

# RELIAS LEARNING COURSE CROSSWALK TO THE CARF STANDARDS

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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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# Behavioral Health Standards

July 2013-June 2014

CARF Training Standard	Relias Learning Course Equivalent	Category
<i>SECTION 1: ASPIRE TO EXCELLENCE</i>		
<i>Assess the Environment</i>		
<b>Section 1.A.6 Leadership</b>		
Education on ethical codes of conduct for personnel and other stakeholders	Corporate Compliance and Ethics	Compliance/OSHA
<b>Section 1.B.2.d Governance</b>		
Board education	Essentials of an Effective Board	Executive and Board Leadership
<i>Implement the Plan</i>		
<b>Section 1.F.6 Financial Planning and Management</b>		
Initial and ongoing training on fiscal policies and procedures	Financial Management for Non-Financial Staff	Workforce Skills, Supervision and Management
<b>Section 1.H.4 Health and Safety</b>		
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	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
	Variance/Error Reporting and Disclosure	Workforce Skills, Supervision and Management

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 1.H.4 (cont.)</b>		
Personnel receive documented competency-based training upon hire and annually in the following areas: (cont.)		
Medication management	Overview of Medications for Paraprofessionals  Overview of Psychopharmacology Recognizing EPS and Tardive Dyskinesia	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
<b>Section 1.H.10 Health and Safety</b>		
The organization implements procedures for 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
<b>Section 1.H.11 Health and Safety</b>		
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
<b>Section 1.I.5 Human Resources</b>		
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

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 1.1.5 (cont.)</b>		
The organization provides documented personnel training at orientation and regular intervals: (cont.)		
Diversity	Cultural Competence for the DSP Cultural Diversity Cultural Issues in Mental Health Treatment Cultural Issues in Mental Health Treatment for Paraprofessionals Valuing Diversity in the Workplace	DSP Core Curriculum Compliance/OSHA 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	Coordinating Primary Care Needs of People with SMI Dental and Oral Health for Individuals with MI Nutrition and Exercise for Clients with MI Tobacco Cessation  Dental and Oral Health for Individuals with Developmental Disabilities Responding to the Health Care Needs of Individuals with Intellectual and Developmental Disabilities	Serious Mental Illness, Recovery and Rehabilitation Mental Health General Paraprofessionals in Behavioral Health Medical and Dental  DSP Core Curriculum 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	Compliance/OSHA
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

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 1.1.5 (cont.)</b>		
The organization provides documented personnel training at orientation and regular intervals: (cont.)		
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 Sexual Harassment/Discrimination – Prevention for Employees	Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management Compliance/OSHA
Unique needs of the persons served	See courses listed in Section 2A.19 below	
<b>SECTION 2: GENERAL PROGRAM STANDARDS</b>		
<b>Section 2.A.19 Program/Service Structure</b>		
For personnel providing direct services, the organization includes the following in its competency-based training:		
Areas that reflect the specific needs of persons served-general	Age-Specific Care Alzheimer's Disease Anxiety Disorders: Diagnosis and Treatment Bipolar Disorder Dental and Oral Health for Individuals with MI Depression in Late Life Developmental Milestones and Common Mental Health Issues of Adults and Seniors Eating Disorders: Diagnosis and Treatment Overview of Mental Health Issues in Older Adults Overview of Mood Disorders in Adults Overview of Personality Disorders Panic Disorder: Diagnosis and Treatment Schizophrenia and Medications Understanding Borderline Personality Disorder Understanding Schizophrenia	Human Services Workforce Development Older Adults Behavioral Health Introductory Behavioral Health Introductory Mental Health General Older Adults Older Adults Mental Health General Older Adults Behavioral Health Introductory Behavioral Health Introductory Behavioral Health Introductory Behavioral Health Introductory Mental Health General Behavioral Health Introductory
Clinical skills appropriate to the position -alcohol and drug	Alcohol and the Family Diagnosing Substance Use Issues in Older Adults Gambling Addiction Incorporating Alcohol Pharmacotherapies into Medical Practice	Human Services Workforce Development Older Adults Addiction Medical and Dental

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 2.A.19 (cont.)</b>		
-alcohol and drug	Medication-Assisted Therapy in Opioid Addiction	Addiction
	Methamphetamine: Effects, Trends, and Treatment	Addiction
	Mindfulness and Multidisciplinary Treatment of Addiction	Hazelden Courses
	Relapse Prevention for Therapists: Helping Your Client Develop a Relapse Prevention and Recovery Plan	Addiction
	Spirituality and Recovery: Research Findings and Directions	Hazelden Courses
	Stages of Change and Addiction	Hazelden Courses
	Substance Abuse and Violence Against Women	Addiction
	Treating Substance Abuse in Older Adults	Older Adults
	Using Brief Intervention to Motivate Clients to Get Help	Hazelden Courses
	Using the Twelve Steps to Promote Cognitive and Behavioral Change	Hazelden Courses
	Women and Addiction: A Gender-Responsive Approach	Hazelden Courses
-behavioral health professionals	Beck Depression Inventory-II® In Health & Human Service Settings	Human Services Workforce Development
	Cognitive Processing Therapy for PTSD in Veterans and Military Personnel	Veterans/Active Duty
	Depression in Late Life	Older Adults
	Depression in Service Members and Veterans	Veterans/Active Duty
	Dialectical Behavioral Therapy: An Introduction	Human Services Workforce Development
	Domestic and Intimate Partner Violence	Human Services Workforce Development
	Epidemiology of PTSD in Military Personnel and Veterans	Veterans/Active Duty
	Geriatric Mental Health 101	Older Adults
	Grief and Loss	Human Services Workforce Development
	Identification, Prevention, and Treatment of Suicidal Behavior for Service Members and Veterans	Mental Health General
	Meeting the Behavioral Health Needs of Returning Veterans-delete	Veterans/Active Duty
	Military Cultural Competence	Veterans/Active Duty
	Older Adults with Psychiatric Illness	Older Adults
	Prolonged Exposure Therapy for PTSD for Veterans and Military Service Personnel	Veterans/Active Duty

