



Related Skills Competencies Child Welfare Caseworkers

Topic 301 Interviewing Methods

Skill Set 301-01 Ability to use a variety of interviewing strategies suitable for different purposes and situations.

301-01-001

Knows the importance of choosing specific interviewing strategies for different phases of casework intervention and to achieve specific purposes.

301-01-002

Knows the liabilities of choosing interviewing strategies that are not well suited for specific situations or purposes

301-01-003

Understands how unique family circumstances and dynamics may affect a worker's selection of interviewing strategies.

301-01-004

Understands how personal and cultural differences in communication styles, nonverbal communications, and use of language can affect casework interviews.

301-01-005

Understands the challenges of conducting interviews with families whose primary language is not English.

301-01-006

Understands the unique attributes of forensic interviews and how they differ from other casework interviews.

301-01-007

Understands the difference between high context and low context communication styles and how this affects the selection of interviewing methods for different families.

301-01-008

Understands the ethical standards for and appropriate uses of self-disclosure during interviews.

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301-01-009

Knows the most effective interviewing strategies for various phases of case development, including engagement, relationship building, assessment, case planning, case reassessment, and case closure.

301-01-010

Knows how to adapt interviewing strategies for use with individuals who have cognitive disabilities or emotional disorders.

301-01-011

Knows how to prepare and collaborate with an interpreter for clients who are hearing impaired or whose primary language is not English.

301-01-012

Knows how to adapt one's own communication style and interviewing approach to be more effective with family members.

301-01-013

Knows group interview and facilitation strategies for use with family groups.

301-01-014

Knows how to use strengths-based interviewing strategies during all phases of case intervention.

301-01-015

Knows how to use future-focused interviewing strategies to enhance family members' motivation and commitment, and to mobilize and build on family strengths.

301-01-016

Knows how to use summarization, restatement, and scaffolding strategies to help focus an interview, gain consensus, and achieve specific objectives.

301-01-017

Knows how to use family sculpting, drawings, ecomaps, genograms, and other non-verbal strategies to help gather information during family assessment interviews and to help family members communicate ideas and feelings.

301-01-018

Knows how to use ethnographic interviewing strategies to shape interviews to be effective within a client's cultural context.

301-01-019

Knows how to use stories, analogies, examples, and metaphors to articulate and clarify concepts, ideas, and feelings

301-01-020

Knows how to use confrontation to help move an interview forward without alienating family members or undermining the casework relationship.

301-01-021

Knows how to use forensic interviewing methods for fact finding and data gathering during investigations and family assessments. (See topic area 206)

301-01-022

Can select and implement interviewing strategies based on the stage of casework intervention and the particular objectives for the interview.

301-01-023

Can select and implement interviewing strategies based on individual differences and unique situations of family members.

301-01-024

Can collaborate with interpreters during interviews to assure accurate communication between caseworker and family.

Topic 302 Family Systems Theory and Family Therapy

Skill Set 302-01 Ability to use family systems theory and family therapy techniques in assessing and responding to child maltreatment.

302-01-001

Knows the principles and practice concepts that underlie family systems theory.

302-01-002

Understands how family systems theory can be applied to family assessment, case planning, and casework intervention in situations of child maltreatment.

302-01-003

Understands how dynamics related to relationships, interpersonal boundaries, communication patterns, roles, and the distribution of power and authority in families may contribute to and sustain risk of child maltreatment.

302-01-004

Understands how long-standing family dynamics and behavior patterns may be resistant to change and may increase noncompliance with case plans and interventions.

302-01-005

Understands how family dynamics and behavior patterns may reflect family members' strengths and their capacities to cope with problems and challenges.

302-01-006

Understands how to interpret family roles, communication patterns, and distribution of power and authority in the context of a family's cultural background.

302-01-007

Understands the disruption that occurs in family systems when children are removed and placed in out-of-home care or when new members are added to the family.

302-01-008

Understands the patterns that may occur in family dynamics when a member has serious cognitive, emotional, or health problems.

302-01-009

Understands how primary family dynamics and behaviors may be affected by the dynamics of their extended family and social networks.

302-01-010

Understands the philosophy, characteristics, and uses of family systems therapy and its potential applications in situations of child maltreatment.

