

DCF ACADEMY FOR WORKFORCE DEVELOPMENT



Fall Catalog
October—December 2019

Courses Offered By: DCF Academy for Workforce Development Trainers and Adjunct Staff

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GENERAL INFORMATION

Registration for DCF Employees

To register for a course, DCF employees should click the “Click here to register” area of each course description; and register electronically via our learning management system (LMS), SABA. Supervisory approval is not required as part of the electronic self-registration process, however, communication with and approval from your supervisor is necessary prior to attending any course. It is recommended the catalog be used as a tool to discuss professional development during supervision. Automatically-generated confirmation emails will be sent upon successful registration, as well as reminder emails in advance of the course. In the event a course is full, you will not be able to register.

Priority Seating

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.

Attendance / Tardiness

If you are accepted into a class, it is expected that you will attend all sessions. You must notify your supervisor if you are not able to attend a session. Supervisors should contact the Academy to let us know you will be absent by 9:00a.m. Attendance is taken twice during the class. Inconsistencies in attendance are reported to the appropriate supervisors.

Unless otherwise indicated, classes start at 9:00am. Please plan on arriving by 8:45am. Late arriving participants are a distraction to the educational process. Accordingly, the Academy has established a tardiness policy. If a participant arrives to class 15 minutes after the class has started, it will be up to the discretion of the Trainer to permit a participant into the class. This also applies to participants returning from lunch. Your supervisor will be notified for follow up via email. Please note that for some courses no tardiness or missed class time is allowed. Please refer to the specific Course Descriptions for details. For additional information regarding attendance or tardiness please review the practice guide.

Tablets

Upon issuance of tablets, staff are encouraged to bring their state issued tablets to training. This will allow staff to access training materials in a more efficient manner.

Online Training Evaluations

Please be aware that the Academy is moving towards having all participants fill out training evaluations online. This requires all staff to bring their state issued iPhones to training in order to complete this task. If you do not have a state issued iPhone, you may opt to use your personal cell phone or a paper copy of the evaluation will be provided to you.

Certificate Requirements

DCF Employees may access and print transcripts, certificates of training completion, and continuing education certificates directly from the learning management system (LMS), SABA. In addition, Supervisors are able to print the transcripts for their assigned staff. To print these documents, you start by logging into ctlms.ct.gov. Certificates for continuing education classes that are organized and facilitated by the area office will continue to be provided by the area office.

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

GENERAL INFORMATION CONTINUE

Parking

DCF Academy – Central Office, Hartford Location: All persons attending training at the DCF Academy in Hartford must park in the **Cedar Street Parking Lot** located on the corner of Park and Cedar Streets. The Cedar Street Parking Pass must be displayed in your vehicle or you may be subject to tow.

[Please click here to access the Cedar Street Parking Pass and to see a visual picture of the Lot location.](#)

DCF Academy – SOTA, New Haven Location: All persons attending training at the DCF Academy in New Haven (SOTA) must park in the main parking lot.

Entrance to the Building

All persons entering the building must present a photo ID to the Security Guard.

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.

Inclement Weather

In the event of inclement weather please call the DCF Academy Weather Line at 860-560-50855 or watch Channel 3 WFSB news to find out the status of a scheduled training.

**** Remember: In the event of a DCF Academy for Workforce Development cancellation staff must report to their office, unless the state has been closed by the Governor. If you reside out of the state and cannot receive these TV stations, please make provisions to contact your supervisor****

IN-SERVICE TRAININGS

- Assessing Children with Developmental Disabilities
- Basic First Aid
- Case Planning: Boosting Your Understanding of the Practice
- Child Trafficking
- CPR/AED Certification (American Safety and Health Institute)
- Implicit Bias
- Improving Observation & Documentation
- Life Happens: How to Support Our Youth Through Milestones and Times of Transition
- Making the Most of Your Time: Effective Time Management and Organizational Tools
- Mental Health First Aid
- Neurodiversity
- Probate Matters
- Question, Persuade, and Refer (QPR)
- Reducing Risk Factors to Improve Permanency for LGBT Youth
- Special Qualitative Review (SQR): Infant Fatalities 2018
- Special Qualitative Review (SQR): Chronic Neglect
- Teen Dating
- The Next Step
- Understanding the Numbers
- Youth Mental Health First Aid

ASSESSING CHILDREN WITH DEVELOPMENTAL DISABILITIES



Dates, Times, & Locations:

- ◆ November 14, 2019 @ 9am - 4pm
- CEU's: 6
Central Office Training Room 4

Children with developmental disabilities are highly complex. They often have concurrent serious medical and psychiatric issues. And the systems that serve them are complicated too: educational, medical, technological and mental health services are needed. The entitlement systems, both state and federal, are difficult to navigate. Legal and ethical issues often crop up. It takes a village of DCF and community experts to serve children with developmental disabilities well. This training is designed to give you an overview of the assessment and case management skills you will need to be most successful in working with children who have developmental disabilities.

Presenters: Jennifer Avenia, Nachi Bhatt, Linda Clark

[Click here to register](#)

BASIC FIRST AID

Dates, Times, & Locations:

- ◆ October 9, 2019 @ 9am- 4pm
 - ◆ November 19, 2019 @ 9am - 4pm
 - ◆ December 10, 2019 @ 9am - 4pm
- CEU's: N/A
Central Office Various Training Rooms



BASIC FIRST AID

The purpose of this class is to provide any non-medically trained individual 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).

Presenter: Paula D'Aquila

[Click here to register](#)

CASE PLANNING: BOOSTING YOUR UNDERSTANDING OF THE PRACTICE

Dates, Times, & Locations:

◆ December 3, 2019 @ 9am - 4pm

CEU's: 6

Central Office Training Room 3

The goal of this one-day refresher course is to strengthen participant's skills in case planning practice, documentation, and development of the case plan document for families and children in placement. Participants will explore their role as social workers or supervisors in completing and/or reviewing case planning work including the alignment of case work, documentation, supervision, and case plans. Participants will be able to describe and identify the elements of the family and child in placement case plans, including consideration of cultural factors, assessment domains, summary assessment, and action plans. Participants will be able to articulate the importance of securing and including family feedback and the child's perspective in the development and documentation of the case plan and ongoing assessment for both a family plan and child in placement plan, and develop an action plan related to an identified participant need for a parent, and child in placement, based on a case scenario.

Presenters: Jennifer Rondini –Zayas, Kristine Rivera

[Click here to register](#)



CHILD TRAFFICKING

Dates, Times, & Locations:

◆ December 5 & 6, 2019 @ 9am-4pm

CEU's: 12

Central Office Training Room 4

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

This two-day curriculum will provide the fundamentals of both understanding the issue of child trafficking and best practices in working with a youth and family affected by it. This course has something for all levels of knowledge and experience. Participants will be able to identify potential child trafficking issues with existing families, will understand when to contact the DCF Careline, and to know how to manage the complexities of a case involving a child trafficking survivor. Participants will practice engagement techniques including the use of case scenarios that will bring this work to life. Participants will also have an opportunity to hear from a panel of experts in the field.

Presenters: Jennifer Uttley-Rosado, Kristine Rivera

[Click here to register](#)



CPR/AED CERTIFICATION (AMERICAN SAFETY & HEALTH INSTITUTE)

Dates, Times, & Locations:

◆ October 15, 2019 @ 9am - 4pm

◆ November 14, 2019 @ 9am - 4pm

◆ December 17, 2019 @ 9am - 4pm

CEU's: N/A

Central Office Training Room 4 or 7

The purpose of this class is to provide any non-medical individual with the necessary skills to recognize an emergency, perform chest compressions, apply the automated external defibrillation machine, ensure an open airway, provides assistance to a choking individual and the proper utilization of personal protective equipment.

Presenter: Paula D'Aquila

[Click here to register](#)

IMPLICIT BIAS

Dates, Times, & Locations:

- ◆ October 22, 2019 9am - 12pm
- ◆ November 13, 2019 @ 9am - 12pm
- ◆ December 12, 2019 @ 9am - 12pm

CEU's: N/A

Central Office Training Room 4

****FOR CENTRAL OFFICE STAFF ONLY****

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.

Presenters: Jennifer Rondini, Dyshawn Thames, Carmen James

[Click here to register](#)

IMPROVING OBSERVATION & DOCUMENTATION SKILLS THROUGH PRACTICE

Dates, Times, & Locations:

- ◆ October 31, 2019 @ 9am - 4pm

CEU's: Pending

Central Office Training Room 4



In this course participants will enhance their observation skills and ability to provide clear and accurate documentation based on observation and objective interpretation. Participants will visit real-life settings, such as Hartford Hospital, Criminal Court, and Bushnell Park and practice observing human behavior in that setting. They will be encouraged to take notes, but not interact with others, only observe. After the observation time, participants will return to the Academy and interpret their observations through writing, using an unbiased and objective lens. Participants will integrate their observations into written documentation and practice writing in a clear and accurate manner. They will conduct peer-reviews on each other's work. Finally, participants will submit their documentation to the trainers for review. The trainers will review the work, and provide feedback to the participant and his or her supervisor.

Presenters: Kristine Rivera, Laura Wilkerson

[Click here to register](#)

LIFE HAPPENS: HOW TO SUPPORT OUR YOUTH THROUGH MILESTONES & TIMES OF TRANSITION



Dates, Times, & Locations:

- ◆ October 30, 2019 @ 9am - 4pm

CEU's: N/A

Central Office Training Room 3

Participants in this course will have the opportunity to reflect on how many children in foster care experience key transition times and milestones. We will cover techniques to help children maintain their biological/primary family traditions while helping them to integrate new traditions into their lives. Participants will have the opportunity to reflect on the role that culture plays in how a child experiences changes to holidays, life transitions, and rites of passage. Participants will also identify strategies to support caregivers as they navigate behavioral changes and mental health challenges that arise. Participants will be asked to identify a youth who they are working with for an interactive and creative activity!

