

RELIAS LEARNING COURSE CROSSWALK TO THE CARF CHILD AND YOUTH SERVICES STANDARDS

RELIAS LEARNING CROSSWALK TO CARF STANDARDS

Relias Learning offers online learning, staff compliance training and continuing education for behavioral health, mental health, addiction treatment, developmental disability, community action and child welfare organizations.

Relias Learning Training Crosswalks are based on published accreditation standards. They are designed to assist organizations in the selection of courses from the Relias Learning libraries to ensure and demonstrate staff competence according to the training standards.

General staff compliance trainings should be selected to ensure the organization meets OSHA and other regulatory requirements. Staff training is only one element of a successful survey and the crosswalks are not meant to take the place of a careful review and evaluation of your program to the accreditation standards.

The courses listed in the crosswalk are a representative sample of courses available in Relias Learning libraries. It may not be necessary to choose all courses listed for a specific training standard; it is recommended that courses are chosen that closely align with the mission and services offered and the specific needs of the persons served. "Organization-Customized Course" indicates the standard requires training specific to the organization, municipality, or state.

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Child and Youth Services Standards

July 2013-June 2014

CARF Training Standard	Essential Learning Course Equivalent	Category
SECTION 1: ASPIRE TO EXCELLENCE		
Assess the Environment		
Section 1.A.6 Leadership		
Education on ethical codes of conduct for personnel and other stakeholders	Corporate Compliance and Ethics	Compliance/OSHA
Section 1.B.2 Governance		
Board education	Essentials of an Effective Board	Executive and Board Leadership
Implement the Plan		
Section 1.F.6 Financial Planning and Management		
Provides initial and ongoing training on fiscal policies and procedures	Financial Management for Non-Financial Staff	Workforce Skills, Supervision and Management
Section 1.H.4 Health and Safety		
Personnel receive documented competency-based training upon hire and annually in the following areas:		
Health and safety practices	Environmental Safety in the Workplace	Compliance/OSHA
	Handling Food Safely	Compliance/OSHA
	Workplace Violence	Compliance/OSHA
Identification of unsafe environmental factors	Bioterrorism	Compliance/OSHA
	Hazardous Chemicals	Compliance/OSHA
	Client/Patient Safety: Reducing Medical Errors	Human Services Workforce Development
Emergency/evacuation procedures, if appropriate	Emergency Preparedness	Compliance/OSHA
	Fire Safety	Compliance/OSHA
Identification and reporting of critical incidents	The Risk Management Process: From Identification to Monitoring Results	Workforce Skills, Supervision and Management
Personnel receive documented competency-based training upon hire and annually in the following areas: (cont.)		
Identification and reporting of critical incidents (cont.)	Variance/Error Reporting and Disclosure	Workforce Skills, Supervision and Management
Medication management, if appropriate	Child and Adolescent Pharmacology	Children, Youth and Families

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 1.H.4 (cont.)		
Medication management, if appropriate (cont.)	Medication Management for Individuals with Developmental Disabilities Part 1 Medication Management for Individuals with Developmental Disabilities Part 2 Overview of Medications for Paraprofessionals Overview of Psychopharmacology Recognizing EPS and Tardive Dyskinesia	DSP Core Curriculum DSP Core Curriculum Paraprofessionals in Behavioral Health Behavioral Health Introductory Serious Mental Illness, Recovery and Rehabilitation
Reducing physical risk	Client/ Patient Transfers Personal Safety in the Community Predicting Violence and Threat Assessment Staying Safe in any Situation: SMART Principles	Compliance/OSHA Human Services Workforce Development Human Services Workforce Development Workforce Skills, Supervision and Management
Section 1.H.10 Health and Safety		
The organization implements procedures that include training regarding infection prevention and infection control:		
Infections and communicable diseases	Basic Introduction to HIV/AIDS Blood-borne Pathogens HIV/AIDS Infection Prevention Full Series Influenza Prevention and Preparedness MRSA IN Behavioral Health Settings	Human Services Workforce Development Compliance/OSHA Human Services Workforce Development Compliance/OSHA Compliance/OSHA Mental Health General
Appropriate use of standard or universal precautions	Infection Prevention Part 1	Compliance/OSHA
Section 1.H.11 Health and Safety		
If transportation provided, training of drivers regarding the organization's transportation procedures		
	Defensive Driving Training Rules of the Road: Driving Safely	Compliance/OSHA Compliance/OSHA
Section 1.I.5 Human Resources		
The organization provides documented personnel training at orientation and regular intervals:		
The identified competencies needed by personnel	Organization to determine needed training based on position held	
Confidentiality requirements	HIPAA for Healthcare Professionals: How To Avoid Disciplinary and Malpractice Actions	Compliance/OSHA
Customer service	Customer Relations	Compliance/OSHA
Diversity	Cultural Competence for the DSP Cultural Diversity	DSP Core Curriculum Compliance/OSHA

