May 8, 2012

Dear Colleagues:

The Residential Child Care Project is pleased to welcome you to our third international conference for professionals working with children and families to improve the quality of their care and treatment. This conference offers you a unique opportunity to meet with other professionals from around the globe to exchange ideas and experiences.

At this event a variety of speakers, workshops, panels, and activities will allow you the opportunity to immerse yourself in relevant information and share your knowledge and experience with other professionals. Best practice programs and state of the art interventions will be presented with opportunities to network and gain insight in the complex issues that are challenging our work and our attempts to serve the best interests of children and families. In addition to the keynotes, workshops, and panels composed of internationally recognized professionals, highlights of the conference include:

**A special pre-conference CARE event:** A special day for CARE agencies to take part in discussions about current research, opportunities to share CARE experiences and innovations, and gain insight into plans for the governance and sustainability of CARE. CARE trainers will have an opportunity to become the first group of certified trainers as we initiate the CARE certification process at this event.

**TCI Instructors:** Cornell University TCI instructors will be available to answer questions about TCI implementation and training concerns

**Networking opportunities:** Lunches, receptions, a Low Country Buffet and Oyster Roast, and entertainment will give participants an opportunity to chat and share information in a relaxed atmosphere

**TCI “Update” requirement:** Attendance at the conference and successful completion of required tests will meet the requirement for TCI trainer recertification.

**Continuing Education Hours Available:** Continuing education hours for LPCs, LMFTs and social workers will be offered for workshops and presentations that are attended in full through the South Carolina Association of Children’s Homes and Family Services (SCACHFS).

Please join us and contribute to our efforts to provide the best care we can to our vulnerable children and families around the world.

Sincerely,

Martha J. Holden  
Senior Extension Associate  
Project Director  
Residential Child Care Project
## CONFERENCE AT A GLANCE
### In the Best Interests of the Child: Caring for Them, Caring for Us

#### May 8 | TUESDAY | CARE Day

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<tr>
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<tbody>
<tr>
<td>10:00</td>
<td>CARE Certification for CARE Trainers</td>
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<tr>
<td>12:00</td>
<td>Registration</td>
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<tr>
<td>1:00</td>
<td>Welcome. <strong>Martha Holden</strong>, <em>Director of the Residential Child Care Project</em>&lt;br&gt;Presentations. What We are Learning from Research. <strong>Charles Izzo</strong>, Ph.D., Research Associate, Cornell University, NY, US; <strong>Jim Anglin</strong>, Ph.D. Professor, University of Victoria, BC, CA</td>
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<td>3:00</td>
<td>Refreshment Break</td>
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<td>Wine and Cheese Reception</td>
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#### May 9 | WEDNESDAY

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<tr>
<td>9:00</td>
<td>Registration, Arrival and Tea/Coffee</td>
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<tr>
<td>11:00</td>
<td>Welcome. <strong>John Eckenrode</strong>, Ph.D. Director, Bronfenbrenner Center for Translational Research, Cornell University, NY, US&lt;br&gt;Keynote. The Quest for The Best Interest of the Child. <strong>Larry Brendtro</strong>, Ph.D., Founder, Circle of Courage Institute and Dean of the Starr Commonwealth Institute for Training, MI, US</td>
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<tr>
<td>1:00</td>
<td>Lunch</td>
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<td>2:00</td>
<td>Workshops (120 minutes)</td>
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<td>4:00</td>
<td>Refreshment Break</td>
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<td>4:30</td>
<td>Keynote. Creating, Destroying, and Restoring Sanctuary. <strong>Sandra Bloom</strong>, M.D., Associate Professor Drexel University and Founder, Sanctuary Institute, PA, US</td>
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<tr>
<td>5:45</td>
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#### May 10 | THURSDAY

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<tr>
<td>10:00</td>
<td>Refreshment Break</td>
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<td>10:30</td>
<td>Workshops (90 minutes)</td>
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<td>12:00</td>
<td>Lunch</td>
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May 10 | THURSDAY, Continued

1:00 Keynote. Transforming Trauma: A NeuroRelational Approach to Strength-Based Support. **Paul Baker**, Ph.D., Director, NorthStar Educational and Therapeutic Services, Atlanta, GA, US and Assistant Director, Clinical Department, Allambi Youth Services, Newcastle, AU

2:30 Workshops (90 minutes)

4:00 Special Break

4:30 Keynote. Training Family Carers in the Safe Management of Challenging Behaviours—A UK perspective. **David Allen**, Associate Clinical Director, Directorate of Learning Disability Services, Abertawe, Bro Morgannwg University Health Board and Professor in the Clinical Psychology of Intellectual Disabilities at the Welsh Centre for Learning Disabilities, Cardiff University, Wales, UK

5:30 Close of Conference Day

Practice Session for TCI Trainers Seeking Recertification

7:00 Cash Bar

7:30 Low Country Buffet and Oyster Roast with Entertainment

May 11 | FRIDAY

8:45 Panel Presentations: Strengthening Our Workforce, Family Engagement, Restraint Reduction Strategies That Work

Special Workshop: The Three Pillars of TraumaWise Care, **Howard Bath**, Ph.D., Children’s Commissioner, Australia’s Northern Territory, AU

10:45 Refreshment Break

11:15 Endnote. **James Anglin**, Ph.D., Associate Vice-President Academic and Director of International Affairs, University of Victoria, British Columbia, CA

12:30 Lunch

1:30 Post Conference Activity. Written and Physical Testing for TCI Trainer Recertification
CONFERENCE PROGRAM

Note: Event dates and times are tentative and may be subject to change given events beyond the control of conference planners.

MAY 8, Tuesday: Pre-Conference CARE Event (CARE Day)

10:00  Certification Workshop for CARE Trainers. CARE trainers applying for certification will be introduced to the work of Robert M. Gagne, which serves as the basis for the CARE instructional design. Participants will practice effective techniques for responding to challenging situations that might arise during CARE training. The CARE certification test will be administered during the workshop. Frank Kuhn, PhD Senior Extension Associate, Cornell University, NY, US; Tom Endres, MA, Extension Associate, Cornell University, NY, US

12:00  Registration for CARE Day

1:00  Welcome. Martha Holden, Senior Extension Associate, Project Director, Residential Child Care Project (RCCP), Bronfenbrenner Center for Translational Research, Cornell University, NY, US

What We Are Learning from the Data. CARE developers are continually trying to improve the program and learn how to best facilitate positive changes within agencies. This presentation will describe how the data is being used to learn about the perspectives and practices of agency staff and the perspectives of youth in care. It will also describe some of our preliminary findings about changes that have occurred at one group of agencies as they implemented CARE.

Charles Izzo, PhD, (Clinical Psychology), Research Associate, Bronfenbrenner Center for Translational Research, Cornell University, NY, US. Dr. Izzo's research focuses on factors that affect caregiving practice and the impact community programs have on children and families

What We Are Learning From Our CARE Pioneer Agencies. Dr. Anglin will share some of the results of his study using a grounded theory approach to develop a theory of change implementation based on the experience of the Pioneer CARE agencies in South Carolina. This study is being used as a guide with agencies now in the process of implementing CARE.

James Anglin, PhD, Full Professor, University of Victoria, BC, CA. Dr. Anglin has worked with staff in the RCCP on the development and evaluation of the CARE Program Model

2:00  What We are Learning from Practice. Participants will have an opportunity through a structured interview process to share successes and breakthroughs in implementing the CARE principles into their own practice and well as their organization. Key themes and strategies will be identified and shared among all participants.

3:30  Sustaining the CARE Model (Panel Discussion). A panel made up of CARE agency executives that have been using the CARE model will address the following questions: 1) What are the challenges in implementing and sustaining CARE? and 2) What strategies are you using that sustain the CARE model and/or overcome the challenges? There will be an opportunity for questions and open discussion. Lee Porter, CPO, Epworth Children's Home, SC, US; William Martin, Assistant Executive Director, Waterford Country School, CT, US; Anne Whelan, Executive Director, Blue Sky Family Care, Newfoundland, CA, US; James Phelan, Program Manager for Specialized Services, Hillside Varick Campus, NY, US; Kathleen Reynolds, CEO, Generations Group Homes, Inc., SC, US; Judith Brunt, Head of Service, Children's Residential Services, Northern Health and Social Care Trust, Northern Ireland

5:30  Wine and Cheese Reception
MAY 9, Wednesday: General Conference Programming

General Session

11:00 – 1:00

**Welcome. John Eckenrode**, PhD, Director, Bronfenbrenner Center for Translational Research, Cornell University, NY, US

**Keynote. “The Quest for the Best Interests of the Child”**

A quarter of a century ago, Anna Freud and colleagues wrote a series of books about “the best interests of the child.” Their goal was to apply science and humane values to transform policy and practice. That challenge is still very current, and this presentation identifies key universal principles of “practice based evidence” drawn from modern neuroscience, social science, and the wisdom of youth work pioneers.