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 2.A.19 (cont.)</b>		
For personnel providing direct services, the organization includes the following in its competency-based training: (cont.)		
-behavioral health professionals	Structured Group Therapy	Mental Health General
	The Impact of Deployment and Combat Stress on Families and Children, Part I: Understanding Military Families and the Deployment Cycle	Veterans/Active Duty
	The Impact of Deployment and Combat Stress on Families and Children, Part II: Enhancing the Resilience of Military Families	Veterans/Active Duty
	Working with the Homeless Part 1: An Overview	Human Services Workforce Development
-behavioral health paraprofessional training	Alcohol and the Family for Paraprofessionals	Paraprofessionals in Behavioral Health
	Case Management for Paraprofessionals	Paraprofessionals in Behavioral Health
	Co-Occurring Disorders: An Overview for Paraprofessionals	Paraprofessionals in Behavioral Health
	Coordinating Primary Care Needs of Clients for Paraprofessionals	Paraprofessionals in Behavioral Health
	Crisis Management for Paraprofessionals	Paraprofessionals in Behavioral Health
	Mental Health Issues in Older Adults for Paraprofessionals	Paraprofessionals in Behavioral Health
	Mood Disorders in Adults-A Summary for Paraprofessionals	Paraprofessionals in Behavioral Health
	Overview of Bipolar Disorder for Paraprofessionals	Paraprofessionals in Behavioral Health
	Overview of Medications for Paraprofessionals	Paraprofessionals in Behavioral Health
	Overview of Serious Mental Illness for Paraprofessionals	Paraprofessionals in Behavioral Health
	Overview of Substance Abuse for Paraprofessionals in Behavioral Health and Social Service Agencies	Paraprofessionals in Behavioral Health
	Therapeutic Boundaries for Paraprofessionals	Paraprofessionals in Behavioral Health
	Understanding PTSD for Paraprofessionals	Paraprofessionals in Behavioral Health
-psychosocial rehabilitation	Barriers to Recovery	Serious Mental Illness, Recovery and Rehabilitation
	Community Inclusion	Serious Mental Illness, Recovery and Rehabilitation
	Consumers in the Mental Health Workforce	Serious Mental Illness, Recovery and Rehabilitation
	Goals, Values and Guiding Principles of Psychosocial Rehabilitation	Serious Mental Illness, Recovery and Rehabilitation

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 2.A.19 (cont.)</b>		
For personnel providing direct services, the organization includes the following in its competency-based training: (cont.)		
-psychosocial rehabilitation	Intentional Peer Support: First Contact and Language Promoting Recovery in Mental Health Treatment	Serious Mental Illness, Recovery and Rehabilitation Serious Mental Illness, Recovery and Rehabilitation
Person-centered plan development	Documenting the Treatment Planning Process	Human Services Workforce Development
Interviewing skills	Family Assessment and Intervention Motivational Interviewing	Human Services Workforce Development Human Services Workforce Development
Program related research based treatment approaches	ASAM Patient Placement Criteria  Evidence-Based Practices in Supported Employment Part 1: Principles and Practices for Job Finding Evidence-Based Practices in Supported Employment Part 2: Employed Consumers Illness Management and Recovery: Evidence-Based Practices Overview of Assertive Community Treatment: Evidence-Based Practices Overview of Family Psychoeducation: Evidence-Based Practices SBIRT: Intervention and Treatment Services for Individuals with Substance Use Issues Understanding the Effects of Substance Use and Substance Use Disorders-EBP	Addiction  Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management Mental Health General Serious Mental Illness, Recovery and Rehabilitation Human Services Workforce Development Addiction Addiction
<b>Section 2.E.2 Medication Use</b>		
Documented ongoing training is provided to personnel providing direct services to the person served		
	Medication Management for Individuals with Developmental Disabilities Part 1 Medication Management for Individuals with Developmental Disabilities Part 2 Medication Administration for Medical Staff Overview of Medications for Paraprofessionals Overview of Psychopharmacology Recognizing EPS and Tardive Dyskinesia	DSP Core Curriculum DSP Core Curriculum Medical and Dental Paraprofessionals in Behavioral Health Behavioral Health Introductory Serious Mental Illness, Recovery and Rehabilitation

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 2.F.2 Non-Violent Practices</b>		
All direct service or front line personnel receive documented initial and on-going training:		
	Crisis Management	Human Services Workforce Development
	WRAP Values and Ethics: Mental Health Recovery and WRAP	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
<b>Section 2.F.3 Non-Violent Practices</b>		
Personnel involved in the direct administration of seclusion and restraint receive initial and ongoing training related to seclusion and restraint		
	Organization-Customized Course	
<b>SECTION 3: BEHAVIORAL HEALTH CORE PROGRAM STANDARDS</b>		
<b>Section 3.F.14 Court Treatment (CT)</b>		
Interdisciplinary joint cross-training related to clinical and criminal justice	Confidentiality of Health Information in Correctional Facilities	Corrections Healthcare
	Cultural Awareness in Corrections	Corrections Workforce Development
	Ethical Behavior in Corrections: Best Practices	Corrections Workforce Development
	Promoting Recovery for Adults with Behavioral Health Needs under Criminal Justice Supervision	Corrections Healthcare
Training on requirements imposed on personnel from the criminal justice system who participate on the treatment team	Organization-Customized Course	
Training on safeguards that are available to personnel	Organization-Customized Course	

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 3.G.8 Crisis and Information Call Centers (CIC)</b>		
Individuals providing services demonstrate knowledge and skill of:		
Appropriate community resources	Case Management for Paraprofessionals Organization-Customized Course	Paraprofessionals in Behavioral Health
Crisis identification	Crisis Management for Paraprofessionals	Paraprofessionals in Behavioral Health
Rapport building and positive engagement	Therapeutic Boundaries Therapeutic Communications	Human Services Workforce Development Human Services Workforce Development
Mandatory reporting requirements	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
Other laws and regulations, as applicable.	Organization-Customized Course	
<b>Section 3.N. Health Home (HH)</b>		
Overview of the patient centered medical/health home	Patient Centered Medical Home Part 1: Transformation and Recognition Patient Centered Medical Home Part 2: Enhance Access and Continuity Patient Centered Medical Home Part 3: Identify, Plan and Manage Care Patient Centered Medical Home Part 4: Support, Track and Measure Patient Centered Medical Home Part 5: Practical Lessons From the Field	Community Oriented Primary Care Community Oriented Primary Care Community Oriented Primary Care Community Oriented Primary Care Community Oriented Primary Care
When primary care or other healthcare services are provided directly by the health home, support for these services includes:		
Cross training for the most common medical and behavioral illnesses prevalent in the population served.  -medical needs	Cardiovascular Pathophysiology, Complications, and Interventions Care Coordination: Principles and Best Practices Chest Pain Symptoms, Tests, and Treatments Coordinating Primary Care Needs of People with SMI Diabetes: Nutritional Management Hypertension	Medical and Dental Medical and Dental Medical and Dental Serious Mental Illness, Recovery and Rehabilitation Medical and Dental Medical and Dental

