Programs

Molly Stubbs, LPC, Outpatient Clinical Supervisor and Veronica Lattanzi, LPC, Program Administrator for Devereux Advanced Behavioral Health

In a culture of delivering the most effective and least restricted levels of care, community mental health agencies continue to receive complex and high-need referrals for mental health treatment. Increased research shows the vast improvements evidence-based programs can make in clients with decreased time in treatment. Attendees will gain real-world expertise on strategies that can be utilized to ensure effective evidence-based program implementation among various services lines in a community mental health agency. Feedback from a previous individual receiving services through a community based program will be shared with the audience to promote recovery.

Learning Objectives:
- Identify evidence-based programs being consistently implemented in community mental health.
- Develop proposals with ideas and clear action steps to begin planning and implementing an evidence-based program, starting with leadership and moving down to direct care professionals.

WC2  3 CEUs

Risk Management: Identifying and Implementing Effective Strategies

Jennifer Flowers, CEO of Accreditation Guru, Inc.

Strategically implementing a risk management program is essential to minimize or eliminate events that contribute to losses. There should be a systematic approach to risk management tied to an organization’s mission, with a deliberate focus intended to ensure quality. This session will highlight strategies and techniques to identify, manage and report on areas of risk such as human resources, governance and finance as well as critical incident reporting and technology, including the electronic management of information.

Learning Objectives:
- Discuss techniques for how to neutralize risk through preemptive action.
- Identify key elements to include in a robust annual risk analysis and recognize the increasing importance of risk mitigation in the areas of technology, electronic management of information and social media.

WC3-WD3

Keeping It Real: Enhancing Staff Morale, Retention and Quality of Services

Double Session: 3 hours total  Part 1 of 2

Aimee Plowman, 412 Youth Zone and Homeless Services Director and Jennifer Strom, 412 Youth Zone Manager for Auberle

Satisfied and engaged employees are more productive. Staff turnover can be costly to both an organization’s time and budget. What can you do to keep staff feeling appreciated, motivated and valued so that they are well-equipped to provide an increased quality of services to children, youth and families in the community?

In this interactive presentation, participants will explore the causes that lead to poor staff retention and morale. Why does it happen? What has been tried before, but just doesn’t seem to work as well as anticipated? What are some ways to show staff appreciation, beyond the paycheck?

Learning Objectives:
- Identify and discuss causes of frequent employee turnover.
- Explain how to use multiple tools to increase employee retention.
- Develop ideas for a plan around how to build a workplace culture that supports the organization’s mission and improve employee morale.
- Demonstrate engagement techniques to ensure that each employee voice is heard and valued.

WC4-WD4

Becoming a Trauma-Informed Org: Meet the Family First Mandate...AND...It’s the Right Thing to Do!

Double Session: 3 hours total  Part 1 of 2

Mary Jo Harwood, LSW, DNCCM, Program Coordinator for Traumatic Stress Institute at Klingberg Family Centers; Jean Mazzarese, VP of Programs for Children’s Home of Easton

Youth-serving organizations are asked to treat increasingly complex and traumatized children in a shorter time frame. The Family First legislation, for example, requires systems to move youth from Qualified Residential Treatment Programs (QRTPs) to community-based programs more quickly. Family First also requires organizations to use a trauma-informed care framework recognizing that, to treat and safely manage these youth, they must increase clinical sophistication and knowledge of trauma. This workshop will discuss how organizations can implement and sustain trauma-informed care in their settings.

Learning Objectives:
- Learn about trauma-informed care and the key steps to comply with Family First Prevention Services Act.
- Describe why a whole-system change model of trauma-informed services is sustainable versus one-off trainings.
- Demonstrate through role play how a trauma-informed approach facilitates safety, trust and healing.
- Recognize characteristics of a trauma-informed organization.
- Recognize characteristics of vicarious trauma and three practices to prevent vicarious trauma.
- Identify the phases and requirements for transformation to trauma-informed services.
WD1 1.5 CEUs
Transgender Clients and the Mental Health System
Lisa R. Fritz, LCSW, Associate Director of Clinical Services for Children’s Home of York
This session will review the reality of the mental health system as faced by the majority of transgender individuals, which often includes lack of cultural competence, microaggression and lack of education. Methods to address this issue will be reviewed, using specific examples from research and the presenters hands on experience at the Children’s Home of York Psychiatric Residential Treatment Facility (PRTF). Finally, the legal and clinical developments in transgender treatment will be touched upon.