Presenters: Carmen James, Laura Wilkerson, Jennifer Uttley-Rosado

[Click here to register](#)

MAKING THE MOST OF YOUR TIME: EFFECTIVE TIME MANAGEMENT AND ORGANIZATIONAL TOOLS TRAINING



Dates, Times, & Locations:

- ◆ October 29, 2019 9am - 4pm
 - ◆ December 13, 2019 @ 9am - 4pm
- CEU's: N/A
Central Office Training Room 3

Are you feeling anxious about the amount of work you have to accomplish? Do you feel that you start to lose track of the work you need to get done? Are you struggling to identify where to start on the backlog of your work? If you answered yes to any of these questions, then this is the course for you! Participants will learn techniques to maximize the use of their time in order to accomplish critical work tasks, on time. Participants will learn concrete tools to increase the effective use of the time. Focus will be placed on improving the ability to manage distractions, working with personal biorhythms, and utilizing tracking and prioritizing systems. The course will include an overview of Outlook functions to organize time, create tasks, and set reminders.

Presenter: Jennifer Uttley-Rosado.

[Click here to register](#)

MENTAL HEALTH FIRST AID

Dates, Times, & Locations:

- ◆ October 3, 2019 @ 9am - 4pm
 - ◆ October 4, 2019 @ 9am—12pm
- CEU's: 8
Central Office Training Room 4

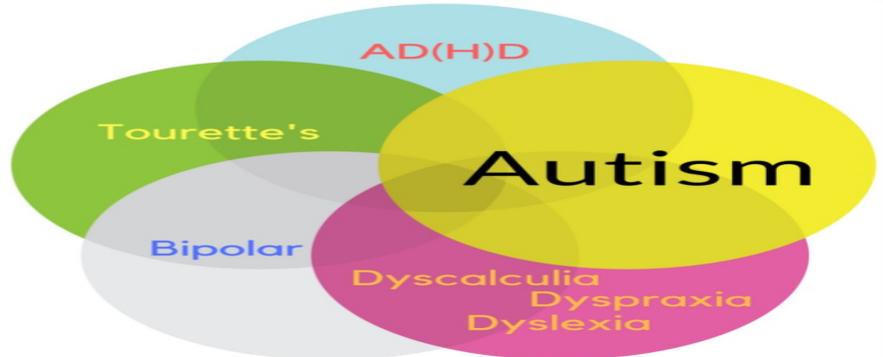
Enrollment into the first class gets you automatically enrolled into the remainder of training dates

Mental Health First Aid is an 8-hour course that teaches participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. It provides a basic understanding of what different mental illnesses and additions are, how they can affect a person's daily life, and what helps individuals experiencing these challenges get well. The course helps participants identify, understand, and respond to signs of addictions and mental illnesses. Mental Health First Aid teaches about recovery and resiliency—the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well. The course trains participants to help people who may be experiencing a mental health problem or crisis, and participants that successfully complete the training receive a three year certification as a “Mental Health First Aider.”

Presenter: Cathy Sisco, Wheeler Clinic

[Click here to register](#)

NEURODIVERSITY



Dates, Times, & Locations:

- ◆ November 7, 2019 @ 9am - 12pm
- CEU's: N/A
Central Office Training Room 4

Neurodiversity is a 3 hour training that explores the history and current conditions effecting people with neurodiverse conditions, such as autism, brain injury, mental illness, learning disabilities and intellectual disability. We will discuss common obstacles to proper diagnosis and treatment, and well as the impact of care on families. People with neurodiverse conditions may also need special advocacy in dealing with school systems and getting the entitlements they need. Also, people with these conditions in particular face much increased risk for abuse and neglect. Racial and gender justice issues will also be discussed vis-à-vis working with this population.

Presenters: Jennifer Avenia, Nachi Bhatt

[Click here to register](#)



PROBATE MATTERS



Dates, Times, & Locations:

◆ November 19, 2019 @ 9am - 4pm

CEU's: 6

Central Office Training Room 3

This one day course is designed to assist ongoing Social Workers assigned to Probate Court cases and Family Specialists of the Probate Court to perform expected roles and tasks. Participants will receive a foundational framework for understanding the legal context of Probate Court cases. Participants are provided an overview of the Probate Court System in Connecticut in contrast with Juveniles Court Matters, learn the importance of making well informed assessments and recommendations to Probate Court. Participants will understand the need to provide clear and consistent communication with Probate Court to support the courts ability to reach conclusions that are in the best interest of the children and their families being served. Finally, participants will also receive instructions on how to present during testimony at Probate Hearings.

Presenters: Gegory Castro, Stephanie Janes

[Click here to register](#)



REDUCING RISK FACTORS TO IMPROVE PERMANENCY FOR LGBT YOUTH

Dates, Times, & Locations:

◆ October 10, 2019 9am - 4pm

◆ October 11, 2019 9am - 4pm

CEU's: 12

Southern Academy (SOTA) Training Room 1

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

Many LGBT youth often engage in high risk behaviors at a high rate than heterosexual youth. However, with appropriate supports and services that are beneficial to lowering risk factors and improving permanency, outcomes improve for this population. The objectives for this training will focus on how personal bias and values influence outcomes for LGBT youth, the importance of parental acceptance to foster healthy LGBT youth development, how to use appropriate language in written documents to identify LGBT people, how to identify and address barriers that LGBT youth experience because of bias, discrimination, the relationship between trauma and poor outcomes for many LGBT youth, and how to utilize the six principles of gay affirmative social work.

Presenter: Aissa Deloatch-Williams

[Click here to register](#)

QUESTION, PERSUADE and REFER (QPR)

Dates, Times, & Locations:

◆ October 8, 2019 @ 9am - 12pm

CEU's: Pending

Central Office Training Room 3

Question, persuade and refer is an evidence based gate-keeper program. Gatekeepers can be anyone, but include parents, friends, neighbors, educators, clergy, police officers, case workers, coaches, and anyone who might be in a position to recognize and refer someone who might be at risk of suicide. It is a simple action plan that can result in lives saved.

Presenter: Faith Vonswinkle,

[Click here to register](#)

SPECIAL QUALITATIVE REVIEW (SQR) - CHRONIC NEGLECT



Dates, Times, & Locations:

- ◆ November 21, 2019 @ 1pm - 4pm
- CEU's: 3
Central Office Training Room 4

The goal of this interactive forum is to focus on what has been gleaned / learned from cases involving critical incidents with chronic neglect. Discussions will focus around the themes of service impact on permanency, history and patterns; dirty versus unsafe houses; and partners of parents.

Presenters: Rita Pelaggi, and Karen Grayson

[Click here to register](#)

SPECIAL QUALITATIVE REVIEW (SQR) - INFANT FATALITIES 2018

Dates, Times, & Locations:

- ◆ November 21, 2019 @ 9am - 12pm
- CEU's: 3
Central Office Training Room 4

The goal of this interactive forum is to focus on what has been gleaned / learned from the infant fatalities during 2018. This forum will focus on handling HRNB FAR cases, safety planning, and variations in our practice for substantiations. Again this year, unsafe sleep resulted in the majority of fatalities for children, therefore we will have a discussion on talking with families about Safe Sleep. Regional / Office promising practices will also be highlighted.

Presenters: Rita Pelaggi, and Karen Grayson

[Click here to register](#)

TEEN DATING VIOLENCE

Dates, Times, & Locations:

- ◆ December 4, 2019 @ 9am - 4pm
- CEU's: 6
Central Office Training Room 4



Through group activity, lecture, and supplemental video clips, participants explore and discuss trends, barriers, and impact of Teen Dating Violence. With the support of concepts drawn from the Safe Date curriculum, participants will deepen their knowledge of Teen Dating Violence and receive information on additional available resources. By the way of the "In Their Shoes" teen dating violence simulation participants will round out the day with an activity intended to promote dialog about teen dating violence and healthy relationships with young people in a class setting.

Presenters: Greg Castro, and Alison Karimi.

[Click here to register](#)

THE NEXT STEP

Dates, Times, & Locations:

- ◆ Date Coming Soon
- CEU's: 6
Central Office Training Room 4

Ready for the next step? Is it the right time to make the transition to Supervisor? What can you do now to showcase your leadership skills today and build on them for the future? Preparation for the role of supervisor should start well before you apply for the position. This in-service training will discuss the roles, responsibilities, and competencies of being a supervisor. You will have the opportunity to explore your learning and leadership style as well as discuss the roles they play. The process toward becoming a supervisor will be examined to include exam preparation, interviewing, and what qualities and experience are valued in the process.

The class will include a mock interview in the classroom by a volunteer as well as an opportunity for each participant to have an individual mock interview on one of the scheduled dates below. All participants are expected to attend one of the one-hour mock interview dates.

Presenter: Greg Castro

[Click here to register](#)

IN-SERVICE COURSES CONTINUES



UNDERSTANDING THE NUMBERS

Dates, Times, & Locations:

- ◆ October 25, 2019 @ 9am - 4pm
 - ◆ November 18, 2019 @ 9am - 4pm
- CEU's: 3
Central Office Training Room 3

This one day course will provide participants with an overview of the role data plays in our agency. Participants will gain an introductory understanding of how Federal Legislation and the Child and Family Service Reviews (CFSR) relates to our day to day work as well as the priorities and processes set by leadership. Participants will be provided an overview of how policy and practice guides can inform our understanding of that work.