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 1.1.5 (cont.)		
Diversity (cont.)	Cultural Issues in Mental Health Treatment Cultural Issues in Mental Health Treatment for Paraprofessionals Valuing Diversity in the Workplace	Mental Health General Paraprofessionals in Behavioral Health Workforce Skills and Development
Ethical codes of conduct	Corporate Compliance and Ethics Corporate Compliance and Ethics for Paraprofessionals Deficit Reduction Act Compliance Therapeutic Boundaries Therapeutic Boundaries for Paraprofessionals	Compliance/OSHA Paraprofessionals in Behavioral Health Workforce Skills, Supervision and Management Human Services Workforce Development Paraprofessionals in Behavioral Health
Promoting wellness of the persons served: -behavioral health -developmental disabilities	Dental and Oral Health for Individuals with MI Nutrition and Exercise for Children's Services Paraprofessionals Dental and Oral Health for Individuals with Developmental Disabilities	Mental Health General Paraprofessionals Working with Children DSP Core Curriculum
Person-centered practice	Documenting the Treatment Planning Process Person-Centered Planning Person Centered Planning for Individuals with Developmental Disabilities	Human Services Workforce Development Human Services Workforce Development DSP Core Curriculum
Personal privacy	HIPAA for Healthcare Professionals: How To Avoid Disciplinary and Malpractice Actions Therapeutic Boundaries	Compliance/OSHA Human Services Workforce Development
Reporting of suspected abuse and neglect	Abuse Identifying and Preventing Child Abuse and Neglect Identifying and Preventing Dependent Adult Abuse and Neglect	Human Services Workforce Development Children, Youth and Families Human Services Workforce Development
Rights of the persons served	Client/Patient Rights	Compliance/OSHA
Rights of personnel	Discrimination in the Workplace: What Supervisors Need to Know FLSA: What Supervisors Needs to Know FMLA – What Supervisors Need to Know	Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management
Unique needs of the persons served	See courses listed in Section 2. A.18 below	

CARF Training Standard	Essential Learning Course Equivalent	Category
SECTION 2: CHILD AND YOUTH SERVICES GENERAL PROGRAM STANDARDS		
Section 2.A.18 Program/Service Structure:		
Personnel providing direct services receive competency-based training, including:		
Areas that reflect the specific needs of the child/youth served:	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Clinical skills appropriate to the position: individual plan development and interviewing skills -mental health professionals	ADHD: Diagnosis and Treatment Adolescent Suicide Alcohol and the Family DSM-5 Overview Engaging Fathers in Children's Lives Part 1: An Overview Engaging Fathers in Children's Lives Part 2: Communication and Principles of Practice Engaging Fathers in Children's Lives Part 3: Advanced Techniques Working with Children in Families Affected by Substance Use	Behavioral Health Introductory Children, Youth and Families Human Services Workforce Development Human Services Workforce Development Children, Youth and Families Children, Youth and Families Children, Youth and Families Children, Youth and Families
-children's services paraprofessionals	Environmental Safety for Children's Services Paraprofessionals Helping Children and Adolescents Cope with Violence and Disasters Medication Management for Children's Services Paraprofessionals Part 1 Medication Management for Children's Services Paraprofessionals Part 2 Nutrition and Exercise for Children's Services Paraprofessionals Overview of Bipolar Disorder in Youth for Children's Services Paraprofessionals Overview of Depressive Disorder in Youth for Paraprofessionals Strength Based Perspectives for Children's Services Paraprofessionals Understanding ADHD For the Paraprofessional	Paraprofessionals Working with Children Children, Youth and Families Paraprofessionals Working with Children Paraprofessionals Working with Children
-developmental disabilities	Documentation Guidelines for the DSP	DSP Core Curriculum