Learning Objectives:
Identify concepts associated with treating transgender individuals in the mental health setting.

Explain clinical theory, best practice standards, and current law associated with treatment of transgender individuals in the mental health setting.

Understand the relationship between NASW Code of Ethics, APA Code, and other related codes and our responsibility to transgender individuals in the mental health setting.

Identify practical challenges to ensuring affirming treatment of transgender individuals in the mental health setting and to describe methods to overcome the challenges.

WD2
Best Practices for Facilitation and Engagement: Energizing your Staff and Other Audiences
Jill Ferraro, Practice Improvement Specialist and Marvin Butts, Youth Quality Improvement Specialist for PA Child Welfare Resource Center, University of Pittsburgh
This session explores creative ways to engage and energize your staff. Designed for anyone who may be leading or facilitating groups of other professionals, children or families, attendees will explore creative ways for leaders to engage a group. Participants will participate in activities, while learning some strategies to effectively organize and motivate their group to help achieve a desired goal. Through the explanation and/or actual facilitation of several tools and activities, participants will walk away with information that they will be able to use in their everyday work.

Learning Objectives:
Identify and demonstrate specific tools and/or activities for engagement and facilitation.

Understand and explain to others how the tools and/or activities can be utilized (TOL) and adjusted for various audiences.

WC3-WD3
Keeping It Real: Enhancing Staff Morale, Retention and Quality of Services
Double Session: 3 hours total Part 2 of 2
Aimee Plowman, 412 Youth Zone and Homeless Services Director and Jennifer Strom, 412 Youth Zone Manager for Auberle
Satisfied and engaged employees are more productive. Staff turnover can be costly to both an organization’s time and budget. What can you do to keep staff feeling appreciated, motivated and valued so that they are well-equipped to provide an increased quality of services to children, youth and families in the community?
In this interactive presentation, participants will explore the causes that lead to poor staff retention and morale. Why does it happen? What has been tried before, but just doesn’t seem to work as well as anticipated? What are some ways to show staff appreciation, beyond the paycheck?

Learning Objectives:
Identify and discuss causes of frequent employee turnover.

Explain how to use multiple tools to increase employee retention.

Develop ideas for a plan around how to build a workplace culture that supports the organization’s mission and improve employee morale.

Demonstrate engagement techniques to ensure that each employee voice is heard and valued.

WC4-WD4
Becoming a Trauma-Informed Org: Meet the Family First Mandate...AND...It’s the Right Thing to Do!
Double Session: 3 hours total Part 2 of 2
Mary Jo Harwood, LSW, DNCCM, Program Coordinator for Traumatic Stress Institute at Klingberg Family Centers; Jean Mazzarese, VP of Programs for Children’s Home of Easton
Youth-serving organizations are asked to treat increasingly complex and traumatized children in a shorter time frame. The Family First legislation, for example, requires systems to move youth from Qualified Residential Treatment Programs (QRTPs) to community-based programs more quickly. Family First also requires organizations to use a trauma-informed care framework recognizing that, to treat and safely manage these youth, they must increase clinical sophistication and knowledge of trauma. This workshop will discuss how organizations can implement and sustain trauma-informed care in their settings.

Learning Objectives:
Learn about trauma-informed care and the key steps to comply with Family First Prevention Services Act.

Describe why a whole-system change model of trauma-informed services is sustainable versus one-off trainings.

Demonstrate through role play how a trauma-informed approach facilitates safety, trust and healing.

Recognize characteristics of a trauma-informed organization.

Recognize characteristics of vicarious trauma and three practices to prevent vicarious trauma.

