

# Wisconsin Family Resource Center Professional Development System Training Menu

This document is designed to give you an overview and description of the trainings available in the Family Resource Center Professional Development System located within the Wisconsin Child Welfare Professional Development System. The dates of the trainings or time within which they will be scheduled are on the [website](#).

## **Foundational Trainings:**

**Standards of Quality for Family Strengthening and Support Training:** The nationally adopted Standards of Quality for Family Strengthening & Support are designed to be used by all Family Strengthening and Support stakeholders as a tool for planning, providing, and assessing quality services to ensure that families are supported and strengthened through quality practice. The Standards create common language and expectations in the Family Support field across different kinds of programs, such as Family Resource Centers, home visiting programs, and child development programs. The Standards demonstrate and measure how to utilize a family-centered, strengths-based, multigenerational approach to support families in building research-based, evidence-informed protective factors that increase family stability, enhance child development, and reduce child abuse and neglect.

This 2 day training is provided by Supporting Families Together Association and is offered through the Professional Development System.

**Bringing the Protective Factors Framework to Life in Your Work Training:** The *Bringing the Protective Factors Framework to Life in Your Work* training helps professionals to understand how to integrate the five protective factors, comprising the evidence-informed protective factors framework, into their work with families and their organizational culture. The training emphasizes the importance of partnership with families and a shared understanding of how family protective factors contribute to family strengths and clarify needs, so families have the tools to support the optimal development of children, while also reducing the likelihood of child abuse and neglect.

This 12 hour training is provided by the Wisconsin Child Abuse and Neglect Prevention Board and is available twice a year through the Professional Development System. Additional trainings are offered periodically throughout Wisconsin at various local agencies that have certified trainers on staff. The training is offered both in virtual and in-person formats, depending on the location.

**Parent Leadership: The Key to a Successful Family Resource Center Training:** Intentionally partnering with parents/caregivers within agencies is a highly effective strategy to ensure programming is successful while supporting and building parent leadership skills. This training will explore why supporting parent leadership is important, what partnership looks like, how to get staff buy-in, and strategies to incorporate in your agency.

This 1 day training is provided by Supporting Families Together Association through the Professional Development System.



**Darkness to Light's Stewards of Children Child Sexual Abuse Prevention Training:** The approved training for child sexual abuse prevention is the Darkness to Light's Stewards of Children®- an, award-winning program created to educate and support professionals and community members in protecting children from sexual abuse. The program focuses on the concept that ending child sexual abuse will require a cooperative, community effort. It also seeks to build personal empowerment that provides adults with the capacity and momentum to take action against child sexual abuse. With personal empowerment, adults can make choices, take risks, and support each other.

This 2 hour virtual training is offered annually by Supporting Families Together Association through the Professional development System. It is also available at other times at various agencies throughout the state that have certified trainers on staff.

**Abusive Head Trauma Training (2 parts):** This training consists of two separate self-paced, online modules.

The first component is a one hour **Period of PURPLE Crying training** which instructs educators how to teach parents about periods of normative crying in early infancy, a developmental stage characterized by periods of extended crying. The training outlines the normal crying curve, the characteristics of the Period of Purple Crying, and what the acronym PURPLE stands for. The training also delves into the fact that crying is a risk factor for shaking a baby and how it is important to provide parents with information and strategies that allow them to remain calm and create a plan to deal with crying related stress.

The second component is a 25 minute **Sentinel Injury training** which teaches that sentinel injuries are signs of potential abuse, how to identify sentinel injuries vs. normal accidental injuries on an infant, who is at risk, and what to do if abuse is suspected.

Staff must register and access both the Period of Purple Crying and Sentinel Injury online trainings through the Professional Development System to receive credit for attending these trainings.

**Awareness to Action Policies and Procedures Training:** This offering is designed for organizations rather than individuals.