302-01-011

Knows how to determine when family dynamics are creating high risk conditions for child maltreatment.

302-01-012

Knows assessment strategies, including ecomaps, genograms, and drawings, that help achieve a better understanding of the family as a system.

302-01-013

Knows strategies to help family members recognize and change dynamics that contribute to heightened risk of harm to children.

302-01-014

Knows strategies to build on existing family processes and dynamics to promote children's safety.

302-01-015

Knows how to apply concepts of family systems theory to kinship placements, involvement of extended family in supplemental case planning, family group conferencing, and permanency planning.

302-01-016

Knows facilitation and group management strategies to conduct family group meetings, planning sessions, and case reviews.

302-01-017

Knows strategies to help families learn relationship and behavior patterns that can reduce risk and promote children's safety.

302-01-018

Can integrate concepts of family systems theory into direct casework with families and children.

302-01-019

Can determine when family therapy is an appropriate intervention and can link families with appropriate family therapy resources.

302-01-020

Can support and reinforce changes in family dynamics brought about by family therapy.

Topic 303 Casework with Children

Skill Set 303-01 Ability to engage children into a casework relationship.

303-01-001

Understands the importance of developing a trusting, honest, and supportive casework relationship with children of all ages.

303-01-002

Understands how children's prior relationships with adults may affect their willingness or comfort in becoming invested in a relationship with the caseworker.

303-01-003

Knows how to choose appropriate locations for interviews to help children feel safe, comfortable, and relaxed.

303-01-004

Knows how to adapt use of language and body positioning to be suitable for a child's age and developmental level.

303-01-005

Knows how to use games, activities, toys, story telling, art, and other play techniques to establish rapport, strengthen relationships, and communicate with children.

303-01-005

Can determine the most appropriate relationship building strategies based on a child's age and developmental level.

Skill Set 303-02 Ability to assess children's level of development, emotional and behavioral problems, and individual needs

303-02-001

Understands how children's developmental, maltreatment, and placement histories can affect their current functioning, problems, and needs.

303-02-002

Knows how and why children's developmental age may differ from their chronological age, and the importance of establishing a child's developmental level in all domains.

303-02-003

Knows how to interact with children and observe their behavior, play, and relationships to gather assessment data.

303-02-004

Knows how to gather and compile child-specific information from parents, caregivers, teachers, and service providers.

303-02-005

Knows how to assess the cognitive, physical, emotional, and social development of infants and toddlers.

303-02-006

Knows how to assess the cognitive, physical, language, emotional, and social development of preschool children.

303-02-007

Knows how to assess the cognitive, physical, language, emotional, and social development of school-age children.

303-02-008

Knows how to assess the cognitive, physical, language, emotional, and social development of pre-teen and teen-aged children.

303-02-009

Knows play and interviewing strategies that can help children identify and express their fears, concerns, and feelings.

303-02-010

Knows how to assess the special needs of children who are medically fragile, developmentally disabled, emotionally disturbed, or who have behavioral problems.

303-02-011

Can coordinate the gathering of child-specific information, analyze findings, and synthesize information into a coherent assessment of a child's development, problems, strengths, and needs.

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Skill Set 303-03 Ability to plan and implement developmentally appropriate casework interventions for children.

303-03-001

Knows how to determine a child's developmental capacity to participate in case planning, decision making, and permanency planning.

303-03-002

Knows how to determine when a child needs individual counseling or therapy to resolve conflicts and problems related to prior maltreatment, separation, or other traumatic experiences.

303-03-003

Knows strategies to support and stabilize children to help prevent traumatic consequences from separation and out-of-home placement.

303-03-004

Knows how to involve families and caregivers in planning and accessing services that meet children's identified needs.

303-03-005

Knows strategies to help children of different ages cope with feelings of anxiety, helplessness, guilt, and depression related to maltreatment, family break-up, separation, and placement.

303-03-006

Knows how to identify parenting/ caregiving strategies and treatment services to help children who have experienced trauma.

303-03-007

Can monitor service provision and advocate on behalf of children to assure that their developmental and treatment needs are met.