Identify the phases and requirements for transformation to trauma-informed services.
DAY 2: Series A — Thursday, April 2, 2020  9:25am-10:55am

TA1  1.5 CEUs
Standardized Program Evaluation Protocol (SPEP™): A collaborative approach to improve services

David Evard, Assistant Chief, and Bill Shultz, Placement Liaison with the Allegheny Co. Juvenile Probation Office; Jody Wellwood, COO for Outside In School; Christa Park, SPEP™ Implementation Specialist, and Shannon O’Lone, SPEP™ Implementation Specialist with the Penn State EPICenter

The Standardized Program Evaluation Protocol (SPEP™) is utilized statewide by providers to improve the quality of service delivery to youth served by the juvenile justice system. This session is critical for anyone providing services to youth from juvenile probation! Learn about the SPEP™ process, what it looks like and what the various roles entail. You will also hear directly from a provide that has gone through and benefited from the SPEP™ process.

Learning Objectives:
- Discuss elements of the SPEP™ process.

TA2  1.5 CEUs
County/Provider Financial Reporting, Forecasting & Contracting Process

Craig Adamson, Ph.D., CADC, President of Community Service Foundation & Buxmont Academy
Kim Young, Vice President of The Bair Foundation

This session shares some lessons learned and identified challenges as discovered through comprehensive work done by the 2018-19 Rate Methodology Task Force.

Learning Objectives:
- Identify and discuss timelines NBP&B incorporating IV-E and Act 148.
- Discuss and evaluate challenges from all perspectives for a better understanding around NBP&B and IV-E processes.

TA3-TB3  3 CEUs
Digital World: Youth, Technology, Social Media, Drugs and Mental Health
Double Session: 3 hours total  Part 1 of 2

Ryan Klingensmith, LPC, NCC, Founder of Shape the Sky

This training defines categories of social networking that educators, providers and parents should be aware of and listening for with their student’s, client’s or children. The session will review technology related to: being a digital provider, current digital terminology, untraceable messaging, digital grooming, exposure to drugs online, mental health sharing, digital suicide red-flags, accessing the dark web with a smartphone, hidden photo vaults and internet “challenges.” The most current social media sites will be defined and digital culture and mental health practices on these sites/apps will be discussed. This presentation will raise the awareness of culture on the internet and how adults can teach wisdom in a digital world.

Learning Objectives:
- Define three technology and social media platform trends that are in popular use with youth.
- Identify three areas of technology and social media that may be hidden from adults but that are actively being used by youths.
- Describe three intervention and prevention practices and how to work with youth as a parent, educator or provider.

TA4-TB4  3 CEUs
Data Based Decision Making: The Impact on Today’s Child Welfare Practice
Double Session: 3 hours total  Part 1 of 2

Andrea Richardson, Subject Matter Expert and Trainer for Info-Matrix, Corp.

Many of us enter in data into our computer systems every day but few of us know what to do with that information and how it could actually help us do our work even better. Participants will learn about data based decision making, how it can be helpful to child welfare practice, and how tools like Data Visualization can really create products that can help you tell the child welfare story. By informing practice, users understand the gaps or trends in the community, and agencies will be better equipped to make a bigger difference in the lives of the children and families.

Learning Objectives:
- Explain what Data Based Decision Making is and how it is currently being used.

Evaluate national examples in Social Service practice where data is being used to make program improvements.

Discuss how local communities are using their data to inform practice outcomes, professional development, and increase the motivation of their team;

- Explain what Data Visualization is and how they can use it to tell the child welfare story to impact change;

Begin to create an Implementation Plan to share with local teams, including actionable next steps to help draft and implement an Action Plan.
Day 2: Series B — Thursday, April 2, 2020  11:05am-12:35pm

TB1  1.5 CEUs

Twisted Sisters: Mama Mia, Here We Go Again? Helpful Humor for Engaging Children with Challenges

Dianna Brocious, Family Involvement Specialist and Crystal Karenchak, Family Policy and Engagement Consultant for the PA Care Partnership; Karan Steele, Prevention, Education, and Outreach Coordinator for Beacon Health Options

Storytelling friends who have hilariously personal experiences about the journey their children and grandchildren have taken them growing up “with a diagnosis”. These three friends will walk you through the highs and lows as their children grew into adults and now helping with their grandchildren deal with life today. These are friends who learned long ago that if you do not laugh at your situation you may not make it through the next situation! Come, sit, have a cup of coffee, close your eyes and listen, laugh as they take you down the rabbit hole.

Learning Objectives:
Understand how humor can help one work through tough times.

Identify ways for support staff to help parents and caregivers cope with difficult situations.

