This Juvenile Personnel Training Program schedule for 2004-2005 is accessible on the National Resource Center for Youth Services website at: www.nrcys.ou.edu/jptp.htm
## Contents

Timely, Quality Training for Youth Care Workers .......................................................... 3  
Today’s Needs, Tomorrow’s Challenge ........................................................................ 3  
Select Your Next Training Today .................................................................................. 3  
Licensing .......................................................................................................................... 3  
Continuing Education Units (CEUs) & Certificates of Attendance .......................... 3  
How to Register for JPTP Workshops ....................................................................... 4  
Special Needs .................................................................................................................. 4  
On-Site Registration ....................................................................................................... 4  
Workshop Hours ............................................................................................................ 4  
JPTP Eligibility ................................................................................................................ 4  
Workshops Categorized by Audience ....................................................................... 4  
Prerequisite Requirements ............................................................................................ 5  
Need to Cancel? ............................................................................................................... 5  
On-site Training ............................................................................................................... 5  

### General Workshops ...................................................................................... 6  
Spirituality: Following the Yellow Brick Road ......................................................... 6  
Sexuality and Youth ...................................................................................................... 6  
Learning to Be an Effective Mentor ........................................................................... 7  
Compassion Fatigue: Getting Cooked from Caring .................................................... 7  
Everyone Is an Asset Builder ....................................................................................... 7  
Juggling Stress ................................................................................................................ 8  
Understanding the Effects of Childhood Trauma: How You Can Impact Progress .......... 8  
Differences: Building Bridges or Walls ...................................................................... 8  
Working with African American Youth and Families ............................................... 9  
New Drugs of Choice .................................................................................................... 9  
A Hidden Minority: Gay, Lesbian, Bisexual, Transgender, (GLBT) and Questioning Youth .................................................. 9  
Working with Hispanic Youth and Families .............................................................. 10  
Fostering Resilience: Helping Youth Bounce Back From Adversity ........................... 10  
Working with Native American Youth and Families ............................................... 10  

---

*Juvenile Personnel Training Program 2004-2005*
Treatment Workshops .................................................................................. 11
Using Art in Therapy .................................................................................. 11
Ethics for Mental Health Professionals ....................................................... 11
Anger Management ................................................................................... 12
Advanced Brief, Solution-Focused Therapy ................................................ 12
Active Approaches to Family Therapy ........................................................ 12
Interpersonal Conflict Management ............................................................ 13
It’s Not Just a Phase: Understanding Depression and Suicide ...................... 13
Youth and Family Advocacy ...................................................................... 13
Activities to Engage Parents and Families .................................................. 14
Fatherhood: Involving Fathers in Our Work with Youth .............................. 14
Using Activities to Enhance Your Treatment Program ............................... 14

Direct Care Workshops ............................................................................... 15
Residential Child and Youth Care Professional 1: A Culture of Care .......... 15
Basic Counseling for Direct Care Staff ...................................................... 15
Hair and the African American Child ........................................................ 15
Residential Child and Youth Care Professional 2: Child Development ...... 16
How to Handle Disclosures of Abuse and Neglect .................................... 16
A Native Pathway to Adulthood ................................................................. 17
Ethics for Direct Care Supervisors ............................................................. 17
Creating Positive Futures ......................................................................... 18
Residential Child and Youth Care Professional 3: Building Relationships ... 18
Creative Life Skills .................................................................................... 19
Residential Child and Youth Care Professional 4: Teaching Discipline ...... 19
Using the Ansell Casey Life Skills Assessment ........................................... 19

Management Workshops ........................................................................... 20
Grant Writing: Writing Proposals That Get Funded .................................... 20
Effective Team Building: Am I a Coach or a Player? ................................... 20

Clerical Workshops ................................................................................... 21
Decision Making and Problem Solving for Clerical Staff ........................... 21

Other Events of Interest ............................................................................ 21

JPTP Calendar 2004-2005 .......................................................................... 22

Instructors ................................................................................................... 24
Juvenile Personnel Training Program 2004-2005

**Timely, Quality Training for Youth Care Workers**

JPTP, a program of the National Resource Center for Youth Services, provides ongoing, high-quality curricula, resources, and trainers for Oklahoma’s human services personnel.

Three decades of dedication to timely, relevant programming has made JPTP one of the nation’s most respected and comprehensive programs of its kind.

**Today’s Needs, Tomorrow’s Challenge**

JPTP workshops are developed for Oklahoma’s youth-serving professionals, paraprofessionals, and volunteers in public and private child welfare, youth service, juvenile justice, and prevention services. Training needs in administration, direct service, programming, and auxiliary services are assessed annually, as are workshop evaluations and staff interviews. This assures that training is designed to meet current requirements and address regional and national trends monitored by the National Resource Center for Youth Services—your resource for training, program development, conference planning, and publications.

**Select Your Next Training Today**

Our goal is to meet your training needs. If you are a youth-serving professional, para-professional, or volunteer, you may be eligible to participate. If you’re not on the mailing list, contact us. This schedule is your ticket to a new level of professionalism. Taking advantage of it signals your commitment to a higher level of care for youth in Oklahoma. Make your selection now.

**Licensing**

Workshops in the General, Treatment, and Management audience categories have been submitted to the Oklahoma State Board of Licensed Social Workers, Clinical Specialty only, for approval under CEP number 20040049. In addition these workshops are eligible for individual submission for other licensure, i.e. LPC/LMFT. See the monthly workshop announcements for specific licensing submissions.

**Continuing Education Units (CEUs) & Certificates of Attendance**

The University of Oklahoma offers Continuing Education Units (CEUs) and certificates of attendance if you complete all of the following requirements:

1. Preregister by phone, 918/660-3700
2. Register on site at designated time
3. Participate actively in workshop
4. Attend entire workshop (in accordance with stated hours)
5. Evaluate workshop in writing (form provided)

This procedure is program policy. A JPTP trainer/consultant is available to help you complete your registration.
How to Register for JPTP Workshops

Preregistration and on-site registration are required. Your agency receives workshop announcements about four weeks before a scheduled month of workshops. Watch for them and preregister as soon as you can. Phone the JPTP office at 918/660-3700. When you call, ask about openings in the workshop you want to enroll in. If the workshop is full, place your name on a waiting list; you’ll be contacted as soon as an opening occurs.

Special Needs

If you have special needs, inform the person taking your registration. We provide services for persons with disabilities. Let us know your need.

On-Site Registration

During the registration period on the first morning of the workshop, check in and complete your registration process. This provides documentation for your CEUs and a record of your attendance.

Workshop Hours

Look what’s new! Workshop hours have been changed to accommodate the Oklahoma State Board of Licensed Social Workers CEU requirements.

Unless otherwise indicated in the workshop announcement, two-day workshops begin with registration on Day One at 8:30 am and training from 9:00 am to 4:30 pm.

Day Two training is from 9:00 am to 4:30 pm.

One-day workshops begin with registration at 8:30 am and continue from 9:00 am to 4:30 pm.

JPTP Eligibility

To qualify as a participating agency in The University of Oklahoma Juvenile Personnel Training Program, in other words, to be JPTP-eligible, these criteria must be met:

- be an Oklahoma public or nonprofit social service agency
- serving children and youth is your agency’s major emphasis
- have more than three staff, or
- operate an alternative education program if your agency is school related.

Workshops Categorized by Audience

To more fully meet your needs, workshops are listed by intended audience. When selecting which to attend, be sure your job description places you in the audience for which the workshop was designed. There are five categories of audiences:

1. General: Anyone who is employed by or volunteers for a JPTP-eligible organization.
2. Treatment: Professionals working in JPTP-eligible organizations that are involved in direct therapeutic treatment, such as counselors, caseworkers, social workers, clinicians, therapists, and psychologists.
3. Direct Care: Anyone working in a JPTP-eligible organization that tends to the basic needs of children primarily in a residential setting, such as child care workers, house parents, foster parents, resident managers, shelter directors, and youth guidance specialists.
4. Management: Executive directors, project or program directors, supervisors, public relations
personnel, board members, and others responsible for the day-
to-day function of a JPTP-eligible organization.

5. Clerical: Office administrators, secretaries, receptionists, and others who provide clerical support in JPTP-
eligible organizations.