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 3.N. (cont.)</b>		
When primary care or other healthcare services are provided directly by the health home, support for these services includes: (cont.)		
Cross training for the most common medical and behavioral illnesses (cont.). -medical needs (cont.)	Incorporating Alcohol Pharmacotherapies Into Medical Practice Management of Chronic Pain: An Integrative Care Approach Neurological Pathophysiology, Complications, and Interventions Nutrition Counseling in Chronic Illness Pain Management for the Adult Client Pressure Ulcer/Wound Care Respiratory Pathophysiology, Complications and Interventions Tobacco Cessation Type 2 Diabetes Mellitus (T2DM) Update for Primary Care	Medical and Dental Medical and Dental
-behavioral health needs	Anxiety Disorders: Diagnosis and Treatment Bipolar Disorder Co-Occurring Disorders Overview of Mood Disorders in Adults Understanding Schizophrenia	Behavioral Health Introductory Behavioral Health Introductory Behavioral Health Introductory Behavioral Health Introductory Behavioral Health Introductory
<b>Section 3.S.5 Out-of-Home Treatment (OH)</b>		
Providers receive training to meet the identified needs of the population served that covers:		
Attachment theory, including grief and loss	Attachment Disorders and Treatment Approaches 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	Best Practices: Behavior Support and Intervention Calming children in Crisis Principles of Positive Behavior Support for Children's Services for Paraprofessionals Strategies for Supervisors: Reducing Restraint and Seclusion	Children, Youth and Families Children, Youth and Families Paraprofessionals Working with Children Children, Youth and Families
Learning deficits	Inclusion: Children with Disabilities	Early Childhood Education
Cultural competency	Cultural Diversity Cultural Issues in Mental Health Treatment	Compliance/OSHA Mental Health General
The effects of placement on children	Organization-Customized Course	

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 3.S.5 (cont.)</b>		
Providers receive training to meet the identified needs of the population served that covers: (cont.)		
Applicable legal issues	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families
Other special needs	Organization-Customized Course	
<b>SECTION 4: BEHAVIORAL HEALTH SPECIFIC POPULATION DESIGNATION STANDARDS</b>		
<b>Section 4.D.5 Criminal Justice (CJ)</b>		
Training is provided to personnel prior to the delivery of services. It includes regular interdisciplinary cross-training related to clinical and criminal justice issues and includes such topics as:		
Requirements imposed on personnel from the criminal justice system who participate on the treatment team	Organization-Customized Course	
Safeguards that are available to workers	Organization-Customized Course	
Safety and security practices specific to the setting	Maintaining Security Part 1	Security/Operations
	Maintaining Security Part 2	Security/Operations
Clinical boundaries	Therapeutic Boundaries	Human Services Workforce Development
Correctional boundaries	Ethical Behavior in Corrections: Best Practices	Corrections Workforce Development
	PREA: Sexual Abuse: Dynamics, Detection, and Reporting	Security/Operations
	Preventing and Responding to Corrections-Based Sexual Abuse	Community Corrections Supervision
Specialized clinical needs, including dual diagnosis	Domestic Violence: Fundamentals for Community Corrections Practice	Community Corrections Supervision
	Gang Intervention Strategies in a Community Corrections Setting	Community Corrections Supervision
	Integrated Treatment for Co-Occurring Disorders Part 1--EBP	Mental Health General
Therapeutic community practices and methodologies, when that core program is provided	Organization-Customized Course	
<b>Section 4.E.4 Juvenile Justice (JJ)</b>		
Training is provided to personnel prior to the delivery of services.		
Includes regular interdisciplinary cross-training related to clinical and juvenile justice issues.	Crisis Management and Positive Discipline with Juvenile Offenders	Juvenile Services
	Identifying and Treating Juvenile Offenders with Mental Disorders	Juvenile Services
	Role of the Behavioral Health Services Providers in Juvenile Facilities	Juvenile Services

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 4.E.4 (cont.)</b>		
Training is provided to personnel prior to the delivery of services. (cont.)		
Includes regular interdisciplinary cross-training (cont.)	Roles of Youth Workers	Juvenile Services
	Strategies for Preventing Juvenile Involvement in Gangs	Juvenile Services
	Suicide Prevention in Juvenile Correctional Facilities	Juvenile Services
	Understanding Juvenile Offenders with Mental Disorders	Juvenile Services
The requirements imposed on personnel from the juvenile justice system who participate on the treatment team	Role of the Behavioral Health Services Providers in Juvenile Facilities	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	Safety and Security in Juvenile Correctional Facilities: Emergencies and Transportation	Juvenile Services
	Supervising Juveniles in Correctional Facilities	Juvenile Services
Grief and end-of-life support concerns	Grief and Loss	Human Services Workforce Development
<b>Section 4.G.6 Eating Disorders (ED)</b>		
The provision of service includes services provided by staff with a minimum of six continuing education hours per year devoted to eating disorders.		
	Eating Disorders: Diagnosis and Treatment	Mental Health General
	Eating Disorders: Overview	Mental Health General
	Evidence-Based Treatment Planning for Eating Disorders and Obesity	Mental Health General
<b>SECTION 5: COMMUNITY AND EMPLOYMENT SERVICES STANDARDS</b>		
<b>Section 5.A.13 Program/Service Structure</b>		
Personnel are trained in the use of positive interventions, initially and annually		
	Crisis Management	Human Services Workforce Development
	Crisis Intervention for Individuals with Developmental Disabilities	DSP Core Curriculum
	WRAP One on One	Serious Mental Illness, Recovery and Rehabilitation
	WRAP Values and Ethics: Mental Health Recovery and WRAP	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

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 5.A.13 (cont.)</b>		
Personnel are trained in the use of positive interventions, initially and annually (cont.)		
	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
<b>Section 5.A.14 Program/Service Structure</b>		
If restrictions are placed on the rights of a person served, staff members are trained in their use.		
	Organization-Customized Course	
<b>Section 5.F.10 Children and Adolescents Specific Population Designation</b>		
Personnel receive training that covers, as appropriate to the services:		
Child growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior support skills	Best Practices: Behavior Support and Intervention	Children, Youth and Families
	Externalizing Disorders: Disruptive Youth	Children, Youth and Families
	Supportive Strategies for Promoting Positive Behavior in Youth: Module 1	Children, Youth and Families
	Supportive Strategies for Promoting Positive Behavior in Youth: Module 2	Children, Youth and Families
	Supportive Strategies for Promoting Positive Behavior in Youth: Module 3	Children, Youth and Families
	Trauma Informed Treatment for Children with Challenging Behaviors	Children, Youth and Families
Learning styles	Communication Skills and Conflict Management for Children's Services Paraprofessionals	Paraprofessionals Working with Children
Social and emotional needs	Engaging Fathers in Children's Lives Part 1: An Overview	Children, Youth and Families
	Making Parenting Matter Part 1	Children, Youth and Families
	Social and Emotional Development in Children	Early Childhood Education
The effects of separation and placement on children	Attachment Disorders: Theoretical and Treatment Issues	Children, Youth and Families
	Grief and Loss	Human Services Workforce Development
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