Identify ways for parents and caregivers to more effectively communicate their needs with staff and educators.

Discuss and demonstrate a variety of learning methods, including visual, verbal, physical, and social.

TB2  1.5 CEUs

Cultivating Awareness and Nurturing Empathy: A Trauma-Informed Approach

Jessa Winas, Training and T.A. Specialist for the PA Coalition Against Domestic Violence

This session will inform participants about how to define and recognize domestic violence and its impact on children. Through discussion and activities, attendees will learn the similarities and differences between trauma and vicarious trauma, as well as identifying how vicarious trauma may present upon their work with children, youth and families. This workshop will also explore how adopting a trauma-informed lens into supervision can decrease the effect of vicarious trauma in staff.

Learning Objectives:
Define and identify domestic violence and the impact it has on children.

Explain trauma and vicarious trauma.

Discuss the effects that vicarious trauma may have on clients and the daily work of staff.

TA3-TB3  3 CEUs

Digital World: Youth, Technology, Social Media, Drugs and Mental Health

Double Session: 3 hours total  Part 2 of 2

Ryan Klingensmith, LPC, NCC, Founder of Shape the Sky

This training defines categories of social networking that educators, providers and parents should be aware of and learning for with their student’s, client’s or children. The session will review technology related to: being a digital provider, current digital terminology, untraceable messaging, digital grooming, exposure to drugs online, mental health sharing, digital suicide red-flags, accessing the dark web with a smartphone, hidden photo vaults and internet “challenges.” The most current social media sites will be defined and digital culture and mental health practices on these sites/apps will be discussed. This presentation will raise the awareness of culture on the internet and how adults can teach wisdom in a digital world.

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TA4-TB4

Data Based Decision Making: The Impact on Today’s Child Welfare Practice

Double Session: 3 hours total  Part 2 of 2

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 Explain what Data Visualization is and how they can use it to tell the child welfare story to impact change;

Begin to create an Implementation Plan to share with local teams, including actionable next steps to help draft and implement an Action Plan.
TC1 1.5 CEUs

How to Leverage the Power of Caring Adults in the Lives of Older Youth in Foster Care

Johanna Greeson, Associate Professor for University of PA School of Social Policy & Practice

The C.A.R.E. program advances a new paradigm in child welfare practice: one that acknowledges that all youth require independent living skills and life-long connections to caring adults. Child welfare organizations wanting to adopt this new approach to serving older youth need a road map to guide their efforts. The goal of this presentation is to provide child welfare organizations with the vision and practical tools needed to facilitate and support the development of growth-fostering relationships between older youth in care and caring adults.

Learning Objectives:
Describe the aging-out crisis and consider why it’s becoming more prevalent.
Discuss a proposed new paradigm in child welfare for better serving older youth in care, which focuses on relational connectedness and social support development.
Identify differences between formal or programmatic mentoring and natural mentoring.
Describe current research on natural mentoring and older youth in foster care.

TC2

Establishing a Safe Culture in Caregiving Programs: An Organizational Approach

Joseph K. Mullen, President of JKM Training, Inc.

The heightened concern regarding inappropriate behavior management interventions in caregiving programs impacts service receivers and providers. This workshop will provide an organizational framework and specific strategies to promote client and staff safety, as well as, reduce the potential for individual and organizational intervention liability. It will also provide a comprehensive blueprint by which organizations can achieve state of the art practice using any reputable behavior intervention training model.

Learning Objectives:
Understand the critical organizational components that must be included in establishing state of the art intervention practice.
Identify and describe specific strategies that must exist for transitioning staff training into staff performance.
Review and discuss a model code of practice for intervention.

TC3 1.5 CEUs

Pennsylvania’s Implementation of Family First: Specialized Settings for Children and Youth

Roseann Perry, Regional Special Projects Manager for the Dept. of Human Services’ Office of Children Youth and Families

Bernadette M. Bianchi, LSW, Consultant

This workshop will provide an overview of Pennsylvania’s implementation of Family First Prevention Services Act (Family First) followed by a targeted focus and discussion of the defined standards for Specialized Services service the populations of pregnant, expecting and parenting youth; youth who are transitioning to adulthood; or youth who are, or at risk of becoming, sex trafficking victims.