Prerequisite Requirements

Courses may require educational and/or experience prerequisites that are noted in the monthly announcements. Please read the prerequisites and be sure you meet them prior to preregistering.

Need to Cancel?

If, after preregistering, you find you can’t attend, contact our office immediately. Your prompt notification allows us to contact those on the waiting list. Your cooperation is appreciated.

On-site Training

We have had a tremendous response to on-site training! In a continued effort to better meet the needs of JPTP-eligible organizations, we are making a number of the JPTP training workshops available at your agency. You can choose the workshops that best meet your needs, provide training to more staff, and save staff travel cost. To learn how you can get JPTP to come to you, call Lou Truitt, program supervisor at 918/660-3770, or Cynethia Rayford, program development specialist at 405/573-6869. You can also contact us via e-mail at ltruitt@ou.edu or ccrayford@ou.edu respectively. Training workshops are subject to availability of dates and trainers so make your request early! Some topics available to be trained on-site are:

- Teaching Independent Living Skills
- Everyone is an Asset Builder
- Service Learning
- Team Development
- Using Games and Activities to Enhance Your Programs
- Understanding Developmental Disabilities
- Looking at Adolescent Depression
- Basic Counseling Skills for Direct Care Staff
- Working with African American Youth and Families
- Managing Aggressive Behavior
- Catch the Wave
- Understanding Adolescent Spiritual Development
- Creative Problem Solving
- Understanding the Effects of Childhood Trauma: How You Impact Progress
- Understanding Grief and Loss
- Creating Positive Futures
- Residential Child and Youth Care Professional (RCYCP)
  - RCYCP 1: Developing a Culture of Care
  - RCYCP 2: Understanding Child Development
  - RCYCP 3: Building Relationships
  - RCYCP 4: Teaching Discipline

- Cultural Diversity
- Ansell Casey Life Skills Assessment
- Positive Youth Development
**Spirituality: Following the Yellow Brick Road**

Julie DeBoard, MHR, LSW; Kristal Nicholson, MA, LPC

September 8-9, 2004 Tulsa
May 4-5, 2005 Oklahoma City

**PREREQUISITES: None**

Religion and spirituality are often used interchangeably, but these terms are not the same. This two-day workshop focuses on the richness of spirituality beyond any one religion or denomination. In addition, it challenges participants to consider the importance of incorporating spirituality in their care of youth.

**Objectives:**

1. Define and distinguish between the terms, spirituality and religion
2. Explore current research and statistics regarding youth and spirituality and organizational spirituality in the workplace, etc.
3. Explore the ways spirituality occurs and/or is expressed in work with youth in care
4. Know and practice activities designed to assist in spiritual development which can be used with youth in care
5. Review organizational policies and procedures and state and federal licensing requirements regarding spirituality and spiritual development of youth in care
6. Know ways to enhance current program design with incorporation of spirituality programming and philosophy

---

**Sexuality and Youth**

Tommy Chesbro, MHR; Dannette McIntosh, MHR, AASECT

September 22-23, 2004 Oklahoma City

**PREREQUISITES: None**

Youth are confronted with a variety of contradictory messages about sexuality, including those messages that come from adults in their lives. Accurate information about sexuality is essential as youth transition through puberty to adulthood. This workshop will assist participants in getting the facts and learning more about educating youth regarding their sexual development.

**Objectives:**

1. Examine values, beliefs, and behaviors as they relate to working with adolescents about sexuality issues
2. Enhance current knowledge about sexual development in adolescents and the impact it has on adolescent behavior and attitudes
3. Discuss current trends, issues, myths, and facts about youth sexuality
4. Define abstinence and factors related to abstinence failure
5. Identify contraception methods and their appropriateness for youth and discuss HIV/AIDS, STI’s and their risk factors
6. Explore adult-teen relationships and sexual violence and youth
Learning to Be an Effective Mentor
Kali Bowles, BA
October 5, 2004 Oklahoma City
PREREQUISITES: None
What makes an effective mentor? Learn skills needed to interact and participate as a mentor. Discover the appropriate roles in mentor/youth relationships, as well as how to maintain healthy connections. Learn which type of mentoring program best suits you and how to incorporate mentoring into your agency or organization.
Objectives:
1. Enhance knowledge of mentoring through relationship building, communication, and youth development
2. Learn effective communication skills for mentor/youth relationships
3. Understand various types of mentor programs and how to incorporate mentoring into agency or organization

Compassion Fatigue: Getting Cooked from Caring
Kyle Sprangle, MA, LPC
October 12, 2004 Oklahoma City
PREREQUISITES: None
As residential child and youth care professionals and supervisors you work daily with traumatized children. This work forces you to contend not only with the normal stresses of work and home, but also with the feelings that are aroused by such emotional work. There is a cost to caring. To help you avoid paying that cost, this workshop will define and identify symptoms of compassion fatigue, characteristics of resilience, relaxation techniques, self-care tips, and ways to strengthen your support system.
Objectives:
1. Define compassion fatigue
2. Identify symptoms of compassion fatigue
3. Learn relaxation techniques and self-care
4. Explore ideas for finding more support

Everyone Is an Asset Builder
Kristal Nicholson, MA, LPC; Steven Mullen, BS, CTRS
October 28, 2004 Tulsa
PREREQUISITES: None
All kinds of people are asset builders: parents and those who are not, youth workers, neighbors, teachers, bus drivers, adults, young people and elders, folks who are wealthy or just getting by, city people, small town residents, and farm families. This workshop is designed to teach the developmental assets framework, and motivate you to be an effective asset builder in the lives of youth and their families.
Objectives:
1. Understand Search Institute’s framework of developmental assets and the role of individual asset builders
2. Identify the general characteristics of effective asset builders and personal areas of strength and challenge
3. Understand the concept of circles of influence and identify the circles in which there is the greatest potential for personal asset-building impact
4. Explore barriers to being an individual asset builder and strategies for moving toward action
5. Make and share a personal commitment to asset-building action
**Juggling Stress**

Steven Mullen, BS, CTRS

December 1, 2004 Tulsa

**PREREQUISITES:** None

Does your life make you feel like a juggler in a circus? This interactive workshop will help you learn the importance of managing your mind and body in this hectic world and how to do it. Explore the guidelines for participating in physical, creative, and relaxation activities to use in your own life or share with the youth with whom you work.

**Objectives:**

1. Learn and practice the steps for juggling three objects
2. Learn the effects of stress on our minds and bodies
3. Learn guidelines for choosing activities to manage our bodies and emotions
4. Learn activities to use to help reduce stress

---

**Understanding the Effects of Childhood Trauma: How You Can Impact Progress**

Lou Truitt, MHR

December 7, 2004 Tulsa

May 12, 2005 Oklahoma City

**PREREQUISITES:** None

Offering an overview of the issues relating to child abuse and neglect, this workshop presents definitions of different types of child maltreatment, the scope of abuse issues and how these issues affect staff who work with youth. We also look at how your response, your level of understanding, and interaction can impact the youth’s progress. Also discussed are the legal, moral, and ethical obligations of action or inaction in situations of suspected abuse.

**Objectives:**

1. Define and identify types of child maltreatment: physical abuse, emotional abuse, sexual abuse and neglect
2. Know and be able to recognize signs of physical, emotional and behavioral indicators of abuse and neglect
3. Recognize dynamics/risk factors in families where maltreatment is likely to occur
4. Know responsibilities and procedures with regard to reporting child maltreatment
5. Know how your interaction and intervention impacts children and youth

---

**Differences: Building Bridges or Walls**

Cynethia Rayford, MEd; Steve Mullen, BS, CTRS

December 15-16, 2004 Oklahoma City

**PREREQUISITES:** None

Increase your level of sensitivity and competence in working with adolescents and families of diverse cultural backgrounds. Large and small groups focus on what culture is and how our cultural biases influence our work, our clinical interpretations, and our choices of communication style. These strategies and tools help you develop culturally sensitive service plans that consider differences in:

- family systems,
- attitudes toward helpers,
- perceptions and values, and
- behaviors and styles.