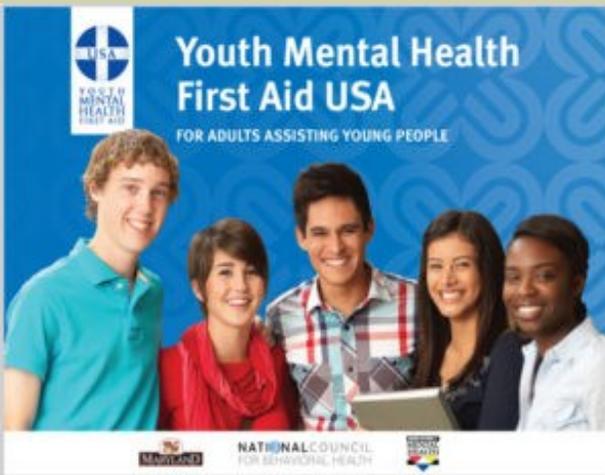
Additionally, participants will explore the various data reporting systems used within the department, the various organizational tools available, and options for developing systems to prioritize and manage case work demands and enhance casework practice. Using both lecture and direct computer application, students will be provided information regarding the data collected by LINK and the resulting ROM and LINK Reports. Students will be guided through the process of setting default settings and moving between summary and detail views.

An overview of Outlook will be provided, including creating tasks and appointments, setting reminders, and organizing e-mails. Focus will be placed on techniques for prioritizing tasks, effective planning of efforts and work space, and the development of a filing system.

Presenter: Maureen Auger

[Click here to register](#)

YOUTH MENTAL HEALTH FIRST AID



Dates, Times, and Locations:

- ◆ September 25, 2019 @ 9am - 4pm
 - ◆ September 26, 2019 @ 9am—12pm
- CEU's: N/A
Southern Academy (SOTA) Room 1

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

Youth Mental Health First Aid 8-hour course is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human service workers, and other caring citizens how to help an adolescent (age 12-18) who is or is experiencing a mental health or addiction challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches 5-step

action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including ADHD), and eating disorders.

Presenter: Cathy Sisco - Wheeler Clinic

[Click here to register](#)

ON-LINE COURSES



- Child Protective Services— Investigations Policy 34-2
- Early Childhood Practice Guide
- Intimate Partner Policy and Practice Guide
- Mandated Reporter
- Motivational Interviewing
- Overview of Immigration Policies, Protocols, and Practice Web Training
- Reasonable Prudent Parent Standard (RPPS) On-line Training

CHILD PROTECTIVE SERVICES - INVESTIGATIONS POLICY 34-2

The goal of this on-line training is for participants to have an understanding of 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](#)

EARLY CHILDHOOD PRACTICE GUIDE

The CT Department of Children and Families "Early Childhood Practice Guide" was issued in April 2016 and designed to build on the many strengths of child welfare practice. The Guide provides clear and concrete guidance and information to further support comprehensive assessments and engagement with families and partners when working with children in the 0-5 population. This on-line course supports the information contained in the Guide; and upon completion, participants will be better prepared to articulate the evolution of early childhood practice at DCF; explain the importance of fostering a supportive and nurturing environment for children age 0-5; describe the impact trauma has on brain development, attachment, and physical, social, and emotional development; explain the factors needed to assess safety and risk for this population; describe the standards associated with CAPTA; articulate the importance of securing quality education and care for this population; and articulate the importance of supervision, consultation, and connecting families/ children to appropriate services.

CEU's: 1.5

Click the appropriate link below to begin this course:

[DCF Staff](#)

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

INTIMATE PARTNER 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](#)



MANDATED REPORTER

Any employee of the Department of Children and Families is designated as a Mandated Reporter per Connecticut General Statute 17a-101. During this interactive on-line course, participants will learn what their roles and responsibilities are relative to this designation, and how to make a report to the DCF Careline or law enforcement. Participants will be provided information on what constitutes child abuse and neglect, as well as what occurs after a report of child maltreatment is made. Legal protections, as well as consequences for not fulfilling the obligation of mandated reporting, will be reviewed. The course involves an interactive quiz, and a certificate of completion is electronically provided to the participant.

Click the appropriate link below to begin this course:

[DCF Staff](#)

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

ON-LINE COURSES CONTINUES

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

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 here to begin this course](#)

WEBINARS

Please be informed that the information needed to log into the webinars will be sent 2-3 days prior to the training.

OVERVIEW OF PIVOT TABLES IN EXCEL

Dates, Times, & Locations:

- ◆ October 17, 2019 @ 9am - 10am
- ◆ December 10, 2019 @ 9am - 10am

New to Pivot Tables or want to get more out of them? Pivot Tables are one of the most powerful features in Excel. It is a tool that allow you to summarize large sets of information quickly and easily. This webinar will walk you through how to create a Pivot Table and ways it can be used to analyze, sort, filter and present data in an understandable way. Once you learn how to use Pivot Tables, they'll change the way you use Excel.

Presenter: Suzanne Neafus

[Click here to register](#)

SHORTCUTS FOR WORKING WITH MICROSOFT EXCEL

Dates, Times, & Locations:

- ◆ November 7, 2019 @ 9am - 10am

Do you use Excel, but feel there is more that you can do with it? Join us in this one hour webinar for some tips that can be used to create spreadsheets with more ease and efficiency.

Presenter: Suzanne Neafus

[Click here to register](#)

SHORTCUTS FOR WORKING WITH MICROSOFT OUTLOOK

Dates, Times, & Locations:

- ◆ October 9, 2019 @ 9am - 10am

Do you use Outlook, but feel there is more that you can do with it? Join us in this one hour webinar for some tips that can be used to help cut down the time spent using Microsoft Outlook on a daily basis.

Presenter: Suzanne Neafus

[Click here to register](#)

SHORTCUTS FOR WORKING WITH MICROSOFT WORD

Dates, Times, & Locations:

- ◆ December 4, 2019 @ 9am - 10am

Do you use Word, but feel there is more that you can do with it? Join us in this one hour webinar for some tips that can be used to help cut down the time spent using Microsoft Word on a daily basis.

Presenter: Suzanne Neafus

[Click here to register](#)

ACHIEIVING STABILITY FOR LGBT YOUTH IN DCF CARE THROUGH GENDER INCLUSIVE LANGUAGE "WORDS DO HURT"

Dates, Times, & Locations:

- ◆ October 24, 2019 @ 9am - 11am
- ◆ December 19, 2019 @ 9am—11am

CEU's: 3

Many LGBT youth often experience bias and discrimination as a result of their gender identity. LGBT youth benefit from supports that affirm their identity as normal. This training focuses on the importance of using "person centered" language to be more inclusive of diverse populations, and how to increase your awareness about the ways that language often unconsciously makes assumptions about people, and unintentionally reinforces dominant norms around gender and sexual orientation. A DCF social worker and social work supervisor will be participating in this webinar as subject matter experts who will share highlights from their experiences of supporting a male to female transgender youth towards permanency and stability.

Presenter: Aissa Deloatch-Williams

[Click here to register](#)

TRAINING SERIES

TRAINING SERIES COURSES

- Differential Response System (DRS)
- Early Childhood Development
- Transitional Support & Success For Our Youth

DIFFERENTIAL RESPONSE SYSTEM (DRS) SERIES

Dates, Times, & Locations:

◆ Best Practice - Far	October 15th	9am - 4pm
◆ Best Practice - Intake	October 16th	9am - 4pm
◆ Group Care	October 30th	9am - 12pm
◆ Worker Safety	October 30th	1pm - 4pm
◆ Sexual Abuse	November 6th	9am - 4pm
◆ Legal Issues	November 13th	9am - 4pm
◆ CT Drug Threat and DEC	November 19th	9am - 12pm
◆ Substance Use	November 19th	1pm - 4pm
◆ Intimate Partner Violence	November 20th	9am - 4pm
◆ Child Trafficking	December 4th	9am - 4pm
◆ Health and Wellness	December 5th	9am - 4pm
◆ Genograms	December 11th	9am - 12pm
◆ Genograms	December 11th	1pm - 4pm

CEU's: 27 upon completion of all trainings.

Central Office 6th Floor Academy

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

The Academy for Workforce Development is responsible for the provision of in-service training for Differential Response System staff that includes skill-building techniques to enhance their investigative and assessment skills. The Academy offers a ten day certificate program for newly assigned DRS Unit staff, as well as those staff interested in pursuing positions in a DRS unit / workgroup. Best practice principles are discussed for both Intake and Family Assessment Response, along with strategies for assessing safety, safety planning, critical thinking, involving families in the assessment of their own needs, and numerous other areas. All classes are taught by academy staff and adjunct trainers who specialize in certain topic areas.

Presenters: Dyshawn Thames, Laura Wilkerson, Adjuncts

[Click here to register](#)

EARLY CHILDHOOD DEVELOPMENT SERIES

Dates, Times, & Locations:

◆ Why Early Childhood Matters	October 1st	9am - 4pm
◆ Child Development Milestones & Basic Baby Care	October 16th	9am - 4pm
◆ Understanding the Science of Attachment & Engagement	November 5th	9am - 4pm
◆ Poverty and It's Impact on Child Development	November 22nd	9am - 4pm
◆ The Impact of Societal Issues and Simulation Exercise	December 13th	9am - 4pm

CEU's: 30

Central Office 6th Floor Academy

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

The Department recognizes the importance of further educating our staff in the area of Early Childhood Development as a crucial part of our daily work with infants and young children, age birth to five. Children from birth to age five are a very the importance of further educating our staff in the area of Early Childhood Development as a crucial part of our daily work with infants and young children, age birth to five. Children from birth to age five are a very vulnerable population and require very close attention and early intervention along their trajectory of development. The focus of the Department, therefore, is to equip staff with the knowledge and skill base necessary to serve each child and family at this critical growth and developmental phase of their lives; and to build partnerships with other providers in Early Childhood for effective service delivery.

