

# UNL's Center on Children, Families, and the Law

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## Training Opportunities

The University of Nebraska-Lincoln's Center on Children, Families, and the Law (CCFL) is pleased to offer customizable, specialized training to human services professionals. CCFL's faculty and staff bring a comprehensive array of educational backgrounds and expertise to issues related to the well-being of children and families impacted by the legal system and the agencies that serve them.

Through its mission of *helping the helpers*, CCFL provides an interdisciplinary and collaborative approach to improve systems and outcomes for children and families. CCFL's training is translational, ensuring that the knowledge gained applies to crucial topics that directly impact children, families, and communities.

Included are some of the training opportunities CCFL offers.

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**CENTER ON CHILDREN,  
FAMILIES, AND THE LAW**

# CCFL Training Opportunities

## Adolescent Development

*In-Person/Webinar (1 hour)*

Trauma occurring during childhood or adolescence can have a substantial impact on adolescent development. This session will provide professionals with the tools to understand the impact of trauma/stress on adolescents. Discussion and focus will center on 40 developmental assets, ACEs, decision-making, vulnerability, and reactive behavior.

## Adult Behavioral Health: Signs and Symptoms for Law Enforcement

*In-Person/Webinar (1.5 hours)*

Law Enforcement officers are often asked to respond to mental health crises or emergencies. In this training, attendees will learn about what mental health is, the difference between a crisis and an emergency, and the signs and symptoms of typical mental health disorders in the adult population.

## Boundaries

*In-Person/Webinar (1.5 hours)*

Participants learn the importance of boundaries and will be able to actively implement and model personal and professional boundaries in all aspects of the job. Topics include: HIPAA and why it is important, distinguishing between professional rapport building and personal boundaries, acceptable and unacceptable practices within working relationships, and how to redirect or speak to boundary-specific scenarios.

## Car Seat Safety

*In-Person (3 hours)*

Participants develop skills in selecting and installing a car seat for transporting children. Topics include: the Nebraska child passenger restraint law; crash and restraint system dynamics; parts and functions of vehicle and child restraint systems; and types, proper use, and installation of various models of car seats.

## Case Staffing for Supervisors

*Self-Paced Online (1 hour) & In-Person/Webinar (3 hours)*

Participants will learn how to facilitate critical thinking with workers, be mindful of biases, carefully consider the impacts of stress, and support and promote self-care with workers.

## Child Development

*In-Person/Webinar (1.5 hours)*

Participants learn about important concepts, practices, and resources related to the attachment and development of children.

## Critical Thinking for Supervisors

*Self-Paced Online (1 hour) & In-Person/Webinar (2 hours)*

Participants will learn how to apply critical thinking guidelines to case information and supervision. Topics include applying basic critical thinking concepts, analyzing personal assumptions and biases, identifying typical thinking errors of workers, and using critical thinking concepts in supervision.

## Darkness to Light

*In-Person/Webinar (2.5 hours)*

Stewards of Children®, a flagship program, teaches adults how to prevent, recognize, and react responsibly to child sexual abuse. Additional training is available that is designed to provide more in-depth information and skill development in topic areas addressed in Stewards of Children®, including but not limited to other forms of abuse, mandated reporting, and human trafficking.

## Domestic Violence 1: Introduction

*In-Person/Webinar (2 hours)*

Participants are introduced to fundamental concepts of domestic violence and the implications for case management. Topics include: the dynamics of domestic violence, the relationship between domestic violence and child maltreatment, the effects of domestic violence on children, and challenges of gathering information from a family when domestic violence is present.

## Domestic Violence 2: Application

*Self-Paced Online (1.5 hours)*

Participants learn how to assess and work with families experiencing domestic violence. Topics include effects of domestic violence on children; collusion techniques, characteristics of abusers, holding abusers accountable, varying interview questions, power and control tactics, unintended consequences, partnering with a protective parent, lethality of strangulation in domestic violence situations, enduring stalking, and the importance of documentation.

# CCFL Training Opportunities

## Domestic Violence 3: Advanced Application

*In-Person/Webinar (3.5 hours)*

Participants learn how to assess and work with families experiencing domestic violence. Topics include effects of domestic violence on children; collusion techniques, characteristics of abusers, holding abusers accountable, varying interview questions, power and control tactics, unintended consequences, partnering with a protective parent, parenting time issues around domestic violence, lethality of strangulation in domestic violence situations, enduring stalking, importance of documentation.

## Educational Involvement: Schools and Special Education

*Self-Paced Online (1 hour)*

Participants learn about working with schools and special education. Topics include the impact of special needs on a family and the importance of advocating for a child in the educational system.