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 2.A.18 (cont.)		
-developmental disabilities (cont.)	Basic Communication and Conflict Management Skills Intellectual Disabilities Assisting People with Intellectual and Developmental Disabilities in Choice Making Overview of the Principles of Positive Behavior Support for Direct Support Professionals People with Disabilities: Building Relationships and Community Membership Systematic Instruction Strategies Supporting Everyday Lives for People with Disabilities	DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum
Person-centered plan development	Documenting the Treatment Planning Process Person-Centered Planning Person Centered Planning for Individuals with Developmental Disabilities	Human Services Workforce Development Human Services Workforce Development DSP Core Curriculum
Interviewing skills	Early Childhood Mental Health Consultation Learning about People - Interviewing Techniques Family Assessment and Intervention	Children, Youth and Families Workforce Skills, Supervision and Management Human Services Workforce Development
Program related research-based approaches -behavioral health	Adolescent Substance Abuse Clinical Pathways Training ASAM Patient Placement Criteria for Adolescents Attachment Disorders and Treatment Approaches Bipolar Disorder in Children and Adolescents Crisis Management Depressive Disorders in Children and Adolescents Externalizing Disorders: Disruptive Youth Internalizing Disorders The Impact of Deployment and Combat Stress on Families and Children, Part II: Enhancing the Resilience of Military Families Trauma Informed Treatment for Children with Challenging Behaviors Working with Youth: Strength-Based Perspective	Addiction Addiction Children, Youth and Families Children, Youth and Families Human Services Workforce Development Children, Youth and Families Children, Youth and Families Children, Youth and Families Veterans/Active Duty Children, Youth and Families Children, Youth and Families
-developmental disabilities	Application of the Personal Outcome Measures for Behavioral Health	Workforce Skills, Supervision and Management

CARF Training Standard	Essential Learning Course Equivalent	Category
	<p>Application of the Personal Outcome Measures for Children, Youth, and Families with Young Children</p> <p>Looking at the Data - Decision-Making around Personal Outcome Measures</p> <p>The Power of Personal Outcome Measures</p> <p>The Power of Strength-Based Educational Strategies in Developmental Disabilities</p> <p>Using Personal Outcome Measures in Planning for People</p>	<p>Workforce Skills, Supervision and Management</p> <p>Workforce Skills, Supervision and Management</p> <p>Workforce Skills, Supervision and Management</p> <p>Developmental Disability General</p> <p>Workforce Skills, Supervision and Management</p>
Section 2.A.26 Program/Service Structure:		
When applicable, training in the use of adaptive devices, toys, and equipment is provided to personnel.	Organization-Customized Course based on program needs	
Section 2.E.2 Medication Use:		
Person providing direct service to receive ongoing training regarding medications		
	<p>Child and Adolescent Psychopharmacology</p> <p>Medication Management for Children's Services Paraprofessional Part 1</p> <p>Medication Management for Children's Services Paraprofessional Part 2</p> <p>Medication Management for Individuals with Developmental Disabilities Part 1</p> <p>Medication Management for Individuals with Developmental Disabilities Part 2</p> <p>Overview of Medications for Paraprofessionals</p> <p>Overview of Psychopharmacology</p>	<p>Children, Youth and Families</p> <p>Paraprofessionals Working with Children</p> <p>Paraprofessionals Working with Children</p> <p>DSP Core Curriculum</p> <p>DSP Core Curriculum</p> <p>Paraprofessionals in Behavioral Health</p> <p>Behavioral Health Introductory</p>
Section 2.F.2 Nonviolent Practices		
All direct service or front line personnel receive initial and on-going competency-based training in:		
-behavioral health	<p>Best Practices: Behavior Support and Intervention</p> <p>Calming Children in Crisis</p> <p>Communication Skills and Conflict Management for Children's Services Paraprofessionals</p> <p>Externalizing Disorders: Disruptive Youth</p> <p>Principles of Positive Behavior Support for Children's Services Paraprofessionals</p> <p>Supportive Strategies for Promoting Positive Behavior in Youth: Module 1</p> <p>Supportive Strategies for Promoting Positive Behavior in Youth: Module 2</p> <p>Trauma Informed Treatment for Children with Challenging Behaviors</p>	<p>Children, Youth and Families</p> <p>Children, Youth and Families</p> <p>Paraprofessionals Working with Children</p> <p>Children, Youth and Families</p> <p>Paraprofessionals Working with Children</p> <p>Children, Youth and Families</p> <p>Children, Youth and Families</p> <p>Children, Youth and Families</p>