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 5.F.10 (cont.)</b>		
Personnel receive training that covers, as appropriate to the services: (cont.)		
Methods of communication	Communication Skills and Conflict Management for Children's Services Paraprofessionals	Paraprofessionals Working with Children
Crisis situations	Calming Children in Crisis Strategies for Supervisors: Reducing Restraint and Seclusion	Children, Youth and Families Children, Youth and Families
Family support practices	Advanced Family Psychoeducation: Evidence-Based Practices Safety Crisis Planning For At-Risk Adolescents and Their Families	Children, Youth and Families Children, Youth and Families
Family systems theory	Brief Strategic Family Therapy Part 1: Theory and Principles	Children, Youth and Families
Other specific needs	Organization-Customized Course	
<b>Section 5.G.10 Child and Youth Services (CYS)</b>		
Personnel receive training that covers, as appropriate to the services:		
Child growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior support skills	Best Practices: Behavior Support and Intervention Externalizing Disorders: Disruptive Youth Supportive Strategies for Promoting Positive Behavior in Youth: Module 1 Supportive Strategies for Promoting Positive Behavior in Youth: Module 2 Supportive Strategies for Promoting Positive Behavior in Youth: Module 3 Trauma Informed Treatment for Children with Challenging Behaviors	Children, Youth and Families Children, Youth and Families
Learning styles	Communication Skills and Conflict Management for Children's Services Paraprofessionals	Paraprofessionals Working with Children
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
The effects of separation and placement on children	Attachment Disorders: Theoretical and Treatment Issues Grief and Loss	Children, Youth and Families Human Services Workforce Development
Health and nutrition	Nutrition and Exercise for Children's Services Paraprofessionals	Paraprofessionals Working with Children

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 5.G.10 (cont.)</b>		
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	Paraprofessionals Working with Children
Crisis situations	Calming Children in Crisis	Children, Youth and Families
	Strategies for Supervisors: Reducing Restraint and Seclusion	Children, Youth and Families
Family support practices	Advanced Family Psychoeducation: Evidence-Based Practices	Children, Youth and Families
	Safety Crisis Planning For At-Risk Adolescents and Their Families	Children, Youth and Families
Family systems theory	Brief Strategic Family Therapy Part 1: Theory and Principles	Children, Youth and Families
Other specific needs	Courses should be selected based on characteristics and needs of persons served	
<b>Section 5.J.2 Personal Supports Services (PSS)</b>		
Personnel receive training that includes:		
Promoting consumer-directed supports	Cultural Competence for the DSP	DSP Core Curriculum
Advocating for the needs of persons served	Supporting Everyday Lives for People with Disabilities	DSP Core Curriculum
Guidelines for participating in the service planning for persons served	Person-Centered Planning	Human Services Workforce Development
	Person Centered Planning for Individuals with Developmental Disabilities	DSP Core Curriculum
	Principles and Practices of Effective Direct Supports	DSP Core Curriculum
Where appropriate supportive therapeutic techniques	Overview of the Principles of Positive Behavior Support for Direct Support Professionals	DSP Core Curriculum
	Supporting Family Caregivers of Older Adults with Behavioral Health Needs	Older Adults
	Supporting Quality of Life for a Person with Developmental Disabilities Part I: Birth to Adolescence	DSP Core Curriculum
	Therapeutic Communications	Human Services Workforce Development
As appropriate to the service provided, safety training that includes:		
First aid/CPR	First Aid Refresher	Compliance/OSHA
	CPR Refresher	Compliance/OSHA
Biohazards	Blood-borne Pathogens	Compliance/OSHA
	Hazardous Chemicals	Compliance/OSHA
Physical hazards	Emergency Preparedness	Compliance/OSHA

CARF Training Standard	Relias Learning Course Equivalent	Category
<b>Section 5.J.2 (cont.)</b>		
Physical hazards (cont.)	Environmental Safety for Individuals with Developmental Disabilities Risk Management in Daily Living for Individuals with Developmental Disabilities	DSP Core Curriculum DSP Core Curriculum
Body mechanics	Environmental Safety in the Workplace	Compliance/OSHA
If transportation is provided:: -Proper seat restraints or car seat installation when children are served -Wheelchair tie-downs, when applicable -Safe driving techniques	Organization-Customized Course, if applicable Organization-Customized Course, if applicable Defensive Driving Training Rules of the Road: Driving Safety	Compliance/OSHA Compliance/OSHA
When applicable, training in the use of adaptive devices and equipment is provided to personnel, the person served, the family, and caregivers:		
	Alternative Communication Strategies Organization-Customized Course based on adaptive devices/equipment used	DSP Core Curriculum
The support staff follows industry and workplace practices	Organization-Customized Course	
The support staff is able to communicate effectively with staff at all levels within the employment site.	Effective Communication in the Workplace	Workforce Skills and Development