This five day certification training is designed for DCF staff currently working with Infants, Toddlers, and Preschoolers in order to enhance and further their knowledge in this area. 30 CEC accreditation will be offered to participants who successfully complete all 5 classes. As a result of this training, participants will increase their competence and skill level around Early Childhood Development in order to better serve children between the ages of 0-5, as well as work effectively with the parents/caregivers caring for children in this age range.

Presenters: Jennifer Rondini, Kristine Rivera, Adjuncts

[Click here to register](#)

TRAINING SERIES CONTINUES



TRANSITIONAL SUPPORTS & SUCCESS FOR OUR YOUTH

Dates, Times, & Locations:

◆ Transition Aged Youth and the Department's Role	October 10, 2019	9am - 4pm
◆ Post-Secondary Education and Pro Normal Behaviors	October 17, 2019	9am - 4pm
◆ Transitional Services: Homeless and Re-entry Working with External Systems	October 29, 2019	9am - 4pm
◆ Trauma and Risk Taking	November 7, 2019	9am - 4pm
◆ Developing Permanent Sustainable Social Networks	December 10, 2019	9am - 4pm

CEU's: N/A

Central Office 6th Floor Academy

Webinars:

◆ Educational Rights and Partnership	November 1, 2019	10:30am - 12pm
◆ Working with the LGBT Youth	November 19, 2019	9am - 11am

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

This series is being offered to Social Workers and Social Work Supervisors with youth ages 12 and older. This training series is mandatory for staff in specialized adolescent services units. Priority will be given to these individuals, however, any staff with youth on their caseloads and/or all interested staff are welcome to register.

This training series will help staff in building competencies to support partnering with adolescents and their families, developing and maintaining connections, and identifying and enhancing supports to ensure their needs are met. Specific focus will be placed on their need for legal and relational permanency.

This training series will also include focus on the evolution in philosophy of supporting youth from independent living to inter-dependent living as well as policy and legislation that supports and gives momentum to this transition. Adolescent development in the context of trauma informed practice and risk taking will be a focus. Other topics will include normative adolescent experiences such as educational planning and support, sexuality and relationships. Additionally, adolescent parenting, human trafficking, legal and criminal issues, life skills, and planning for youth transition from DCF services with supports will be included.

Presenters: Jennifer Rondini, Maureen Auger, Adjuncts

[Click here to register](#)

ADMINISTRATIVE PROFESSIONALS (CLERICAL) COURSES

CLERICAL STAFF - CONFLICT RESOLUTION

Dates, Times, & Locations:

◆ December 11, 2019 @ 9am - 4pm
Central Office Training Room 3

This class is designed to support clerical staff when interacting with upset or agitated clients. Staff will explore de-escalation techniques that can be helpful when dealing with clients over the phone and in person. The class will also offer opportunities to explore ways to constructively handle conflict with co-workers. The Principles of Partnership will be utilized to connect the values of DCF to the hands-on tools of conflict resolution.

Presenters: Jennifer Uttley-Rosado, Paula D'Aquila

[Click here to register](#)



CLERICAL STAFF - DCF 101: THE FOUNDATIONS OF CT CHILD WELFARE PRACTICE

Dates, Times, & Locations:

◆ October 22, 2019 @ 9am - 4pm
Central Office Training Room 3

This course will provide clerical staff an opportunity to gain a broad understanding of the fundamentals of child protective services across agency functions. This course will stress the value and importance of the roles of DCF staff at all levels. Additionally, recent initiatives to improve the agency's practice will be reviewed. Clerical staff will also receive mandated reporter training to understand their own and other's obligations with regards to reporting instances of suspected child abuse or neglect.

Presenter: Jennifer Uttley-Rosado,

[Click here to register](#)



INFORMATION TECHNOLOGY COURSES

- Intermediate Excel
- Intermediate Word
- Introduction to Pivot Tables
- Learning Lab—Microsoft Office 2013

INTERMEDIATE WORD 2013

Dates, Times, & Locations:

- ◆ October 15, 2019 @ 9am - 12pm
Central Office Computer Lab 2

During this hands-on half-day course, participants will expand their knowledge of Microsoft Word 2013 and learn “tips and tricks” that will allow them to work more effectively and efficiently with word documents. The training will be a combination of hands-on instruction and “open time,” where participants spend time on their own word document projects with the support of the instructor. The creation of tables and numbered lists, as well as the use of track changes and mail merge, will be specific areas of focus in this course.

Presenter: Suzanne Neafus

[Click here to register](#)

Are you having a hard time getting some peace and quiet to focus on a large project that is due? Would you like the support of an IT professional to turn that Power Point presentation or Excel spreadsheet into something extraordinary or more user-friendly? If you answered “yes!” to either of these questions, the “learning Lab - Microsoft Office 2013” course is a perfect opportunity for you. Designed as an “open lab” where participants bring their own work materials, it is an opportunity to accomplish work on a specific project or presentation with the support of the DCF Academy IT Consultant. Registration in advance is necessary, and class size is limited due to the nature of the course.

Presenter: Suzanne Neafus

[Click here to register.](#)

INTERMEDIATE EXCEL

Dates, Times, & Locations:

- ◆ December 12, 2019 @ 9:00 AM—12:00 PM
Central Office Computer Lab 2

This hands-on half day course is a unique opportunity for participants to be provided with a detailed overview of a wide range of Microsoft Excel functions, while allowing them to complete their own projects, data reports, or other with the support of the instructor. Participants in this course are required to bring materials to work on while the course is provided. Participants will learn everyday shortcuts in navigation and data entry, enhance their ability to analyze data with filtering, sorting, quick analysis’ and charts, learn to use printing and copy/paste features to enhance their ability to retrieve and use data from LINK and ROM reports and enhance their ability to use data entry sheets via drop down lists, conditional formatting and removing duplicate data.

Presenter: Suzanne Neafus

[Click here to Register](#)

INTRODUCTION TO PIVOT TABLES

Dates, Times, & Locations:

- ◆ November 13, 2019 @ 9 am - 12pm
Central Office Computer Lab 2

A Pivot Table report is an interactive table that quickly combines and compares large amounts of data. This hand-on course will introduce participants to this useful tool, and create an opportunity for practice using Pivot Tables. Participants will discover how Pivot Tables can be created and used with data from existing DCF reporting areas (ROM/LINK/ETC), as well as how to choose the fields to be included. Participants will understand how to select from the Functions that are available to summarize results in a Pivot Table, and how this tool can be used to enhance their use of data.

Presenter: Suzanne Neafus

[Click here to register](#)

LEARNING LAB - MICROSOFT OFFICE

Dates, Times, & Locations:

- ◆ October 17, 2019 1pm - 3pm
 - ◆ November 13, 2019 9am - 11am
 - ◆ December 10, 2019 1pm - 3pm
- Central Office Computer Lab 2

CERTIFICATION PROGRAMS

COLLECT NATIONAL CRIMINAL INQUIRY CHECK (NCIC) - NEW USER

Dates, Times, & Locations:

◆ October 16, 2019 @ 9:00 AM—3:30 PM
DESPP 111 Country Club Road Middletown, CT

Registration for this course requires prior approval from your chain of command

The COLLECT certification class will allow the user access to in-state criminal history files provided by State Police Bureau of Identification (SPBI) and the Interstate Identification Index (III) for criminal history information throughout the United States. The class will also allow the user to query individual state criminal history data through the International Justice and Public Safety Information Sharing Network (NLETS). During the course, the limited and specific reasons for each type of access will be thoroughly reviewed; and it is important to note that not all users will have access to all information. All COLLECT certification classes begin with a thorough review of COLLECT/NCIC system security policies for users who have access to the system.

Presenter: DESPP Staff

[Click here to register](#)

LEADERSHIP DEVELOPMENT



SUPERVISING TRAINEES: DEVELOPING THE NEW WORK FORCE

Dates, Times, & Locations:

◆ November 1, 2019 @ 9am - 4pm

CEU's: 6

Southern Academy (SOTA) Training Room 1

This one day course is designed to provide DCF supervisors with knowledge needed to perform the duties of a training unit supervisor. The class will explore how meeting the unique needs of newly hired social work staff fits into the Department's existing supervision model, specifically coaching and communication. We will define the various processes and responsibilities surrounding pre-service training including; academy policy, training curriculum, role of liaison, pre & post testing, trainee observations and transfer of learning activities.

Presenters: Kristine Rivera, Carmen James

[Click here to register](#)

AHA: MASTERING THE ART OF CHILD WELFARE SUPERVISION

Dates, Times, & Locations:

◆ Effective Leadership	October 30th	9am - 4pm (SOTA)
◆ Building Staff Capacity	November 14th	9am - 4pm
◆ Foundation for Unit Performance	November 26th	9am - 4pm
◆ Case Consultation and Clinical Supervision	December 12th	9am - 4pm

CEU's: N/A

Southern Academy (SOTA) & Central Office 6th Floor Academy

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

The American Humane Association Mastering the Art of Child Welfare curriculum is a four module core training program for new supervisors. AHA training builds off of the agency's supervision model and allows staff to explore their development as a supervisor through the use of various tools. In addition, this training content also serves as a compliment to the Leadership Academy for Supervisors (LAS) in setting the foundation for understanding the theory behind supervision. Participants will be required to attend all four days of the training program in its entirety.