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 2.F.2 (cont.)		
-developmental disabilities	Crisis Intervention for Individuals with Developmental Disabilities	DSP Core Curriculum
	Basic Communication and Conflict Management Skills	DSP Core Curriculum
	Overview of the Principles of Positive Behavior Support for Direct Support Professionals	DSP Core Curriculum
-recovery/wellness oriented practice	WRAP One on One	Serious Mental Illness, Recovery and Rehabilitation
	WRAP: Advance Directive/Crisis Mgt Plan	Serious Mental Illness, Recovery and Rehabilitation
	WRAP: Creating a Wellness Toolbox	Serious Mental Illness, Recovery and Rehabilitation
	WRAP: Developing a Daily Maintenance Plan	Serious Mental Illness, Recovery and Rehabilitation
	WRAP: Early Warning Signs	Serious Mental Illness, Recovery and Rehabilitation
	WRAP: Triggers and Triggers Action Plan	Serious Mental Illness, Recovery and Rehabilitation
	WRAP: When Things Are Breaking Down Action Plan	Serious Mental Illness, Recovery and Rehabilitation
Section 2.F.3 Nonviolent Practices		
Personnel involved in the direct administration of seclusion and restraint receive initial and ongoing training related to seclusion and restraint provided by persons or entities qualified to conduct such training		
	Organization-Customized Course	
Section 2.H.2 Quality Records Review		
Personnel are trained to perform a quarterly review of records of the persons served		
	Organization-Customized Course	
SECTION 3: CHILD AND YOUTH SERVICES CORE PROGRAM STANDARDS		
Section 3.A.10 Adoption		
Training is provided to personnel that includes, when appropriate:		
Attachment theory	Attachment Disorders: Theoretical and Treatment Issues	Children, Youth and Families
Grief and loss	Grief and Loss	Human Services Workforce Development
Trauma stress	Trauma Informed Treatment for Children with Challenging Behaviors	Children, Youth and Families
Adoption issues	Organization-Customized Course	
The possibility of mental health issues and potential resources	Organization-Customized Course	

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 3.A.10 (cont.)		
The impact of child abuse and neglect	Child Abuse	Human Services Workforce Development
Child/youth growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Brain development	Developmental Stages: Infancy through Adolescence Intellectual Disabilities	Children, Youth and Families DSP Core Curriculum
Behavior management skills	Best Practices: Behavior Support and Intervention Calming Children in Crisis Classroom Strategies for Promoting Positive Behavior in Youth Overview of the Principles of Positive Behavior Support for the Direct Support Professionals	Children, Youth and Families Children, Youth and Families Early Childhood Education DSP Core Curriculum
Learning styles	Communication Skills and Conflict Management for Children's Services Paraprofessionals Basic Communication and Conflict Management Skills	Paraprofessionals Working with Children DSP Core Curriculum
Cultural sensitivity and responsiveness	Cultural Competence for the DSP Cultural Diversity	DSP Core Curriculum Compliance/OSHA
The effects of placement on children	Attachment Disorders and Treatment Approaches	Children, Youth and Families
Applicable legal issues and court procedures	Abuse Identifying And Preventing Child Abuse And Neglect	Human Services Workforce Development Children, Youth and Families
Methods of communication	Therapeutic Communications	Human Services Workforce Development
Available services and supports	Organization-Customized Course	
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
Section C.3.2 Behavioral Consultation		
Training on specific behavior management techniques	Best Practices: Behavior Support and Intervention Calming Children in Crisis Supportive Strategies for Promoting Positive Behavior in Youth: Module 1 Supportive Strategies for Promoting Positive Behavior in Youth: Module 2	Children, Youth and Families Children, Youth and Families Children, Youth and Families Children, Youth and Families
Section 3.E.3 Child/Youth Day Care		
Program personnel receive training to meet the identified needs of the children/youths served that covers:		
Attachment theory	Attachment Disorders: Theoretical and Treatment Issues	Children, Youth and Families