_Larry Brendtro, PhD, Founder, Circle of Courage Institute and Dean of the Starr Commonwealth Institute for Training, MI, US_

Workshops | Block One

2:00-4:00

**W1. Deep Brain Learning**

In this workshop, Dr. Larry Brendtro taps into the growing body of research drawn from diverse disciplines to identify powerful universal principles for success with challenging children and youth. This session, based on his most recent book _Deep Brain Learning: Pathways to Potential for Challenging Youth_ (co-authored with Martin Mitchell and Herman McCall of Starr Commonwealth), is seasoned by the practice wisdom of youth pioneers as well as the authors’ own experience in building successful educational and treatment programs.

_Larry Brendtro, PhD, Founder, Circle of Courage Institute and Dean of the Starr Commonwealth Institute for Training, MI, US_

**W2. Implementing the Sanctuary Model: Lessons Learned**

Developed over twenty years ago, over two hundred organizations around the country and in several other countries, have been trained in the Sanctuary Model. In this workshop Dr. Sandra Bloom will describe the process of implementation of this trauma-informed, complex, whole organizational approach and share some lessons learned about the process of organizational change.

_Sandra Bloom, MD, Board Certified Psychiatrist; Associate Professor of Health Management and Policy and Co-Director, Center for Nonviolence and Social Justice, School of Public Health of Drexel University; and Founder, Sanctuary Institute, PA, US_

**W3. Creating a Peaceful Community: Strategies for Care Model Sustainability**

The focus of this workshop will be to examine and share strategies used at a large residential treatment agency to sustain the CARE model. Hillside Varick Campus has developed a variety of tools including developing an interview process utilizing the CARE philosophy, supervision processes, training, clinical procedures and management strategies. Models of how these practices are implemented and sustained will be discussed.

_James Phelan, Program Manager for Specialized Services, Hillside Varick Campus, Varick, NY, US_

_Harmony Ayers-Friedlander, Program Manager Critical Care Program, Hillside Varick Campus, Varick, NY, US_

_Michael Staino, Program Manager for Dual Diagnosis Program, Hillside Varick Campus, Varick, NY, US_
MAY 9, Wednesday: Workshops | Block One, Continued

2:00-4:00

W4. “TCI Team Building—An Interactive Approach”
This workshop is designed to make TCI trainings and refreshers more engaging and exciting while teaching the core concepts of TCI. Activities will explore the benefits of co-training curriculums through interactive trainings ideas that will promote a culture of pride in the agency and “outside the box” thinking with residential treatment staff. Discussions will assist with promoting a supportive frame of mind for abstract thinking processes, promoting healthy staff cohesion and encouraging openness.

Monique Davis, Aftercare Coordinator, Indian Oaks Academy, IL, US
Adam Reynolds, Behavior Specialist, Indian Oaks Academy, IL, US

W5. Speak to the Hand: Engaging Hard to Reach Young People with the Life Space Interview
“Speak to the hand” is designed to provide practical and engaging ideas to help staff and young people complete the Life Space Interview after a challenging event. Those attending the workshop will have fun and will leave with a variety of ideas that will help them to overcome resistance by young people and fulfil their TCI role of educateur.

Sue Holden, Qualified Social Worker, Trainer and Consultant, Bachlaw Projects, Scotland, UK
Hamish McLeay, Qualified Social Worker, Director, Bachlaw Projects, Scotland, UK

W6. Incorporating the ICMP into School Behavior Intervention Plans: Process and Product
This workshop discusses how to incorporate the ICMP into a more comprehensive school-based Behavior Intervention Plan (BIP). A BIP template will be provided, and target behaviors, replacement behaviors, and the function of behaviors will be discussed. The template will indicate how to incorporate essential elements of the ICMP so the student has a well-defined crisis plan in the BIP. Finally, we will discuss the challenges of developing and implementing BIPs across a school team.

Nancy Smith-Jewell, Psychologist in Private Practice and with Kittery Schools, ME, US

W7. Grief and Loss: Implications for Crisis
Young people in care often experience multiple losses. Could grief and loss be a trigger to a crisis? Is this something that care workers need to consider when intervening in a crisis? Through this workshop, participants will learn the stages of grief and how this can affect a young person’s behavior. In responding to the feelings of grief and loss, care workers will help the young person recognize his/her loss and move to the stage of acceptance or understanding their current life situation.

Carla Sockwell Morgan, Program Services Supervisor, NC Mentor, NC, US
Zelma Smith, Independent Consultant and Trainer, GA, US

W8. Using a Visual Approach in the Life Space Interview for Asperger/High Functioning Autism
Using the LSI with individuals who have an Asperger Syndrome/High Functioning Autism (AS/HFA) diagnosis can be a challenge. It can also be a way to teach more pro-social skills, using a visual approach to help them become more self-aware, self-regulate their behaviour and understand their Stress Model of Crisis and coping skills needed. A practical element for this workshop will reinforce the skills shown.

Sandy Teal, Director and Independent Consultant, SJ Teal Consultancy, UK
MAY 9, Wednesday: Workshops | Block One, Continued

2:00-4:00

**W9. Creating Your Best Setting Conditions**

After TCI certification, will you return to an agency that supports or defeats your training experience? Even with TCI, programs struggle by neglecting the quality of its organizational culture. This workshop delves into the elements of reshaping the workplace—as a means to using TCI. Attention goes to designing fun and effective teams, routines, plans, and physical space that create a TCI culture—not just individually trained professionals.


**W10. Living in Crisis and Leaving the Crisis in the Holy Land**

Dedication to the well-being of body and soul, and dignity to the children and youth in residential treatment centers and emergency centers, are basic values and principals in the work done in those centers under the auspices of the Youth and Children's Services of the Ministry of Welfare in Israel. We will demonstrate how the cooperation of government, a steering committee and a learning institution assures best practice of TCI in Israel. The Israeli experience combined with Middle Eastern temperament and behavior patterns, have formed a culture that admires the ability to cope and react in crisis situations. The instructors are required to make cultural adjustments to the program in order to successfully implement TCI theory and practice.

*Linda Avitan*, MSW, National TCI Coordinator-Israel, TCI Instructor, Central School for Welfare Workers, Israel

*Dalit Levy*, MA, Clinical Psychologist, TCI Instructor, Israel

*Yeshaya Corrick*, B.Ed., TCI Instructor, Israel

**W11. CARE Implementation in Northern Ireland Children’s Services**

The Northern Health and Social Care Trust is geographically the largest Health Trust within Northern Ireland and provides Health Care Services to approximately 25% of the population. The Northern Ireland Assembly which now serves as the devolved Government in Stormont, set about improving the quality of life of children within Northern Ireland and in particular children who are in public care. In April 2009 Children’s Services within the Health Trust adopted the CARE Model of Best Practice to improve the quality of care provided within its eight Residential Facilities. This presentation tells the story of how the Trust began to embed the CARE Model into its Children’s Services, the many lessons learned along the way, the positive contribution it has made throughout the entire service and its plans for sustaining CARE into the future, set within the changing environment of Northern Ireland.

*Judith Brunt*, BSC. HONOURS DEGREE, post grad DIPLOMA, Head of Service for NHSCT, N. Ireland

*William Coman*, DClinPsych, CClinPsychol, Consultant Clinical Psychologist, NHSCT, N. Ireland

*Cathy Jayat*, CQSW, M.SC., Principal Practitioner, NHSCT, N. Ireland
MAY 9, Wednesday: General Session

4:30-5:30   Keynote. Creating, Destroying, and Restoring Sanctuary

For the last thirty years, the field of traumatic stress studies has been growing rapidly and methods for addressing the needs of trauma-survivors have burgeoned. But in those same three decades, the nation’s mental health and social service systems have been under relentless assault, with dramatically rising costs and the fragmentation of service delivery often rendering them incapable of ensuring the safety, security, and recovery of our clients. The resulting organizational trauma both mirrors and magnifies the trauma-related problems for which our clients seek relief. Complex interactions among traumatized clients, stressed staff, pressured organizations, and a social and economic climate that is often hostile to recovery efforts recreate the very experiences that have proven so toxic to clients in the first place. In this presentation, Dr. Sandra Bloom will summarize her journey of becoming trauma-informed and the key things she and her colleagues have learned from survivors of overwhelming life experiences. She will then summarize what may happen to groups under significant stress and discuss a trauma-informed organizational approach, the Sanctuary Model that helps organizations develop trauma-informed cultures to buffer individuals against the impact of chronic stress.