**Objectives:**

1. Develop skills in working cross-culturally
2. Assess level of cultural sensitivity
3. Explore culture and the biases that influence work in the social service field

NOTE: Attendance in this workshop is recommended as a prerequisite for the following workshops: A Hidden Minority: Gay, Lesbian, Bisexual, Transgender and Questioning Youth; Working with African American Youth and Families; Working with Hispanic Youth and Families; and Working with Native American Youth & Families.

Working with African American Youth and Families
Cynethia Rayford, MEd
February 24, 2005 Oklahoma City
PREREQUISITES: Previous training in cultural diversity is strongly recommended (Differences: Building Bridges or Walls).

African American youth and families are experiencing the community-based and out-of-home care systems at a rapidly growing rate. Learn strategies and tools to help you develop more culturally competent service plans and deliver more effective services. This workshop provides information regarding family systems, attitudes toward assistance, and ethnic identity development. Historical factors contributing to the over-representation of African Americans in the out-of-home care system are also discussed.

Objectives:
1. Develop self-awareness in regard to attitudes and feelings about African American youth and families
2. Recognize issues facing African American youth and families, including what it is like to be black in America
3. Recognize strengths of the African American community

New Drugs of Choice
Captain Leigh Ramos, MA
March 10, 2005 Oklahoma City
PREREQUISITES: None

Drug use is at an all-time high in America. Adults and adolescents alike are becoming addicted to drugs at an alarming rate. Learn some of the current trends in drug usage as well as effects of the use of substances like alcohol, meth, and ecstasy.

Objectives:
1. Awareness of the most popular drugs adolescents are using today
2. Recognize the signs and symptoms of drug abuse
3. Know the effects of alcohol, tobacco, meth, and ecstasy abuse on adolescents

A Hidden Minority: Gay, Lesbian, Bisexual, Transgender, (GLBT) and Questioning Youth
Jean Carpenter Williams, MS; Kathy Sutter, MS
March 30-31, 2005 Tulsa
PREREQUISITES: Previous training in cultural diversity is strongly recommended (Differences: Building Bridges or Walls).

GLBT and questioning young people are present in every youth-serving agency in the country, but, because they are socialized to hide their orientation, they are often invisible. Explore your own values and attitudes about homosexuality and how they may affect service delivery. Learn accurate and relevant information about young people who are gay, lesbian, bisexual, transgender and questioning, and learn strategies to respond more effectively and sensitively to their unique needs.
Objectives:

1. Understand your own values and attitudes about homosexuality and how they affect service delivery to young clients who may be GLBT or questioning
2. Know specific strategies for and barriers to service delivery
3. Develop enhanced methods for communication between service providers and gay, lesbian and bisexual youth

Working with Hispanic Youth and Families

Maria Palacios, MSW, LCSW
April 6, 2005 Tulsa

PREREQUISITES: Previous training in cultural diversity is strongly recommended (Differences: Building Bridges or Walls).

Hispanics are the largest racial or ethnic group. Explore the diversity in this population through an overview of the Hispanic population and their needs specific to social services. Participants will develop an understanding of the role community and mental health professionals may provide in meeting the needs of this group. Through experiential activities, explore attitudes regarding the Hispanic cultures and how these may affect service delivery.

Objectives:

1. Increase awareness of personal cultural values and beliefs as they relate to the Latino/Hispanic community and recognize how they influence or affect attitudes and services
2. Become more familiar with the Latino/Hispanic culture, language, mental health, and community needs
3. Recognize the need for increased government and community services in meeting the needs of this particular population

Fostering Resilience: Helping Youth Bounce Back From Adversity

Dorothy Ansell, MSW; Lou Truitt, MHR
May 17, 2005 Tulsa

PREREQUISITES: None

Have you ever wondered why some young people succeed in spite of the obstacles in their way and others do not? This one day workshop will explore the concept of resiliency and how it affects outcomes for youth. Come prepared to examine your own level of resiliency and learn strategies to foster the resiliency of your youth.

Objectives:

1. Become aware and understand the key elements of resiliency
2. Understand the concepts of resiliency and how it affects your personal and professional lives
3. Explore the relationships of resiliency, positive youth development, and asset development
4. Practice activities that foster resiliency in youth

Working with Native American Youth and Families

Hettie Harris, MEd
May 25-26, 2005 Tulsa

PREREQUISITES: Previous training in cultural diversity is strongly recommended (Differences: Building Bridges or Walls).

As you focus on the needs of Native American youth and families and consider available resources, you have the opportunity to learn culturally
appropriate assessment techniques and intervention strategies. It is important to understand the effects of neglect, substance abuse, physical, emotional, and sexual abuse on these families. It is also important to identify strengths and positive attributes of this culture and how to utilize them in the healing process.

Objectives:
1. Know strengths and positive attributes of this culture and understand how to incorporate them into the healing process
2. Develop an understanding of the impact of multi-generational dysfunction on today’s families
3. Know culturally appropriate resources and interventions

Objectives:
1. Understand properties of art materials
2. Recognize how creativity enhances health
3. Know simple art tasks to enhance verbal therapy
4. Identify patients who would benefit from nonverbal therapy

Ethics for Mental Health Professionals
Kristal Nicholson, MA, LPC
October 20, 2004 Tulsa
PREREQUISITES: None
This 3-hour workshop presents a review of ethical requirements for the mental health professional with a specific focus upon issues that may arise when working with children and their families. The requirement of mental health professional’s conduct, comportment, and the ethical codes of national associations serve as a guide for this workshop. Discussion and video clips of specific case scenarios are presented to stimulate participants to consider the ethical ramifications of their practice.

Objectives:
1. Develop a working knowledge of expectations concerning ethical responsibility to clients
2. Develop a working knowledge of expectations concerning conduct and comportment
3. Develop a working knowledge of the varying codes of ethics as adopted by state licensing boards
4. Increase ability to apply these rules to situations involving working with children and families

Using Art in Therapy
Linda Reynolds, MA, ATR, LMFT
October 7, 2004 Tulsa
PREREQUISITES: Master’s degree and current work with youth and families.
This workshop prepares master’s level therapists to understand principles of Art Therapy. Through a didactic and experiential format, learn how to utilize art tasks to enhance verbal therapy.

Treatment Workshops
For professionals working in JPTP-eligible organizations and who are involved in direct therapeutic treatment, such as counselors, case workers, social workers, clinicians, therapists, and psychologists.

Juvenile Personnel Training Program 2004-2005 11
Anger Management
Darrell Phenix, BS, CTRS
November 30, 2004  Tulsa

PREREQUISITES: None

This workshop is designed to assist participants in helping their clients (youth or adults) be able to recognize when they are becoming angry and learn healthy ways to manage their own anger before it is out of control. This workshop uses activities, games and discussions that help decrease angry feelings. Learning more about our own anger cycle helps us to assist our families in helping them identify their own levels of anger and how to manage more effectively.

Objectives:
1. Identify physical, behavioral, and emotional symptoms of anger
2. Identify three styles of anger
3. Identify and discuss reasons why we get angry
4. Know several healthy ways to manage feelings of anger

Advanced Brief, Solution-Focused Therapy
Kenneth Moore, MSW, LCSW
December 1-2, 2004  Tulsa

PREREQUISITES: Bachelor's degree and an understanding of the solution-focused model.

This workshop focuses on helping clinicians who have an understanding of Brief Solution-Focused Therapy to develop more sophisticated skills and use their own creativity in developing interventions. In-depth information about solution-focused strategies (i.e., scaling questions, task development) is provided. Experiential exercises using the conceptual framework of brief therapy allow participants to practice skills and design their own interventions.

Objectives:
1. Understand when and how to modify solution-focused methods based on clients’ response to interventions, then utilize them in clinical practice
2. Integrate solution-focused methods with ideas and strategies from systemic, strategic, and narrative models
3. Utilize systemic and solution-focused concepts to guide intervention development

Active Approaches to Family Therapy
Linda Reynolds, MA, ATR, LMFT
January 13, 2005  Tulsa

PREREQUISITES: Bachelor's degree and two years of experience or master's degree and current work with youth and families.

In this experiential workshop explore and practice using therapeutic tools for intervening with families. This session presents hands-on methods for helping families get through challenging times. Participants will increase and improve their ability to help families externalize problems, gain a healthier sense of family identity, and practice assertive interactions.

