

**Vita of Mark Freado, M.A.**  
**CF Learning Speakers Bureau**  
**PO Box 650, 104 North Main Street**  
**Lennox, SD 57030**  
**1-800-592-2193**

**Education**

M.A. in Forensic Psychology, The Chicago School of Professional Psychology, Chicago, IL  
M.A. in Counseling, West Virginia University, Morgantown, WV  
B.A. in Psychology & Political Science, Westminster College, New Wilmington, PA  
Master trainer, Life Space Crisis Intervention (LSCI)  
Master trainer, Developmental Pathway Assessment  
Master trainer, Helping Kids Who Hurt: The Pillars of Transforming Care  
Certified Trainer, Situational Leadership II

**Professional Experience**

2015 to Present, Director, International Training Network for CF Learning, Cal Farley's, Amarillo, TX  
2009 to 2015, Trainer and Consultant, Cal Farley's, Amarillo, TX  
2015, Director of Training and Special Projects, Reclaiming Youth International, Lennox, SD  
2010 to 2014, President and Executive Director, Reclaiming Youth International, Lennox, SD  
2006 to 2010, Co-Director/CFO, Reclaiming Youth International, Lennox, SD  
2004 to 2009, Director, Re-Ed Training & Consultation, Pressley Ridge Institute, Pittsburgh, PA  
1996 to 2009, Executive Director, American Re-Education Association, Westerville, OH  
2004, Growing Edge Training Associates merged with Pressley Ridge Institute, Pittsburgh, PA  
1995 to 2003, Founder and Principal Trainer, Growing Edge Training Associates, Westerville, OH  
1975 to 1995, Multiple Roles, Pressley Ridge, Pittsburgh, PA  
Direct Service, Supervisory, and Executive Leadership capacities at campuses of Pressley Ridge in Pennsylvania, West Virginia, and Ohio. State Director of Ohio Programs, State Director of West Virginia Programs, Program Director in Clarksburg, West Virginia, and Director of Staff Training. Developed residential treatment, therapeutic foster care, intensive family-based services, and alternative educational programs. Prior to that served as Liaison Coordinator, Supervisor, and Re-ED Teacher-Counselor.

**Publications**

Contributing editor to the journal *Reclaiming Children and Youth (RCY)*. Author and co-author of more than twenty articles. Short list includes:

Freado, M. D. & DeSalvatore, G. (2007). Creating or Fine Tuning a Re-ED Focused Program. In M. L. Cantrell & R. P. Cantrell, *Helping Troubled Children and Youth* (pp. 246-264). Memphis, TN: American Re-EDucation Association.

Chambers, J. C. & Freado, M. D. (2009). Kid Whispering and the Inside Kid. *Reclaiming Children and Youth*, 17(4), 41-45.

Freado, M. D. & Stockstill, K. (2009). If I Give You the iPod, I Lose. *Reclaiming Children and Youth*, 18(2), 53-57.

Freado, M. D. & Shepard, L. M. (2009). Struggling with Power: Making Sense of Supervision. *Therapeutic Communities*, 30(2), 191-199.

Freado, M. D. & Van Bockern, S. (2010). Searching for Truth: Responsible Decision-Making with the Developmental Audit<sup>®</sup>. *Reclaiming Children and Youth, 18*(4), 18-21.

Brendtro, L. K., Mitchell, M. L., Freado, M. D., & du Toit, L. (2012). The Developmental Audit: From Deficits to Strengths. *Reclaiming Children and Youth, 21*(1), 39-42.

Goorix, K., D'Oosterlinck, F., Spriet, E., Freado, M. D., & Hillard T. L. (2012). Teach Me How to Talk. *Reclaiming Children and Youth, 21*(2), 54-59.

### **Training and Consultation**

Frequent presenter at professional conferences. Recognized as a leading trainer for the Life Space Crisis Intervention Institute. Has trained youth professionals in North America, Europe, Australia, and Thailand. Provides consultation to fields of mental health, education, juvenile justice, and social services on topics including program development, leadership, and therapeutic interventions. Serves as an expert witness providing assessments in juvenile court deliberations. Has served on five special boards in West Virginia and Pennsylvania. Member of adjunct faculty, California State University at Hayward.

### **Preferred Topics**

#### *The Art of Kid Whispering: Reaching the Inside Kid*

Children's challenging and troubling behaviors are frequently the focus of interventions rather than recognizing them as externalizations of inner pain and distress. Beyond surface management lie the keys to understanding, reaching, and teaching young people who desperately need the guiding light that a well-trained, caring adult can provide. The Art of Kid Whispering is the pathway to discovering the inside kid. Learning and practicing listening and decoding skills are essential to understanding the private logic and goals that underlie a young person's difficult or self-defeating behavior.