Presenters: Timothy Monahan, Maureen Auger

[Click here to register](#)

LEADERSHIP DEVELOPMENT CONTINUES



LEADERSHIP ACADEMY FOR SUPERVISORS (LAS)

The Leadership Academy for Supervisor (LAS) is a blended learning program for experienced child welfare supervisors based on the National Child Welfare Workforce Institute (NCWWI) Leadership Model. The core curriculum consists of six online modules each followed by a face-to-face facilitated classroom experience. Additionally, each LAS participant is paired with a coach, who will meet with the participant 1:1 throughout the Academy to provide support, guidance, and structure. The LAS provides 30 contact hours of training over a 9-month period and includes a Personal Learning Plan to develop leadership skills and a Change Initiative Project to contribute to a systems change within the agency. **** Detailed information regarding participation will be announced separately****

LEADERSHIP ACADEMY FOR MIDDLE

This course is open to DCF Managerial Staff only

This six day training will allow managers to be able to apply the components and dynamics of the Child Welfare Leadership Model to the work of a Child Welfare Manager. They will also be able to assess one's own strengths and challenges and model authentic behavior as a manager; establish, communicate and implement an organizational vision in a continuously changing environment based on a personal vision that guides practice and professional development. Be able to orchestrate conflict as well as to integrate and defuse opposition to create partnerships. They will also be able to demonstrate commitment to continuous learning as a leader and address systems change issues. It will also allow managers the distribution of decision-making & leadership responsibilities; manages human, cultural, social & economic capital and encourages purposeful action. ****Detailed information regarding participation will be announced separately****

NON DCF STAFF / COMMUNITY PROVIDER TRAININGS

TRAININGS

- Assessing Children with Developmental Disabilities
- Basic First Aid
- Child Trafficking
- CPR/AED Certification (American Safety and Health Institute)
- Early Childhood Development
- Mental Health First Aid
- Neurodiversity
- Question, Persuade, and Refer (QPR)
- Reducing Risk Factors to Improve Permanency for LGBT Youth
- Special Qualitative Review (SQR): Infant Fatalities 2018
- Special Qualitative Review (SQR): Chronic Neglect
- Teen Dating
- Youth Mental Health First Aid

ASSESSING CHILDREN WITH DEVELOPMENTAL DISABILITIES



Dates, Times, & Locations:

◆ November 14, 2019 @ 9am - 4pm

CEU's: 6

Central Office Training Room 4

Children with developmental disabilities are highly complex. They often have concurrent serious medical and psychiatric issues. And the systems that serve them are complicated too: educational, medical, technological and mental health services are needed. The entitlement systems, both state and federal, are difficult to navigate. Legal and ethical issues often crop up. It takes a village of DCF and community experts to serve children with developmental disabilities well. This training is designed to give you an overview of the assessment and case management skills you will need to be most successful in working with children who have developmental disabilities.

Presenters: Jennifer Avenia, Nachi Bhatt, Linda Clark

Non-DCF Staff / Provider Registration

BASIC FIRST AID

Dates, Times, & Locations:

◆ October 9, 2019 9am - 4pm

◆ November 19, 2019 9am - 4pm

◆ December 10, 2019 9am - 4pm

CEU's: N/A

Central Office Various Training Rooms



The purpose of this class is to provide any non-medically trained individual 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).

Presenter: Paula D'Aquila

Non-DCF Staff / Provider Registration

NON DCF STAFF / COMMUNITY PROVIDER TRAININGS CONTINUE



CHILD TRAFFICKING

Dates, Times, & Locations:

- ◆ December 5 & 6, 2019 @ 9am-4pm
- CEU's: 12
Central Office Training Room 4

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

This two-day curriculum will provide the fundamentals of both understanding the issue of child trafficking and best practices in working with a youth and family affected by it. This course has something for all levels of knowledge and experience. Participants will be able to identify potential child trafficking issues with existing families, will understand when to contact the DCF Careline, and to know how to manage the complexities of a case involving a child trafficking survivor. Participants will practice engagement techniques including the use of case scenarios that will bring this work to life. Participants will also have an opportunity to hear from a panel of experts in the field.

Presenters: Jennifer Uttley-Rosado, Kristine Rivera

Non-DCF Staff / Provider Registration



CPR/AED CERTIFICATION (AMERICAN SAFETY & HEALTH INSTITUTE)

Dates, Times, & Locations:

- ◆ October 15, 2019 9am - 4pm
- ◆ November 14, 2019 9am - 4pm
- ◆ December 17, 2019 9am - 4pm

CEU's: N/A

Central Office 6th Floor Academy

The purpose of this class is to provide any non- medical individual with the necessary skills to recognize an emergency, perform chest compressions, apply the automated external defibrillation machine, ensure an open airway, provides assistance to a choking individual and the proper utilization of personal protective equipment.

Presenter: Paula D'Aquila

Non-DCF Staff / Provider Registration

MENTAL HEALTH FIRST AID

Dates, Times, & Locations:

- ◆ October 3, 2019 @ 9am - 4pm
- ◆ October 4, 2019 @ 9am—12pm

CEU's: 8

Central Office Training Room 4

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

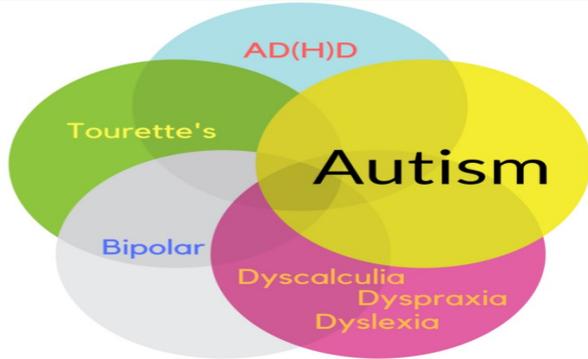
Mental Health First Aid is an 8-hour course that teaches participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. It provides a basic understanding of what different mental illnesses and addictions are, how they can affect a person's daily life, and what helps individuals experiencing these challenges get well. The course helps participants identify, understand, and respond to signs of addictions and mental illnesses. Mental Health First Aid teaches about recovery and resiliency—the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well. The course trains participants to help people who may be experiencing a mental health problem or crisis, and participants that successfully complete the training receive a three year certification as a "Mental Health First Aider."

Presenter: Cathy Sisco - Wheeler Clinic

Non-DCF Staff / Provider Registration

NON DCF STAFF / COMMUNITY PROVIDER TRAININGS CONTINUE

NEURODIVERSITY



Dates, Times, & Locations:

- ◆ November 7, 2019 @ 9am - 12pm
- CEU's: 3
- Central Office Training Room 4

Neurodiversity is a 3 hour training that explores the history and current conditions effecting people with neurodiverse conditions, such as autism, brain injury, mental illness, learning disabilities and intellectual disability. We will discuss common obstacles to proper diagnosis and treatment, and well as the impact of care on families. People with neurodiverse conditions may also need special advocacy in dealing with school systems and getting the entitlements they need. Also, people with these conditions in particular face much increased risk for abuse and neglect. Racial and gender justice issues will also be discussed vis-à-vis working with this population.

Presenters: Jennifer Avenia and Nachi Bhatt

Non-DCF Staff / Provider Registration

QUESTION, PERSUADE and REFER (QPR)

Dates, Times, & Locations:

- ◆ October 8, 2019 @ 9am - 12pm
- CEU's: Pending
- Central Office Training Room 3

Question, persuade and refer is an evidence based gate-keeper program. Gatekeepers can be anyone, but include parents, friends, neighbors, educators, clergy, police officers, case workers, coaches, and anyone who might be in a position to recognize and refer someone who might be at risk ok suicide. It is a simple action plan that can result in lives saved.

Presenter: Faith Vonswinkle,

Non-DCF Staff / Provider Registration



REDUCING RISK FACTORS TO IMPROVE PERMANENCY FOR LGBT YOUTH

Dates, Times, & Locations:

- ◆ October 10 & 11, 2019 @ 9am- 4pm
- CEU's: 12
- Southern Academy (SOTA) Training Room 1

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

Many LGBT youth often engage in high risk behaviors at a high rate than heterosexual youth. However, with appropriate supports and services that are beneficial to lowering risk factors and improving permanency, outcomes improve for this population. The objectives for this training will focus on how personal bias and values influence outcomes for LGBT youth, the importance of parental acceptance to foster healthy LGBT youth development, how to use appropriate language in written documents to identify LGBT people, how to identify and address barriers that LGBT youth experience because of bias, discrimination, the relationship between trauma and poor outcomes for many LGBT youth, and how to utilize the six principles of gay affirmative social work.

Presenter: Aissa Deloatch-Williams

Non-DCF Staff / Provider Registration

NON DCF STAFF / COMMUNITY PROVIDER TRAININGS CONTINUE

SPECIAL QUALITATIVE REVIEW (SQR) - CHRONIC NEGLECT



Dates, Times, & Locations:

- ◆ November 21, 2019 @ 1pm - 4pm
- CEU's: 3
Central Office Training Room 4

The goal of this interactive forum is to focus on what has been gleaned / learned from cases involving critical incidents with chronic neglect. Discussions will focus around the themes of service impact on permanency, history and patterns; dirty versus unsafe houses; and partners of parents.

Presenters: Rita Pelaggi, Karen Grayson

Non-DCF Staff / Provider Registration

SPECIAL QUALITATIVE REVIEW (SQR) - INFANT FATALITIES 2018

Dates, Times, & Locations:

- ◆ November 21, 2019 @ 9am - 12pm
- CEU's: 3
Central Office Training Room 4

The goal of this interactive forum is to focus on what has been gleaned / learned from the infant fatalities during 2018. This forum will focus on handling HRNB FAR cases, safety planning, and variations in our practice for substantiations. Again this year, unsafe sleep resulted in the majority of fatalities for children, therefore we will have a discussion on talking with families about Safe Sleep. Regional / Office promising practices will also be highlighted.