Learning Objectives:
Participants who are considering application and development of program standards for certification as a specialized setting will be able to develop the necessary policies toward implementing practices to meet the needs of the population identified.
Participants will also be able to utilize the information toward determining potential future application and/or expansion as a specialized setting.

TC4-TD4

The Coach Approach Model: A Statewide Implementation that is Changing the Conversation

Double Session: 3 hours total Part 1 of 2

Mark Durgin, Project Director for PA Care Partnership; Valarie Goulds, J.D., County System of Care Administrator and County Autism Coordinator for the Philadelphia Dept. of Behavioral Health and Intellectual Disability Services

Coaching can focus on specific skills and abilities to reach targeted outcomes, enhance performance and develop deeper levels of critical thinking. Coaching has the potential to be utilized in all types of work situations and at all levels of the organization system. It has been a focal point for improved communication at the state and local levels, resulting in stronger partnerships, less conflict and tension and greater energy and enthusiasm among the workforce for future collaborations.

This three-hour session will review the how Pennsylvania is working to implement this Model, as well as have the audience practice the key elements of the Coach Approach.

Learning Objectives:
Understand why the Commonwealth of PA and the PA Care Partnership are investing in this form of system change to build adaptive leadership skills.
Align System of Care values to adaptive leadership and relationship building.
Understand and practice the Coach Approach model of communication.
Discuss how the Coach Approach to Adaptive Leadership is being evaluated to provide education/feedback on how systems, youths and families can improve their ability to communicate.
TD1 1.5 CEUs
LGBTQ+ Youth: Beyond 101
Tim McKinney, LSW, Social Work Supervisor for the Support Center for Child Advocates

The LGBTQ+ community is extremely diverse and has a rich history of welcoming the differences that make each person unique. However, the challenges queer youth face when developing and discovering their inter-sectional identities can help or harm along their journey to adulthood. Participants will discuss "SOGIE" and learn ways to create inclusive dialogue from micro to macro. The lived experiences of queer youth will be explored through a person-in-environment lens, highlighting unique developmental, social, and emotional milestones within a culture of heteronormativity. Experiences unique to LGBTQ+ youth involved in child welfare systems will be given particular emphasis.

Learning Objectives:
Define and provide examples of intersectionality, heteronormativity, and micro-aggression.
Understand the difference between sexual orientation and gender-identity and expression.
Identify how helping systems may end up doing harm to queer youth.
Become familiar with development and the impact of trauma on development.
Practice building inclusive dialogue in a safe, non-judgmental, and affirming space.
Demonstrate a commitment to social work values as defined in the NASW Code of Ethics.

TD2 1.5 CEUs
Children’s behavioral health transformation; What does the future hold?
Joan Erney, Behavioral Health Consultant for PCCYFS; Lisa Lowery, Director of Advocacy and Consumer Relations for The Bradley Center; Lisa Kennedy, special guest family member

This workshop will provide an overview of the current children's behavioral health landscape as well as future legislative, regulatory, and program changes impacting children's behavioral health. This will include Family First, IBHS, and Value Based Payments as examples. We will also explore agencies opportunities and strategies to develop or enhance behavioral health supports and services to remain relevant in a changing healthcare environment.

Learning Objectives:
Participants will be able to identify the components of a children's behavioral health continuum.
Participants will be able to identify areas to enhance behavioral health competencies in your agency.
Participants will be able to learn of changing health care trends in behavioral health.
Participants will be able to identify next steps in their agencies strategy to participate in children's behavioral health transformation.

TD3 PENDING CONFIRMATION - DETAILS TBD
Sue A. Cohick, MSW, Institute Project Director at Spaulding for Children
Workshop description pending.

TC4-TD4
The Coach Approach Model: A Statewide Implementation that is Changing the Conversation
Double Session: 3 hours total  Part 2 of 2
Mark Durgin, Project Director for PA Care Partnership; Valarie Oulds, J.D., County System of Care Administrator and County Autism Coordinator for the Philadelphia Dept. of Behavioral Health and Intellectual Disability Services

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Align System of Care values to adaptive leadership and relationship building.
Understand and practice the Coach Approach model of communication.
Discuss how the Coach Approach to Adaptive Leadership is being evaluated to provide education/feedback on how systems, youths and families can improve their ability to communicate.