Sandra Bloom, MD, Board Certified Psychiatrist; Associate Professor of Health Management and Policy and Co-Director, Center for Nonviolence and Social Justice, School of Public Health of Drexel University; and Founder, Sanctuary Institute, PA, US

6:00   Wine and Cheese Welcome Reception
MAY 10, Thursday | General Session

8:45 – 10:00

**Keynote. Reconnecting with the Lives of Our Children: Pathway to New Partnerships**

Children are at the center of many of our most heartwarming and endearing clichés. Expressions such as “Children are one of our most precious resources”…or… “Our children are our future”…and… “we love ALL children” are common everyday declarations that convey the sentiment with which so many of us regard children. Yet, not even the presence of these daily reminders is enough to protect an increasing number of children from lives of disconnection, disaffection, or “benign neglect.” Unfortunately, “quick fix parenting” resulting in either harsh punishment on the one hand to ultra-permissiveness and over-indulgence on the other hand has eroded the powerful and impenetrable connection that should exist between parents and children. This address will highlight specific strategies that parents and other concerned adults can use to create stronger bonds and meaningful connections with young people. Alternatives to punishment and over-indulgence will be discussed. Specific attention will be devoted to examining the significant role that human service agencies can play in promoting effective partnerships that reconnect the lives of our children.

*Kenneth V. Hardy*, PhD, Professor of Family Therapy, Drexel University, PA, US; and Director Eikenberg Institute for Relationships, NY, US, where he maintains a private practice specializing in working with at-risk children and their families.

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Workshops | Block Two

10:30-12:00

**W12. Teens Who Hurt: Effective Strategies for Working with Troubled Adolescents**

This workshop will focus on providing strategies that teachers, counselors, and other human service providers can use in their work with youth who are troubled by circumstances that complicate the negotiation of the “normal developmental struggles” of adolescence. A framework for understanding adolescents who have membership in oppressed groups and who are prone toward angry, aggressive, and explosive behaviors will be presented. Specific strategies for enhancing effective assessment, engagement, and treatment with troubled adolescents will be provided.

*Kenneth V. Hardy*, PhD, Professor of Family Therapy, Drexel University, PA, US; Director Eikenberg Institute for Relationships, NY, US


This workshop is designed to provide leaders and emerging leaders with an understanding of large, and unavoidable adaptive challenges faced by their organization that can impact programs and services. It provides an understanding of the skills needed and a framework for leading program and organizational transformation.

*Lloyd Bullard*, CEO, LB International Consulting, VA, US

Leadership staff from Generations Group Homes, Inc. will discuss their efforts to successfully implement CARE into a group home setting serving youth who engage in sexually inappropriate behaviors. They will highlight the successes that they had along the ways and will examine the struggles.

*Brian Clark*, Facility Director, Generations Group Homes, Inc., SC, US  
*Shannon Paradise*, Program Director, Generations Residential Program, SC, US

W15. The Epworth CARE Sustainability Model: “If You Build It Well You Can Continue to CARE!”
Epworth Children’s Home began to implement CARE in 2007. An independent organizational climate study conducted from 2007 to 2009 revealed that the agency’s climate and culture changed significantly during this time. Epworth has continued to maintain its commitment to CARE as its child care philosophy. This case study will highlight lessons learned through implementation and practice and ideas for sustaining this model of residential care.

*Lee Porter*, Chief Program Officer, Epworth Children’s Home, SC, US

W16. Green Chimneys Story about Sanctuary Certification: One Year Later
In May 2011, Green Chimneys was certified by the Sanctuary Institute. This was the culmination of a vigorous three-year process. The focus of this workshop will cover how Green Chimneys embedded the commitments of the Sanctuary Model into the Green Chimneys strategic anchors, how we prepared for certification, and the critical steps we made to maintain the Sanctuary principles.

*Debbie MacCarry*, Director, Quality Assurance and Compliance, Green Chimneys, NY, US  
*Dr. Duncan Lester*, Associate Executive Director of Operations, Green Chimneys, NY, US

W17. One Agency’s Three-Year Journey Towards Successful CARE Implementation
This workshop is designed for Agencies who are in the beginning stages of exploring CARE, Agencies who are considering CARE as their program model, or Agencies who are in the early stages of CARE implementation. The program will show a three year process where CARE was introduced into a multi-service Agency with dramatic results. The lessons learned along the way will be shared in hopes of facilitating the implementation for others.

*William Martin*, Assistant Executive Director, Waterford Country School, CT, US  
*Sharon Butcher*, Principal, Waterford Country School, CT, US

W18. Planning and Implementing the Use of Physical Restraints in School Settings
This workshop is designed to prepare participants to lead an assessment and planning meeting with a school or school district. As part of this process the focus will be on the Model Policy for Use of Physical Restraint in Schools and to demonstrate how this Model Policy can be an effective tool in evaluating a school’s readiness for the implementation of a crisis management system with physical restraint training as well as an important component of the planning process.

*Marty Mineroff*, Instructor, RCCP, Cornell University, NY, US  
*Jack C. Holden*, Instructor, RCCP, Cornell University, NY, US
MAY 10, Thursday: Workshops | Block Two, Continued

10:30-12:00

W19. Staff Recruitment and the Implications of Modern Personality Research
We all know there are specific personality traits required to make a good child care worker. We also all know the enormous costs, both financially and to children, of employing unsuitable staff. This workshop will examine this issue from the perspective of probably the most widely accepted, reliable and useful framework for understanding personality, the five-factor model. It will consider how this framework could improve our efforts to recruit suitable staff.

Nick Pidgeon, Director and Independent Training Consultant, NJP Training and Consultancy and Training Ltd., Scotland, UK

W20. Beyond the Basics: Additional Prevention and De-escalation Strategies
This interactive workshop will highlight a variety of strategies childcare staff use to effectively de-escalate crisis situations. There will be an emphasis on the successful use of humor, including how to implement it without slipping into sarcasm. There will be a discussion on concerns about how staff’s interaction with a child may be interpreted by others and will consider barriers, real or perceived, to using creative strategies to engage a child in crisis. Come prepared to share your stories, brag on successes, learn a thing or two, and have fun.

Craig Bailey, Care Coordinator, Crestwood Children’s Center, NY, US
Doug Bidleman, Assistant Director of Organizational Development and Learning, Hillside Family of Agencies, NY, US

W21. Trauma Based Care for Youth in an Alternative-to-Incarceration Residential Facility
This workshop emphasizes the importance of Clinical Participation in TCI with youth in an alternative-to-incarceration residential facility. It will show the effects of childhood trauma that produce pain-based behaviors in youth entangled in the adult criminal justice system. The need for clinical participation is paramount to understanding the etiology of these behaviors, treatment, use of the ICMP, and after-care participation.

Henry Wanamaker, Program Director, Youth Shelter Program of Westchester, Inc., NY, US

W22. Whose Communication Difficulty Is It Anyway—Mine or the Client's? Building Staff Skills
All too often we impose communication difficulties on to a child instead of recognising that we as adults have the difficulties and the responsibility for overcoming them. We will consider and practice using a skills building model as the basis for relevant and fun training activities that improve an adult’s ability to overcome their communication difficulties with children. Be prepared for participation.

Angela Stanton-Greenwood, Workforce Development Manager, Hesley Group, England, UK
MAY 10, Thursday   | General Session

1:00 – 2:00  **Keynote. Transforming Trauma: A NeuroRelational Approach to Strength-Based Support**

Over the past two decades, neuroscience has provided us with unprecedented amounts of knowledge about how the brain works. Most importantly, the belief that the brain can and will change when given the right people and environments provides remarkable hope for those impacted by trauma, as well as those responsible for their care. Understanding how the brain develops, functions, and responds to the world around us is critical for those working with challenging children and youth. Those who have experienced trauma will need specialized attention and support, positive relationships, and people dedicated to transformation. People dedicated to transformation will need training in basic brain science to effectively support those in need. Dr. Baker will explore the brain-based fundamentals and practical approaches that are needed to work with children and youth today.