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 3.E.3 (cont.)		
Grief and loss	Grief and Loss	Human Services Workforce Development
Child growth and development	Developmental Stages: Infancy through Adolescence Learning through Physical Play Learning Through the Creative Arts Social and Emotional Development in Children	Children, Youth and Families Early Childhood Education Early Childhood Education Early Childhood Education
Group Dynamics	Structured Group Therapy	Mental Health General
Health and Nutrition	Nutrition Nutrition and Exercise for Children's Services Paraprofessionals	Early Childhood Education Paraprofessionals Working with Children
Behavior management skills	Age Appropriate Activities for Infants and Toddlers Calming Children in Crisis Classroom Strategies for Promoting Positive Behavior in Youth Overview of the Principles of Positive Behavior Support for the Direct Support Professionals	Early Childhood Education Children, Youth and Families Early Childhood Education DSP Core Curriculum
Learning theory and strategies	Approaches to Learning	Early Childhood Education
Cultural competency	Cultural Diversity in the Classroom	Early Childhood Education
The effects of separation on children	Grief and Loss	Human Services Workforce Development
Applicable legal issues	Abuse Identifying And Preventing Child Abuse And Neglect	Human Services Workforce Development Children, Youth and Families
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
Section 3.F.2 Child/Youth Protection		
Training for the program's personnel includes:		
How to recognize abuse and neglect	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families
How to respond to a disclosure of abuse and/or neglect from a child/youth	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families
How to determine the appropriateness of interventions	Organization-Customized Course	
How to conduct an investigation, including the roles of all service providers	Organization-Customized Course	
The rules governing the sharing of information among service providers	HIPAA for Healthcare Professionals: How To Avoid Disciplinary and Malpractice Actions	Compliance/OSHA

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 3.F.2 (cont.)		
The importance of collaboration among all those working with the children/youths and the family	Case Management Basics	Human Services Workforce Development
Section 3.H.3 Congregate Care		
Personnel receive training to meet identified needs of the child/youth served that covers:		
Attachment theory, including grief and loss	Attachment Disorders: Theoretical and Treatment Issues Grief and Loss	Children, Youth and Families Human Services Workforce Development
Child growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior management skills	Calming Children in Crisis Classroom Strategies for Promoting Positive Behavior in Youth Overview of the Principles of Positive Behavior Support for the Direct Support Professionals	Children, Youth and Families Early Childhood Education DSP Core Curriculum
Learning deficits	Inclusion: Children with Disabilities Intellectual Disabilities	Early Childhood Education DSP Core Curriculum
Social and emotional needs	Engaging Fathers in Children's Lives Part 1: An Overview Making Parenting Matter Part 1 Social and Emotional Development in Children	Children, Youth and Families Children, Youth and Families Early Childhood Education
Cultural competency	Cultural Competence for the DSP Cultural Diversity	DSP Core Curriculum Compliance/OSHA
The effects of placement on children	Organization-Customized Course	
Health and nutrition	Nutrition Nutrition and Exercise for Children's Services Paraprofessionals	Early Childhood Education Paraprofessionals Working with Children
Applicable legal issues	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families
Methods of communication	Communication Skills and Conflict Management for Children's Services Paraprofessionals Basic Communication and Conflict Management Skills	Paraprofessionals Working with Children DSP Core Curriculum
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
Section 3.I.4 Counseling		
The program provides education on wellness and resiliency:		
	Working with Youth: A Strength-Based Perspective	Children, Youth and Families
	Promoting Recovery in Mental Health Treatment	Serious Mental Illness, Recovery and Rehabilitation

