

Vita
Lisa M. Shepard MA, LPC

PROFESSIONAL ATTRIBUTES

- A high-energy, enthusiastic and dependable individual who excels in challenging and competitive environments.
- Effective, versatile manager respected by superiors and subordinates for results and motivation skills.
- Demonstrated expertise in strategic planning, budgeting, program development and implementation for seriously troubled youth and families.
- Analytic thinker who excels as a leader by developing coalitions.
- Demonstrated expertise in staff development, clinical supervision, quality assurance and managing multiple funding streams.

SUMMARY OF ACCOMPLISHMENTS

- Licensed Therapist
- Significant International and National teaching, training and consultation experience.
- Provided consultation and guidance for the development of school based mental health services in southwestern PA.
- Keynote presenter at various conferences.
- Program and clinical experience in the child welfare/juvenile justice arena.
- Managed multi-site treatment programs with a total staff of over 150 employees.
- Tripled services and funding for diverse populations in the non-profit arena in a three-year period.
- Assured compliance for multiple licensing regulations and accreditation standards.

PROFESSIONAL EXPERIENCE

Honey's Way, LLC Training and Consultation, Carmichaels, PA, Owner July 2009-Present

Provide training/consultation to organizations, individuals and agency's seeking innovative development strategies for programs, employees, school districts and corporations.

APO Counseling, Morgantown WV, Therapist, April 2009 – Present

Member of a private counseling practice providing individual and family counseling to various troubled populations

American Re-Education Association, Administrator, February 2010-January 2012

Provide business management to the Organization and its member agencies whose mission it is to assure the philosophy of Re-ED remains current. Responsibilities include: communication with all member agencies, dissemination of information about Re-ED, consultation and teaching about Re-ED and its implementation for treatment of troubled youth and families, represent the organization by presenting at conferences and authoring articles, assure the organization's newsletter is disseminated on time and fiduciary management of the association.

Reclaiming Children and Youth Journal, Lennox, SD, Feature Editor June 2010-August 2015

Reclaiming Youth International, Lennox, SD, Trainer/Consultant, July 2008-September 2015

Member of a consortium of experts responsible for providing training and consultation in strength based curriculum developed by Reclaiming Youth to child service/juvenile justice organizations nationally and internationally.

Pressley Ridge, Pittsburgh, PA, Senior Director of Clinical Services, February 2005-January 2009

Provide clinical leadership throughout all Pressley Ridge programs and services; including small and large residential treatment services, therapeutic wilderness camping, treatment foster care, alternative education, family based services, outpatient and day treatment services. Assure the necessary levels of support and clinical guidance for programs and services; Created and implemented clinical supervision model for direct care staff and clinical staff linking treatment philosophy and practice; monitor consistent implementation of the Pressley Ridge model of care, organizational philosophy, and identified evidence-informed and best practice clinical tools; member of performance improvement process as Chair of the Behavior Management Committee and as a member of the Organizational Performance Improvement Committee; provided committee leadership for behavior management practices in order to meet the standards for the Council On Accreditation; developed and managed a quarterly forum to support and assist all Pressley Ridge clinical coordinators; Developed structure and protocol in order to provide clinical case consultation within Pressley Ridge programs and services; Act as clinical consultant to each service line in the integration of Re-Education philosophy and practice. Provide clinical consultation when requested to program directors. Created and implemented the organization's initiative for Trauma Sensitive Coercive Free Care.

Pressley Ridge, Pittsburgh, PA, Senior Director of Business and Clinical Development, May 2003-February 2005

Support Executive Vice Presidents in each service line by assisting in the development of principles, values and practice strategies for the Organization's work towards evidence based practice. Responsible for participation in and oversight of start-up activities for all new service development efforts including structures, processes and quality measurement. Support and guide new program management staff in newly development programs. Assist in the research, analysis, planning and implementing, as appropriate, of new programs, products and/or services that are consistent with the Pressley Ridge strategic plan. Responsible for assuming the lead role in answering new requests for proposals or assisting in developing additional services. Serve as Chair of the Behavior Management Performance Improvement Committee and as such set expectations for

behavior management practices and policy; collect, analyze and interpret data around behavior management practices. Responsible for the leadership of various internal initiatives, program redesigns and clinical development of new and existing programs.

Guest Faculty/Fulbright Scholar, University of Minho, Braga, Portugal 2004

Responsible for teaching Life Space Crisis Intervention: A Psycho educational Model of Working with At- Risk Youth to graduate students at the University of Minho, Child Studies Institute.