The goal of this effort is to provide training and technical assistance to support communities and organizations in developing and implementing child sexual abuse prevention policies and procedures. This framework is based on the Center for Disease Control and Prevention's guide, Preventing Child Sexual Abuse Within Youth-serving Organizations. Over the course of 6 months, participating organizations receive a 3 hour training and follow up implementation support to incorporate prevention strategies for the protection of children in their programs. The training includes knowledge from experts in the field of child sexual abuse prevention and information from organizations who have taken steps to protect children in their programs.

Promotion of the training and registration is available through the Professional Development System.

## **Additional Family Support Professional Development Training Opportunities:**

The following trainings are aligned with and designed to provide educational support for the Wisconsin Core Competencies for Family Support Professionals. These trainings are applicable to a broad spectrum of family support professions and roles. They are a professional development resource available for the continuous quality improvement of family resource centers and professional growth of their employees. All of the following trainings are available in FRC PDS.

**Brazelton Touchpoints:** This training focuses on the impact of parent-child-provider relationships on a child's development in the early years of life, understanding the process of a child's development and looking at how and why change in behavior occurs, strategies for understanding development and strengthening relationships with families and a common language in creating a community where families feel supported to reach their fullest potential. (19.5 hrs., 6 monthly 1 hr. reflective practice calls)

**Family Resource Center Foundations Training:** This training provides a comprehensive overview of the many aspects of family support practice within family resource centers. It provides orientation for new employees and a refresher for longer term employees. There are sections on best practices, roles and function of family resource centers, ACEs and trauma, strengths-based practice, family diversity and engagement, professional practice, and group dynamics. (Virtual- instructor led online and live zoom)

**Cultural Humility Training:** Cultural Humility is an approach that helps individuals effectively work and live with differences. Originally developed by doctors Melanie Tervalon and Jann Murray-Garcia (1998), to address health disparities and institutional inequalities in medicine, Cultural Humility is now used in social work education, public health and nonprofit management. It is a framework for people to deal with hierarchical relationships, changing organizational policy, and building relationships based on trust. The goal of this training is to support professionals as they seek to work with families within a framework of Cultural Humility; to be culturally respectful and curious, to stretch their cultural comfort zones, and acknowledge their personal biases through self-reflection. (6 hours- 3 hours self-paced, 3 hours virtual instructor led)

**Ethics and Boundaries:** This training focuses on common ethical challenges in family support settings and workplaces and how to set boundaries that protect the family resource center, professionals themselves, co-workers and family members being served. (1 day)

**FAN- Attunement and Engagement:** The FAN training, developed by Linda Gilkerson at the Erikson Institute, is a framework for family engagement through attunement in interactions and reflective practice. Through this framework professionals are provided concrete strategies for assessing attunement and adapting their approach to increase and deepen engagement. This training includes monthly coaching calls for supervisors and required submission of implementation tools to support application and implementation into practice. (12 hours)

**Lemonade for Life:** This training gives caring professionals practical tools to initiate and process ACEs with others sensitively, to identify points of resilience, and to build hope for individuals and families healing from past trauma. During the training, parenting resources are introduced that guide families to work toward safe, secure and nurturing relationships. (8 hrs., 1 ½ hours daily for five days plus coaching call and pre-session module)

**ASQ-3/ASQ-SE2 Assessment Training:** These two developmental screening tools are used throughout Wisconsin to determine if a child is developing within the normative range or to identify if they may need evaluation for developmental delays. The training covers best practices in administration of the tools and how to use these tools and share information effectively with families. (1 day)

**The Growing Brain:** This training supports participants' exploration of key concepts, research, and concrete strategies from ZERO TO THREE's The Growing Brain: From Birth to 5 Years Old curriculum. Participants explore how the brain grows and develops from conception to 5 years old and how to support healthy brain development including cognitive development, social-emotional development and how play builds children's capacities in all areas of development. (8 hours)

**Supporting Early Relational Health- Foundations of Social & Emotional Development:** This training provides information on early childhood social emotional development with a focus on ages birth to three years. Going beyond milestones and typical general development this session will go deeper and explore development with an infant mental health lens. Specifically, the training will look at development (typical and atypical) in the context of the relationship with the caregiver and how that relationship impacts development and attachment. (1 day)