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 3.I.4 (cont.)		
	WRAP Values and Ethics: Mental Health Recovery and WRAP WRAP One on One	Serious Mental Illness, Recovery and Rehabilitation Serious Mental Illness, Recovery and Rehabilitation
Section 3.J.2 Crisis and Information Call Centers		
The program provides initial and ongoing training to persons providing services that is guided by a written training plan, a detailed curriculum, a post-training assessment of competency, with mechanisms for modeling and evaluation, updating training to reflect:		
Current community issues	Organization-Customized Course	
Field trends or research	Organization-Customized Course	
Section 3.J.8 Crisis and Information Call Centers		
Individuals providing services demonstrate knowledge and skill of:		
Appropriate community resources	AIRS: Introduction to Taxonomy and Indexing Organization-Customized Course	AIRS Courses
Crisis identification	AIRS: Crisis Intervention within Information and Referral Crisis Management for Paraprofessionals	AIRS Courses Paraprofessionals in Behavioral Health
Rapport building and positive engagement	AIRS: Information and Referral Customer Service Therapeutic Communications	AIRS Courses Human Services Workforce Development
Mandatory reporting requirements	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families
Other laws and regulations, as applicable	Confidentiality and HIPAA	Compliance/OSHA
Section 3.K.4 Crisis Intervention		
Personnel providing mobile services are trained or certified in:		
-First Aid	First Aid Refresher	Compliance/OSHA
-CPR	CPR Refresher	Compliance/OSHA
Section 3.O.3 Early Childhood Development		
Program personnel receive training to meet the identified needs of the children/youths served that covers:		
Attachment theory	Attachment Disorders: Theoretical and Treatment Issues	Children, Youth and Families
Grief and loss	Grief and Loss	Human Services Workforce Development
Child growth and development	Developmental Stages: Birth to Five Years Old Introduction to the Developmentally Appropriate Classroom	Early Childhood Education Early Childhood Education

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 3.O.3 (cont.)		
Group dynamics	Social and Emotional Development in Children	Early Childhood Education
Health and nutrition	Handling Food Safely Health and Safety in the Classroom Infant and Toddler Safety Nutrition Recognizing and Managing Communicable Diseases in Children Shaken Baby Syndrome Sudden Infant Death Syndrome Understanding and Preventing Communicable Diseases in Children	Compliance/OSHA Early Childhood Education Early Childhood Education Early Childhood Education Early Childhood Education Children, Youth and Families Children, Youth and Families Early Childhood Education
Behavior management skills	Best Practices: Behavior Support and Intervention Calming Children in Crisis Communication Skills and Conflict Management for Children's Services Paraprofessionals Classroom Strategies for Promoting Positive Behavior in Youth Overview of the Principles of Positive Behavior Support for the Direct Support Professionals	Children, Youth and Families Children, Youth and Families Paraprofessionals Working with Children Early Childhood Education DSP Core Curriculum
Learning theory and strategies	Learning Through the Creative Arts Science and Early Learning Strategies for Learning Mathematics	Early Childhood Education Early Childhood Education Early Childhood Education
Cultural competency	Cultural Diversity in the Classroom	Early Childhood Education
The effects of separation on children	Grief and Loss	Human Services Workforce Development
Applicable legal issues	Child Abuse Identifying And Preventing Child Abuse And Neglect	Human Services Workforce Development Children, Youth and Families
Methods of communication	Promoting Literacy	Early Childhood Education
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
Section 3.Q.3 Group Home Care		
Personnel receive training to meet the identified needs of the populations served that covers:		
Attachment theory	Attachment Disorders: Theoretical and Treatment Issues	Children, Youth and Families
Grief and loss	Grief and Loss	Human Services Workforce Development

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 3.Q.3 (cont.)		
Child growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior management skills	Calming Children in Crisis Overview of the Principles of Positive Behavior Support for the Direct Support Professionals	Children, Youth and Families DSP Core Curriculum
Life skills	Communication Skills and Conflict Management for Children's Services Paraprofessionals Supporting Quality of Life for a Person with Developmental Disabilities Part I: Birth through Adolescence	Paraprofessionals Working with Children DSP Core Curriculum
Learning deficits	Inclusion: Children with Disabilities Intellectual Disabilities	Early Childhood Education DSP Core Curriculum
Social and emotional needs	People with Disabilities: Building Relationships and Community Membership Strength Based Perspectives for Children's Services Paraprofessionals	DSP Core Curriculum Paraprofessionals Working with Children
Cultural competency	Cultural Competence for the DSP Cultural Diversity	DSP Core Curriculum Compliance/OSHA
The effects of placement on children	Organization-Customized Course	
Health and nutrition	Nutrition and Exercise for Children's Services Paraprofessionals	Paraprofessionals Working with Children
Applicable legal issues	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families
Methods of communication	Communication Skills and Conflict Management for Children's Services Paraprofessionals Basic Communication and Conflict Management Skills	Paraprofessionals Working with Children DSP Core Curriculum
Trauma	Trauma Informed Treatment for Children with Challenging Behaviors	Children, Youth and Families
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
Section 3.S.4 Home and Community Services (HCS)		
Personnel demonstrate competencies in the delivery of home and community services, including , but not limited to:		
Addressing the unique needs of persons served	Courses should be selected based on the characteristics and needs of persons served	
Communication with persons served and their families/support systems	Therapeutic Communications	Human Services Workforce Development
Communication with other providers serving the persons served	Case Management for Paraprofessionals	Paraprofessionals in Behavioral Health
Facilitating active involvement of the persons served and families/support systems in the service delivery process	Person-Centered Planning	Human Services Workforce Development