**Paul Baker, PhD, Director, NorthStar Educational and Therapeutic Services, GA, US; Assistant Director, Clinical Department, Allambi Youth Services, Newcastle, AU**

**Workshops | Block Three**

2:30-4:00  **W23. The Science of Healing: Relationships and the Brain**

Human beings exist within the framework of our relationships. Our social brain is constantly redesigning itself to adapt to the people and experiences we have throughout life. Turbulent and chaotic experiences shape the brain in turbulent and chaotic ways. Positive and nurturing experiences help to repair broken connections, both inside and outside of the brain. Therapeutic work with children and youth will involve “being with, feeling with, and going with” hurt individuals in innovative ways. This workshop will explore practices that will be valuable in dealing with “broken” experiences and promoting resilience.

**Paul Baker, PhD, Director, NorthStar Educational and Therapeutic Services, GA, US; Assistant Director, Clinical Department, Allambi Youth Services, Newcastle, AU**

**W24. Lessening the Struggle for Congruence: A Lesson from the Business World**

The “Congruence Model” is an organizational model borrowed from the business world which has considerable implications as a useful tool in human service organizations. It is based on the principle that an organization’s performance is derived from four elements: work, people, structure and culture. The higher the congruence among these elements, the greater the performance. The model provides a useful tool for identifying and fixing problems of incongruence in your team or organization.

**Kimberly M. Adkins, Program Director, York Place Residential Treatment Facility, SC, US**

**Rahchele Copeland, LBSW, is the Director of Treatment Teams, York Place, SC, US**

**W25. Leading with CARE: Finding the Opportunity To Align Organizational Strategy With CARE Principles**

The struggle for congruency is a challenge for frontline staff—but also for organizational leaders. How do we manage using the CARE principles within the constraints of our managerial resources? And even more importantly, how do we lead? This workshop is meant to help senior leaders within an organization identify strategic opportunities to integrate the CARE principles into their functional business areas.

**Anne Whelan, Executive Director, Blue Sky Family Care, Newfoundland, CA**
2:30-4:00

**W26. Cultural and Linguistic Competence Guidelines for Residential and Community-Based Programs and Quality Accreditation Standards**

This workshop details practice strategies based on the National Building Bridges Initiative's Cultural & Linguistic Competence Guidelines for Residential Programs. The presenters will provide a crosswalk between the “Guidelines” and accreditation standards from CARF’s 2011 Child and Youth Standards Manual, as they relate to CLC. The Guidelines, primarily developed for residential providers, will also be useful for community-based programs, schools, community mental health clinics, child welfare agencies, juvenile justice agencies, and community programs that interface with residential programs.

*Lloyd B. Bullard*, CEO LB International Consulting, VA, US

*Leslie Ellis-Lang*, Managing Director, Child and Youth Services, CARF International, US

**W27. Closing the Loop: The Vital Role TCI Trainers and PQI and HR Data Can Play in Creating Organizational Improvement/Best Practice**

Could an organized group of TCI trainers impact positive change throughout an agency? What would happen if a group of TCI trainers were provided actual physical intervention/incident data and workers compensation claim/employee injury data? What could they do with that information? Berkshire Farms Center and Services for Youth created a TCI trainers forum, originally to respond to changes in New York State regulations regarding behavior management, but over time, the forum has played a critical role in the agency’s continuous quality improvement processes.

*Bryan Ekstrom*, Performance Quality Improvement Coordinator, Berkshire Farm Center and Services for Youth, NY, US

**W28. Implementing CARE: Meeting the Challenge of Personal and Professional Change**

Implementing CARE is an organisation wide strategy that requires all personnel to challenge their values and beliefs and make changes to their mind-set. This workshop will provide participants with an opportunity to explore and personally experience one core dimension in bringing about such change. That dimension is called “immunity to change.” The workshop is built upon work by Robert Kegan and Lisa Lahey (2009) and explores a model of adult development and a process which identifies and examines ‘the one big thing’ that holds each of us back from changing.

*John Gibson*, RCCP Faculty, Lead TCI Consultant, Ireland, UK

*Mena Wilson*, Unicorn Consultancy, Northern Ireland, UK

**W29. Ethos and Values: Alliance not Compliance**

Our practice has a vision that we are able to affect positive change for children and young people to enable them to make informed choices in their future and that through this we can break the cycle of care that many young and their families find themselves in. Positively changing children’s and young people’s self-beliefs and behaviours comes through a residential ethos and value base that promotes and supports partnership, participation and genuine positive relationships. You cannot make people change (Compliance) they have to want to (Alliance).

*Paul Gilroy*, Head of Service for Crossreach Residential Schools, Scotland, UK

*Joe Nee*, Consultant Psychologist and Trainer, UK
MAY 10, Thursday: Workshops | Block Three, continued

2:30-4:00

**W30. Preparing Staff to Meet the Diverse Challenges of Children in Crisis in the Public School**
Are you a TCI Trainer for a public school system? Looking for innovative ways to meet the training needs of a diverse staff? Frustrated because training time is spent puzzling out how to handle situations unique to your particular setting? Come see how Maryville City Schools TCI Trainers have chosen to address this issue for their staff. Let us provide you with resources and ideas that will make your training more effective for your staff.

*John LaCava*, Autism Specialist/Communication Classroom Teacher, Maryville City Schools, TN, US

*Julie Hilborn*, Behavior Consultant, Maryville City Schools, TN, US

**W31. “Help Me Help Myself…and My Child”: The Use of TCI In Mother-Baby Group Homes**
This workshop will provide an overview of Homespace Corporation, a mother-baby group home located in Buffalo, NY. Working with pregnant and parenting youth can create unique challenges for service providers; including the needs of the youth as well as safety issues for both the teen and infant/child while in placement. This workshop will review these challenges and give participants specific programs, policies, training and clinical techniques used by the staff at Homespace to help address these challenges.

*Rebecca Sahr*, Senior Case Planner, Homespace Corporation, NY, US

*Kevin McGriff*, Program Director, Homespace Corporation, NY, US

**W32. Care for Caregivers: Personal, Supervisory, and Organizational Approaches to Addressing Compassion Fatigue**
As residential treatment workers, we are all susceptible to compassion fatigue, otherwise referred to as the “cost of caring.” This interactive presentation focuses on understanding the concepts behind compassion fatigue, relating these concepts to work in residential treatment, and identifying personal, supervisory, and organizational approaches to proactively address the signs and symptoms of compassion fatigue to boost resiliency and awareness among direct care staff members.

*Christina L. Scanlon*, Doctoral Student and Teaching Fellow, University of Pittsburgh, PA, US

**W33. Family Focused Practice in Residential Care**
This workshop will provide a practical approach to the design and delivery of Family Service with young people placed in residential treatment. The facilitator will discuss the program design and structure, their learning’s from the practice as well as experiences expressed by families. Participants will be invited to share experiences and thoughts for their practice.

*Anton Smith*, Executive Director, Oak Hill Boys Ranch, Alberta, CA

**W34. The Development, Implementation, and Evaluation of a Comprehensive, Empirically Driven, Treatment Program For Juvenile Sex Offenders: The Accountability Based Sex Offender Program (ABSOP)**
This workshop is intended to detail the development and current practices of a comprehensive residential treatment program for adolescents with sex offence charges. It will demonstrate the value of using an empirically based approach as the foundation for programmatic decisions. In a recent review of the Accountability Based Sex Offender Program (ABSOP), recidivism rate for sexual offenses was 4%. Such a low recidivism rate on this key criterion suggests our approach to treating adolescent sexual offenders is effective. Moreover, further data analysis revealed that change occurred in many areas of functioning. In the following presentation, the findings from this multi-modal approach are illustrated in a number of key domains. Recent recidivism data, also, are reviewed in the context of our ability to predict risk.

*Barry Burkhart*, PhD, University of Auburn, AL, US
MAY 10, Thursday | General Session

4:30  **Keynote. Training Family Carers in the Safe Management of Challenging Behaviours — A UK Perspective**

Though a massive industry exists for training staff in safe behavioural management procedures (such as self-protection and minimal restraint) in the UK, there is an almost total absence of work on training family carers. This workshop will focus on presenting the work of two research projects—one an epidemiological study of the use of reactive management procedures by family carers, the other a preliminary study looking at the outcomes of training such carers in safe approaches to aggressive behaviour.