## Child and Youth Services Standards

July 2013-June 2014

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>SECTION 1: ASPIRE TO EXCELLENCE</b>		
<b>Assess the Environment</b>		
<b>Section 1.A.6 Leadership</b>		
Education on ethical codes of conduct for personnel and other stakeholders	Corporate Compliance and Ethics	Compliance/OSHA
<b>Section 1.B.2 Governance</b>		
Board education	Essentials of an Effective Board	Executive and Board Leadership
<b>Implement the Plan</b>		
<b>Section 1.F.6 Financial Planning and Management</b>		
Provides initial and ongoing training on fiscal policies and procedures	Financial Management for Non-Financial Staff	Workforce Skills, Supervision and Management
<b>Section 1.H.4 Health and Safety</b>		
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
<b>Section 1.H.4 (cont.)</b>		
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
<b>Section 1.H.10 Health and Safety</b>		
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
<b>Section 1.H.11 Health and Safety</b>		
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
<b>Section 1.I.5 Human Resources</b>		
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
<b>Section 1.1.5 (cont.)</b>		
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
<b>SECTION 2: CHILD AND YOUTH SERVICES GENERAL PROGRAM STANDARDS</b>		
<b>Section 2.A.18 Program/Service Structure:</b>		
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
<b>Section 2.A.18 (cont.)</b>		
-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>
<b>Section 2.A.26 Program/Service Structure:</b>		
When applicable, training in the use of adaptive devices, toys, and equipment is provided to personnel.	Organization-Customized Course based on program needs	
<b>Section 2.E.2 Medication Use:</b>		
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>
<b>Section 2.F.2 Nonviolent Practices</b>		
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
<b>Section 2.F.2 (cont.)</b>		
-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
<b>Section 2.F.3 Nonviolent Practices</b>		
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	
<b>Section 2.H.2 Quality Records Review</b>		
Personnel are trained to perform a quarterly review of records of the persons served		
	Organization-Customized Course	
<b>SECTION 3: CHILD AND YOUTH SERVICES CORE PROGRAM STANDARDS</b>		
<b>Section 3.A.10 Adoption</b>		
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
<b>Section 3.A.10 (cont.)</b>		
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	
<b>Section C.3.2 Behavioral Consultation</b>		
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
<b>Section 3.E.3 Child/Youth Day Care</b>		
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
<b>Section 3.E.3 (cont.)</b>		
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	
<b>Section 3.F.2 Child/Youth Protection</b>		
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
<b>Section 3.F.2 (cont.)</b>		
The importance of collaboration among all those working with the children/youths and the family	Case Management Basics	Human Services Workforce Development
<b>Section 3.H.3 Congregate Care</b>		
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	
<b>Section 3.I.4 Counseling</b>		
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
<b>Section 3.I.4 (cont.)</b>		
	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
<b>Section 3.J.2 Crisis and Information Call Centers</b>		
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	
<b>Section 3.J.8 Crisis and Information Call Centers</b>		
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
<b>Section 3.K.4 Crisis Intervention</b>		
Personnel providing mobile services are trained or certified in:		
-First Aid	First Aid Refresher	Compliance/OSHA
-CPR	CPR Refresher	Compliance/OSHA
<b>Section 3.O.3 Early Childhood Development</b>		
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
<b>Section 3.O.3 (cont.)</b>		
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	
<b>Section 3.Q.3 Group Home Care</b>		
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
<b>Section 3.Q.3 (cont.)</b>		
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	
<b>Section 3.S.4 Home and Community Services (HCS)</b>		
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
<b>Section 3.S.4 (cont.)</b>		
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
<b>Section 3.W.5 Residential Treatment</b>		
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
<b>Section 3.Y.2 Specialized or Treatment Foster Care</b>		
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	
<b>Section 3.Z.4; 3.Z.9; 3.Z. 17 Support and Facilitation</b>		
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
<b>Section 3.Z.4; 3.Z.9; 3.Z. 17 (cont.)</b>		
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	
<b>SECTION 4: YOUTH SERVICES SPECIFIC PROGRAM STANDARDS</b>		
<b>Section 4.D.5 Supported Independent Living</b>		
Support personnel are trained	Courses should be selected based on the characteristics and needs of persons served	
<b>SECTION 5: CHILD AND YOUTH SERVICES SPECIFIC POPULATION DESIGNATIONS</b>		
<b>Section 5.A.5 Juvenile Justice</b>		
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
<b>Section 5.A.5 (cont.)</b>		
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	
<b>Section 5.B.6 Medically Complex</b>		
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

## Employment and Community Services Standards

July 2013-June 2014

CARF Training Standard	Essential Learning Course Equivalent	Category
<i>SECTION 1: ASPIRE TO EXCELLENCE</i>		
<b>Assess the Environment</b>		
<b>Section 1.A.6 Leadership</b>		
Education on ethical codes of conduct for personnel and other stakeholders	Corporate Compliance and Ethics	Compliance/OSHA
<b>Section 1.B.2 Governance</b>		
Board education	Essentials of an Effective Board	Executive and Board Leadership
<b>Implement the Plan</b>		
<b>Section 1.F.6 Financial Planning and Management</b>		
Provides initial and ongoing training on fiscal policies and procedures	Financial Management for Non-Financial Staff	Workforce Skills, Supervision and Management
<b>Section 1.H.4 Health and Safety</b>		
Personnel receive documented competency-based training upon hire and annually in the following areas:		
Health and safety practices	Environmental Safety in the Workplace Environmental Safety for Individuals with Developmental Disabilities Handling Food Safely Health and Safety Management Workplace Violence	Compliance/OSHA DSP Core Curriculum Compliance/OSHA DSP Core Curriculum Compliance/OSHA
Identification of unsafe environmental factors	Bioterrorism Hazardous Chemicals Client/Patient Safety: Reducing Medical Errors	Compliance/OSHA Compliance/OSHA Human Services Workforce Development
Emergency/evacuation procedures	Emergency Preparedness Fire Safety	Compliance/OSHA Compliance/OSHA
Identification and reporting of critical incidents	Risk Management in Daily Living for Individuals with Developmental Disabilities The Risk Management Process: From Identification to Monitoring Results Writing Effective Incident Reports	DSP Core Curriculum Workforce Skills, Supervision and Management DSP Core Curriculum