Topic 304 Mental Health Problems in Children and Adolescents

Skill Set 304-01 Ability to identify and assess mental health problems in children and adolescents

304-01-001

Understands the nature and scope of mental health and behavioral disorders often seen in children and adolescents

304-01-002

Knows the characteristics, behavioral indicators, and preferred treatments for mood disorders such as depression, bipolar disorder, and anxiety in children and adolescents.

304-01-003

Knows the characteristics, behavioral indicators, and preferred treatments for developmental disorders, such as autism, Asperger's, and Pervasive Developmental Disorders (PDD) in children and adolescents.

304-01-004

Knows the characteristics, behavioral indicators, and preferred treatments for oppositional-defiant and conduct disorders in children and adolescents.

304-01-005

Knows the characteristics, behavioral indicators, and preferred treatments for self-injurious behavior (SIB) such as self-cutting; eating disorders (anorexia and bulimia); and suicidal ideation in children and adolescents.

304-01-006

Knows the characteristics, behavioral indicators, and preferred treatments for childhood psychosis, including childhood schizophrenia.

304-01-007

Knows the characteristics, behavioral indicators, and preferred treatments for trauma and post-traumatic stress disorder (PTSD) in children and adolescents, and how children's responses to trauma may be misdiagnosed as indicators of mental illness or behavioral disorders.

304-01-008

Knows the characteristics, behavioral indicators, and preferred treatments for severe attachment disorders, including Reactive Attachment Disorder (RAD).

304-01-009

Understands how mental health and behavioral disorders can affect the social, emotional, and cognitive development and functioning of children and adolescents.

304-01-010

Knows the types of information needed for treatment planning and the appropriate referral questions when requesting psychological, psychiatric, and adaptive behavior assessments.

304-01-011

Can prepare children and adolescents for psychological, psychiatric, and developmental assessments and, where appropriate, help them understand the findings.

Skill Set 304-02 Ability to provide and monitor treatment for children and youth with mental illness, emotional, or behavioral disorders.

304-02-001

Knows how mental illness or behavior problems in children and adolescents can increase their risk of maltreatment.

304-02-002

Knows the types of supportive in-home services available for families who care for their children or adolescents at home.

304-02-003

Knows the types of medications used to treat mental health problems in children and adolescents, their effectiveness, their side effects, and the risks of misuse or discontinuation.

304-02-004

Knows the financial, social, and systemic barriers faced by families seeking services for children or adolescents with mental health or severe behavioral problems.

304-02-005

Understands the goals, benefits, and types of treatment typically provided by inpatient/hospital/residential programs and by out-patient/community-based/in-home programs.

304-02-006

Knows strategies to help parents and caregivers cope with the stresses of caring for children or adolescents with mental health and behavioral disorders.

304-02-007

Knows how to identify relapse, crisis, or psychiatric emergencies in children with mental health conditions and how to respond to them.

304-02-008

Can mobilize and help access supportive community-based services, specialized out-of-home placements, financial resources, and respite care for families whose children or adolescents have mental illness or behavior problems.

304-02-009

Can involve children and adolescents in educational and social environments that address their special needs, promote healthy development, and reduce social isolation.

304-02-010

Can coach and assist parents to advocate for needed services and sustain their involvement in treatment.

Topic 305 Parenting Skills

Skill Set 305-01 Ability to help parents and caregivers develop realistic expectations for their children's behavior

305-01-001

Knows developmental milestones and expectable behaviors for children based on their chronological and developmental age.

305-01-002

Understand how a family's cultural background may shape their perceptions of and expectations for their children's behavior.

305-01-003

Understands the factors that can contribute to development of parents' and caregivers' unrealistic or unreasonable expectations for their children's behavior.

305-01-004

Knows how to adapt information about child development and age-appropriate behaviors to be congruent with a family's learning style and cognitive ability.

305-01-005

Can identify when unrealistic expectations for children's behavior are contributing to child maltreatment in a family.

305-01-006

Can use a variety of educational strategies to help correct parents' and caregivers' misconceptions about children's development and behavior.

Skill Set 305-02 Ability to help parents and caregivers develop nurturing and disciplinary strategies that meet children's individual developmental needs.