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 3.S.4 (cont.)		
Facilitating active involvement of the persons served and families/support systems in the service delivery process (cont.)	Person Centered Planning for Individuals with Developmental Disabilities	DSP Core Curriculum
	Using Personal Outcome Measures in Planning for People	Workforce Skills, Supervision and Management
Facilitating behavioral supports	Best Practices: Behavior Support and Interventions	Children, Youth and Families
	Overview of the Principles of Positive Behavior Support for the Direct Support Professionals	DSP Core Curriculum
	WRAP One on One	Serious Mental Illness, Recovery and Rehabilitation
Facilitating cognitive interventions	Alzheimer's Disease	Older Adults
	Systematic Instruction Strategies	DSP Core Curriculum
Handling developmental/life transitions	Age-Specific Care	Human Services Workforce Development
	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
	Supporting Quality of Life for a Person with Developmental Disabilities Part I: Birth through Adolescence	DSP Core Curriculum
	Supporting Quality of Life for a Person with Developmental Disabilities Part II: Adult and Senior Years	DSP Core Curriculum
Knowledge of community resources	Organization-Customized Course	
Recognition and reporting of suspected abuse and neglect	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families
	Identifying and Preventing Dependent Adult Abuse and Neglect	Human Services Workforce Development
Setting and maintaining professional boundaries	Therapeutic Boundaries	Human Services Workforce Development
	Therapeutic Boundaries for Paraprofessionals	Paraprofessionals in Behavioral Health
Section 3.W.5 Residential Treatment		
The program has a least one staff member immediately available at all times who is trained in:		
First aid	First Aid Refresher	Compliance/OSHA
Cardiopulmonary resuscitation (CPR)	CPR Refresher	Compliance/OSHA
The use of emergency equipment	Organization-Customized Course	

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 3.Y.2 Specialized or Treatment Foster Care		
The program provides to personnel competency-based training to meet the identified needs of the children/youths served that covers:		
Attachment theory	Attachment Disorders: Theoretical and Treatment Issues	Children, Youth and Families
Grief and loss	Grief and Loss	Human Services Workforce Development
Child/youth growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior management skills	Calming Children in Crisis Overview of the Principles of Positive Behavior Support for the Direct Support Professionals	Children, Youth and Families DSP Core Curriculum
Learning deficits	Inclusion: Children with Disabilities Intellectual Disabilities	Early Childhood Education DSP Core Curriculum
Cultural competency	Cultural Competence for the DSP Cultural Diversity	DSP Core Curriculum Compliance/OSHA
The effects of placement on children/youth	Organization-Customized Course	
Applicable legal issues	Abuse Identifying And Preventing Child Abuse And Neglect	Human Services Workforce Development Children, Youth and Families
Methods of communication	Communication Skills and Conflict Management for Children's Services Paraprofessionals Basic Communication and Conflict Management Skills	Paraprofessionals Working with Children DSP Core Curriculum
Required medications and/or medical services	Medication Management for Children's Services Paraprofessionals Part 1 Medication Management for Children's Services Paraprofessionals Part 2 Medication Management for Individuals with Developmental Disabilities Part 1 Medication Management for Individuals with Developmental Disabilities Part 2	Paraprofessionals Working with Children Paraprofessionals Working with Children DSP Core Curriculum DSP Core Curriculum
Trauma	Trauma Informed Treatment for Children with Challenging Behaviors	Children, Youth and Families
Specialized training as needed	Courses should be selected based on the characteristics and needs of persons served	
Section 3.Z.4; 3.Z.9; 3.Z. 17 Support and Facilitation		
Training is provided to personnel that includes when applicable:		
Attachment theory, including grief and loss	Attachment Disorders: Theoretical and Treatment Issues	Children, Youth and Families