## Engaging Families

*In-Person/Webinar (3 hours)*

Participants will learn how to work with families to build trust, establish rapport, and work collaboratively with families in crisis. The course provides practical strategies for addressing family dynamics, having positive communication, and navigating potentially complex situations. Participants will learn to support families in a way that fosters resilience and promotes child safety and well-being.

## Engaging Families: Sensitive Subjects

*In-Person/Webinar (3 hours)*

Participants will learn how to handle and engage in effective 'sensitive subjects' discussions with families. Topics include developing empathetic communication skills, understanding dialogue, engaging others in dialogue, and using reflection and empathy.

## Engaging Older Youth

*Self-Paced Online (1.5 hours)*

Participants learn to empower older youth during their critical transition to adulthood by providing comprehensive support, guidance, and resources that foster personal growth, self-determination, and successful independent living. Topics of discussion include cultivating resilience and life skills, supporting educational and career pathways, promoting holistic personal development, establishing supportive networks and connections, and building confidence and self-advocacy.

## Gathering and Documenting Information

*Self-Paced Online (2 hours)*

Participants learn how to observe and document information. Topics include the importance of timely, accurate documentation, critically assessing what content to include in a narrative, and how to document narratives.

## Interviewing Basics

*In-Person/Webinar (6 hours)*

Participants learn about communication skills needed to work with and gather information from adults and children. Participants become aware of the process and structure of effective interviewing. Topics include the importance of proper interviewing skills to build relationships and engage families, fundamental interviewing skills, and the general structure and process of effective interviewing.

## Interviewing Advanced

*In-Person/Webinar (4 hours)*

Participants become aware of the communication skills needed to work with and gather information from children. Topics include the importance of competent interviews with children, usual communication with children, language development, memory, and suggestibility, special populations, and evidence-based guidelines for interviewing children. Participants also will learn how to engage and interview children using a research-based structured approach and begin developing fundamental child interviewing skills. Topics and skills include minimal facts interviews, how children usually disclose maltreatment, and interviewing children using structured guidelines.

## Juvenile Court Process 1: Introduction

*In-Person/Webinar (1 hour)*

Participants are introduced to the Juvenile Court Process. Topics include the steps in the legal process, the role of the courts in child protection, and definitions of relevant legal terminology.

## Missing and Trafficked Youth

*In-Person/Webinar (2 hours)*

Participants learn how to work with missing youth and youth who are involved in the sex trafficking industry. Topics include Introduction to the trafficking of children and youth, traffickers, methods of recruitment, vulnerabilities in children and youth, red flags, and engaging at-risk children and youth.

# CCFL Training Opportunities

## Motivational Interviewing Part 1: Introduction (Available July 2025)

*Self-Paced Online (2 hours)*

Participants are introduced to the foundations, history, brief research, and components of Motivational Interviewing (MI), a collaborative conversation style for strengthening a person's own motivation and commitment to change. Topics include: the definition of MI; the spirit of MI; the four processes of MI; and the core skills of MI.

## Motivational Interviewing Part 2: Application (Available July 2025)

*In-Person/Webinar (7 hours)*

Participants learn the core skills of Motivational Interviewing (MI), a collaborative conversation style for strengthening a person's own motivation and commitment to change. Topics include change talk; sustain talk; affirmations; reflections; open questions; summaries; and evoking.

## Motivational Interviewing Part 3: Refresher (Available July 2025)

*Self-Paced Online (1.5 hours)*

Participants progress in their understanding of Motivational Interviewing (MI), a collaborative conversation style for strengthening a person's own motivation and commitment to change. Topics include: a refresher on recognizing change talk and practicing the core skills of MI (affirmations, reflections, open questions, summaries, and evoking).

## \*\*Motivational Interviewing Part 4: Coaching (Available July 2025)

*In-Person/Webinar (1 hour)*

Participants self-reflect on their professional work experiences through the lens of Motivational Interviewing and progress in MI skills. Topics include caseworker and client partnerships; client autonomy and compassion, evocating client change; and using MI skills to improve interactions. \*\*Optional opportunity for participants to meet as a small group and/or individually with consultants to review their Motivational Interviewing skills.

## Professional Safety and Well-being

*In-Person/Webinar (2 hours)*

Participants will learn about potential threats to their safety from people, animals, and the environment. Participants will review appropriate strategies for preventing, recognizing, and responding to worker safety threats within their work.