305-02-001

Knows the importance of selecting parent education/training models and programs with sound data demonstrating program effectiveness.

305-02-002

Knows the legal statutes governing the use of corporal punishment and other forms of discipline.

305-02-003

Understands the value of in-home training and coaching to help parents learn effective child nurturing and behavior management strategies.

305-02-004

Understands how a parent's learning style, emotional functioning, and cognitive capacity may affect their understanding of and ability to use different parenting strategies.

305-02-005

Knows how to implement nonviolent child behavior management strategies, including time-out, redirection, natural and logical consequences, modeling appropriate behavior, shaping new behavior, and positive reinforcement for desired behavior.

305-02-006

Knows how to select behavior management and nurturing strategies best suited for children at different ages and developmental stages.

305-02-007

Knows how to provide constructive feedback and support to parents and caregivers as they learn and use new skills.

305-02-008

Knows how to evaluate community-based parent training programs to assess their effectiveness with families in particular cultural and socioeconomic groups.

305-02-009

Knows how to adapt teaching methods and parenting strategies for use within different cultural contexts.

305-02-010

Can support parents and caregivers as they modify their child management strategies in response to parent education.

305-02-011

Can model and demonstrate child management and nurturing strategies and coach parents in their use.

305-02-012

Can teach parenting skills to groups of parents and caregivers.

Topic 306 Collaboration, Teamwork and Customer Service

Skill Set 306-01 Ability to enhance collaboration and service coordination among agency units, departments, and community providers that serve children and families.

306-01-001

Knows the benefits and challenges of intra-agency, interagency, and interdisciplinary team approaches to serving families and children.

306-01-002

Knows the potential intrasystem and intersystem barriers to collaboration with other staff, units, departments, or community agencies.

306-01-003

Knows the types and characteristics of work groups that can enhance collaboration, including ad hoc and standing committees, task forces, advisory boards, interdisciplinary case review teams, and strategic planning groups.

306-01-004

Understands how services offered by different organizations can be integrated to create an effective continuum of care within a community for children and families.

306-01-005

Understands the detrimental outcomes to families and children when agencies serving them fail to collaborate or coordinate their work.

306-01-006

Understands how an agency's policies and procedures can increase conflict and prevent collaboration with other community agencies.

306-01-007

Understands the typical stages of group development and how to help working groups maintain productivity at each stage of their development.

306-01-008

Understands the value and benefits of diversity in teamwork.

306-01-009

Knows facilitation strategies that can build and sustain collaboration among staff and their organizations.

306-01-010

Can involve personnel in other agencies to collaborate in developing intervention plans and delivering services to families concurrently being served by these agencies.

Skill Set 306-02 Ability to provide effective customer service to families served by the agency.

306-02-001

Knows the goals, characteristics, and intended outcomes of effective customer service.

306-02-002

Understands how families' pre-existing expectations of agency services may influence their satisfaction and their willingness to work with agency staff.

306-02-003

Understands the importance of advising families of their rights and of explaining grievance procedures and potential avenues of recourse if they are not satisfied with agency services.

306-02-004

Knows how to apply engagement and relationship strategies with families to help them become more comfortable collaborating with the agency.

306-02-005

Knows how to elicit and discuss family members' concerns about agency actions, case plans, or services, and how to evaluate the legitimacy of their issues.

306-02-006

Knows strategies to advocate on behalf of families to constructively address their concerns and complaints.

306-02-007

Can integrate principles of customer service into all aspects of child welfare casework.

Topic 307 Culture and Diversity

Skill Set 307-01 Ability to serve families of diverse ethnicities, cultures, and backgrounds.

307-01-001

Knows the various forms of diversity and how they shape people's beliefs, feelings, actions, and relationships with others.

307-01-002

Knows the importance of serving families from diverse backgrounds in the context of their own values, beliefs, traditions, and communities.

307-01-003

Knows the specific cultural traits, beliefs, traditions, codes of conduct, and parenting practices of the cultural groups served by the agency.

307-01-004

Understands how a worker's background, values, beliefs, and traditions can influence their work with families and children.

307-01-005

Understands how an ethnocentric perspective and lack of cultural knowledge can undermine a worker's ability to serve clients from diverse backgrounds.