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 1.H.4 (cont.)</b>		
Medication management, if appropriate	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
<b>Section 1.H.10 Health and Safety</b>		
The organization implements procedures for 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
<b>Section 1.H.11 Health and Safety</b>		
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
<b>Section 1.I.5 Human Resources</b>		
The organization provides 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
<b>Section 1.1.5 (cont.)</b>		
Diversity (cont.)	Cultural Issues in Mental Health Treatment for Paraprofessionals Valuing Diversity in the Workplace	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	Coordinating Primary Care Needs of People with SMI Dental and Oral Health for Individuals with MI Nutrition and Exercise for Clients with MI  Dental and Oral Health for Individuals with Developmental Disabilities Responding to the Health Care Needs of Individuals with Intellectual and Developmental Disabilities	Serious Mental Illness, Recovery and Rehabilitation Mental Health General Paraprofessionals in Behavioral Health  DSP Core Curriculum DSP Core Curriculum
Person centered practice: --behavioral health  -developmental disabilities	Person-Centered Planning  Application of the Personal Outcome Measures for Behavioral Health Application of the Personal Outcome Measures for Children, Youth, and Families with Young Children Learning about People - Interviewing Techniques  Looking at the Data - Decision-Making around Personal Outcome Measures Assisting People with Intellectual and Developmental Disabilities in Choice Making People with Disabilities: Building Relationships and Community Membership Person Centered Planning for Individuals with Developmental Disabilities Supporting Everyday Lives for People with Disabilities	Human Services Workforce Development  Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 1.1.5 (cont.)</b>		
-developmental disabilities (cont.)	Supporting Quality of Life for a Person with Developmental Disabilities Part I: Birth through Adolescence  Supporting Quality of Life for a Person with Developmental Disabilities Part II: Adult and Senior Years  The Power of Personal Outcome Measures  Using Personal Outcome Measures in Planning for People	DSP Core Curriculum  DSP Core Curriculum  Workforce Skills, Supervision and Management  Workforce Skills, Supervision and Management
Personal privacy	HIPAA for Healthcare Professionals: How To Avoid Disciplinary and Malpractice Actions	Compliance/OSHA
Reporting of suspected abuse and neglect	Abuse  Elder Abuse  Identifying and Preventing Child Abuse and Neglect  Identifying and Preventing Dependent Adult Abuse and Neglect	Human Services Workforce Development  Older Adults  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  Sexual Harassment/Discrimination –Prevention for Employees	Workforce Skills, Supervision and Management  Workforce Skills, Supervision and Management  Workforce Skills, Supervision and Management  Compliance/OSHA
Unique needs of the persons served	Courses should be selected based on the characteristics and needs of persons served	
<b>SECTION 2: QUALITY INDIVIDUALIZED SERVICES AND SUPPORTS</b>		
<b>Section 2.A.13 Program/Service Structure</b>		
Personnel are trained in the use of positive interventions.		
	Crisis Management  Crisis Management for Paraprofessionals  Crisis Intervention for Individuals with Developmental Disabilities  Overview of the Principles of Positive Behavior Support for Direct Support Professionals  WRAP One on One	Human Services Workforce Development  Paraprofessionals in Behavioral Health  DSP Core Curriculum  DSP Core Curriculum  Serious Mental Illness, Recovery and Rehabilitation

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 2.A.13 (cont.)</b>		
Personnel are trained in the use of positive interventions (cont.)	WRAP Values and Ethics: Mental Health Recovery and WRAP WRAP: Advance Directive/Crisis Mgt Plan WRAP: Creating a Wellness Toolbox WRAP: Developing a Daily Maintenance Plan WRAP: Early Warning Signs WRAP: Triggers and Triggers Action Plan WRAP: When Things are Breaking Down Action Plan	Serious Mental Illness, Recovery and Rehabilitation Serious Mental Illness, Recovery and Rehabilitation
<b>Section 2.A.14 Program/Service Structure</b>		
If restrictions are placed on the rights of a person served, staff members are trained in their use.		
	Organization-Customized Course	
<b>Section 2.G.10 Children and Adolescents Specific Population Designation</b>		
Personnel receive training, as appropriate to the service:		
Child growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior support skills	Best Practices: Behavior Support and Intervention Overview of the Principles of Positive Behavior Support for Direct Support Professionals	Children, Youth and Families DSP Core Curriculum
Learning styles	Basic Communication and Conflict Management Skills	DSP Core Curriculum
Social and emotional needs	Recovery Promoting Relationships Supporting Everyday Lives for People with Disabilities	Human Services Workforce Development DSP Core Curriculum
The effects of separation and placement on children	Grief and Loss	Human Services Workforce Development
Health and nutrition	Dental and Oral Health for Individuals with Developmental Disabilities Nutrition and Exercise for Children's Services Paraprofessionals Nutrition and Exercise for Clients with MI	DSP Core Curriculum Paraprofessionals Working with Children Paraprofessionals in Behavioral Health
Applicable legal issues	Identifying and Preventing Child Abuse and Neglect	Children, Youth and Families

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 2.G.10 (cont.)</b>		
Methods of communication	Alternative Communication Strategies	DSP Core Curriculum
	Therapeutic Communications	Human Services Workforce Development
Crisis situations	Crisis Management	Human Services Workforce Development
	Crisis Intervention for Individuals with Developmental Disabilities	DSP Core Curriculum
Family support practices	Family Assessment and Intervention	Human Services Workforce Development
	Overview of Family Psychoeducation: Evidence-Based Practices	Human Services Workforce Development
	Engaging Fathers in Children's Lives Part 1: An Overview	Children, Youth and Families
	Engaging Fathers in Children's Lives Part 2: Communication and Principles of Practice	Children, Youth and Families
	Engaging Fathers in Children's Lives Part 3: Advanced Techniques	Children, Youth and Families
	Making Parenting Matter Part 1	Children, Youth and Families
Making Parenting Matter Part 2	Children, Youth and Families	
Family systems theory	Brief Strategic Family Therapy Part 1: Theory and Principles	Children, Youth and Families
Other Specific needs	Courses should be selected based on the characteristics and needs of persons served	
<b>Section 2.H.5 Older Adults Specific Population Designation</b>		
Staff members are trained in aging processes		
	Age-Specific Care	Human Services Workforce Development
	Alzheimer's Disease	Older Adults
	Depression in Late Life	Older Adults
	Developmental Milestones and Common Mental Health Issues of Adults and Seniors	Older Adults
<b>SECTION 3: EMPLOYMENT AND COMMUNITY SERVICES</b>		
<b>Section 3.A Employment Planning Services (EPS)</b> <b>Section 3.B Evaluation Services (Comprehensive Vocational Services (CVE) &amp; Targeted Employment Screening (TES))</b> <b>Section 3.C Community Employment Services (Job Development (CES:JD), Employment Supports (CES:ES), Personnel Services to Employers (CES:PSE))</b> <b>Section 3.D Self-Employment Services (SES)</b> <b>Section 3.E Employee Development Services (EDS)</b> <b>Section 3.F Employment Skills Training Services (EST)</b> <b>Section 3.G Organizational Employment Services (OES)</b> <b>Section 3.H Affirmative Business Enterprise (ABE)</b>		