Objectives:
1. Gain practical skills for intervening with families
2. Know how to utilize family resources to facilitate change
3. Know how to visualize family dynamics in order to activate therapeutic process
4. Know how to respond to family crises to enhance growth
Interpersonal Conflict Management
David Carnevale, PhD; Kay Ham, MHR
February 15, 2005 Oklahoma City
PREREQUISITES: None
Conflict is an inevitable fact of life in any organization. The way conflict is managed is what distinguishes a dysfunctional process that is destructive of relationships and does not serve organizational needs, from a constructive learning experience that is developmentally effective for the individual, the group, and the organization as a whole. This program is highly interactive and employs a variety of methods (e.g., group work, discussion, videos, and self-assessment) to fully engage participants.

Objectives:
1. Understand the nature of conflict
2. Begin to accept the inevitability of conflict
3. Identify perceived sources of conflict in your jobs
4. Understand the critical role of emotions in conflict
5. Gain insight into own personal styles of conflict-related behavior
6. Understand that reaction to conflict is a matter of choice
7. Become familiar with effective ways to communicate in order to achieve healthy, functional outcomes in interactions with others

It’s Not Just a Phase: Understanding Depression and Suicide
JPTP Staff
February 23, 2005 Tulsa
PREREQUISITES: None
Adolescence can be a turbulent time, filled with emotional ups and downs. How can you tell if the down a young person is experiencing is something more than just a phase? Learn the signs and symptoms of depression, indicators of suicidal thinking, and initial interventions to employ to assist the young person in getting the help he or she needs.

Objectives:
1. Know the signs and symptoms of adolescent depression
2. Become familiar with the indicators of suicidal thinking and behavior
3. Explore interventions to employ with young people who are dealing with depression or suicide

Youth and Family Advocacy
Sue Barton, MHR
March 15, 2005 Oklahoma City
PREREQUISITES: None
Advocacy includes an arena of styles, skills, topics, and interests. This workshop is designed to cover the basic areas of advocacy on behalf of youth and families and teaching self-advocacy skills to clients.

Objectives:
1. Understand types of advocacy
2. Know how to advocate in different venues
3. Understand and practice skills for advocating on the local, state, and national levels
Activities to Engage Parents and Families
Sheldon Adkins, MS, LPC
April 26, 2005 Oklahoma City
PREREQUISITES: None
This workshop is designed to give mental health practitioners an alternative, therapeutic method for reaching out to invite change in parents and families. Examine basic facilitation skills, how to incorporate safe play into the family therapy setting, and how to sequence activities that build trust and cohesion. Learn how our approach to playing games mirrors our responses to real-life situations. Because this workshop is experiential, participants should be prepared to play and have fun with some low-impact physical exertion.

Objectives:
1. Develop basic experiential facilitation skills to use in the therapeutic process
2. Understand the use of metaphor in experiential activities
3. Become familiar with the use of sequencing in facilitating experiential activities
4. Know how to use play in a safe, nonthreatening environment

Fatherhood: Involving Fathers in Our Work with Youth
Gerald Peters, BS
April 28, 2005 Oklahoma City
PREREQUISITE: None
Very recently, fatherhood has been getting some of the attention that it needs and deserves but not nearly enough. The Responsible Fatherhood Act of 1999 and the National Fatherhood Initiative are indicators of this. This workshop explores the role and importance of father in the family, how his absence places youth at risk for many social problems, and how life is better for youth when he is present and involved. Learn how those who work with youth and their families can find, engage, and involve fathers who have been absent or uninvolved and how to enlist the cooperation of mothers in this effort.

Objectives:
1. Understand more about fatherhood and its place in our current social fabric
2. Know about and understand the implications for fatherhood on policies and practices in child and youth care
3. Know ways to engage (or re-engage) fathers and involve them in planning for and work with youth

Using Activities to Enhance Your Treatment Program
Steven Mullen, BS, CTRS
May 24-25, 2005 Sand Springs
PREREQUISITES: None
Whether your goal is to promote teamwork within your staff or provide a meaningful, therapeutic experience, games and activities can be fun and are powerful tools. Learn to provide enjoyable, exciting activities regardless of the space or funds you have at your disposal. Participants have an opportunity to practice new methods of selecting, facilitating, and processing activities. This workshop is very active and experiential so please wear comfortable, loose-fitting clothes and tennis shoes.

Objectives:
1. Define and understand play, recreation, leisure, and experiential therapy, and how they fit within the context of a comprehensive treatment
program
2. Increase skills in preframing, facilitation, and processing activities
3. Know skills to enhance programs through the use of activities
4. Practice group facilitation

Direct Care Workshops
For anyone working in a JPTP-eligible organization that tends to the basic needs of children, primarily in a residential setting, such as child care workers, house parents, resident managers, shelter directors, and youth guidance specialists.

Residential Child and Youth Care Professional 1: A Culture of Care
Kristal Nicholson, MA, LPC
September 28-29, 2004 Tulsa
PREREQUISITES: None
This workshop helps participants understand the roles residential workers play in the multidisciplinary team. The manner in which we meet the needs of those in care says a lot about the culture we are developing. Developing a Culture of Care explores the youth development philosophy and the various roles child and youth care workers play everyday as they interact with the young people in their care. We review tools that help support a safe, nurturing environment in which young people have the opportunity to grow and change.

Objectives:
1. Understand the characteristics of the youth care profession
2. Understand the definition of culture of care
3. Understand the youth development philosophy
4. Understand the importance of meeting needs of young people in care
5. Understand the various roles played by the youth care professional

Basic Counseling for Direct Care Staff
Cynethia Rayford, MEd
September 30, 2004 Oklahoma City
PREREQUISITES: None
Direct care workers have numerous opportunities to engage in therapeutic interventions with young people. Effective communication skills are essential in successful work with youth in care. This workshop focuses on communication skills that are necessary for basic counseling.

Objectives:
1. Understand the strengths-based approach and how it can be positively used in the direct care setting
2. Know and practice listening and reflecting skills
3. Refine and practice questioning skills
4. Explore how values influence our work with young people
5. Know techniques for rapport building

Hair and the African American Child
Cynethia Rayford, MEd; Johnee Moore-Richardson
October 26, 2004 Oklahoma City
April 5, 2005 Tulsa
PREREQUISITES: None
Regardless of ethnic background, people have the same basic needs. How different cultures meet those needs
provides us with a wealth of diversity. African Americans have diverse textures of hair and the texture determines how to care for the hair. Historically, due to the complexity of hair textures, the African American child has been assisted by his/her caregiver with hair maintenance for a much longer period than children of mainstream America. Caring for and maintaining African American hair can be challenging for child and youth care workers who have had little or no exposure to the various textures. This experiential workshop provides workers with information concerning daily maintenance, styling techniques, and helpful hair care products.

Objectives:
1. Learn how proper hair maintenance relates to self-esteem
2. Learn about hair care products
3. Discover different styling techniques
4. Understand the importance of certain hair products
5. Identify when a referral to a professional hair stylist is needed

Residential Child and Youth Care Professional 2: Child Development
Cynethia Rayford, MEd
November 2-3, 2004 Oklahoma City

PREREQUISITES: None

Knowledge of child development provides an understanding of how children and youth learn and develop. This knowledge helps the youth care professional work more effectively with those in our care. This workshop explores the seven domains of child development and how they affect interactions with young people and examines the importance of teaching independent living skills at all ages. We also address the importance of working from a strengths-based approach when assisting youth who appear to have experienced delays in their development.

Objectives:
1. Become aware of the physical, cognitive, social, emotional and sexual changes that occur in all developmental stages
2. Understand the importance of spiritual and moral development in the life span
3. Know and understand methods to teach independent living skills during all stages of development
4. Know and understand the strengths of developmental stages and how they can be employed in working with children experiencing some developmental delays

How to Handle Disclosures of Abuse and Neglect
Kristi Witt, MSW
November 4, 2004 Tulsa

PREREQUISITES: None

Did you know that Oklahoma State Law requires that anyone who has reason to believe that a child under 18 is being abused or neglected or is in danger of being abused or neglected must report the knowledge or suspicion of abuse promptly to the Department of Human Services? This training focuses on what constitutes abuse and neglect, warning signs and indicators of abuse and neglect, and the appropriate steps to take when abuse is suspected. We discuss the ways to respond to a child who has disclosed abuse or neglect, and the ramifications of these responses both to the child and to the investigation that follows. We explore in detail, what to expect when child welfare and law enforcement become involved in an
in investigation of abuse and/or neglect.