Pressley Ridge, Pittsburgh, PA, Senior Director for Program Support August 2002-May 2003

Chair, Child Protective Services Task Force, 2002-2004

Support state and Program Administrations and service line committees in evidence based service and quality improvement activities, service model evaluation and documentation and new service development. Coordinate research and quality improvement activities that evaluate and document the relationship between staff quality and service quality in order to develop public policy and strategic recommendations for consideration by the Executive staff. Responsible for coordinating and ensuring operations of the human resource department, training department and the research department by supervising the directors of these departments. Responsible for assuring the administration of each Department in a manner that supports the mission of Pressley Ridge consistent with the strategic plan. Responsibilities also include supporting and monitoring compliance activities of the Executive Departments relative to external legal and internal policy requirements.

Pressley Ridge, Pittsburgh, PA, Director of International Training and Outreach Services, Center for International Training, Research and Public Policy March 2000-present

Chair, Child Protective Services Task Force, 2001-2002

Manage all services, training, budget preparation and logistics for the agency's Pittsburgh International Children and Families Institute. Manage all international training activities including office and staff in Portugal. Developed master's course accepted by University of Minho and funded by Fulbright. Provide staff training and training in Life Space Crisis Intervention for external contracts to Pressley Ridge programs for all four states. Provide clinical consultation and program development. Direct activities of 25 task force representatives from 4 states; participate in all performance improvements initiatives throughout the agency.

Pressley Ridge of WV, Clarksburg, WV. Deputy, State Director 1999 – 2000

Responsible for planning, program development and the daily activity of 6 residential programs, three treatment foster care programs, two group homes serving mentally ill young adults, one group home for recovering youthful sexual offenders returning to the community, intensive home based services, independent living services and outpatient clinical service. Managed a budget of \$8.5 million dollars from numerous funding streams. Supervised 4 program directors and managed more than 150 staff members in 3 sites: Developed clinical supervision oversight for staff members in West Virginia.

Growing Edge Training Associates, Inc. Westerville, OH, Consultant, 1996 - 2004

Member of a consortium of professionals providing program training, consultation and development in the area of Juvenile Justice, Child Welfare, Program Management, Staff Supervision and Child Mental Health throughout the United States.

Pressley Ridge of WV, Clarksburg, WV, Regional Services Director, 1994 - 1999

Responsible for the creation, development and implementation of services and programs designed to assist and treat severely troubled youth, their families and other special populations: Responsible for a budget of \$4 million dollars.

Family Service Association of Morgantown, Inc., Morgantown, WV Executive Director and CEO 1985 - 1994

Responsible for creating and implementing treatment programs for diverse populations in a community mental health clinic. Responsibilities included: writing proposals and seeking various funding grants through State Agencies and private foundations, managing multiple funding streams, maintained multiple licenses, directed the daily activities of 20 staff members, created treatment programming for a group home for sexually abused teenage girls, direct all clinical activity, supervised practicum and internship students from WVU School of Social Work and Counseling/Psychology. Arrange and prepare for Board meetings; assure Board members received all appropriate data and reports.

AREAS OF EXPERTISE

- Certified **RAP (Response Abilities Pathways®)** Trainer since 2005. RAP is an application of the **Circle of Courage®** model of positive youth development described by Larry Brendtro, Martin Brokenleg and Steve Van Bockern in their book *Reclaiming Youth at Risk*. RAP applies Circle of Courage principles to help all young people develop belonging, mastery, independence, and generosity
- Certified as a trainer in **Helping Kids who Hurt: Three Pillars of Transforming Care™**. This two-day training targets direct care staff in all settings. The causes and impact of trauma are discussed, and participants learn how to effectively respond.
- **Life Space Crisis Intervention®** Master Trainer since 1996. Life Space Crisis Intervention Institute, Hagerstown, MD. Created and developed by Dr. Nicholas Long this specialized 5 day training in Crisis de-escalation utilizes the crisis facing the child as a means of solving the problem and teaching new skills while avoiding the need for more intrusive measures.

- **Situational Leadership®** Trainer - Atlanta, Ga., 2001. Developed by Ken Blanchard Situational Leadership is utilized by organizations interested in developing principle based leaders. This intensive curriculum teaches the participant to be able to diagnosis the developmental level of an employee and match that with the appropriate supervision style.
- Certified as an **I Wheel®** Facilitator 2006- Developed by Futurist Joel Barker the I Wheel is a strategic exploration tool that utilizes the wisdom of a group to discover long and short term implications of any change.
- **The PersonBrain Model™ Neurorelational Retraining for Children and Youth** – April 2009, Victoria British Columbia. Certified as a trainer in this specialized model designed specifically for those who work with children and youth and young adults. The PersonBrain™ Model provides a high quality, multi-theoretical training approach that combines neuroscience with positive and practical mental health interventions.