307-01-006

Understands the concepts of cultural relativism and cultural pluralism.

307-01-007

Understands how stereotyping can promote inaccurate and unjust assessments of people from diverse backgrounds.

307-01-008

Understands the dynamics of racism, sexism, ageism, homophobia, and other forms of discrimination, and how these affect children and families.

307-01-009

Understands how a family's experiences with authority and government agencies can affect their willingness to work with the child welfare agency.

307-01-010

Understands how families' perceptions of their needs and problems, their coping strategies, and their approaches to problem solving may be culturally based.

307-01-011

Understands the importance of assessing child abuse and neglect, risk, and child safety within the context of culturally-sanctioned parenting, child rearing, and discipline practices.

307-01-012

Understands the effects of institutional bias, discrimination, and culturally insensitive policies and practices on services to families and children.

307-01-013

Understands the dynamics, contributors, and potential solutions to address the disproportionate representation of minority children in the child welfare system.

307-01-014

Understands the difficulties experienced by children and youth who are culturally or socially perceived as different from their peers (eg. LGBT, physically or developmentally challenged, ethnically diverse.)

307-01-015

Knows how to differentiate stereotypes from culturally-relevant information and how to use cultural knowledge to enhance work with families.

307-01-016

Knows how to assess whether service providers are sensitive to issues of diversity and offer relevant services to diverse client populations.

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307-01-017

Knows strategies to approach and engage families from diverse backgrounds that reduce the potential for miscommunication and misunderstanding.

307-01-018

Can use ethnographic engagement and interviewing strategies to better understand and communicate with families from diverse backgrounds.

307-01-019

Can access culturally-relevant information and use cultural consultants and community experts to better understand and communicate with families.

307-01-020

Can evaluate child maltreatment within the context of a cultural group's accepted parenting practices.

307-01-021

Can recognize and constructively respond to bias and discrimination in all aspects of child welfare practice.

Skill Set 307-02 Ability to serve refugee and immigrant families

307-02-001

Understands the social, economic, educational, and legal challenges faced by families who are refugees and/or recent immigrants.

307-02-002

Understands how a family's experiences with violence and oppression, or uncertain immigration status may promote fear, distrust, and resistance to working with formal organizations such as public child welfare.

307-02-003

Understands the challenges of cross-cultural communication and use of translators with families who have limited English language ability.

307-02-004

Understands how culturally appropriate parenting practices in a family's home country may be considered child maltreatment by the child welfare system and members of their new communities.

307-02-005

Understands the process of acculturation and the difficulties in adjusting to a new cultural environment while retaining long-standing social, religious, and cultural traditions.

307-02-006

Knows how to help families access legal assistance related to immigration and naturalization.

307-02-007

Knows how to help families adapt their parenting practices to conform with laws and community standards while sustaining their cultural traditions wherever possible.

307-02-008

Knows how to use the social structures and networks in immigrant communities to gain access to and engage families.

307-02-009

Can provide case management services and access community resources to help immigrant families address their survival needs and stabilize them in their new communities.

Topic 308 Mental Health Conditions in Adults

Skill Set 308-01 Ability to identify mental illness, emotional disorders, and personality disorders in adults and assess their effects on child safety and parenting.

308-01-001

Knows the characteristics, behavioral indicators, and treatments for mood disorders in adults, such as depression, bipolar disorder, and anxiety.

308-01-002

Knows the characteristics, behavioral indicators, and treatments for borderline, antisocial, paranoid, narcissistic, and other personality disorders in adults.

308-01-003

Knows the characteristics, behavioral indicators, and treatments for schizophrenia, paranoia, and other psychotic disorders in adults.

308-01-004

Knows the characteristics, behavioral indicators, and treatments for trauma and post-traumatic stress disorder (PTSD) in adults.

308-01-005

Knows the characteristics, behavioral indicators, and treatments for Munchausen-by-proxy disorder in parents.

308-01-006

Knows the characteristics, behavioral indicators, and treatments for parental conditions associated with failure-to-thrive in infants.

308-01-007

Knows the indicators and dynamics of suicidal ideation and gesture in adults.