Presenters: Rita Pelaggi, Karen Grayson

Non-DCF Staff / Provider Registration

TEEN DATING VIOLENCE

Dates, Times, & Locations:

- ◆ December 4, 2019 @ 9am - 4pm
- CEU's: Pending
Central Office Training Room 4

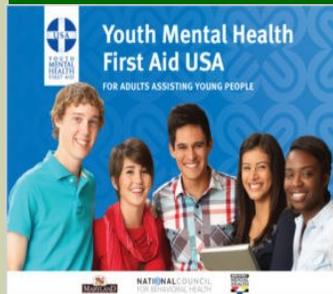


Through group activity, lecture, and supplemental video clips, participants explore and discuss trends, barriers, and impact of Teen Dating Violence. With the support of concepts drawn from the Safe Date curriculum, participants will deepen their knowledge of Teen Dating Violence and receive information on additional available resources. By the way of the "In Their Shoes" teen dating violence simulation participants will round out the day with an activity intended to promote dialog about teen dating violence and healthy relationships with young people in a class setting.

Presenters: Greg Castro, Alison Karimi.

Non-DCF Staff / Provider Registration

YOUTH MENTAL HEALTH FIRST AID



Dates, Times, and Locations:

- ◆ September 25, 2019 9am - 4pm
 - ◆ September 26, 2019 9am - 12pm
- CEU's: N/A
Southern Academy (SOTA) Room 1

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

Youth Mental Health First Aid 8-hour course is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human service workers, and other caring citizens how to help an adolescent (age 12-18) who is or is experiencing a mental health or addiction challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including ADHD), and eating disorders.

Presenter: Cathy Sisco - Wheeler Clinic

Non-DCF Staff / Provider Registration

NON DCF STAFF / COMMUNITY PROVIDER TRAININGS CONTINUE

Dates, Times, & Locations:

◆ Why Early Childhood Matters	October 1st	9am - 4pm
◆ Child Development Milestones & Basic Baby Care	October 16th	9am - 4pm
◆ Understanding the Science of Attachment & Engagement	November 5th	9am - 4pm
◆ Poverty and It's Impact on Child Development	November 22nd	9am - 4pm
◆ The Impact of Societal Issues and Simulation Exercise	December 13th	9am - 4pm

CEU's: N/A

Central Office 6th Floor Academy

Enrollment into the first class gets you automatically enrolled into the remainder of training dates

The Department recognizes the importance of further educating our staff in the area of Early Childhood Development as a crucial part of our daily work with infants and young children, age birth to five. Children from birth to age five are a very the importance of further educating our staff in the area of Early Childhood Development as a crucial part of our daily work with infants and young children, age birth to five. Children from birth to age five are a very vulnerable population and require very close attention and early intervention along their trajectory of development. The focus of the Department, therefore, is to equip staff with the knowledge and skill base necessary to serve each child and family at this critical growth and developmental phase of their lives; and to build partnerships with other providers in Early Childhood for effective service delivery.

This five day certification training is designed for DCF staff currently working with Infants, Toddlers, and Preschoolers in order to enhance and further their knowledge in this area. 30 CEC accreditation will be offered to participants who successfully complete all 5 classes. As a result of this training, participants will increase their competence and skill level around Early Childhood Development in order to better serve children between the ages of 0-5, as well as work effectively with the parents/caregivers caring for children in this age range.

Presenters: Jennifer Rondini, Kristine Rivera, Adjuncts

OVERVIEW OF PRE-SERVICE TRAININGS



The DCF Academy for Workforce Development provides an extensive pre-service training curriculum to all newly hired Social Workers and Social Worker Trainees. The program is currently comprised of 31 days of classroom training, which expose participants to 24 unique and relevant child welfare topic areas. The trainings provide a foundation for child welfare work and focus on building the competencies necessary for Social Workers to be successful in their role. In addition to the classroom trainings, the pre-service training curriculum includes numerous on-line courses; and an expectation of new hires to participate in an on-line discussion board. Additionally, to support Social Work Supervisors in orienting their new hires to the work of the agency and to further their classroom learning, the DCF Academy has developed a guide for extensive shadowing opportunities for new hires, which complements their class schedule. Transfer of Learning activities are also available to the new hires in order to reinforce the competencies and skilled learned in the classroom. This information can be accessed via the DCF Academy SharePoint site. The pre-service training curriculum continues to evolve as child welfare work transforms to meet the ever-changing needs of families and to adapt to best practice standards.

An Introduction to Child Welfare: A Family Centered Approach

During this course participants introduce themselves thru a group activity noting their past experiences, educational background and reasons for choosing employment with the Department of Children and Families (DCF). The Trainer reviews the Juan F. Exit Plan, Positive Outcomes for Children, (POC) and the Children and Family Services Reviews (CFSR). The Trainer also introduces the participants to Child Welfare legislation and evidenced based tools utilized by the Department. In the afternoon, the participants will take a multiple-choice test to determine their baseline knowledge of child protective services issues and practice.

Foundations for Best Case Practice

Through this course, participants learn to identify personal values and explore how those values impact service delivery to children and families. Participants connect personal values to a professional code of ethics that govern the field of social work and the Department of Children and Families standards for state employee conduct. Participants learn the proper use of authority and how the appropriate or inappropriate use of it can affect positive case management services and interactions between social worker and families. Participants become familiar with the functions of the Child Protective Careline, the investigation process and possible outcomes associated with each process. By the end of the training participants will be able to connect how their values, ethics, and beliefs on authority will impact these processes.

Meeting the Healthcare Needs of Children in DCF

The goal of this training is to provide participants with the knowledge necessary to recognize and identify the health and well-being issues associated with children in the child welfare system; and to also promote and help families and caretakers sustain the health and well-being of children in their care. This training will also orient staff to the Health & Wellness Division within DCF.

Trauma Toolkit

The Trauma Toolkit training was developed to educate child welfare professionals about the impact of trauma on the development and behavior of children. This program will explore the impact of child traumatic stress on attachment, cognitive development, behaviors, and relationships. Specific focus is placed on understanding the effect of chronic and complex trauma on brain development and the long-term impact of adverse childhood experiences. Participants will also develop strategies for considering and addressing the psychological safety of children in the wake of traumatic experiences as well as building resilience for children and the caregivers with whom they live.

Promoting Racial Justice within a Child Welfare Organization

This full day course that provides the opportunity for participants to recognize and understand the diversity of cultures in the children and families served by the Department of Children and Families. This course allows participants opportunities to self-reflect their own values, beliefs and attitudes, biases (explicit and implicit), and worldviews and examine how these impact their assessments of children and families and their own decision making processes. Participants will also have the opportunity to have courageous conversations regarding race and racism and the impact on the work we do with our children and families at DCF, community partners, as well as internally as the Department moves towards becoming a Racial Justice Organization. This course will feature individual and interactive activities to not only invoke courageous conversations, but also develop skills and knowledge necessary to effectively work and provide services to children and families from diverse populations.

OVERVIEW OF PRE-SERVICE TRAININGS CONTINUE

Car Seat Safety

This one-day course provides participants with the knowledge of the regulations regarding car seats. Training is provided through the use of lectures, video, written exam and hands on training for installing car seats while observed by a certified instructor.

LINK for CPS (DCF's Computer Data Base System)

During this course, participants will develop a baseline understanding of the Department's Comprehensive Child Welfare Information System (CCWIS) (LINK) role and function, their responsibility for and process of entering information into the system, and how to search and secure information from the system. Participants will learn the general functions of LINK, including search functions, general tab functions, saving material, printing, and the nature of each case icon. Participants will be oriented to and provided opportunity to practice: searching cases, individuals, placements, legal status, and providers; entering narratives utilizing codes to accurately reflect visitation benchmarks and other elements of data reports; reviewing investigations materials, entering and ending placements (including temporary placements and runaway episodes) and payments; developing visitation plans; entering legal work; completing the Placement Resource Search icon; and entering background checks. Focus will also be placed on entering educational and medical profiles for children; overview of the Structured Decision Making (SDM) tools; initializing, completing, updating, and approving case plans; and an introduction to data collection systems. In addition, representatives from the Revenue Enhancement Division provide participants an overview of the purpose of completing 'Random Moment Time Study' icons that are generated randomly in LINK.

Worker Safety: A Physical and Psychological Approach for Child Welfare Staff

This course focuses on identifying risks and protective factors as it pertains to worker safety. A heavy emphasis is put on prevention and awareness, including self-awareness, client awareness and environmental awareness. The day includes a discussion on crisis formation and suggestions for de-escalating a client that is presenting as anxious or defensive.

Techniques to avoid canine attacks are explored. A portion of the day is dedicated to self-care, which includes an overview of the special review process and a framework for preventing/addressing trauma exposure response. This one-day course is designed to assist workers to recognize, avoid and defuse threatening situations. Other objectives include recognizing dangerous situations such as when drugs or

Structured Decision Making (SDM)

This one day course provides an overview of Structured Decision Making (SDM). The SDM model provides evidence based data to guide the decisions regarding safety, permanency and well-being for the families and children served by DCF. The training provides a hands-on application approach to reinforce the implementation and use of the tools at critical points during the life of a DCF case. Timeframes for completion and the integration of SDM with the case planning process are also covered.

Legal I – Introduction to Legal Services

This one day course starts off the legal training series for participants and provides a foundational framework for understanding the legal context of child welfare work. Participants are provided an overview of the court system in Connecticut, legal terminology, statutory, regulatory and policy related limitations on decision-making as well as strategies to assist workers in information collection and presentation to the AAG's. Neglect petitions are the primary focus of the afternoon portion of the training, and includes exploration of the petition document, jurisdictional facts, and the summary of facts.