*David Allen, Associate Clinical Director, Directorate of Learning Disability Services, Abertawe, Bro Morgannwg University Health Board and Professor in the Clinical Psychology of Intellectual Disabilities at the Welsh Centre for Learning Disabilities, Cardiff University, Wales, UK*

5:30  **Practice Session for TCI Trainers Seeking Recertification**

7:00  **Cash Bar**

7:30  **Low Country Buffet and Oyster Roast and Entertainment**
MAY 11, Friday | Panel Presentations / Workshop

8:45 – 10:45  **P01. Strengthening Our Workforce: Preventing Compassion Fatigue by Supporting Our Staff**

This session identifies successful methods organizations use to address compassion fatigue in the workforce. This major issue impacts all industries. Particularly prevalent in the helping fields especially among caregivers—those regularly exposed to the trauma and pain of the young people and families they serve.

**Moderator:** Raymond Taylor, Msc., TCI Instructor, University of Strathclyde, Scotland, UK

**Panel Members:**
- **Angela Stanton-Greenwood,** Workforce Development Manager, Hesley Group, England, UK
- **Linda Avitan,** MSW, National TCI Coordinator-Israel, TCI Instructor, Central School for Welfare Workers, Israel
- **Vernon Hayes,** Director, Boys Home of the South, SC, US

**P02. Family Engagement**

This session highlights strategies for engaging family members in the care and treatment of their children. A recently developed “family engagement survey” will be introduced. Participants will share their promising practices for maintaining young people in their families and communities and for reuniting those who have been removed.

**Moderator:** Mena Wilson, Director, Unicorn Consultancy, Northern Ireland, UK

**Panel Members:**
- **Susan Ramsey,** Parent Liaison, Walker School, MA, US
- **Anton Smith,** Executive Director Oak Hills Boys Ranch, Alberta, CA
- **James Phelan,** Program Manager for Specialized Services, Hillside Children’s Center, Varick Campus, NY, US

**P03. Restraint Reduction Strategies That Work**

This session will focus on restraint reduction strategies that have proven to be successful in both the United States and the United Kingdom. The strategies will address, but not be limited to, domains such as leadership, supervision, training, clinical participation, and incident monitoring. One of the important aspects of this program will be to discuss the issue of how to change the organizational culture and climate so that the reductions are long-term and sustainable.

**Moderator:** Michael Nunno, Residential Child Care Project, Cornell University, NY, US

**Panel Members:**
- **David Allen,** Associate Clinical Director, Directorate of Learning Disability Services Abertawe, Bro Morgannwg University Health Board and Professor in the Clinical Psychology of Intellectual Disabilities at the Welsh Centre for Learning Disabilities, Cardiff University, Wales, UK
- **Andrea Mooney,** M. Ed., JD, Clinical Professor, Cornell University Law School, NY, US
- **William Martin,** Assistant Executive Director, Waterford Country School, CT, US
- **Brian J. Farragher,** LMSW, MBA, Executive Vice President/Chief Operating Officer, ANDRUS, NY, US
MAY 11, Friday | Panel Presentations / Workshop, continued

**W35. The Three Pillars of TraumaWise Care**

The “Three Pillars” model is not a form of therapy but rather an approach to developing healing environments that has application in services using a wide range of intervention models. In this workshop we will initially explore the different types of trauma exposure with a review of core brain development principles along with the impact of trauma on the brain. We then explore the broader impact of developmental trauma on children and what we might expect in terms of their responses and behaviours. This is followed by a review of how these behaviours can impact on us in unexpected ways and can sometimes trigger reactions that may be uncaring or even harmful. The three “Pillars” of TraumaWise care are then presented along with the reasons for their central role in creating environments of healing. Practical ways to implement the “Three Pillars” in different settings are then explored.

*Howard Bath, PhD, Children’s Commissioner, Australia’s Northern Territory, AU*

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**General Session**

**11:15**  
**Endnote. In the Best Interests of the Child**

Professor Jim Anglin will offer an “appreciative inquiry” perspective on the key themes and issues raised and discussed during the conference, and will explore possible implications and directions for practitioners, managers, researchers and trainers in the field of child and youth care work. Jim believes that this conference offers an important, and perhaps even historic, opportunity to re-invigorate the field of residential care for young people in North America and beyond.

*James Anglin, PhD, Associate Vice-President Academic and Director of International Affairs, University of Victoria, British Columbia, CA. His major research has focused on a re-appreciation of residential care for youth (see Pain, Normality and the Struggle for Congruence: Reinterpreting Residential Care for Children and Youth, Haworth, 2002)*

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**1:30–3:30**  
**Post Conference Activity | Written and Physical Testing for TCI Trainer Recertification**
CONFERENCE SITE MAP

Kingston Plantation, Embassy Suites, Myrtle Beach Oceanfront Resort in Myrtle Beach, South Carolina.
PRESENTER BIOGRAPHIES

Kimberly M. Adkins, MS, LPC, LPCS, is the Program Director at York Place in York, South Carolina. She oversees both residential and community-based services for the organization. She has over 25 years of clinical and leadership experience, most of which have been in the residential care of children and youth. W24 (5/10)

David Allen is Associate Clinical Director, Directorate of Learning Disability Services Abertawe, Bro Morgannwg University Health Board and Professor in the Clinical Psychology of Intellectual Disabilities at the Welsh Centre for Learning Disabilities, Cardiff University. He is a fellow of both the International Association for the Scientific Study of Intellectual Disabilities (IASSID) and the British Psychological Society. David works primarily with adults with intellectual disabilities who present challenging behaviour, and he has published extensively on the subjects of positive behavioural support and reactive behaviour management strategies. He is co-editor of the International Journal for Positive Behavioural Support. K5 (5/10), P03 (5/11)

Jim Anglin began his career as a child and youth care worker in a mental health centre in Vancouver after which he moved to Victoria and began a 6-bed group home for four boys and two girls. Following these front-line work experiences, he pursued graduate studies before working in a social policy position in Ottawa and as a Senior Project Coordinator with the Children’s Services Division in Toronto. Returning to B.C. in 1979, he joined the faculty of the School of Child and Youth Care at the University of Victoria where he is a full Professor and former Director. His major research has focused on a re-appreciation of residential care for youth (see Pain, Normality and the Struggle for Congruence: Reinterpreting Residential Care for Children and Youth, Haworth, 2002). Over the past several years, he has worked with staff in the Residential Child Care Project at Cornell University on the development and evaluation of the CARE Program Model. CARE Event (5/08), Endnote (5/11)

Linda Avitan, MSW, is the National TCI Coordinator in Israel and coordinates the activity of the National TCI Steering Committee dedicated to policy and planning, as well as overseeing current TCI Programs. She is responsible for overseeing and assisting in TCI training and implementation in the 25 facilities which use TCI in Israel. On the staff of the Central School for Welfare Workers, she runs and teaches courses in child welfare and therapy, among them Supervised Visitation Centers, and Youth Protective Service hostels and locked institutions. W10 (5/9), P01 (5/11)

Harmony Ayers-Friedlander graduated with a BS in Psychology from Liberty University in 1991 and received her MA in Professional Counseling from Liberty in 2000. She is a NY State licensed mental health counselor with over twenty years of experience working with youth and families primarily in residential treatment settings. She is currently the program manager for Hillside Children’s Center’s Varick Campus Critical Care program. She is a CARE trainer and part of the implementation team for the campus. W3 (5/9) P02 (5/11)

Craig Bailey is a Care Coordinator II at Crestwood Children’s Center in Rochester, NY. He has 15 years of experience working with youth in out of home care and alternative school settings. He provides a variety of training for staff including TCI training for new employees and updates for all staff in a variety of services. Craig has also partnered with Crestwood’s Family Advocate to provide crisis prevention and management training to parents and families of youth served by Crestwood. Craig also works with Cornell University as a TCI instructor. W20 (5/10)

Dr. Paul Baker is a developmental neuropsychologist who specializes in merging brain science with strength-based treatment programs. Internationally recognized, and with over twenty years of combined experience as an educator, clinician, administrator, trainer, consultant and foster /adoptive parent, he brings a multitude of experiences to his audiences. Dr. Baker is the developer of The PersonBrain Model, an internationally known training program for those who work with challenging youth and the co-author of The Hopeful Brain:
Relational Repair for Disconnected Children and Youth. Dr. Baker’s dynamic approach to professional development and consultation has been instrumental in changing mental health and educational programs in numerous countries around the world. Dr. Baker currently serves as director of NorthStar Educational and Therapeutic Services, outside of Atlanta, Georgia and as assistant director in the clinical department at Allambi Youth Services, Newcastle, Australia. He is also the founder of Compassion Associates International, based in the United States. K4, W23 (5/10)