Objectives:
1. Define the various types of child abuse and recognize indicators of child abuse and neglect
2. Become familiar with Oklahoma State Law regarding mandated reporting and know how to make reports of suspected child abuse and neglect to the appropriate agency
3. Understand the process of disclosure and the types of disclosures, as well as appropriate responses, both verbal and nonverbal, to a child’s disclosure of abuse/neglect
4. Understand the ramifications of reactions to a child’s disclosure both to the child and to an investigation of the allegations
5. Understand the process involved in a child welfare investigation
6. Understand the importance of cultural competency in recognizing and reporting child maltreatment

A Native Pathway to Adulthood
Nancy Mason, MHR; Kristal Nicholson, MA, LPC
November 16-17, 2004 Oklahoma City

Objectives:
1. Know and understand the impact of the cultural environment(s) on Native American adolescent development
2. Know and understand the importance of youth-adult partnerships and their benefits to young people, adults, and tribal communities
3. Understand the significance of a youth’s connection to extended family, clan, tribe, and community
4. Know how to connect youth with activities, resources, and individuals that convey history, tradition, and social norms including rites of passage
5. Identify specific services available throughout the tribes and local Indian communities
6. Appreciate the benefits of completing a strengths-based assessment, both traditional and contemporary

Ethics for Direct Care Supervisors
Frank Eckles, CYC, LCCA
January 27, 2005 Tulsa

PREREQUISITES: None

This three-hour workshop is a participative training that will familiarize practitioners with the Standards for Practice of North American Child and Youth Care Professionals. In 1997 the National Organization of Child Care Worker Associations (currently ACYPC), under the leadership of Dr. Martha Mattingly, completed and approved this new code of ethics for North American child and youth care practitioners. Since that time many state and provincial CYC associations in the United States and Canada have adopted the code.

The ethics course, developed by Dr. Mattingly and the Texas Youth and Child Care Worker Association, focuses on teaching participants the process of doing ethics and helping them bridge the gap between professional ethical standards and daily practice applications. More than 1900 practitioners have successfully completed the course.
Objectives:
1. Understand the Standards for Practice of North American Child and Youth Care Professionals
2. Understand the process of doing ethics
3. Understand how to bridge the gap between professional ethical standards and daily practice applications

Creating Positive Futures
Lou Truitt, MHR
February 2, 2005 Tulsa

PREREQUISITES: None

Helping teens develop life skills can be a daunting task. This training provides fundamental knowledge and skills for providing independent living skill services to youth and for supporting caregivers involved in working on these tasks with the youth in their care. Explore practical ways to help young people get through the minefields often present on their path to emancipation. Discuss the importance of independent living services, the four core principles for working with youth, and the roles that adults play in assisting youth in their transition to adulthood.

Objectives:
1. Know why independent living services are necessary and how to deliver them
2. Appreciate the impact of the four core principles on service delivery
3. Understand the elements of the Chafee Foster Care Independence Program
4. Know how to access and complete the Ansell Casey Life Skill Assessment
5. Know how to use the assessment results and other resources to work with youth to develop a plan for transition
6. Understand the roles that adults play in helping youth transition to adulthood
7. Know how to support primary caregivers in their roles of teacher, counselor, mentor, and coach

Residential Child and Youth Care Professional 3: Building Relationships
Steven Mullen, BS, CTRS
February 16-17, 2005 Tulsa

PREREQUISITES: None

Building relationships is the cornerstone of youth care work. Learn about an interaction model and the importance of developing and maintaining interactions on the therapeutic side of that model to maximize our relationships with young people. Explore the importance of modeling appropriate relationships and the importance of teaching ways to nurture and maintain relationships with youth in care.

Objectives:
1. Know and understand the differences between personal and professional relationships
2. Know the elements of the interaction model and its importance in our day-to-day interactions with youth
3. Understand the importance of culture in relationship building
4. Understand the importance of communication in relationship building
5. Know ways to increase a young person's willingness to build relationships
Creative Life Skills
Kathy Chamberlain, BS; Stacy Williams, BA
March 2, 2005 Tulsa

PREREQUISITES: None

This training is for professionals responsible for the design and implementation of group learning experiences for youth. This interactive course is perfect for new staff, experienced staff who need an energizer or a new perspective, and for staff of organizations just beginning life skills programs. Practical, innovative approaches for teaching life skills are presented. Be ready to engage in a variety of hands-on learning activities most of which can be used later in your life skills work with youth.

Objectives:
1. Know how to design learning experiences for youth
2. Develop a new perspective on beginning life skills programs
3. Practice implementing activities that teach life skills

Residential Child and Youth Care Professional 4: Teaching Discipline
Cynethia Rayford, MEd
April 14, 2005 Oklahoma City

PREREQUISITES: None

A major responsibility for the youth care professional is teaching discipline and helping young people develop internal control. Understanding the difference between punishment and discipline, comparing the effectiveness of each, and exploring the relationship between needs and behaviors provide the foundation for teaching youth the skills needed to reach the goal of developing internal control. The interaction model is revisited to examine the importance of everyday interactions and how they relate to teaching self control.

Objectives:
1. Understand the relationships between needs and behaviors
2. Know and understand the importance of developing the learning environment
3. Know and understand the difference between discipline and punishment
4. Know the importance of daily interactions and how they relate to teaching discipline

Using the Ansell Casey Life Skills Assessment
Julie DeBoard, MHR, LSW
April 21, 2005 Tulsa

PREREQUISITES: None

This one-day workshop takes place in a computer lab and demonstrates, hands on, how service providers can access free on-line resources, the Ansell-Casey Life Skills Assessment, Life Skills Guidebook, and Ready, Set, Fly. Utilizing the ACLSA will enable participants to obtain a snapshot of a young person’s readiness to live on his or her own and by using the youth as the primary resource, create life skills activities to support the youth’s progress.

Objectives:
1. Know how to locate and navigate the on-line ACLSA
2. Know how to interpret the Individual Report
3. Identify performance indicators and competencies to develop case plans using the Life Skills Guidebook
4. Know how to identify resources and create activities to help youth develop life skills
Management Workshops

For executive directors, project or program directors, supervisors, public relations personnel, board members, and others responsible for the day-to-day function of a JPTP-eligible organization.

Grant Writing: Writing Proposals That Get Funded

Debra Starnes, BS, CFRE

November 17-18, 2004 Oklahoma City

PREREQUISITES: One year of experience in administration or management.

Federal, state, and private dollars have become more scarce in recent years, and competition among nonprofit agencies for additional funding has become greater. The key to securing grants is choosing an appropriate funding source and presenting a clear, concise, well-written proposal. In this two-day workshop, learn practical techniques for designing a strong proposal that matches client's needs with those of a funding source, and get some hands-on experience with the proposal writing process. Participants are welcome to bring lap-top computers.

Objectives:

1. Increase knowledge of funding resources and matching process
2. Enhance the ability to document client versus organizational needs
3. Improve writing skills

Effective Team Building: Am I a Coach or a Player?

Steven Mullen, BS, CTRS

March 30, 2005 Tulsa

PREREQUISITES: None

Are you having a hard time keeping the team in teamwork? This workshop presents some of the common misconceptions about teams and how to determine if you have, or want, a team. Managers learn when to be a player, when to put on the coach's hat, and how to set helpful boundaries. Fun and easy-to-use, team-building exercises are presented.

Objectives:

1. Identify the elements of a successful team
2. Explore what settings are best served by teams
3. Know how to use effective team-building exercises
Clerical Workshops
For office administrators, secretaries, receptionists, and others who provide clerical support in JPTP-eligible organizations.