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 3.Z.4; 3.Z.9; 3.Z. 17 (cont.)		
Attachment theory, including grief and loss (cont.)	Grief and Loss	Human Services Workforce Development
Child/youth growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior management skills	Age Appropriate Activities for Infants and Toddlers Calming Children in Crisis Classroom Strategies for Promoting Positive Behavior in Youth Overview of the Principles of Positive Behavior Support for the Direct Support Professionals	Early Childhood Education Children, Youth and Families Early Childhood Education DSP Core Curriculum
Learning styles	Inclusion: Children with Disabilities	Early Childhood Education
Cultural competency	Cultural Competence for the DSP Cultural Diversity	DSP Core Curriculum Compliance/OSHA
The effects of placement on children	Organization-Customized Course	
Health and nutrition	Nutrition and Exercise for Children's Services Paraprofessionals	Paraprofessionals Working with Children
Applicable legal issues	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families
Methods of communication	Therapeutic Communications Basic Communication and Conflict Management Skills	Human Services Workforce Development DSP Core Curriculum
Available services and supports	Organization-Customized Course	
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
SECTION 4: YOUTH SERVICES SPECIFIC PROGRAM STANDARDS		
Section 4.D.5 Supported Independent Living		
Support personnel are trained	Courses should be selected based on the characteristics and needs of persons served	
SECTION 5: CHILD AND YOUTH SERVICES SPECIFIC POPULATION DESIGNATIONS		
Section 5.A.5 Juvenile Justice		
Personnel receive training prior to the delivery of services to include regular interdisciplinary cross training related to clinical and juvenile justice issues.		
The requirements imposed on personnel from the juvenile justice system who participate on the treatment team	Crisis Management and Positive Discipline with Juvenile Offenders Cultural Competency for Youth Workers Identifying and Treating Juvenile Offenders with Mental Disorders	Juvenile Services Juvenile Services Juvenile Services

CARF Training Standard	Essential Learning Course Equivalent	Category
Section 5.A.5 (cont.)		
The requirements imposed on personnel from the juvenile justice system who participate on the treatment team (cont.)	Implementing Behavior Management Strategies in Juvenile Settings	Juvenile Services
	Managing Adult and Juvenile Offenders with Chronic Illness	Security/Operations
	Managing Inmates and Juveniles who Require Accommodations for Disabilities	Security/Operations
	Nursing Health Assessment in Corrections	Corrections Healthcare
	PREA Compliance and Responsibilities - Juvenile	Juvenile Services
	Role of the Behavioral Health Services Providers in Juvenile Facilities	Juvenile Services
	Roles of Youth Workers	Juvenile Services
	Safe Management of Gay, Lesbian, Bisexual, Transgender, and Intersex Individuals in Corrections	Special Populations in Corrections
	Suicide Prevention in Juvenile Correctional Facilities	Juvenile Services
	Supervising Juveniles in Correctional Facilities	Juvenile Services
	Supervising Juveniles with Mental Disorders	Juvenile Services
Understanding Juvenile Offenders with Mental Disorders	Juvenile Services	
Safeguards that are available to workers	Fundamentals of Safety and Security in Juvenile Correctional Facilities	Juvenile Services
Safety practices specific to the setting	Courses should be selected based on the needs of the setting	
Section 5.B.6 Medically Complex		
Personnel demonstrate competencies in the following areas:		
Developmental stages	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Physical impairments	Cardiovascular Pathophysiology, Complications, and Interventions	Medical and Dental
	Neurological Pathophysiology, Complications, and Interventions	Medical and Dental
	Type 2 Diabetes Mellitus (T2DM) Update for Primary Care	Medical and Dental
Behavioral needs	Depressive Disorders in Children and Adolescents	Children, Youth and Families
	Overview of the Principles of Positive Behavior Support for Direct Support Professionals	DSP Core Curriculum
Day-to-day needs	Nutrition	Early Childhood Education
	Overview of Psychopharmacology	Behavioral Health Introductory
	Responding to the Health Care Needs of Individuals with Intellectual and Developmental Disabilities	DSP Core Curriculum



CARF Training Standard	Essential Learning Course Equivalent	Category
Grief and end-of-life support concerns	Grief and Loss	Human Services Workforce Development