Howard Bath, PhD, is currently the Children’s Commissioner in Australia’s Northern Territory. He trained as a Clinical Psychologist, has studied and worked in Australia and the USA, and has presented workshops in many other countries. Howard has authored numerous papers and conference presentations on residential treatment, behaviour management, family preservation, child protection, developmental disability and developmental trauma. He has a particular interest in services for children and young people being cared for out of their homes, including those in foster care, residential treatment, and youth justice settings. For many years Howard was an instructor with the TCI program. W35 (5/11)

Doug Bidleman is the Assistant Director of Organizational Development and Learning at the Hillside Family of Agencies in Rochester, NY. He has 40 years of experience providing service to children/youth and families in residential and community based services. He chairs HFA’s Behavior Support Administrative Group which addresses all aspects of crisis intervention in an effort to ensure the best practice and client and staff safety. Doug also works with Cornell University as a TCI Instructor. W20 (5/10)

Dr. Sandra L. Bloom, MD, is a Board-Certified psychiatrist, Associate Professor of Health Management and Policy and Co-Director of the Center for Nonviolence and Social Justice at the School of Public Health of Drexel University in Philadelphia. Dr. Bloom is the founder of the Sanctuary Institute, Distinguished Fellow at the Andrus Children’s Center and a Past-President of the International Society for Traumatic Stress Studies. She is the author of Creating Sanctuary: Toward the Evolution of Sane Societies and co-author of Bearing Witness: Violence and Collective Responsibility. Destroying Sanctuary: The Crisis in Human Service Delivery, a book about the crisis in social service delivery, was published in 2010 by Oxford University Press and another volume of this trilogy about trauma-informed service, Restoring Sanctuary, is currently in press. K2, W2 (5/9)

Dr. Larry Brendtro is founder of the Circle of Courage Institute, Dean of the Starr Commonwealth Institute for Training, and former president of Starr Commonwealth serving troubled youth in Michigan and Ohio. He has broad experience as a youth worker, educator, administrator, researcher, and author. He holds a PhD in Education and Psychology from the University of Michigan, is a licensed psychologist, and has taught in the area of behavior disorders at the University of Illinois, The Ohio State University, and Augustana College. Dr. Brendtro is editor of the journal Reclaiming Children and Youth and with colleagues has authored twelve books and 200 articles on challenging youth. His most recent book is Deep Brain Learning: Pathways to Potential with Challenging Youth. For thirteen years, he served on the Coordinating Council on Juvenile Justice and Delinquency Prevention, chaired by the U.S. Attorney General, and has trained youth professionals worldwide. K1, W1 (5/9)

Judith Brunt, BSC. HONOURS DEGREE in social policy and social work, CQSW, DIPLOMA in management and community development, Northern Health and Social Care Trust, Northern Ireland. Judith is a Head of Service for Looked after Children who are in Public Care and live within the Northern Health and Social Care Trust which is one of the five Regional Trust’s within Northern Ireland. Judith has had a strong commitment for improving the outcomes for Looked after Children. The role out of the CARE Model of Best Practice three years ago throughout the Northern Trust is an example of an initiative lead by Judith to significantly improve the quality of care within the Trust’s Children’s Residential Services. CARE Panel (5/08), W11 (5/9)
Barry Burkhart, PhD, University of Auburn is Professor, and former Chair, of the Department of Psychology at the University of Auburn where he has been on faculty since 1974. Since 1999, he has been the director of a treatment program for juvenile sex offenders incarcerated in a state training school, the Accountability Based Sex Offender. He has broad research interests in assessment and treatment of problems resulting from violence and victimization. **W34 (5/10)**

Lloyd Bullard, MEd, CEO, LB International Consulting, LLC, (LBIC) Mr. Bullard has over 28 years of experience in the areas of residential care, restraints/seclusion reduction, cultural competence, racial disproportionality, and supervisory training. He held several national positions for CWLA. Mr. Bullard has published over thirty books, articles and other publications. **W13, W26 (5/10)**

Sharon Butcher began as a childcare worker in residential treatment, became a special education teacher, and is now the principal at Waterford Country School. She became an associate trainer in TCI about 10 years ago, became a professional trainer in 2004, and an instructor in 2009. Sharon is also a CARE trainer. **W17 (5/10)**

Brian Clark, Generations Group Homes, Inc. Facility Director. BA in Sociology. Brian earned a Sociology Degree from Clemson University in 1995, and has spent his entire 16 year career working for Generations Group Homes, a contributing agency to the CARE project. Serving as the Facility Director since 2002, Brian first became a CARE trainer in 2007, and has been largely responsible for successfully integrating CARE into the Generations program. **W14 (5/10)**

Dr. William Coman is a Consultant Clinical Psychologist with the Northern Health and Social Care Trust (NHSCT) in Northern Ireland. He manages a specialist multidisciplinary therapeutic team that provides services for children in foster care, residential care or post adoption. Dr. Coman is a member of the steering group that implements CARE in NHSCT. **W11 (5/9)**

Rahchele Copeland, LBSW, is the Director of Treatment Teams at York Place Residential Treatment Facility in York, South Carolina. She has over 20 years of experience in the field of residential care providing service to children and families. She is a Certified TCI trainer and a CARE trainer. **W24 (5/10)**

Yeshaya Corrick, BA in Informal Education from Lifshitz College, Jerusalem, has 15 years professional experience in various therapeutic settings. Yeshaya represented the emergency centers as part of the leading team who brought TCI to Israel, and was among the first instructors of TCI. He is a member of the National Steering Committee for TCI. He currently is the program manager for educational workshops at a Biblical farm. **W10(5/9)**

Monique Davis has been with Nexus Treatment for 10 years. She received Criminal Justice and Social Work degrees from Bradley University in Peoria, Illinois. She has been a certified TCI trainer for 5 years, has clinical and supervisory experience with male, female, juvenile sex offender and developmentally delayed adolescent populations with emotional and behavioral disorders. **W4 (5/9)**

John Eckenrode is Professor of Human Development and Director of the Bronfenbrenner Center for Translational Research. He is also Director of the National Data Archive of Child Abuse and Neglect. His research concerns child abuse and neglect, the effects of preventive interventions, and stress and coping processes. **Welcome (5/9)**

Bryan Ekstrom, BA, has been a wilderness instructor, childcare worker, experiential program coordinator, recreation program supervisor, staff training specialist and has served as a Performance Quality Improvement Coordinator for Berkshire Farm Center and Services for Youth since 2008. **W27 (5/10)**
Leslie Ellis-Lang, Managing Director of Child and Youth Services at CARF International has over 30 years of experience in Behavioral Health and Child Welfare. Integrating her expertise in both clinical and administrative areas, she has focused on quality improvement activities and achieving successful outcomes for children, youth and families. *W26 (5/10)*

Tom Endres, MA, is an extension associate with the Bronfenbrenner Center for Translational Research at Cornell University. Mr. Endres has substantial experience in residential and group care and has held various positions. Tom earned his masters of arts degree in Human Services Education from Ohio State University. Tom is actively involved with providing CARE training and technical assistance to organizations.  *CARE Event (5/08)*

Brian J. Farragher, LMSW, MBA, is the Executive VP / COO of ANDRUS a multiservice non-profit located in Yonkers, NY. Brian has worked in the field of childhood mental health for over 30 years & during the past 10 years has worked closely with Dr. Sandra Bloom and the staff at Andrus to implement the Sanctuary Model, a trauma informed system of care. Five years ago Andrus developed the Sanctuary Institute, which offers training and consultation to other organizations seeking to implement the model. Brian recently published a book with Dr. Bloom entitled *Destroying Sanctuary: The Crisis in Human Service Delivery Systems*. Their second book is entitled *Restoring Sanctuary*.  *P03 (5/11)*

John Gibson is qualified in social work, in social work management and applied social learning theory in childcare. His main professional interest remains residential child care. He has twenty years experience of working with troubled young people in residential care settings. He is a faculty member on the Residential Child Care Project, Cornell University New York. He is the lead consultant in Ireland for Therapeutic Crisis Intervention and for CARE.  *W28 (5/10)*