Decision Making and Problem Solving for Clerical Staff
Jill Spangler, BA
January 19, 2005 Oklahoma City
PREREQUISITES: None
In this one-day course, learn how to define a problem, generate alternative solutions, evaluate alternatives, make informed decisions, implement a solution, and follow up with results. The course includes the following:

Objectives:
1. Understand the art of problem solving
2. Practice different problem solving styles
3. Know how to solve complex problems and implement solutions

Other Events of Interest
Zarrow Symposium:
A Place to Call Home
September 29, 2004 – October 1, 2004
Southern Hills Marriott, Tulsa, OK
Call Mental Health Association in Tulsa (918) 585-1213
www.mhat.org

Oklahoma Association of Youth Services (OAYS)
Quarterly Meetings:
September 8-10, 2004
December 8-10, 2004
March, 2005 (dates TBA)
Annual Meeting:
June 15-17, 2005
www.oays.org

Oklahoma Institute for Child Advocacy
Fall Forum
October 12-13, 2004
Edmond, OK
www.oica.org

OkCARE Fall Meeting
November 5-6, 2004
Robbers Cave State Park
www.okcare.org

OkCARE Spring Meeting
May 5, 2005
Site TBA
www.okcare.org
## JPTP Calendar 2004-2005

### SEPTEMBER 2004

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>8-9</td>
<td>Spirituality: Following the Yellow Brick Road</td>
<td>Tulsa</td>
</tr>
<tr>
<td>G</td>
<td>22-23</td>
<td>Sexuality and Youth</td>
<td>OKC</td>
</tr>
<tr>
<td>D</td>
<td>28-29</td>
<td>Residential Child and Youth Care Professional 1: A Culture of Care</td>
<td>Tulsa</td>
</tr>
<tr>
<td>D</td>
<td>30</td>
<td>Basic Counseling Skills for Direct Care Staff</td>
<td>OKC</td>
</tr>
</tbody>
</table>

### OCTOBER 2004

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>5</td>
<td>Learning to Become an Effective Mentor</td>
<td>OKC</td>
</tr>
<tr>
<td>T</td>
<td>7</td>
<td>Using Art in Therapy</td>
<td>Tulsa</td>
</tr>
<tr>
<td>G</td>
<td>12</td>
<td>Compassion Fatigue: Getting Cooked from Caring</td>
<td>OKC</td>
</tr>
<tr>
<td>T</td>
<td>20</td>
<td>Ethics for Mental Health Professionals</td>
<td>Tulsa</td>
</tr>
<tr>
<td>D</td>
<td>26</td>
<td>Hair and the African American Child</td>
<td>OKC</td>
</tr>
<tr>
<td>G</td>
<td>28</td>
<td>Everyone Is an Asset Builder</td>
<td>Tulsa</td>
</tr>
</tbody>
</table>

### NOVEMBER 2004

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>2-3</td>
<td>Residential Child and Youth Care Professional 2: Child Development</td>
<td>OKC</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>How to Handle Disclosures of Abuse and Neglect</td>
<td>Tulsa</td>
</tr>
<tr>
<td>D</td>
<td>16-17</td>
<td>A Native Pathway to Adulthood</td>
<td>OKC</td>
</tr>
<tr>
<td>M</td>
<td>17-18</td>
<td>Grant Writing: Writing Proposals That Get Funded</td>
<td>OKC</td>
</tr>
<tr>
<td>T</td>
<td>30</td>
<td>Anger Management</td>
<td>Tulsa</td>
</tr>
</tbody>
</table>
### December 2004

<table>
<thead>
<tr>
<th>Day</th>
<th>Number</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>1</td>
<td>Juggling Stress</td>
<td>Tulsa</td>
</tr>
<tr>
<td>T</td>
<td>1-2</td>
<td>Advanced Brief Solution-Focused Therapy</td>
<td>Tulsa</td>
</tr>
<tr>
<td>G</td>
<td>7</td>
<td>Understanding the Effects of Abuse and Neglect: How You Can Impact Progress</td>
<td>Tulsa</td>
</tr>
<tr>
<td>G</td>
<td>15-16</td>
<td>Differences: Building Bridges or Walls</td>
<td>OKC</td>
</tr>
</tbody>
</table>

### January 2005

<table>
<thead>
<tr>
<th>Day</th>
<th>Number</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>13</td>
<td>Active Approaches to Family Therapy</td>
<td>Tulsa</td>
</tr>
<tr>
<td>C</td>
<td>19</td>
<td>Decision Making and Problem Solving for Clerical Staff</td>
<td>OKC</td>
</tr>
<tr>
<td>D</td>
<td>27</td>
<td>Ethics for Direct Care Supervisors</td>
<td>Tulsa</td>
</tr>
</tbody>
</table>

### February 2005

<table>
<thead>
<tr>
<th>Day</th>
<th>Number</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>2</td>
<td>Creating Positive Futures</td>
<td>Tulsa</td>
</tr>
<tr>
<td>T</td>
<td>15</td>
<td>Interpersonal Conflict Management</td>
<td>OKC</td>
</tr>
<tr>
<td>D</td>
<td>16-17</td>
<td>Residential Child and Youth Care Professional 3: Building Relationships</td>
<td>Tulsa</td>
</tr>
<tr>
<td>T</td>
<td>23</td>
<td>It's Not Just a Phase: Understanding Depression and Suicide</td>
<td>Tulsa</td>
</tr>
<tr>
<td>G</td>
<td>24</td>
<td>Working with African American Youth and Families</td>
<td>OKC</td>
</tr>
</tbody>
</table>
### MARCH 2005

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>2</td>
<td>Creative Life Skills</td>
<td>Tulsa</td>
</tr>
<tr>
<td>G</td>
<td>10</td>
<td>New Drugs of Choice</td>
<td>OKC</td>
</tr>
<tr>
<td>T</td>
<td>15</td>
<td>Youth and Family Advocacy</td>
<td>OKC</td>
</tr>
<tr>
<td>M</td>
<td>30</td>
<td>Effective Team Building: Am I a Coach or a Player</td>
<td>Tulsa</td>
</tr>
<tr>
<td>G</td>
<td>30-31</td>
<td>A Hidden Minority: Gay, Lesbian, Bi-sexual, Transgender (GLBT) and Questioning Youth</td>
<td>Tulsa</td>
</tr>
</tbody>
</table>

### APRIL 2005

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>5</td>
<td>Hair and the African American Child</td>
<td>Tulsa</td>
</tr>
<tr>
<td>G</td>
<td>6</td>
<td>Working with Hispanic Youth and Families</td>
<td>Tulsa</td>
</tr>
<tr>
<td>D</td>
<td>14</td>
<td>Residential Child and Youth Care Professional 4: Teaching Discipline</td>
<td>OKC</td>
</tr>
<tr>
<td>D</td>
<td>21</td>
<td>Using the Ansell Casey Life Skills Assessment</td>
<td>Tulsa</td>
</tr>
<tr>
<td>T</td>
<td>26</td>
<td>Activities to Engage Parents and Families</td>
<td>OKC</td>
</tr>
<tr>
<td>T</td>
<td>28</td>
<td>Fatherhood: Involving Fathers in Our Work with Youth</td>
<td>OKC</td>
</tr>
</tbody>
</table>

### MAY 2005

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>4-5</td>
<td>Spirituality: Following the Yellow Brick Road</td>
<td>OKC</td>
</tr>
<tr>
<td>G</td>
<td>12</td>
<td>Understanding the Effects of Abuse and Neglect: How You Can Impact Progress</td>
<td>OKC</td>
</tr>
<tr>
<td>G</td>
<td>17</td>
<td>Fostering Resilience: Helping Youth Bounce Back From Adversity</td>
<td>Tulsa</td>
</tr>
<tr>
<td>T</td>
<td>24-25</td>
<td>Using Activities to Enhance Your Treatment Program</td>
<td>Sand Springs</td>
</tr>
<tr>
<td>G</td>
<td>25-26</td>
<td>Working with Native American Youth and Families</td>
<td>Tulsa</td>
</tr>
</tbody>
</table>
Instructors

Note: Those listed as trainer/consultants with The University of Oklahoma Juvenile Personnel Training Program are staff members of the National Resource Center for Youth Services, a program of The University of Oklahoma OUtreach.

Sheldon Adkins, MS, LPC
Sheldon is currently in private practice in Edmond, Oklahoma. Prior to private practice, he worked as a counselor at Edmond Family Services working with adolescents and their families. Sheldon has worked for the Department of Human Services as a child welfare treatment worker in Oklahoma County. He has also worked as a therapist, case manager, and direct care counselor at an adolescent treatment center. He is a certified R.O.P.E.S. course instructor, has served as the coordinator of a R.O.P.E.S. course, and coordinated the summer Adventure Based Learning Experiences at Edmond Family Services. Sheldon earned his master's degree in community counseling from the University of Central Oklahoma.