EDUCATION

West Virginia University, Morgantown, WV, M.A., Counseling and Guidance

West Virginia University, Morgantown, WV B.A., English, Minor: Psychology

PROFESSIONAL AFFILIATIONS

- American ReEducation Association, 1993
- West Virginia Counseling Association, 1981

LICENSES

- Licensed Professional Counselor WV, 1985

ARTICLES AND PUBLICATIONS

Shepard, L.M., & Freado, M.D. (2012). Re-ED: Science catches up with belief. *Reclaiming Children and Youth*, 20(4), 42-45.

Shepard, L.M. (2011). Counseling families using principles of Re-education. *Reclaiming Children and Youth*, 20(3), 51-54.

Shepard, L.M. (2011). Tools for getting out of trouble. *Reclaiming Children and Youth*, 19(4), 51-53.

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

Shepard, L.M., & Freado, M.D. (2002). Value based supervision. *Reclaiming Children and Youth*, 11(2), 103-105.

Shepard, L.M., & Long, N.J. (2001). Children who hate themselves. *Reclaiming Children and Youth*, 10(2), 111-117.

TOPICS FOR PRESENTATIONS

Understanding the Effects of Trauma on Children (day long workshop or 1 1/2 - 2 hour keynote)

Children suffer multiple forms of trauma. The effects of trauma on brain development, social skill acquisition and developmental growth carry lasting problems that can scar for life if not understood and attended to positively. Without this understanding adults may find themselves re-traumatizing the very children they with whom they are trying to connect. It is important to change our thinking as we develop methods of interventions for troubled children to be more mindful of their private perceptions about the world around them.

Why Clinician's should consider Re-ED as an engaging clinical application (day long workshop)

While Re-ED is usually identified with troubled children in residential or school settings the 12 principles that guide this strength based philosophy are easily transferable to therapy settings. The values of trust, competency, experience and spiritual health are important to all of us. As the tipping point for the resiliency movement Re-ED in its elegance provides a therapeutic map and a foundation on which the Circle of Courage can flourish. As therapists it's important to be able to work with populations in meaningful ways for the client not necessarily the fit clients into what can be inflexible dogma. We will examine the merits of Re-ED as a treatment tool in this session.

How Calvin got His Groove Back: Teaching Troubled Children How to Use Their "Heads" (3 - 6 hour workshop or keynote)

The cartoon strip Calvin and Hobbes often displays Calvin as a rambunctious and extremely challenging child. His behaviors drive his parents and teachers to their wits end! But there is another side to Calvin as well - a loyal and loving friend to his tiger Hobbes. Using the latest neuroscience research and best practice information, this session will offer insight into who Calvin is successful in both areas of his life and how teachers can influence and encourage those more appropriate behaviors in their troubled and troubling children.

Effective Leadership and Supervision (3 hour workshop)

Development of skills, teamwork and coordination among direct care staff does more to impact the quality of services we provide than anything else. Of course there are many areas of organizational operation that are essential but without effective leadership and supervision, our missions get diffused and our interventions are haphazard. This presentation will focus on the development and support of effective program supervision based on values and a proven model of supervision. Re-ED Principles, Circle of Courage Values and Situational Leadership II will be highlighted in this workshop.

The Clinician's Guide to Reclaiming Youth (day long workshop)

The philosophy and techniques presented in the array of training offerings through Reclaiming Youth International can be utilized by clinicians in their treatment efforts. While presented as curriculum based training, The Circle of Courage, RAP, LSCI, Developmental Pathway Assessment, and Deep Brain Learning are also elegant clinical models. These models can be utilized by all helpers and mentors. An eclectic therapist can take these models into the traditional setting by creating an engaging atmosphere lending itself to real time problem solving and individual growth for clients. With this particular frame of reference clinical work with children, adults, couples and families encompasses the values.

Helping Schools Develop Non-Intrusive Mental Health Services (3 hour or day long work shop)

The classroom teacher is very often the first professional to recognize the troubled child. The school is first stop on the child's journey for assistance with behavior issues or mental health issues. The traditional method of acquiring assistance for that student has been to refer the student for services outside of the school walls. This causes the child to miss valuable school time and does not allow for teaching the student how to contend with issues presented daily. While they may receive behavior management services or a type of school based help to get through the day the child does not learn to understand how their behavior creates more problems for themselves. Additionally the teachers and other school professionals tend to punish the behavior rather than trying to understand it. Schools are also not usually prepared to deal with the mental health issue that may be contributing to the behavior hence the referral out of the school. Non-intrusive mental health services can be developed utilizing LSCI, RAP and Circle of courage training to identified staff members so they can assist children, in the moment, to manage their behaviors.