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3: Employment And Community Services (cont.)</b>		
These courses are relevant to agencies providing various types employment services		
	Creating Community Careers Part 1: Introduction to Customized Employment	Employment Support
	Creating Community Careers Part 2: Discovering Personal Genius	Employment Support
	Creating Community Careers Part 3: Customized Job Development	Employment Support
	Creating Community Careers Part 4: Interest-Based Negotiation for Customized Employment	Employment Support
	Creating Community Careers Part 5: Systematic Instruction	Employment Support
	Customized Self-Employment Part 1: An Introduction	Employment Support
	Customized Self-Employment Part 2: Discovering Personal Genius for Self-Employment	Employment Support
	Customized Self-Employment Part 3: Business Feasibility, Marketing, and Sales	Employment Support
	Customized Self-Employment Part 4: Business Plan Development	Employment Support
	Customized Self-Employment Part 5: Business Financial Planning and Benefits Planning	Employment Support
	Employment Support for Individuals with Developmental Disabilities	DSP Core Curriculum
	Evidence-Based Practices in Supported Employment Part 1: Principles and Practices for Job Finding	Workforce Skills, Supervision and Management
	Evidence-Based Practices in Supported Employment Part 2: Supporting Employed Consumers	Workforce Skills, Supervision and Management
<b>Section 3.I.10 Child and Youth Services (CYS)</b>		
Personnel receive training that covers, as appropriate to the services:		
Child growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior support skills	Best Practices: Behavior Support and Intervention Overview of the Principles of Positive Behavior Support for Direct Support Professionals	Children, Youth and Families DSP Core Curriculum
Learning styles	Communication Skills and Conflict Management for Children's Services Paraprofessionals Basic Communication and Conflict Management Skills Therapeutic Communications	Paraprofessionals Working with Children DSP Core Curriculum Human Services Workforce Development
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

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.I.10 (cont.)</b>		
The effects of separation and placement on children	Attachment Disorders and Treatment Approaches  Grief and Loss	Children, Youth and Families  Human Services Workforce Development
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	Alternative Communication Strategies  Communication Skills and Conflict Management for Children's Services Paraprofessionals  Basic Communication and Conflict Management Skills	DSP Core Curriculum  Paraprofessionals Working with Children  DSP Core Curriculum
Crisis situations	Calming Children in Crisis  Crisis Intervention for Individuals with Developmental Disabilities	Children, Youth and Families  DSP Core Curriculum
Family support practices	Family Assessment and Intervention  Safety Crisis Planning For At-Risk Adolescents and Their Families	Human Services Workforce Development  Children, Youth and Families
Family systems theory	Brief Strategic Family Therapy Part 1: Theory and Principles  Brief Strategic Family Therapy Part 2: Clinical Techniques	Children, Youth and Families  Mental Health General
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
<b>Section 3.J.7 Family-Based/Shared Living Supports</b>		
Foster family providers receive training to meet the identified needs of the persons served that covers:		
Human growth and development and how to best support it	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior supports	Best Practices: Behavior Support and Intervention  Calming Children in Crisis  Overview of the Principles of Positive Behavior Support for Direct Support Professionals  Supportive Strategies for Promoting Positive Behavior in Youth: Module 1	Children, Youth and Families  Children, Youth and Families  DSP Core Curriculum  Children, Youth and Families
Learning styles	Basic Communication and Conflict Management Skills	DSP Core Curriculum
Cultural diversity	Cultural Competence for the DSP  Cultural Issues in Mental Health Treatment for Paraprofessionals	DSP Core Curriculum  Paraprofessionals in Behavioral Health
Applicable legal issues	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.J.7 (cont.)</b>		
Methods of communication	Alternative Communication Strategies Basic Communication and Conflict Management Skills Therapeutic Communications	DSP Core Curriculum DSP Core Curriculum Human Services Workforce Development
Physical limitations and accommodations needed, if applicable	Organization-Customized Course	
Parenting skills, when needed	Making Parenting Matter Part 1 Making Parenting Matter Part 2	Children, Youth and Families Children, Youth and Families
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
<b>Section 3.R.2 Support Services for Autism Spectrum Disorder</b>		
Training is provided for staff on:		
Understanding ASD as a pervasive developmental disorder	Autism Overview Psychological Assessment of ASD	Developmental Disability General Developmental Disability General
Evidence-based/generally accepted interventions for ASD	CBT for Adult Asperger Syndrome Changing ASD By Creating Positive Behaviors Ways to Support Individuals with Autism	Developmental Disability General Developmental Disability General Developmental Disability General
Needs of families with children with ASD	Mental Wellness: A Critical Element in the New DD Service	Developmental Disability General
Methods to integrate medical services, behavioral treatment, and community services/supports provided to persons with ASD	Effective Behavior Support for Individuals with HFA and Asperger's Treatment of Behavioral Health Problems for Individuals with ASD	Developmental Disability General Developmental Disability General
Communication techniques	Alternative Communication Strategies Social Skills Training with Children and Adolescents with Autism Spectrum Disorders	DSP Core Curriculum Developmental Disability General
<b>Section 3.S.2 Behavioral Consultation Services (BCS)</b>		
The direct services staff involved in the person's life are trained on specific behavioral change strategies/techniques		
	Wrap One on One Best Practices: Behavior Support and Intervention Calming Children in Crisis	Serious Mental Illness, Recovery and Rehabilitation Children, Youth and Families Children, Youth and Families

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.S.2 (cont.)</b>		
Staff are trained on specific behavioral change strategies/techniques (cont.)	Communication Skills and Conflict Management for Children's Services Paraprofessionals Crisis Management Basic Communication and Conflict Management Skills Externalizing Disorders: Disruptive Youth Principles of Positive Behavior Support for Children's Services Paraprofessionals Strategies for Supervisors: Reducing Restraint and Seclusion Supportive Strategies for Promoting Positive Behavior in Youth: Module 1 Supportive Strategies for Promoting Positive Behavior in Youth: Module 2 Supportive Strategies for Promoting Positive Behavior in Youth: Module 3 WRAP: Advance Directive/Crisis Mgt Plan WRAP: Creating a Wellness Toolbox WRAP: Developing a Daily Maintenance Plan WRAP One on One WRAP: Triggers and Triggers Action Plan WRAP: When Things Are Breaking Down Action Plan	Paraprofessionals Working with Children Human Services Workforce Development DSP Core Curriculum Children, Youth and Families Paraprofessionals Working with Children Children, Youth and Families Children, Youth and Families Children, Youth and Families Children, Youth and Families Serious Mental Illness, Recovery and Rehabilitation Serious Mental Illness, Recovery and Rehabilitation
<b>Section 3.S.21 Behavioral Consultation Services (BCS)</b>		
Training in the use of adaptive devices and equipment is provided to personnel when applicable		
	Organization-Customized Course	
<b>Section 3.T.3 Comprehensive Benefits Planning (CBP)</b>		
All new benefits planning specialists are trained on competency in:		
Technology options, disability specific concerns, legislation related to benefits, services, state provincial and federal programs, informed choices about work, work incentive programs, health benefits from government and employers, resources available for tax-related questions or issues		
Legislations related to benefits	Social Security Disability Benefits and Work: Address Fears and be Part of the Solution Supplemental Security Income and Work: Address Fears and be Part of the Solution	
Service provision ethics	Corporate Compliance and Ethics	Compliance/OSHA