Dorothy Ansell, MSW
Assistant Director of The University of Oklahoma National Resource Center for Youth Services, Dottie's work includes training, technical assistance, curriculum and resource development, as well as being the editor of Daily Living, a national independent living newsletter. Dottie has authored and edited several publications including Pass It On, Creative Life Skills, and Mentoring: What’s It All About? Dottie worked with the Casey Foundation to create the Ansell-Casey Life Skills Assessment. Her master's degree in social work is from Virginia Commonwealth University.

Sue Barton, MHR
Sue is a trainer/consultant with Barton-Phillips and Associates. She has worked with children, youth and families for more than 20 years. Prior to becoming a full-time consultant Sue was the director of special programs at Youth Services of Tulsa. Her experience ranges from direct care in emergency shelter to development and implementation of support education groups, first offender programs and youth development projects. She has served on the board of directors for the Southwest Network of Youth Services (SWNOYS), (Region VI) and is the current past chair of SWNOYS. She also served on the National Council on Youth Policy for the National Network for Youth in Washington, DC. Sue holds a master's degree in human relations from The University of Oklahoma.

Kali Bowles, BA
Kali is employed with The University of Oklahoma National Resource Center for Youth Services as an Independent Living Specialist for Area III of the Oklahoma Department of Human Services (OKDHS) Independent Living Program. She serves as an area independent living resource person, tracks independent living services, conducts training in independent living for child welfare specialists, provides life skills training to youth, and facilitates area youth advisory boards. Kali's fields of expertise are: mentoring, community service, service learning, and life skills. She has
a bachelor of arts degree from the University of Central Oklahoma and a certification in mentoring supervision. Before coming to NRCYS Kali worked with AmeriCorps* Vista in New York City.

David Carnevale, PhD
David Carnevale received his PhD from Florida State University. He is a Presidential Professor in the Departments of Human Relations and Political Science at The University of Oklahoma, where he teaches courses in Organizational Behavior, Organizational Development, Leadership, and Mediation. He is the author of the books Trustworthy Government, Organizational Development in the Public Sector, and co-author of the 3rd Edition of Labor Relations in the Public Sector. He is widely published in academic journals and has produced numerous book chapters. Prior to his academic career, he spent 14 years as a labor union negotiator, area director, and international union representative for AFSCME/AFL-CIO.

Jean Carpenter-Williams, MS
Jean was a program supervisor with JPTP at The University of Oklahoma National Resource Center for Youth Services. She served as the unit manager of Child and Adolescent Services at Laureate Psychiatric Hospital in Tulsa and as a certified therapeutic recreation specialist and R.O.P.E.S. course facilitator at several youth-serving agencies in Oklahoma and Wisconsin. Jean also has several years of direct care experience with youth at all levels of care in various types of treatment settings. She is currently employed with Family and Children's Services. She earned her master's degree in therapeutic recreation from the University of Wisconsin-La Crosse.

Kathy Chamberlain, BS
Kathy is employed with The University of Oklahoma National Resource Center for Youth Services as an Independent Living Specialist for Area V of the Oklahoma Department of Human Services (OKDHS) Independent Living Program. She serves as an independent living resource person, tracks independent living services, conducts training in independent living for child welfare specialists, provides life skills training to youth, and facilitates youth advisory boards. Before coming to NRCYS Kathy spent many years as a child welfare specialist with OKDHS. Kathy has a bachelor of science degree from Northeastern State College.

Tommy Chesbro, MHR
Tommy is the vice president of Planned Parenthood of Arkansas and Eastern Oklahoma. Mr. Chesbro has been in the health prevention field for many years. He has extensive expertise in HIV/AIDS, sexually transmitted infections, and health prevention programs. Mr. Chesbro serves on many national boards and committees relating to HIV/AIDS, sexuality, and prevention. He trains locally and nationally on many issues of health, diversity, and prevention.

Julie DeBoard, MHR, LSW
Julie is a trainer/consultant with The University of Oklahoma National Resource Center for Youth Services. A licensed social worker, she has more than 12 years of experience in the child welfare and criminal justice systems working with children, youth, and their families in a variety of settings. Currently, Julie provides training in the areas of positive youth development, independent living, adolescent issues, and Managing Aggressive Behavior. She is also the project coordinator for
the National Resource Center for Youth Services’ National Child and Youth Care Professional certification program. Julie received her master’s in human relations from The University of Oklahoma.

Frank Eckles, CYC, LCCA
Mr. Eckles is a certified ethics trainer in Texas and the Executive Director of the Child and Youth Care Work Certification Institute of Texas. He is the state secretary of the Texas Youth and Child Care Worker Association. Mr. Eckles is the former residential director of T-CARE in Houston and assistant director of the Center for Child Care Worker Training and Research in Austin.

Kay Ham, MHR
Kay Ham received her master’s in human relations from The University of Oklahoma, where she is pursuing a PhD. She is coauthor of Public Human Resources Management: An Organizational Development Perspective, in The Handbook of Human Resources Management in Government (2nd ed.). During her 23-year career with the American Red Cross, she was recognized for her contributions in helping strengthen the organization’s capacity to achieve its mission, and in advancing its interests through legislative efforts. She is experienced in change management, capacity building, resource development, leadership development, coalition building, program development, and governmental relations. Her final position with the organization was Executive Director for the Louisiana Capital Area Chapter and Governmental Relations Representative for Louisiana.

Hettie Harris, MEd
Hettie has worked with the Choctaw Nation of Oklahoma for over 11 years including having served as the family preservation coordinator for the tribe’s family and children services program. She is currently a family preservation worker for Eastern Oklahoma Youth Services. Her previous experience includes work with youth services and Up-Ward Bound. Hettie’s master of education is from Southeastern Oklahoma State University.

Nancy Mason, MHR
Nancy is employed with The University of Oklahoma National Resource Center for Youth Services as an Independent Living Specialist for Area VI of the Oklahoma Department of Human Services (OKDHS) Independent Living Program. She serves as an area independent living resource person, tracks independent living services, conducts training for child welfare specialists in independent living, provides life skills training to youth, and facilitates area youth advisory boards. Nancy is a member of the Choctaw Nation. She has worked for the Muskogee (Creek) Nation Indian Child Welfare and the Oklahoma Department of Human Services Children and Family Services Division. She also has extensive experience in youth services as a direct care worker. Nancy earned her master’s degree in human relations at The University of Oklahoma.

Dannette McIntosh, MHR, AASECT
Dannette is the training specialist for Planned Parenthood of Arkansas and Eastern Oklahoma. She has worked extensively in prevention programs for youth locally and nationally since 1990. Dannette has expertise in HIV/AIDS, sexually transmitted infections, and working with teens. She trains nationally in prevention and also with American
Indian tribes and organizations. She is a certified sex educator and completing a doctorate this fall in adult education.

**Kenneth Moore, MSW, LCSW**  
Kenneth is a licensed clinical social worker and serves as the operations manager of the Eating Disorders Program at Laureate Psychiatric Hospital in Tulsa. He has experience as a therapist, primarily working with children, adolescents, and their families, and specializes in Solution-Focused Brief Therapy. Kenneth also has extensive experience in supervision, training, and consultation with clinicians, including both local and regional presentations. His master’s degree in social work is from The University of Oklahoma.

**Johnee Moore-Richardson**  
Johnee has been a stylist in the Oklahoma City area for more than 22 years. She has an abundance of training and expertise in the cosmetology field. Some of Ms. Richardson’s specialties include: Color Correction, Color Weaving, Color Tipping and Frosting. For eight years she owned Styles-N-Photos Beauty Salon and currently is a co-owner of Headz-Up Beauty Salon. She has vast knowledge and many accomplishments in the cosmetology field. Johnee has also worked for the Department of Human Services Pauline E. Mayer Shelter and while employed she donated a multitude of cosmetology services to the residents. In addition to her wealth of experience in the field, she has won numerous awards.