## Psychotropic Medications

*In-Person/Webinar (1 hour)*

Participants learn the most important considerations when working with families and physicians of children who are receiving psychotropic medication. Topics include the people involved and their roles; how to be sufficiently informed to provide informed consent; how psychotropic medications work; target symptoms, side effects, and adverse drug events; the use of timelines for understanding a child's symptoms, diagnoses, and medications; and the use, benefits, and risks of various classes of medication.

## Secondary Traumatic Stress in Leadership Professionals of Child-Serving Professionals

*In-Person/Webinar (1 hour)*

Secondary traumatic stress can often impact decision-making, the lens we bring to each situation, and the workplace environment. Leadership/supervisory staff are tasked with the difficult job of managing the day-to-day tasks of their teams, managing their secondary traumatic stress, and helping their staff to recognize and address their staff. This training will introduce a few specific interventions that can be incorporated into their interactions with their peers and staff.

## Substance Use 1: Introduction

*Self-Paced Online (1 hour)*

Participants gain awareness about substances and how substance use impacts families. Topics include basic definitions, effects of use, common substances, finding and using reliable information about substances, substance use signs and factors to consider before meeting with families, priority populations, privacy laws, and levels of care.

## Substance Use 2: Application

*In-Person/Webinar (3.5 hours)*

Participants learn how to recognize and respond to substance use concerns in families. Topics include recognition of warning signs, effects of substance use, stages of change, levels of care, engaging individuals in treatment, making referrals, supporting success in and out of treatment, and relapse/lapse planning.

## Suicide Prevention/QPR

*In-Person/Webinar (1.5 hours)*

Participants learn QPR stands for Question, Persuade, and Refer — the 3 simple steps anyone can learn to help save a life from suicide. Just as people trained in CPR and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help.

# CCFL Training Opportunities

## Testifying 1: Preparation

*In-Person/Webinar (3 hours)*

Participants are introduced to the process followed in testifying in court and effective testifying techniques. Topics include being called a witness, preparing for court, the steps in the testifying process, common legal terms used in testifying, and techniques for providing credible testimony. Participants will learn how to answer questions commonly asked in court, and how to prepare to testify at a hearing. Topics include foundational questions (job title, duties, training, education, and experience) and key factual questions to support litigation.

## Time Management

*Self-Paced Online (3 hours)*

Participants learn about strategies that improve time management. Topics include time management tips, organizing work and workflow, and tools and job aids that support effective time management.

## The Mandt System-Relational

*In-Person (8 hours)*

Participants learn key skills to build positive relationships and handle challenging interactions effectively. They will learn communication strategies, conflict de-escalation techniques, and methods to prevent and address conflicts respectfully. The course emphasizes creating safe environments by teaching participants to recognize behavioral cues, use effective communication, and apply trauma-informed care principles. Participants will also gain practical tools for maintaining boundaries, supporting individuals with complex needs, and ensuring the safety and well-being of everyone involved.

## The Mandt System-Relational and Technical

*In-Person (16 hours)*

Participants learn key skills to build positive relationships and handle challenging interactions effectively. They will learn communication strategies, conflict de-escalation techniques, and methods to prevent and address conflicts respectfully including physical interaction and restraint. The course emphasizes creating safe environments by teaching participants to recognize behavioral cues, use effective communication, and apply trauma-informed care principles. Participants will also gain practical tools for maintaining boundaries, supporting individuals with complex needs, and ensuring the safety and well-being of everyone involved.

## Trauma 1: Introduction

*Self-Paced Online (1 hour)*

Participants learn the important concepts related to trauma and trauma-informed care. Topics include types of traumas in children, adolescents, and adults; the impact of trauma on the mind, body, and behavior including typical trauma reactions across the lifespan; and an introduction to the five core principles of trauma-informed care.

## Trauma 2: Secondary Trauma

*In-Person/Webinar (3 hours)*

Participants learn about secondary trauma and its possible impact on individuals. Topics include what it is, how to recognize it, and protective strategies for self and others.

## Trauma 3: Moving from Trauma-Informed toward Trauma Capable

*In-Person/Webinar (3.5 hours)*

Participants will learn how to provide case management skills that attendees can utilize to support healing-centered practices. Discussion and focus will center on decision-making, vulnerability, and reactive behavior. Attendees will be provided with information on supportive techniques that promote healing, and skills to manage reactive behavior and build better outcomes with restorative practices.

## Working with Challenging Behaviors

*In-Person/Webinar (1 hour)*

Participants will learn that behaviors have a purpose. Compliant individuals behave that way because it works for them. Those individuals who are more difficult to work with are likely to engage in challenging behaviors because they meet their needs.