308-01-008

Knows relevant referral questions and how to obtain psychological, psychiatric, or adaptive behavior assessments for parents with potential mental health conditions.

308-01-009

Understands how mental health conditions can affect an adult's cognitive, social, emotional, and adaptive functioning and the potential effects on the care and safety of their children.

308-01-010

Understands how misconceptions, misinformation, stereotypes, and discrimination may negatively affect adults with mental health conditions and their families.

308-01-011

Understands how dual diagnosis of mental illness with other problems, including substance abuse and developmental disabilities, can complicate both assessment and treatment planning.

308-01-012

Understands the principles and appropriate uses of various counseling therapies, including cognitive-behavioral therapy, reality therapy, family systems therapy, behavior modification, and crisis intervention therapy.

308-01-013

Knows how to use assessment and diagnostic information to determine whether children are at high risk of harm, and whether they can safely remain in the primary care of parents with mental health conditions.

308-01-014

Knows how to determine when a parent's mental illness or personality disorder creates a potentially unsafe environment for the caseworker and when to seek the assistance of law enforcement.

308-01-015

Can recognize indicators of potential mental health conditions in adults and can conduct interviews to elicit information about a parent's mental health status.

304-01-016

Can prepare adults for psychological or psychiatric assessments and help them understand the findings.

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304-01-017

Can develop safety plans that ensure protection of children at high risk of harm because of parental mental health conditions.

Skill Set 308-02 Ability to provide treatment and supportive services to parents with mental health disorders and assure permanent, safe care for their children.

308-02-001

Knows the caseworker's role in case planning, service referral, case management, and monitoring for parents with mental health conditions.

308-02-002

Knows the types of medications prescribed for various mental health disorders, their common side effects, and the problems associated with misuse, overdose, or discontinuation.

308-02-003

Knows the rights of adults to refuse treatment for mental health conditions and the effects of this decision on long-term planning for their children's safety.

308-02-004

Knows how to engage and mobilize extended family members and community support networks to help stabilize, support, and monitor parents with mental health conditions and monitor the safety of the children.

308-02-005

Knows how to help parents with a mental health condition realistically assess their capacity to safely care for their children in the immediate and longer term future.

308-02-006

Knows how to work with immediate and extended family members to support, monitor, provide respite, or provide placement for children whose parents have mental health conditions.

308-02-007

Can recognize indicators of relapse or psychiatric emergencies in adults with mental health conditions that can increase the risk of harm to their children

308-02-008

Can advocate on behalf of adults with mental health conditions to receive the most appropriate therapeutic and supportive services for their condition.

308-02-009

Can obtain emergency psychiatric care for adults in mental health crisis situations.

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308-02-010

Can coordinate services and collaborate with treatment providers serving adults with mental health conditions.

308-02-011

Can help sustain contact and relationships between parents with mental health conditions and their children in substitute care placements.

Topic 309: Substance Abuse

Skill Set 309-01 Ability to identify substance abuse in youth and adults and to assess the associated risks to the health and safety of family members.

309-01-001

Knows the physical and behavioral indicators of alcohol abuse and chronic alcoholism.

309-01-002

Knows the physical and behavioral indicators of drug abuse, including methamphetamine, crack/cocaine, heroin, hallucinogens, other stimulants and depressants, prescription medications, and other street or "club" drugs.

309-01-003

Knows the typical progression of substance abuse in the absence of treatment and the indicators of various stages.

309-01-004

Knows the long-term health risks associated with drug and alcohol abuse.

309-01-005

Knows the risks to unborn infants of maternal alcohol and drug abuse.

309-01-006

Knows the effects of parental drug or alcohol abuse on their personal functioning, family life, child care, and child safety

309-01-007

Knows the health and safety risks to children living in homes where methamphetamines are being produced.

309-01-008

Knows factors to be considered in safety and risk assessments when parents are abusing drugs or alcohol.

309-01-009

Understands the dynamics of addiction, the potential contributing factors to alcoholism or drug abuse, and how dysfunctional family dynamics may develop in response to chronic substance abuse.

309-01-010

Understands the challenges in differentiating substance abuse from other conditions, including mental illness, emotional disorders, or medical conditions.