#### *Reclaiming Angry and Aggressive Youth* (keynote or workshop)

This session explores the roots of violence and aggression and presents a diagnostic model for understanding this complex problem. Politically popular "punish and expel" reactions will be contrasted with promising programs for "reclaiming the unreclaimable." These include strategies for restoring social bonds, managing conflict, strengthening cognitive controls for anger management, and immunizing youth against societal violence. Participants will 1) Study a diagnostic model for understanding school violence, 2) Identify practical research validated methods for teaching pro-social behavior and values, 3) Understand the Conflict Cycle to avoid punitive, escalating behavior, 4) Gain strategies for restoring social bonds, and managing conflict, and 5) Explore strategies for talking to youth in conflict using problems as opportunities.

#### *Making Friends with Your Counter-Aggression* (keynote or workshop)

Educators need to be experts at disengaging from conflict cycles and coercive interactions. Crises must be recast as an opportunity for growth. Traditional discipline strategies based on obedience training are replaced with new approaches that empower responsibility in troubled students. Participants will learn to avoid getting into power struggles or gracefully disengage from them.

#### *Supporting the Inherent Quality of Resilience* (keynote or workshop)

The ability to persevere through adversity or recover from setbacks is in all of us. Resilience is a natural characteristic in all people. The responsiveness and strength of resilience in individuals is affected by our nature and the ecology in which we live. Much of our work is focused on serving young people and families whose personal strengths may be severely challenged by the absence of environmental protective factors. With attention to vital sign needs and effective intervention strategies, participants are guided

through approaches that effectively support and energize the inherent quality of resilience in those we serve.

*Life Space Crisis Intervention (LSCI) (1- or 2-day overview or 5-day full training)*

Positive behavior is a product of healthy human attachments. Students who do not attach to adults fail to internalize values and develop appropriate social skills. Angry, distrustful, and depressed, these alienated youth sabotage the very relationships that would be curative, forever biting the hand that didn't feed them. Clinically, they are among the most difficult children to reach and without intervention, their adult prognosis is very poor. This session discusses practical strategies for reclaiming these unclaimed kids. LSCI is being successfully used by teachers, counselors, alternative and special educators, mental health and juvenile justice staff, residential child care professionals, administrators, and others who deal directly with youth in conflict in family, school, and community. LSCI blends psycho-dynamic, cognitive, behavioral, and pro-social methods to develop powerful teaching and treatment interventions for our most challenging youth.

*Helping Kids Who Hurt: The Pillars of Transforming Care (keynote or 2-day full training)*

This training provides a perspective on understanding traumatized children and the treatment of those youth in ecologies of family, school, treatment, justice, and community. Designed for those who work directly with traumatized children and those who supervise direct-line workers. Specific attention is given to the pillars of healing: safety, connections, and coping.

*Value-Based Services (keynote, activity-based workshop, or consultation)*

Participants will be introduced to and review the Cal Farley Model of Leadership and Service, the Circle of Courage<sup>®</sup>, and Principles of Re-EDUCATION and learn to use them as building blocks for schools, families, and youth organizations. The outcome is to clearly identify services and action that bring those things to life.

*Supervision and Leadership (keynote, activity-based 1- to 3-day workshop, or consultation)*

Participants will learn to identify styles of supervision and develop and customize them to meet the professional needs of direct care staff. Based on Ken Blanchard's work.

## **Biography**

Mark Freado is Director, International Training Network for CF Learning, a program of Cal Farley's in Amarillo, Texas. Freado's 40-year professional career encompasses contributions to the mental health field, public education, social services, program development, leadership, consultation, and training. He is a master trainer of Life Space Crisis Intervention (LSCI), senior trainer of Developmental Pathway Assessment, senior trainer of Helping Kids who Hurt: The Pillars of Transforming Care, and a certified trainer of Situational Leadership II with the Ken Blanchard Company.

He has worked with private providers, public agencies, and schools throughout the United States as well as Canada, Europe, Australia, South Africa, and Asia, speaking, consulting, and delivering training services. He specializes in program development, leadership skills, and interventions for at-risk and disadvantaged children, adolescents, and their families.

Freado has Masters Degrees in Forensic Psychology from the Chicago School of Professional Psychology, Counseling from West Virginia University, and a B.A. in Psychology and Political Science from Westminster College in Pennsylvania. He served on five boards at the state level in West Virginia and one in Pennsylvania.