**Creating Cultural Connections for Change:** Developed as a follow-up to WCWPDS-Milwaukee's Cultural Humility class, C3 combines self-reflection, new concepts, and skills, to help participants develop strategies for cultivating deeper connections with families. Focusing on self-awareness, the Canvas section fosters a deeper understanding of oneself, within the cultural contexts of power, privilege, personal values, and social change, based on the tenet, "Self-awareness leads to better service for families." We will also explore the concepts and healing powers of Cultural Resilience and Belonging, and practice the skill of curious, respectful inquiry in the Zoom session. The culminating class activity utilizes class content to develop an action plan for strengthening connections with families, as a springboard for positive change, for families and you!

**Reflective Supervision:** The FAN framework, developed by Linda Gilkerson at the Erikson Institute, is utilized in a variety of settings across the nation including home visiting, Part C (Birth to Three), with medical residency programs, child welfare, court systems and others. It provides a framework and concrete strategies to support a structure for Reflective Supervision, attunement in the supervisory interaction along with reflection for increased self-awareness with the purpose of improving one's practice skills. This session will discuss the use of the ARC, the Core Processes and provide tools to support implementation after the training.

**Motivational Interviewing:** This 3 part series exposure training provides a background on MI theory and research, including how and why behavior change occurs. MI is presented as a guiding style of communication and contrasted with other methods of behavior change. Learners are introduced to the basic practice elements of MI, including the Spirit (Partnership, Evocation, Acceptance, Compassion), OARS Skills (Open questions, Affirmation, Reflection, Summary) and fundamental processes (Engaging, Focusing, Evoking, Planning). Engaging will be the featured MI process in this workshop. Through discussion, videos, and experiential exercises, learners will begin developing an MI practice. In addition to your active participation in the workshop activities, successful completion of the course requires 3 audio-recordings. Participants will capture 2 of the recordings during workshop time. The final recording, with a client, will be due one month after the course closes in order to receive credit for the course.

**Sight Development:** Learn about the impact of challenges with sight, how to identify those challenges and how to support families in getting assistance. This 1 hour module is available online and accessible as a self-paced module.

**Sound Beginnings:** Considerations of the Ear and in Hearing: Learn about what it means for a child to have difficulty hearing – anatomically, physiologically, and developmentally. Discover what family serving professionals can do to help with early identification and intervention for children who have trouble hearing. This 1 hour module is available online and accessible as a self-paced module.

**Five for Families Parent Curriculum:** The aim of Five for Families is to share information about five protective factors, or Strengths, that increase families' abilities to overcome challenges, support the optimal development of children, and reduce the likelihood of child maltreatment. The curriculum is based on the Strengthening Families™ Protective Factors Framework, developed by the Center for the Study of Social Policy and the "Bringing the Protective Factors Framework to Life in Your Work" training from the Children's Trust Fund Alliance.

In order to be eligible to utilize these curriculum materials with families, staff must meet the following criteria:

- Have two or more years' experience working with families in a professional capacity
- Attend at all six courses and complete all 12 hours of the Bringing the Protective Factors Framework to Life in Your Work training
- Attend a Five for Families Training of Trainers
- Apply to become a Certified Five for Families Trainer

The Prevention Board offers the Five for Families curriculum training through FRC PDS.

**Play Group Facilitation:** This training delves into what is known about best practice for play groups, how to assess and support the dyadic relationship between caregiver and child and how to create and structure environments and activities that support the developmental domains of children. Participants will leave with lesson plan ideas that they developed in collaboration with others in the training. This training consists of two ½ day trainings. The first half of the training focuses on the research and best practices pertaining to Play Groups. The second part digs deeper into the implementation of Play Groups and strategies to support staff with getting them started.

**Important Note:** *Staff wanting to keep their professional development transcript in one place will be able to add training certificates/attendance to their individual PDS account to capture training attended outside of the PDS online system. We encourage staff to use this system to track all of their professional development in one place.*