Case Plan for Pre-Service - Days 1 & 2

The goal of this two day course is to familiarize participants with the Case Plan document, policy, components of case practice directly related to its development and functionality, and the role and process of the Administrative Case Review (ACR) and ACR Supervisor. This course specifically covers the requirements for when a Family Case Plan and/or a Child in Placement Case Plan are to be written. Fostering Connections and the Child and Family Service Review (CFSR) and their impact to the Case Plan are discussed as well as Case Activity Narrative and its role in the development of the case plan and ongoing assessment. Participants will be able to describe and identify the elements of the Family Case Plan/Child in Placement Plan and participate in a writing exercise in order to demonstrate skills learned to complete the case plan requirements.

Focus will be placed on the important impact of engaging and including the family, kin and family supports voices in case planning and assisting clients in achieving success. Throughout the course, representatives from the Administrative Case Review Unit connect material being covered to the federal mandates addressed in the ACR process, identifies the requirements for notification of participants; familiarize staff with the ACR LINK process, and its role in achieving successful outcomes for children.

OVERVIEW OF PRE-SERVICE TRAININGS CONTINUE

Engaging Families: In the Home and In Care

Through this two day course participants will be introduced to essential components of family centered practice and solution focused case work. Models for purposeful visitation are reviewed. Participants will develop genograms for the purpose of understanding family dynamics. Participants will explore barriers to engagement and discuss strategies to overcome them. The differences between interviewing children and adults is reviewed. The class will explore the importance of fatherhood engagement and practice implementing a gatekeeping assessment tool. Finally participants practice engagement and assessment skills through a simulation training held in apartment settings with clients being role played by FAVOR staff.

Intimate Partner Violence (IPV) – Days 1 & 2

Intimate Partner Violence Day 1

This course provides participants with an introduction to Intimate Partner Violence (IPV). Through group activity, lecture, and supplemental video clips, participants explore and discuss commonly held myths pertaining to IPV; gain an understanding of the various terms being used within the field; and discuss the numerous warning signs and types of abusive behavior that are present in relationships characterized by IPV. A significant discussion regarding the implications of culture with respect to IPV is also conducted during this course. Also explored is the impact of IPV on children.

Intimate Partner Violence Day 2

This course builds on the introductory material covered in "Intimate Partner Violence, Day 1;" and is designed to provide participants with an opportunity to build their knowledge base and skills relative to working with offenders and survivors in IPV cases. Strategies for engaging and interviewing children, survivors, and offenders in the case planning process is covered. Significant time is devoted to safety planning and the identification of local and statewide IPV services and resources.

Behavioral Health

This one day course orients participants to the topic of behavioral health as it relates to substance abuse and mental/ emotional diagnosis. This course will provide a base understanding of the signs, symptoms, and behaviors specific to the parents and/or caregivers that are struggling with or living with mental health concerns. Participants will explore, within their role as a CPS social worker, how to discuss mental health concerns and their impact on child safety. Focus will be placed on the importance and obligation of CPS social workers in not only recognizing concerns, but also in facilitating and supporting access to timely services. Discussion includes the impact of culture within the assessment and treatment process as well as the role stigma can play in the arena of behavioral health concerns.

Permanency Teaming - Days 1 & 2

This two-day course provides an in-depth exploration of the needs of youth in care to secure permanency, maintain relationships with their biological family and other important people in their lives, as well as an exploration of the agencies Permanency Child and Family Team Meetings.

Permanency Teaming Day 1

Day 1 establishes the basic framework of the Permanency Teaming process, including the importance of family, search and engagement. Through lecture, small group activity, DVDs and role-play, participants will explore the core values of child welfare practice in the permanency teaming process and the role of the child welfare social worker. Focus will include balancing safety and connection, initiating permanency conversations with children and youth, as well as provide tools to organize and represent the youth's voice.

Permanency Teaming Day 2

Day 2 continues the exploration of the permanency teaming process using lecture, small group activity, DVDs and role-play. Participants explore the process and content of individual conversations with adults in preparation for team meetings, the role of joint or small group conversations and large team meetings, with focus placed on including the child and youth's voice. The training culminates in the importance of and steps toward establishing a culture of permanency in the reframing of casework practice.

OVERVIEW OF PRE-SERVICE TRAININGS CONTINUE

Legal II-Neglect Petitions, How to Write an Order of Temporary Custody and Mock Trial

This two-day course, co-trained with representatives from the legal division, is designed to assist CPS workers in becoming familiar with the unique authority and responsibility the Department has when addressing safety concerns for children.

Legal II Day 1

During Day 1 an exploration of immanency relative to a child's safety will occur using scenarios and classroom discussion. Additionally, participants will learn the legal forms that are used when filing an order of temporary custody, the difference between a social work affidavit and a summary of facts, and the role of trials (including testifying) in the legal process.

Legal II Day 2

Day 2 continues with a mock trial utilizing an actual case assigned to one of the course participants, with that participant serving as the witness in the mock trial. Trainers assist in portraying the various roles associated with a trial.

Legal III – The Legal Work of Permanency

This one-day course, co-trained with a DCF Staff Attorney, is designed to assist CPS workers in understanding the different phases of concurrent planning and the post dispositional proceedings including Motions to Review Permanency Plans and Motions to Change Disposition. This course reviews the concepts taught in Legal I and Legal II, and explores the various Permanency Plans for children in DCF care. Discussion focuses on the role Specific Steps and rehabilitative roles they play in the court process as well as case practice. Participants are provided hands on experience in writing components of a Study in Support of Permanency Plan. In addition, participants are introduced to the implications of terminating parental rights, including an in-depth discussion of the grounds for filing a TPR. The Expectations of the court regarding the department making reasonable efforts, and the steps which need to be taken to meet those expectations, is also presented.

Empathy Simulation Bus Experience

A high percentage of our DCF client population live in poverty and rely on public transportation. Public transportation speaks volumes about a society; such as, racism, economic injustice and the patterns of historical development as a nation. These patterns are embedded in a transportation system that many people take for granted. The average middle class person is fairly oblivious and unaffected by the fact that lack of transportation is the number one deterrent to employment and community involvement across the country. The goal of this exercise is to provide social work trainees with empathy for our client population who utilize public transportation. Empathy is particularly important to social work practice. Clients who experience empathy from their social worker/provider tend to have improved outcomes. Empathic social work practitioners are more effective and can balance their roles better. The goal of this exercise is to encourage and develop child protection

Substance Abuse - Days 1 & 2

Participants will be exposed to the nature of addiction, relapse, and recovery, as well as an overview of the drugs most prevalent in child protective service cases. The primary goal of this course is to develop a knowledge base as it pertains to addiction. Participants will be encouraged to question their own beliefs and biases, and confront their perceptions. Within the course, the strong relation between substance abuse and child maltreatment will be highlighted. Participants will be exposed to several models of dependence and options relative to recovery. Clips from the HBO Series "Addiction" will be utilized to assist in the understanding of the process of addiction and the difficult aspects of recovery. Throughout the course the information presented will be weighed against the necessary practices of child protective services, the court system, and child development.

Substance Abuse Day 1

Introduction to substance abuse from a historical perspective as it affects the families we serve will be explored. Day one focuses on the impact of addiction, the diagnostic criteria and the behaviors associated with the disease.

Substance Abuse Day 2

Day two introduces participants to harm reduction therapies and issues relevant to relapse and recovery. The DCF Policy and referral process is reviewed and participants are educated on the signs, symptoms, and physical evidence associated with five different substances. The impact of the addiction on the family system is explored throughout the course.

OVERVIEW OF PRE-SERVICE TRAININGS CONTINUE

Sexual Abuse Day 1

Sexual Abuse Day 1 is designed to give participants an overview of child sexual abuse. The day covers dynamics of sexual abuse, indicators of child sexual abuse and a review of what a child sexual abuse medical and clinical evaluation entails. This course introduces participants to the topic of "Minimal facts" and Connecticut's multi-disciplined approach to sexual abuse. The focus of the course is around understanding the victim.

Sexual Abuse Day 2

This is a continuation of Sexual Abuse Day 1 the focus of the course introduces participants to the role of the sexual offenders, the non-offending parent(s), and their impact on family dynamics and the ability to adequately safety plan for children. Topics include characteristics of offenders, treatment options for offenders, and the impact the non-offender has on the disclosure, safety planning and treatment, and safety planning with the non-offending parent, offenders, and children. A pre-selected participant presents a case involving sexual abuse, which is explored using the group supervision model.

Understanding the Numbers to Enhance Case Practice

This one day course will provide participants with an overview of the various data reporting systems used within the department, the organizational tools available, and options for developing systems to prioritize and manage case work demands and enhance case work practice. This will include an overview of information regarding the data collected by LINK and the resulting ROM, LINK Reports, ACR Reports, and other SharePoint reports that stem from their input. Participants will be guided through the process of setting default settings and moving between summary and detail views. An introduction to EXCEL will be provided, to include exporting data from ROM and LINK SharePoint, filtering and sorting data, freezing panes, and creating formulas.

Educational Issues

This course is taught by the representatives in the educational division. Course content covers special education, planning and placement teams (PPT's), Individual Educational Plans (IEP's) and the role of surrogate parents. The role of the DCF worker in the education setting is also discussed.