309-01-011

Understands how substance abuse co-occurring with domestic violence or mental illness can increase risk to family members and complicate case planning and treatment interventions.

309-01-012

Understands the high potential for relapse in substance abusing families and how this affects the assessment of safety and risk.

309-01-013

Understands legal issues related to substance abuse, including legal test limits, criteria for illegal possession, and use of mandatory random drug screenings.

309-01-014

Understands cultural issues to be considered in assessing and treating substance abuse.

309-01-015

Understands safety concerns for caseworkers in homes where drug trafficking or methamphetamine production is present.

309-01-016

Knows how to identify common street drugs and their associated drug paraphernalia.

309-01-017

Knows how to engage extended family members to support children and monitor their safety and well-being in substance abusing families.

309-01-018

Can provide guidance and support to non substance-abusing family members to ensure their safety and continued involvement in seeking treatment for the substance abuser.

Skill Set 309-02 Ability to access, coordinate, and monitor treatment of substance abusing individuals.

309-02-001

Knows types of substance abuse treatment programs, their philosophy, treatment methods, and the criteria for inpatient versus outpatient treatment.

309-02-002

Understands the challenges in treating substance abuse and the factors that increase the likelihood of relapse after treatment is discontinued.

309-02-003

Knows casework strategies to reduce a substance abuser's denial and resistance to treatment.

309-02-004

Knows strategies and treatment programs to educate and support family members and help them deal with the substance abuser's behaviors.

309-02-005

Knows how to help clients develop strategies to remain drug or alcohol free and to safely parent their children in the future.

309-02-006

Knows the role of drug courts in treating substance abuse and how to collaborate with drug courts.

309-02-007

Can help stabilize and support family members during and after substance abuse treatment.

309-02-008

Can monitor children in substance abusing families and identify permanent placement alternatives if the child's safety cannot be ensured at home.

Topic 310 Domestic Violence

Skill Set 310-01 Ability to identify domestic violence in families, assess risks to children, and implement safety and treatment plans for victims and their children.

310-01-001

Knows the physical, emotional, behavioral, and environmental indicators of domestic violence.

310-01-002

Knows laws, legal procedures, and law enforcement processes related to domestic violence.

310-01-003

Understands how personal history, societal factors, and cultural factors can contribute to domestic violence.

310-01-004

Understands the risks and challenges for victims of domestic violence in protecting themselves and their children.

310-01-005

Understands the importance of screening for previous or current domestic violence in all families served by the child welfare system, including potential foster, adoptive, and kinship families.

310-01-006

Understands the family dynamics in domestic violence and its short- and long-term effects on the social and emotional functioning of victims and children.

310-01-007

Understands how child welfare agency involvement can increase risk for family members in domestic violence cases.

310-01-008

Understand how caseworkers' personal values, biases, and reactions can affect their work with both victims and perpetrators of domestic violence.

310-01-009

Understands the dynamics of intimidation and coercive control used by perpetrators of domestic violence and how this affects victims, other family members, and helping professionals.

310-01-010

Understands how a domestic violence victim's protective strategies may be misconstrued by caseworkers as resistance or noncompliance with case plan goals and objectives.

310-01-011

Knows how to approach and work with victims of domestic violence without compromising their safety.

310-01-012

Knows how to choose interviewing strategies that do not escalate the potential for violent reactions.

310-01-013

Knows how to work with victims and domestic violence professionals to assess the level of danger in a family, and to initiate safety planning for the victim, children, and other family members.

310-01-014

Knows how to determine when children have been abused or have experienced trauma from witnessing violence against other family members.

310-01-015

Knows how to elicit information to identify and assess patterns of coercive control in families.

310-01-016

Knows how to assess family strengths, children's resiliency, and other mitigating factors when determining whether children should remain with their families.

310-01-017

Knows how to establish safety measures during home visits, when parents visit their children in out-of-home care, and when exchanging children between parents in shared custody situations.

310-01-018

Knows how and when to involve domestic violence experts, community shelters, and support groups to help victims with short and long-term planning.

310-01-019

Knows the goals and methods used in treatment programs for perpetrators of domestic violence, typical responses and outcomes, and indicators to determine whether treatment is having the intended effect.