**Steven Mullen, BS, CTRS**  
Steven is a trainer/consultant with JPTP at The University of Oklahoma National Resource Center for Youth Services. He has served as the director of Expressive Therapies for a psychiatric hospital treating children and adolescents. As a certified therapeutic recreational specialist and R.O.P.E.S. course facilitator, Steven has extensive experience working with youth at all levels of care in various types of treatment and social settings. Steven’s areas of expertise include Managing Aggressive Behavior, milieu management, experiential therapy, and positive youth development.

**Kristal Nicholson, MA, LPC**  
Kristal is trainer/consultant for The University of Oklahoma, National Resource Center for Youth Services. She has extensive experience working with youth in a variety of settings as a trainer, counselor, and direct care provider. She provides training in the areas of Managing Aggressive Behavior, residential care issues, and spiritual development. Kristal holds a master’s degree in counseling from Oral Roberts University and is a licensed professional counselor and ordained minister.

**Maria Palacios, MSW, LCSW**  
María Carlota Palacios is coauthor of Tulsa’s first comprehensive Hispanic Study through the Community Service Council of Greater Tulsa. She does clinical counseling with adolescents and their families in her private practice and with Youth Services of Tulsa. She was a school social worker for eight years. Maria has done extensive multicultural work through her counseling, presentations, and seminars regarding issues of diversity. She does research, advocacy, and studies trends in the community to address health, human services, and education needs. Maria earned her MSW at The University of Oklahoma with emphasis in clinical and community organization. Maria is a licensed clinical social worker, with an active private practice. Maria is currently serving as a member of the
Governor’s Task Force to Eliminate Health Disparities, on the Board of Directors of Leadership Tulsa, and the National Conference for Community and Justice (NCCJ).

Gerald Peters, BS

While a Child Welfare Specialist and a supervisor during 14 years with the Oklahoma Department of Human Services, Gerald developed expertise in prevention, investigation and assessment, permanency planning, and adoption. He has extensive courtroom experience in the area of child abuse and neglect and is a Certified Child Sexual Abuse Specialist. Gerald is currently a private trainer/consultant for Child Welfare CORE training for social workers and Resource Family training for foster, kinship, and adoptive parents. He works with a community-based agency to teach independent living skills to youth in out-of-home placements. Gerald received his bachelor of science degree from Southwestern Oklahoma State University.

Darrell Phenix, BS, CTRS

Darrell is currently working as an activity therapy coordinator for Laureate Psychiatric Clinic and Hospital in Tulsa, Oklahoma. He has worked in the mental health field for more than 22 years. Darrell has worked with all patient populations from children to geriatrics. His history includes, Children’s Medical Center, Hissom Memorial Center, Parkside, and Laureate. Darrell is a certified R.O.P.E.S. course instructor for Tulsa Public Schools. He earned his bachelor of science degree from Northeastern State University and completed therapeutic recreation courses from Oklahoma State University. Darrell is a certified therapeutic recreation specialist.

Gay Phillips, MS

Formerly a program supervisor at The University of Oklahoma National Resource Center for Youth Services, Gay is currently a private consultant. She provides training in the areas of working with gay and lesbian youth and Managing Aggressive Behavior. Her direct care experience came as a counselor, shelter director, therapeutic camp coordinator, and currently as a youth-support group facilitator. She received her master’s degree in sociology from Oklahoma State University. Currently, Gay is a doctoral candidate at Oklahoma State University.

Captain Leigh Ramos, MA

Captain Ramos is the Drug Demand Reduction Administrator for the Oklahoma Military Department. She has been in the Army National Guard for more than 11 years and has worked in substance abuse prevention for more than nine years. Captain Ramos has a master’s degree in criminal justice from the University of Central Oklahoma.

Cynethia Rayford, MEd

Cynethia is a trainer/consultant for JPTP with The University of Oklahoma National Resource Center for Youth Services. She also trains nationally presenting workshops in Cultural Diversity, Creating Positive Futures, and Residential Child and Youth Care Professional Trainer Certification. She served as intake social worker with child welfare in the Tulsa County office of the Oklahoma Department of Human Services. She also worked for the Guthrie Job Corps Center as a counselor, program coordinator, recruiter, and conference coordinator. She is a presenter with the One Church/One Child program that locates both permanent and foster homes for African American children.
Cynethia holds a Master of Education in urban education from Langston University.

**Linda Reynolds, MA, ATR, LMFT**
Linda is a registered art therapist and licensed marriage and family therapist in private practice. She has worked in inpatient psychiatric treatment where she provided specialized group services for adolescent survivors of sexual abuse, and family dynamics groups, integrating both verbal and nonverbal treatment processes. She has presented nationally and internationally on the use and benefits of sexual abuse treatment, and was a contributing author to Group Treatment for Sexually Abused Adolescents. She currently serves as a member of the ethics committee for the American Art Therapy Association. She received her master’s degree from the University of Louisville.

**Jill Spangler, BA**
Jill, an independent consultant and facilitator, currently working with and training non-profit and government agencies to promote values-based communication, program and policy development, problem solving, and program evaluation. She has also spent ten years developing, evaluating, and obtaining funding for innovative strengths-based community programs for at risk youth and adults with serious mental illness and their families. Jill received her bachelor of arts in journalism from Ohio State University.

**Kyle Sprangle, MA, LPC**
Kyle was a trainer/consultant with The University of Oklahoma National Resource Center for Youth Services. Kyle delivered training in the areas of substance abuse, compassion fatigue, sexual abuse, worker safety, crisis management, and independent living. He has 14 years experience in the treatment of adults in inpatient and outpatient settings in the areas of depression, impulse control, marriage, parenting skills, chemical dependency, and other mental health issues. Kyle has also worked with children and adolescents in acute, residential, group home, and outpatient settings. He received his master’s degree in marriage and family therapy from Oral Roberts University and is a Licensed Professional Counselor.

**Debra Starnes, BS**
Debra has been active in community and program development for more than 20 years. Her experience includes raising funds for organizations that provide community education and advocacy, employment and paraprofessional training, and specialized recreation. Additionally, Debra has been involved in managing and funding health-oriented programs in both urban and rural communities. She has a bachelor’s degree in psychology and is pursuing a master’s degree in community counseling.

**Kathy Sutter, MS**
Kathy is a program supervisor and has been with The University of Oklahoma National Resource Center for Youth Services for more than 15 years. She coordinates projects through the National Resource Center for Youth Development (NRCYD) and works with other NRCYD staff to develop and deliver training nationally. She was involved in the development and implementation of the Managing Aggressive Behavior (MAB) curriculum and is an MAB trainer. She also provides training in working with gay/lesbian/bisexual/transgender youth, cultural diversity, positive youth.
Kathy has direct care experience as a counselor in inpatient acute care and residential settings for adolescents. She earned her master’s degree in community counseling from Oklahoma State University.

Lou Truitt, MHR
Lou is the program supervisor for the JPTP at the National Resource Center for Youth Services where she oversees the development and delivery of training for youth-serving agencies. With more than 22 years experience in the field of children and families, she previously was an intake coordinator for expectant teen mothers and for many years was a child welfare specialist and supervisor for OKDHS Children and Family Services Division where she was certified by the State of Oklahoma as a Child Sexual Abuse Specialist. She has provided specialized group services for adolescent survivors as well as non-offending parent groups. She currently serves on the Children’s Advocacy Center and Post Adjudication Review Boards. She received her master of human relations degree from The University of Oklahoma.

Stacy Williams, BA
Stacy is employed with The University of Oklahoma National Resource Center for Youth Services as an Independent Living Specialist for Area IV of the Oklahoma Department of Human Services (OKDHS) Independent Living Program. She serves as an independent living resource person, tracks independent living services, conducts training for child welfare specialists, provides life skills training to youth, and facilitates youth advisory boards. Stacy has worked in a residential treatment center with latency-age children and adolescent females and as an IL coordinator and therapeutic foster care counselor. She has a Bachelor of Arts degree from Northeastern State University.

Kristi Witt, MSW
Kristi is a trainer/consultant for The University of Oklahoma National Resource Center for Youth Services. She coordinates the Yes I Can! Program which serves youth ages 18-21 who have exited foster care. She delivers training in the fields of cultural diversity, child maltreatment, and worker safety. She was a former child welfare specialist at the Children’s Justice Center in Tulsa, Oklahoma. Kristi earned her master’s in social work from The University of Oklahoma.