Test and Written Assessment

This course is comprised of a computer based posttest, an oral presentation and exploration of a case from their caseload utilizing a truncated version of the department's group supervision model, and the writing of assessment components of a case plan based on an investigation protocol and narrative for a sample case. The final tests provide insight on the retention of knowledge from the classroom and field experiences as well as a demonstration of their individual skills. The results of and feedback stemming from the final test day is provided to and can be used by supervisors and participants to identify further training needs and areas that need increased proficiency for successful completion of the job.

PROFESSIONAL DEVELOPMENT

Graduate Education Stipend (GES)

The GES Program is an educational program to assist DCF employees with **two or more years of employment** in obtaining either an undergraduate or graduate degree in the field of Social Work/Child Welfare. This program offers **full-time employees** the opportunity to work a 32 hour work week and 8 hours of work time to devote to their internship. The reduction of hours will not affect seniority or longevity and **overtime is not permitted** while participating in this program. Recipients must be completing an internship either external to the Department or at a DCF location other than your current worksite. Students need to be in good standing and maintain a 3.0 GPA or better. Program recipients are obligated to complete two months of employment of service for every month of participation in the GES program, equivalent to 18 months.

Application and deadline has passed.

MSW Field Placement

The MSW Field Placement Program is offered to first and second year, as well as Advanced Standing students. Priority goes to students seeking their final year field placement. The intent of the program is to foster support of our social workers by allowing them to meet their university requirements for 20 hours of field instruction within their regular forty hour work week. A major component of the program is that it allows for the social workers to use their place of employment as their field instruction, while maintaining their current caseload, within their current unit. A field instructor outside of the student's chain of command is utilized to ensure a separation of work and learning responsibilities.

Application and deadline has passed.

Note Employees may apply for both the Graduate Education Stipend (GES) and MSW Field Education Program. However, employees may only be accepted into one program per academic year. It is advised that the student apply for the GES program in the first year of their educational program and the MSW Field Educational Program in the second year when they are required to complete more hours for the placement.

Field Supervision

Providing field supervision / instruction to a student intern is an excellent opportunity for DCF staff to develop professionally, while assisting in the education and growth of a future human services professional. **Field Supervisors** are expected to provide students with activities that meet the students' learning objectives as outlined in a learning contract and / or class syllabus. At times, schools may require the Field Supervisor be certified via the Seminar in Field Instruction (SIFI) course. For additional information regarding field supervision / instruction, please visit the [DCF Academy website](#).

Internship

The Department of Children and Families provides unpaid internship opportunities for students pursuing a degree in social work or a related field, and for which the internship is an academic requirement. For additional information, please visit the [DCF Academy website](#).

Mentoring for Social Work Staff:

The DCF Mentoring Program is designed to assist P-2 staff in their professional development. Applicants who are accepted into the one year program are paired with a mentor, a DCF staff person in a Program Manager position and above. Throughout the program, mentor and mentee participate in numerous activities that are designed to expose the mentee to new information, systems, or perspective which will enhance their career in child protection. Mentees are strongly encouraged to design and implement a project throughout the program, with the support and guidance of their mentor. Detailed information regarding the application process will be announced separately.

STAFF BIOGRAPHIES



Tracy Davis, Director, L.M.S.W., 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.



Paula J. D'Aquila, Manager, Teikyo Post University

Paula began working for DCF in June 1987. Over the years, Paula has had numerous roles overseeing various disciplines including: Rehabilitative Programming, Residential Direct Care work in the capacity as a Supervisor/Manager, Facility Trainer, Private Provider oversight, Building and Grounds Manager, Accreditation Manager and as Director of Residential Care since December 2003. Paula is an Instructor Trainer in Cardio-Pulmonary Resuscitation and a trainer of Mandated Reporting. Paula joined the Academy for Workforce Development in March 2018 as a Trainer/Manager.



Rita Pelaggi, Program Manager, MSW, LCSW

Rita has worked for DCF for the last 33 years. She started her career as a social worker working her way up through the ranks to an Office Director of the Milford Area Office. In the last few years, she has been working in the area of Special Qualitative Review where she reviews cases involving a child fatality, or near fatality, on an open or recently closed case. Themes from these cases are shared at learning forums to discuss child welfare practice with all levels of staff with the goal of improving comprehensive assessments and service coordination with families.



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.



Timothy Monahan, Program Supervisor, M.S.W., University of Connecticut School of Social Work.

Tim began his career in children's protective services in 2002 as a Social Worker with the Massachusetts Department of Children and Families. In 2003, he joined the Connecticut Department of Children and Families, and worked in the Manchester Area Office as a Social Worker. In 2008, Tim was promoted to the position of Social Worker Supervisor, and transitioned to the New Britain Area Office where he supervised ongoing services and intake units, and served as a liaison to the Central Connecticut Multi-disciplinary Team (MDT). Tim joined the DCF Academy for Workforce Development in 2012 as a Child Welfare Trainer and has provided training in the areas of Differential Response, Mandated Reporting, Trauma, Teaming, Sexual Abuse, Substance Abuse, Fatherhood Engagement, and Intimate Partner

Violence. Tim was promoted to his current position of Program Supervisor at the Academy in 2015.

STAFF BIOGRAPHIES CONTINUES



Louise Montemurro, Program Supervisor, B.A. Sociology / Social Work - Central CT State University

Louise began working for DCF in April 1986 as a SW in the Middletown Office. She held various positions such as; Social Worker (treatment & intake), Social Work Supervisor, QI Program Manager for Regions 2 & 6 and Program Manager in various divisions during her 29 years with the agency; CPS, Revenue Enhancement, Quality Assurance, and Administrative Case Review. Louise has worked out of several Regional offices; Middletown, Waterbury, Danbury, Torrington, Meriden, New Britain, New Haven, Milford and Central Office. She joined the Academy in January 2014 and was an active member of the Mentor Committee for over ten years and Manager over the internship/ professional development program.



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.



Gregory Castro, Child Welfare Trainer, B.S., Springfield College

Greg joined DCF in August 2001 after working for a combined 7 years at Family Services Woodfield, Casey Family Services and Prospect House serving non-profit programs with a variety of chronic mental health, at risk youth and the homeless populations. Greg joined DCF in 2001 where he worked in the New Haven/Greater New Haven Office as a Social Worker and later as an Investigator. In 2003, Greg volunteered as a P2 union steward. In 2005, he was promoted to the position of Social Work Supervisor for the Greater New Haven Office where he supervised ongoing and training units. In 2013, Greg became the Considered Removal facilitator for the Milford Office. In 2015, Greg joined the New Britain Office where he oversaw a training unit. In June 2017,



Kim Crocker, Visual Media Designer – A.A. (Multimedia) Manchester Community College

Kim joined DCF in April 1993, has worked in Administrative Assistant positions for Health, CPS, QA, ACR and Investigation units. She joined the DCF Academy for Workforce Development Media Center in 1998 as a Visual Media Designer.



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.

STAFF BIOGRAPHIES CONTINUES



Carmen A. James, Child Welfare Trainer, MA, University of Southern California

Carmen began her employment with the Department of Children and Families in the Waterbury Area Office in October of 2007. As a Social Worker for seven years; she gained experience in the areas of Ongoing, Mental Health and Adolescent Services. In January of 2015, Carmen became a Social Work Supervisor. Carmen supervised Ongoing Services for four years and during this time she supervised a number of Trainees. Carmen also had the opportunity to supervise Voluntary Services. Carmen joined the DCF Academy for Workforce Development in March of 2019 as a Child Welfare Trainer.



Suzanne Neafus, IT Consultant, M.S., Long Island University

Suzanne joined DCF after spending 3 years as a computer applications/technical trainer. Her primary training focus was Microsoft office products, along with database design and reporting tools. Suzanne has also spent 10 years as a computer programmer while providing support, documentation as well as end user training. She began consulting for the DCF Academy for Workforce Development in December 2013 as a Technology Consultant.



Kristine Rivera, Child Welfare Trainer, LCSW, University of Connecticut School of Social Work

Kristine has been with DCF since November, 2006. She left for a period of time 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. 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.



Jennifer Rondini-Zayas, Child Welfare Trainer, 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.



Dyshawn Thames, Child Welfare Trainer, B.A., Criminal Justice, Western New England University

Dyshawn began his employment with the Department of Children and Families in the Manchester Area Office in January of 2007. As an ongoing services Social Worker he was assigned a variety of cases spanning the full menu of services to include in home, reunification, permanency and probate cases to name a few. Dyshawn transitioned to investigations three years into his career with the Department. In 2013, Dyshawn was promoted within the Manchester Area Office to Social Work Supervisor where he supervised ongoing services and investigations. Dyshawn joined the Academy for Workforce Development as a Child Welfare Trainer in 2018

STAFF BIOGRAPHIES CONTINUES



Jennifer Uttley-Rosado, Child Welfare Trainer, A.B., Sociology; Bryn Mawr College

Jennifer has been with DCF since November, 2007. As a Social Worker, she worked in Ongoing Services and Adolescent Services in the Norwich Area Office. She was offered a temporary assignment to a higher class as a Social Work Supervisor in March of 2014. Jennifer was an Ongoing Services and Training Supervisor in the Norwich Area Office until February of 2016 when she began a permanent position as a Training Supervisor in the Willimantic Area Office. Jennifer joined the Academy for Workforce Development as a Child Welfare Trainer in May 2018. Jennifer has been an active member of the area office and statewide HART work to address issues of Domestic Minor Sex Trafficking.



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.



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 office, 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.



Cheryl Wright, Secretary II

Cheryl Wright joined DCF in 2004. She began her career as a Secretary I and soon advanced to the level of Secretary II. Cheryl worked in the Hartford Area Office. She established expertise in the area of Permanency, Investigations, Ongoing Services and FASU. Cheryl joined the Academy in February 2007, where she assumed the position of registrar.