Continuous Learning: Creating a System of Care Training Program
Presenter

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Course Overview

- NE Systems of Care Training Plan
- Elements of a System of Care Training
- Incorporating the Guiding Principles
- Giving Families & Youth a Voice
- Foundations in Evidence-based practices
- Training Best Practices
Nebraska’s Training Plan

• Nebraska’s Training Plan is overseen by one of 5 Implementation Work Groups which will:
  
  – Develop family and youth leadership training and identify family and youth leaders to serve as liaisons between state agencies and systems
  – Provide training, coaching and technical assistance for the SOC workforce state-wide
  – Develop standards for best-practice for youth and family driven services
  – Create a Training Repository to share information state-wide
Our Challenge...

Developing and delivering a wide variety of trainings on various topics to numerous types of service providers that incorporate the Systems of Care philosophy and to...

Create a Training Repository so that training can be shared with providers across the state
This Requires...

A network of professionals who are:

✓ Experienced in their areas
✓ Knowledgeable about training best practices
✓ Knowledgeable about Systems of Care philosophy
✓ Willing to collaborate with partners and families
The 5 Elements of a System of Care Training
5 Elements of a Systems of Care Training

1) Rooted in the Vision, Mission, and Values of Nebraska’s System of Care plan
2) Evidence-based/informed with strong knowledge of current literature
3) Developed Utilizing Training Best Practices
4) Developed with Family and Youth Input and Involvement
5) Culturally Competent
6) Available state-wide to partners through a Training Repository
Incorporating the System of Care Principles:

How does my training correlate to the 13 Guiding Principles of System of Care?

Click to Review Nebraska’s System of Care Guiding Principles
Example: NCTSN Child Welfare Stewardship

<table>
<thead>
<tr>
<th>NCTSN Training Module</th>
<th>Guiding Principles/CLAS Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Essential Elements of a Trauma Informed System</td>
<td>GP 6 – Ensure that services are integrated at the systems level</td>
</tr>
<tr>
<td>2 – Child Trauma and Child Traumatic Stress</td>
<td>GP 8 – Trauma-informed services</td>
</tr>
<tr>
<td>3 – How Does Trauma Effect Children</td>
<td>GP 8 – Trauma-informed services</td>
</tr>
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<td></td>
<td>GP 9 – Supports for transition youth</td>
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<tr>
<td>4 – What is the Impact of Trauma on the Brain and Body</td>
<td>GP 8 – Developmentally appropriate svc</td>
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<td>GP 9 – Supports for transition youth</td>
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<tr>
<td>5 – What is the influence on Developmental Stage</td>
<td>GP 8 – Trauma-informed services</td>
</tr>
<tr>
<td></td>
<td>GP 9 – Supports for transition youth</td>
</tr>
<tr>
<td>6 – What is the Influence on Culture</td>
<td>GP 13 – Non-discrimination</td>
</tr>
</tbody>
</table>
Question to ask yourself:

• How does this training support the mission of our System of Care?

• Review the Guiding Principles: Which principles of the System of Care are important to incorporate into this training?

• How can I incorporate those SOC principles throughout the training?
  – Into information presented?
  – Into delivery/instruction techniques?
    • Example: partnerships within the system to solve problems/partnerships within the training to solve problems
    • Giving youth and family a voice, incorporating youth and family into training delivery
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Evidence-based Practice

Evidence-based Practice:

• Has shown that it is supported by data, not just based on theory

• Has been repeatedly tested and is more effective than standard care or an alternative practice, &

• Can be reproduced in other settings.
Utilizing Quality Data

• Where was the research published: Credible, scientific, peer reviewed journal?

• How does it fit with what is already known: Is it supporting previous research findings? Adding to the current body of knowledge? One study alone is never good enough to make a case.

• How does funding influence the research: Is the study objective? Could there be personal bias? Consider whether the funds of the project had anything to gain by the results?

• Information from television/magazines/brochures: Consider the source. Was it credible (peer reviewed journal?)

• Internet sources: Consider the source. The most credible sites come from recognized experts.
Examples: Sources to find EBP’s

Finding Evidenced-Based Practices for Children and Families

- California Evidence-Based Clearinghouse for Child Welfare [http://www.cebc4cw.org/]
- National Registry of Evidence-based Programs and Practices (NREPP) [https://www.samhsa.gov/nrepp]
- What Works Clearing House [https://ies.ed.gov/ncee/wwc/]
- Blue Print for Health Youth Development [http://www.blueprintsprograms.com/search]
- Evidence Based Behavioral Practice [http://www.ebbp.org/]
Questions to ask yourself:

• Have I reviewed current literature on this topic?
• What was the source of my information? Have I cited my sources? Are they credible sources?
• Are there evidence-based practices/interventions available in this topic area?
• Are there promising practices/interventions available in this topic area?
• Does my audience know that what this means?
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The Cone of Learning

After 2 weeks, we tend to remember...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

Source: Edgar Dale (1969)
Questions to ask yourself

• How is this training designed/tailored for my specific audience?

• Have I written objectives that reflect the goals of my training?

• Have I considered different learning styles?

• Have I incorporated SOC philosophies into the course design?

• Have I incorporated active learning strategies to help promote learning retention?

• Is my evaluation capturing the information I need to know? How will I use it?

Click Here for Train the Trainer pdf
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Youth & Family Participation

Family and Youth should have a seat at the table in EVERY part of the System of Care process, including Training!
Questions to ask yourself about Involving family and youth in training

• As consultants:
  – What does the youth/family want trainees to know?

• As presenters:
  – Are they interested in presenting all or part of this topic?

• Family and Youth Resources:
  – Family Leadership organizations
  – Youth Leadership organizations
Family and youth service agencies

https://nefamilies4kids.org/
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The National CLAS Standards

View Class Standards
Questions to ask: Incorporating CLAS Standards

- Have I done adequate research and do I understand the intersection of culture and my particular training topic? Have I included this information in my training? (Example – trauma informed care)
- How have I created a safe learning environment for trainees to discuss cultural differences/influences related to this topic?
- Have I encouraged trainees to reflect on their own identified culture and the lens through which they view this topic? Have I done this myself prior to presenting?
- Do I need to overcome potential language or physical barriers as I present this training?

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The Road Ahead – Training Repository

NeSOC Resources and Technical Assistance

- Parent Organizations
- Tribal Systems
- HHS Departments
- Criminal Justice, Court Systems
- Medical
- Law Enforcement
- Developmental Disability Providers
- Education-K-12, Higher Ed
- Advocacy Centers
- Providers: mental health, child welfare, developmental disability
- Public Health, Health Disparity
- Early Child Ed.