WORKSHOP DIRECTORY PAGE

TITLE: Integrating Adolescent Brain Development into Child Welfare Practice with Older Youth

COMP. #: 202

NO. HRS: 12

DATE: August 11, 2021

COMPETENCIES:
Primary Competency
110-2 Assessment: The child welfare professional gathers relevant information and engages in critical thinking, utilizing a strength-based perspective and the competency model leading to an ongoing, accurate, and comprehensive assessment process.

Secondary Competencies
110-8 Cultural Awareness and Responsiveness: The child welfare professional demonstrates acceptance and responds respectfully and effectively to people of all cultures, races, and ethnic backgrounds; languages; classes; religions and spiritual traditions; immigration status; sexual orientation, gender identity, and gender expression (SOGIE); and other diversity factors in a manner that recognizes, affirms, and values individuals, families, and communities and protects and preserves the dignity of all. (NASW, 2015)

110-1 Engagement: The child welfare professional initiates, interacts, and maintains relationships with children, youth, families, colleagues, and other team members to ensure participation in shaping decisions about needs, goals, supports, and services.

110-4 Planning: The child welfare professional facilitates the planning, development, and coordination of relevant information to a well-reasoned sequence of strategies and goals to achieve sustainable and beneficial results.

110-7 Professionalism: The child welfare professional comprehends and applies social work and child welfare ethics and principles to interactions and communications with children, youth, families, colleagues, and other team members.

LEARNING OBJECTIVES (and Bloom's Levels): Participants will be able to:

- Describe the transition outcomes of older youth in foster care. (Knowledge)
- Recognize how normal adolescent development is impacted by foster care placement. (Knowledge)
- Recognize how adolescent brain development influences adolescent thinking and behavior. (Knowledge)
- Identify how trauma effects brain development and impacts learning.

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(Knowledge)
- Apply brain science when interacting with young people by creating authentic partnerships. (Application)
- Identify trauma informed strategies to support better outcomes for young people. (Knowledge)
- Identify strategies to change the way child-serving systems think about adolescence. (Knowledge)
- Recognize how youth development principles and practices can enhance outcomes for older youth. (Knowledge)
- Describe the importance of building social capital with older youth in foster care. (Knowledge)
- Describe how to help older youth build social capital. (Knowledge)
- Describe using effective strategies that support healing and promote growth. (Knowledge)
- Describe the knowledge and skills needed to promote youth-adult partnerships. (Knowledge)

CALENDAR SUMMARY:

Integrating Adolescent Brain Development into Child Welfare Practice with Older Youth "incorporates the latest research from the report "The Adolescent Brain: New Research and its Implications for Young People Transitioning from Foster Care" developed by the Jim Casey Youth Opportunities Initiative of the Annie E. Casey Foundation. This new research is combined with knowledge related to trauma, implicit bias, and building social capital and provides strategies on how to more effectively work with older youth who experience the child welfare system." (NASW, 2020)

This workshop is eligible for 12 Continuing Education credit hours.

MAXIMUM NUMBER OF PARTICIPANTS:

20

TARGET AUDIENCE:

This workshop is intended for direct service child welfare professionals and supervisors.

EXPECTATIONS OF THE TRAINER:

The instructor will have knowledge and experience working with and engaging older youth. The instructor will be thoroughly prepared and knowledgeable on the curriculum and the trainer resource: *The Road to Adulthood: Aligning Child Welfare Systems with Adolescent Brain Development* prior to delivering this course.

RELEVANT LAWS, REGULATIONS, BULLETINS, *etc.*

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N/A

MATERIALS NEEDED:

In Person Training:
- Computer
- Projector
- Speakers
- Internet access
- Instructor Guide
- PowerPoint slides
- Participant Handouts
- Flip chart paper
- Markers
- Ball of string
- Small beach ball

Remote Training:
- Computer
- Internet access
- Instructor Guide
- Integrating Adolescent Brain Development Instructor Letter
- PowerPoint slides
- Participant Handouts
- Instructor prepared Word Documents
- *Managing Zoom Breakout Rooms* document
- *Remote Instructor Guide* document

INSTRUCTOR GUIDE

- Integrating Adolescent Brain Development into Child Welfare Practice with Older Youth Instructor Guide

PARTICIPANT GUIDE

- Integrating Adolescent Brain Development into Child Welfare Practice with Older Youth Handouts (print 1 per participant, double-sided, no hole punch)

HANDOUTS

- Handout #1: Reflections Day 1 and 2 (printed one per person; double sided; no-hole punch)

LIST OF APPENDICES:

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N/A

LIST OF AUDIO/VISUAL RESOURCES:

- Link to audio files: http://www.pacwrc.pitt.edu/IABD.htm
- Videos on YouTube linked in PowerPoint

LIST OF BROCHURES:

N/A

LIST OF POWERPOINTS:

- PowerPoint #1: PPT Slides Day One (67 slides)
- PowerPoint #2: PPT Slides Day Two (52 slides)

LIST OF POSTERS:

N/A

LIST OF PRE/POSTWORK:

- Article: *The Road to Adulthood: Aligning Child Welfare Systems with Adolescent Brain Development*

LIST OF TRAINER PREPARED FLIPCHARTS:

- Introduction Walkabout Activity
- "Y" Activity

LIST OF TRAINER RESOURCES:

N/A

LIST OF TABLE RESOURCES:

N/A

CREDIT ASSIGNED:
CE: 12 Hours
Training Credit: 12 Hours

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