Paul Gilroy is the Head of Service for Crossreach Residential Schools (Ballikinrain and Geilsland). He has worked in residential child care for more than 20 years. In 2005 he became Head of Education and since 2007 he has been Head of Service at Ballikinrain. During this period he has strongly advocated for integrated working practices and introduced Learning Communities which promote 24 hour curriculum and integrated working between care and education.  *W29 (5/10)*

Dr. Kenneth V. Hardy is a Professor of Family Therapy at Drexel University in Philadelphia, Pennsylvania and is also Director of the Eikenberg Institute for Relationships in New York where he maintains a private practice specializing in working with at-risk children and their families. He was formerly on the faculty of Syracuse University where he also held administrative positions as the Director of Clinical Training and Research and Chair of the Department of Child and Family Studies. He is a frequent presenter at conferences devoted to understanding the needs of at-risk children and their families. He has published a variety of articles within family therapy and is the co-author of a book by Guilford Publications, *Teens Who Hurt: Clinical Interventions for Breaking the Cycle of Youth Violence*.  *K2, W12 (5/10)*

Vernon R. Hayes, MA, is an experienced counselor and teacher. Vernon has served for over twenty years in paid and volunteer leadership roles throughout the state. He is well respected throughout the Carolinas as a tireless advocate for children and has been appointed to represent South Carolina on numerous task force teams. His successful focus on public-private partnerships includes an advisory role at the consulting firm, The Hayes Approach.  *P01 (5/11)*

Julie Hilborn, Behavior Consultant, Maryville City Schools, Maryville, TN. Julie has worked with students with behavioral difficulties in various classroom settings for 14 years. She received her Bachelor’s in Psychology and Special Education from Kent State University, and her Master’s from Lincoln Memorial University. She has worked as TCI Trainer and Behavior Consultant for the last three years.  *W30 (5/10)*
Jack C. Holden, PhD, an independent trainer and consultant working with residential care, foster care, and public schools has been an instructor and project consultant with Cornell University’s RCCP for more than 25 years. Dr. Holden has published in the *Journal of Child and Youth Care Work*, *Journal of National Staff Development and Training Association*, and authored the book, *Developing Competent Crisis Intervention Trainers* (2009). **W18 (5/10)**

Martha J. Holden is a Senior Extension Associate with the Bronfenbrenner Center for Translational Research and Director of the Residential Child Care Project at Cornell University. Martha is the author of the book, *Children and Residential Experiences (CARE): Creating Conditions for Change* and lead developer of the Therapeutic Crisis Intervention System. **CARE Event (5/08)**

Sue Holden, Qualified Social Worker, Bachlaw Projects, Scotland UK. Sue has been a social worker for 35 years working with young people labelled as troubled and troublesome. She has worked in residential and community projects and as a professional advisor to the Scottish Government. Sue is an experienced trainer and specialises in working with hard to reach young people. **W5 (5/9)**

Rev. John E. Holler, Jr. is the President and Chief Executive Officer of Epworth Children’s Home. Rev. Holler is a graduate of Wofford College and earned his Master of Divinity from Lutheran Theological Southern Seminary and his Ed.S. in educational psychology from the University of South Carolina. He is a licensed professional counselor and a licensed marriage and family therapist. **W15 (5/10)**

Charles Izzo is a research associate in the Bronfenbrenner Center for Translational Research at Cornell University. He currently leads a multi-site evaluation of the CARE program, an initiative to enhance the quality of residential care settings for youth. He is trained in Community and Clinical Psychology and has expertise in child welfare research, program development, staff-development, community research methods, and statistics. **CARE Event (5/08)**

Cathy Jayat is a Principal Social Work Practitioner with the NHSCT. She has over thirty years experience in social work and is a qualified Systemic and Family Psychotherapist. She is part of the specialist multidisciplinary therapeutic team that provides services for children in foster care, residential care or post adoption, with key responsibility for the implementation of CARE across the Trusts’ residential child care units. She manages the recently appointed CARE coordinator and sits on the CARE steering group that implements CARE in the NHSCT. **W11 (5/9)**

William B. Kearney, MPA, Vice President, WBKEARNEY & Associates (WBK&A) Mr. Kearney has 34 years of experience in the child and youth services field, ranging from direct services in juvenile corrections settings to planning and managing youth development programs. He has held national positions with Boys & Girls Clubs of America and served on numerous national Boards and Advisory Groups. **W13 (5/10)**

Frank Kuhn, PhD, is a senior extension associate with the Bronfenbrenner Center for Translational Research at Cornell University. Dr. Kuhn is a clinical psychologist with experience in residential treatment, group and foster care, community, educational and clinical settings. Frank was actively involved in the development of CARE, and is currently involved in training and technical assistance with organizations using the CARE model. **CARE Event (5/08)**

John LaCava, Autism Specialist, Communications Classroom Teacher, Maryville City Schools, Maryville, TN. John has worked as teacher, consultant, trainer, and evaluator for students with Autism Spectrum Disorders in Tennessee public schools for 22 years. He received a Bachelor’s in Psychology from Maryville College and a Master’s in Special Education from the University of Tennessee. John has been a TCI Trainer for six years. **W30 (5/10)**
Duncan Lester was born and raised in London, England. During his 25 years of working at Green Chimneys in NY he has been part of initiatives and committees for school reform, mentoring, behavior management, professional development, evaluating effective teaching, technology to design and evaluate state standards and lesson plans. He has been a trainer for the Therapeutic Crisis Intervention Program (TCI) for sixteen years. **W16 (5/10)**

Dalit Levy, MA in clinical psychology from the Haifa University in Israel. Dalit has over 25 years experience in treatment and clinical interventions with children at risk, youth and families. She is one of the three pioneers who introduced the TCI to the professional milieu in Israel 10 years ago. A lead coordinator of TCI in numerous organizations, including the youth rehabilitation service, youth correction authority, schools and residential child care systems. She is currently part of the teaching staff of the Western Galilee College at the program for working with youth at risk. **W11 (5/9)**

Debbie MacCarry holds a Bachelor of Arts degree in history from Western Connecticut State University and a Master of Science degree in Special Education from Southern Connecticut State University. She was the winner of the Green Chimneys “Staff Award of Excellence” and “Volunteer of the Year” awards in 2004. Her tenure at Green Chimneys exceeds thirty years starting her career as a Child Care Worker in 1981. She is very proud to be part of the Green Chimneys family. **W16 (5/10)**

Bill Martin has been an administrator at Waterford Country School for 32 years, providing a multitude of services including residential treatment, shelters, group homes, foster care, and education. He has trained TCI since 1994 achieving professional status in 2004 and instructor status in 2009. Bill is also a CARE trainer. **CARE Panel (5/8), W17 (5/10)**

Kevin McGriff has over 10 years experience primarily in residential care focused on children, youth, mother/baby, and detention services. He has been trained and has utilized Therapeutic Crisis Intervention techniques throughout his tenure and has combined aspects of both Trauma Informed Care Model and Collaborative Problem Solving into the daily functioning of the programs he oversees. **W31 (5/10)**

Hamish McLeay, Qualified Social Worker, Bachlaw Projects, Scotland UK. Hamish skippered a fishing boat before qualifying as a social worker and specialising in residential work with children with social, emotional and behavioural needs. He started Bachlaw projects and provides both long stay and crisis care. He specialises in supporting young people who cannot be managed in mainstream placements. **W5 (5/9)**

Marty Mineroff, MS, retired from the New York City Department of Education in June 2008, after 29 years working with special needs students in Brooklyn, NY. He began his career as a special education teacher, became a unit coordinator, an assistant principal, and finally spent 14 years as principal of a special education school. Marty became a certified TCI Instructor in May 2009 and is assisting the RCCP in implementing TCI in schools as well as training TCI. **W18 (5/10)**

Andrea Mooney, MEd, JD, is an original author of TCI and has been involved with the program since its inception. She has been a Special Education teacher, a law guardian, and a consultant. She is now a clinical professor at the Cornell University Law School and an attorney/trainer in private practice, specializing in child advocacy and family law. **P03 (5/11)**