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.V.2 Personal Supports Services (PSS)</b>		
Personnel receive training that includes:		
Promoting consumer-directed supports and advocating for the needs of persons served	Assisting People with Intellectual and Developmental Disabilities in Choice Making  Principles and Practices of Effective Direct Supports  WRAP One on One	DSP Core Curriculum  DSP Core Curriculum  Serious Mental Illness, Recovery and Rehabilitation
Guidelines for participating in the service planning for persons served, when applicable	Person-Centered Planning  Person Centered Planning for Individuals with Developmental Disabilities	Human Services Workforce Development  DSP Core Curriculum
Where appropriate, supportive therapeutic techniques	Basic Communication and Conflict Management Skills  Therapeutic Communications	DSP Core Curriculum  Human Services Workforce Development
Safety training in: - First Aid/CPR  -Biohazards	First Aid Refresher CPR Refresher  Blood-borne Pathogens Hazardous Chemicals	Compliance/OSHA Compliance/OSHA  Compliance/OSHA Compliance/OSHA
- Physical hazards  -Body mechanics, if applicable	Environmental Safety for Children's Services Paraprofessionals  Environmental Safety for Individuals with Developmental Disabilities  Fire Safety  Environmental Safety in the Workplace	Paraprofessionals Working with Children  DSP Core Curriculum  Compliance/OSHA  Compliance/OSHA
If transportation provided, where applicable: - proper seat restraints/ car seat installation - Wheelchair tie-downs -Safe driving techniques	Organization-Customized Course Organization-Customized Course Defensive Driving Training Rules of the Road: Driving Safely	Compliance/OSHA Compliance/OSHA
<b>Section 3.V.4 Personal Supports Services (PSS)</b>		
Training in the use of adaptive devices and equipment is provided to personnel when applicable		
	Organization-Customized Course	
<b>Section 3.Z.4 Home and Community Services (HCS)</b>		
Personnel demonstrate competencies in the delivery of home and community services, including:		

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.Z.4 (cont.)</b>		
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  Person Centered Planning for Individuals with Developmental Disabilities  Using Personal Outcome Measures in Planning for People	Human Services Workforce Development  DSP Core Curriculum  Workforce Skills, Supervision and Management
Facilitating behavioral supports	Best Practices: Behavior Support and Interventions  Overview of the Principles of Positive Behavior Support for the Direct Support Professional  WRAP One on One	Children, Youth and Families  DSP Core Curriculum  Serious Mental Illness, Recovery and Rehabilitation
Facilitating cognitive interventions	Alzheimer's Disease  Systematic Instruction Strategies	Older Adults  DSP Core Curriculum
Handling developmental/life transitions	Age-Specific Care  Developmental Stages: Infancy through Adolescence  Supporting Quality of Life for a Person with Developmental Disabilities Part I: Birth through Adolescence  Supporting Quality of Life for a Person with Developmental Disabilities Part II: Adult and Senior Years	Human Services Workforce Development  Children, Youth and Families  DSP Core Curriculum  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  Identifying and Preventing Dependent Adult Abuse and Neglect	Children, Youth and Families  Human Services Workforce Development
Setting and maintaining professional boundaries	Therapeutic Boundaries for Paraprofessionals	Paraprofessionals in Behavioral Health
<b>SECTION 4: PSYCHOSOCIAL REHABILITATION PROGRAMS</b>		
<b>Section 4.A.19 Program/Service Structure</b>		
Competency-based training and assessment of personnel providing direct services includes:		

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 4.A.19 (Cont.)</b>		
Areas that reflect the specific needs of the person served	Courses should be selected based on the characteristics and needs of persons served	
Clinical skills that are appropriate to the position	A Culture-Centered Approach to Recovery  Barriers to Recovery  Goals, Values and Guiding Principles of psychosocial Rehabilitation  Promoting Recovery in Mental Health Treatment  Understanding Recovery	Serious Mental Illness, Recovery and Rehabilitation  Serious Mental Illness, Recovery and Rehabilitation
Person-centered plan development	Documenting the Treatment Planning Process  Person-Centered Planning	Human Services Workforce Development  Human Services Workforce Development
Interviewing skills	Family Assessment and Intervention  Motivational Interviewing	Human Services Workforce Development  Human Services Workforce Development
Program-related research-based treatment approaches	Evidence-Based Practices in Supported Employment Part 1: Principles and Practices for Job Finding  Evidence-Based Practices in Supported Employment Part 2: Supporting Employed Consumers  Illness Management and Recovery: Evidence-Based Practices  Integrated Treatment for Co-Occurring Disorders Part 1--EBP  Integrated Treatment for Co-Occurring Disorders Part 1--EBP  Overview of Assertive Community Treatment: Evidence-Based Practices  Overview of Family Psychoeducation: Evidence-Based Practices  WRAP One on One	Workforce Skills, Supervision and Management  Workforce Skills, Supervision and Management  Mental Health General  Mental Health General  Mental Health General  Serious Mental Illness, Recovery and Rehabilitation  Human Services Workforce Development  Serious Mental Illness, Recovery and Rehabilitation
<b>Section 4.B.2 Medication Use</b>		
Personnel providing direct service to receive ongoing training regarding medications		
	Overview of Medications for Paraprofessionals  Overview of Psychopharmacology  Recognizing EPS and Tardive Dyskinesia	Paraprofessionals in Behavioral Health  Behavioral Health Introductory  Serious Mental Illness, Recovery and Rehabilitation

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 4.C.2 Nonviolent Practices</b>		
Direct service or front-line personnel receive documented initial and ongoing competency-based training:		
2. All direct service or front line personnel receive initial and on-going training:	Crisis Management WRAP: Advance Directive/Crisis Mgt Plan WRAP: Creating a Wellness Toolbox WRAP: Developing a Daily Maintenance Plan WRAP: Early Warning Signs WRAP: Triggers and Triggers Action Plan WRAP: When Things Are Breaking Down Action Plan	Human Services Workforce Development Serious Mental Illness, Recovery and Rehabilitation Serious Mental Illness, Recovery and Rehabilitation
<b>Section 4.C.3 Nonviolent Practices</b>		
Personnel involved in the direct administration of seclusion or restraint receive documented initial and ongoing competency-based training.		
	Organization-Customized Course	