Joe Nee, BA (Hons) M.Sc. DPE AFBPS. Joe is an independent psychologist and trainer who offers a training and consultancy service to local authorities and agencies throughout the UK. The service relates to issues concerning children who are fostered, adopted and accommodated away from their home. A significant proportion of his time is now spent as an expert witness in the Scottish Judicial System. **W29 (5/10)**
Michael Nunno, DSW, is a Senior Extension Associate with the BCTR, and the co-principal investigator of the Residential Child Care Project (RCCP). Dr. Nunno has published in the Child Protective Services Team Handbook, as well as in Children and Youth Services Review; Child Abuse and Neglect: An International Journal; Children and Society; and Protecting Children. He was editor of the Journal of Child and Youth Care's dedicated issue on institutional maltreatment and co-editor of the book, For Your Own Safety: Examining the Safety of High-Risk Interventions for Children and Young People. P03 (5/11)

Shannon Paradise, MSW, LISW-CP, Generation Residential Program, Program Director. Shannon Paradise has been providing services to children and their families for 11 years. She is a Licensed Independent Social Worker with a concentration in Clinical Practice. Shannon has experience working with clients in community mental health outpatient services, in home family based services, residential treatment, and managed care. Shannon became a CARE trainer in 2010. W14 (5/10)

James P. Phelan, BA, LCSW-R, has worked in Residential Treatment for 30 yrs. Jim worked as a clinician for Hillside Children’s Center for 13 years before becoming a clinical supervisor, mentoring and training clinical staff. Currently Jim is the program manager for Specialized services on Hillside’s Varick Campus. Jim has ten years + experience in senior leadership developing and promoting evidenced based services to families and children. He was one of the first to be trained as a CARE trainer on the Hillside Children’s Center Varick campus. CARE Panel (5/08), W3 (5/09) P02 (5/11)

Nick Pidgeon, BSc, CQSW. Director Nick Pidgeon Consultancy and Training Ltd., UK. Nick has many years experience in social work and over 15 years experience as an independent consultant. He has provided training and consultancy throughout Britain and in Ireland, the USA, Canada, Australia, and Russia. W21 (5/10)

Lee Porter is the Chief Program Officer of Epworth Children’s Home and a graduate of Duke University. He earned his Master of Education from the University of South Carolina and is trained in mediation and conflict resolution, and in neurodevelopmental diversity. He has worked at Epworth since 1998. CARE Panel (5/08), W15 (5/10)

Susan Ramsey, MPA, is a parent and children's mental health advocate. During her professional career Susan has held senior management positions in human services, government and worked in education. In 2007 she joined the staff of the Walker School, Needham, MA as its first Parent Liaison. P02 (5/11)

Adam Reynolds has worked in social services for nearly 15 years with a Psychology degree from Olivet Nazarene University; currently pursuing a Masters in Professional/School Counseling. He has been a certified TCI instructor for two years with clinical and supervisory experience working with male, female, JSO, developmentally delayed populations with emotional and behavioral disorders. W4 (5/9)

Kathleen Reynolds is the Chief Executive Officer and Founder of Generations Group Homes and Psychiatric Residential Treatment Facility (1991). Generations is a non-profit residential program for the treatment of adolescents who have sexual behavior problems. Over 800 children have been treated at GGH with a 98 % success rate. It currently has 46 group homes beds and 30 PRTF beds. Kathleen is Psychiatric Registered Nurse who graduated from St Vincent’s in Bridgeport, CT. CARE Panel (5/8)

Rebecca Sahr, MSW, has worked’s in the child welfare system throughout Erie and Niagara County in New York State. Rebecca is a certified MAPP/GPS trainer for local foster care agencies as well as a TCI trainer for Homespace Corporation. She is an active member of two local advocacy groups for youth in care—the Focus on Youth Coalition (FOY) and Youth In Progress (YIP). Through this affiliation she assists to develop trainings, workshops and advocacy opportunities for older youth in care. W32 (5/10)
**Christina Scanlon** is a doctoral student and teaching fellow at the University of Pittsburgh where she studies Applied Developmental Psychology. During her seven year career in residential treatment, Christina has worked in direct care, supervisory, administrative, and training capacities. Currently, she works as a TCI trainer in the Pittsburgh area. **W33 (5/10)**

**Anton Smith** has worked in human services for 26 years as a Child and Youth Care Worker and a Social Worker. He is currently the Executive Director with Oak Hill Boys Ranch, a non-profit organization that offers residential treatment services for boys between the ages of 10 and 15 years in Edmonton, Alberta. He also works as a seasonal instructor for Grant McEwen University, Bachelor of Child and Youth Care Program. **W34 (5/10), P02 (5/11)**

**Zelma S. Smith**, Child Welfare Consultant and Trainer with a Master of Social Work degree and 40 years of experience in the field of child welfare. She currently is a TCI instructor and has presented nationally and internationally on child welfare, including kinship care. She is the conference co-chair and meeting planner for the National Association of Black Social Workers and a member of the Child Welfare League of America National Kinship Advisory Committee. **W8 (5/9)**

**Nancy Smith-Jewell** is a Psychologist with a diverse private practice in Southern and Western Maine. She has a MEd in Risk and Prevention from the Harvard Graduate School of Education and a PhD in School Psychology from the University of Rhode Island. Nancy currently consults with a variety of schools, primarily focusing on students with behavioral and emotional needs. Nancy also provides comprehensive assessments of students’ learning and behavior. **W7 (5/9)**

**Carla Sockwell Morgan** has worked in human services for over 35 years in the areas of training and consultation, quality assurance and improvement, group home and foster care direct services and supervision. She was also a licensed Foster Parent. She is currently employed full-time by NC MENTOR as a Program Services Supervisor in Residential Services and has been a part-time instructor with Cornell University’s Residential Child Care Project since 1984. **W8 (5/9)**

**Mike Staino**, MSW, is Program Manager currently oversees two programs for youth with Dual Diagnosis which he helped develop on the Varick Campus. Michael has over 25 years experience in human services working with individual with Dual Diagnosis. Michael became a CARE trainer in 2008, and has been part of the leadership team responsible for successfully integrating CARE into the Varick Campus programming and culture. **W3 (5/9)**

**Angela Stanton-Greenwood**, BA in Social Studies, MA in Social Work, MA in Education and Training, has been working with clients with complex needs for over 30 years. Angela has been a TCI Instructor for 17 years and administers TCI in Europe. She is currently responsible for the behavioural audits for clients in the Hesley Group in England, particularly in relation to the use of physical interventions. **W22 (5/10), P01 (5/11)**

**Raymond Taylor**, BA( Hons), CQSW, Msc in Social Research (Stirling), A.Dip, Child Protection (Dundee), Msc. Management ( Strathclyde). Raymond is a Community Social Work Manager, responsible for human services in North Lanarkshire Council in Scotland. He has been a TCI consultant since 1991. He has almost thirty years experience in social work practice, education, research and management. He is the author and editor of a number of articles and books on social work practice. **P01 (5/11)**

**Sandy Teal**, MEd, BSc, PGCE Visual Disabilities, has been in education for over 30 years and is a former Head of a special school for Asperger Syndrome/HFA and associated conditions. Although American, Sandy has spent her time in a variety of schools, finally settling in the UK in 1995 and working as an independent consultant specialising in this field. **W9 (5/9)**
Michael E. Thomas, II, The Tomato Group, Inc./The Sanctuary Institute. Michael E. Thomas II is speaker, consultant, TCI trainer, and faculty member of The Sanctuary Institute. He has published in Therapeutic Communities and Danish textbook Paedagogisk Assistant. Michael is enrolled in Master’s of Divinity program at New York Theological Seminary, competes in triathlons, and enjoys world travel. W10 (5/9)

Henry Wanamaker is the Program Director for the Youth Shelter Program of Westchester, Inc and a TCI trainer. He has an MSW degree from Fordham University and his 17 years of experience expands Mental Health and Juvenile Justice. W23 (5/10)

Anne Whelan is Executive Director of Blue Sky, a private organization providing a range of residential care options for children, youth and families in Newfoundland (NL), Canada. Anne’s diverse background includes working with at-risk youth in St. John’s, NL, time as a client support officer in Oxnard, California and as a regional facilitator for community economic development in a rural area. She was recently named one of the Top 50 CEO’s in Atlantic Canada. CARE Panel (5/8)

Mena Wilson has worked in the field of adult education and team and organisational development for the past 25 years having previously worked in residential care with young people in Northern Ireland. She has been a TCI Professionally Certified Trainer for ten years and more recently has joined the CARE Team. Currently she also provides organisational, team and individual development through facilitation, training, executive mentoring and coaching. W29 (5/10), PO2 (5/11)