310-01-020

Knows how to document the effects of domestic violence on children in court-related documents.

310-01-021

Can access protection, shelter, and trauma-informed therapy for domestic violence victims and their children where indicated.

310-01-022

Can provide case management and coordinate services to ensure the long-term safety of victims and their children in domestic violence situations.

310-01-023

Can collaborate with treatment providers to monitor a perpetrator's compliance with safety measures and determine when it is safe to reunify the perpetrator with the family.

Topic 311 Employment, Financial Assistance and Self-Sufficiency

Skill Set 311-01 Ability to help families prepare for, locate, and sustain employment and self-sufficiency.

311-01-01

Knows services and benefit programs provided by county financial assistance agencies, their eligibility requirements, and how to access them.

311-01-02

Knows the types of services offered and eligibility requirements of employment preparation and job placement programs.

311-01-03

Knows the challenges in securing employment for family members who have limited prior work experience or who have physical, developmental, or emotional disorders.

311-01-04

Knows the requirements for public assistance recipients to cooperate with the Child Support Enforcement Agency (CSEA) related to child support and paternity determination.

311-01-05

Knows penalties and sanctions for noncompliance with public assistance and employment program requirements..

311-01-06

Understands how prior work experiences, ambivalence, lack of confidence, and other personal factors may increase the difficulty of preparing for and finding employment.

311-01-07

Understands the practical, environmental, and service system barriers which increase the difficulty of finding and sustaining employment.

311-01-08

Understands how public assistance or employment compliance requirements may conflict with child welfare case plan requirements, and how to resolve inconsistencies.

311-01-09

Knows how to collaborate with employment services programs to obtain social, medical, mental health, and vocational assessments to determine employability and to identify job strengths and preferences.

311-01-010

Knows how to help families overcome barriers to job training or employment, including arranging transportation and child care, and identifying strategies to manage daily living activities.

311-01-011

Can collaborate with financial assistance and employment counselors to coordinate child welfare and employment planning and to eliminate barriers to self-sufficiency

311-01-012

Can provide case management services to help families become financially more stable and self sufficient.

Topic 312 Conducting Groups

Skill Set 312-01 Ability to organize, plan, and implement groups for educational, supportive, therapeutic and planning purposes.

312-01-001

Knows the potential uses of group interventions in child welfare practice for children, adolescents, and adults.

312-01-002

Knows the typical stages of group development and how this affects planning and management of group agendas and activities

312-01-003

Knows the types of skills a group leader or facilitator will need to manage group process and move groups toward their stated objectives.

312-01-004

Knows the specific goals and methods for various types of group interventions, including training and education, support, socialization, developmental, and therapy or counseling groups.

312-01-005

Understands factors that may affect adults' and children's motivation to join and remain invested in groups.

312-01-006

Knows how to set criteria for and select members for a particular group.

312-01-007

Knows strategies to manage groups to keep participants on task, develop group cohesion, resolve conflict, and ensure a safe environment.

312-01-008

Knows how to set group norms and standards that protect privacy and ensures confidentiality for members.

312-01-009

Knows how to determine when objectives have been met and how to constructively terminate the group.

312-01-010

Can convene and manage groups to help achieve service and case plan objectives for children and their families.

Topic 313 Time and Stress Management

Skill Set 313-01 Ability to organize one's workload and effectively manage time and priorities

313-01-001

Knows the fundamental principles of time management and the personal and work-related consequences if time is not well managed.

313-01-002

Knows common time wasters and how to recognize them in one's own and other peoples' work style.

313-01-003

Knows how to assess individual work activities to determine their relative importance and urgency and use this information to set priorities.

313-01-004

Knows strategies to manage multiple and competing priorities

313-01-005

Knows strategies to communicate to others the negative effect of their behaviors on one's own work effectiveness.

313-01-006

Can develop and execute a work plan that maximizes effectiveness of the time available to complete an activity.

313-01-007

Can act to address and eliminate time wasting behaviors.

Skill Set 313-02 Ability to recognize and manage personal stress associated with child welfare work

313-02-001

Knows the origins and potential consequences of work-related stress in child welfare practice.

313-02-002

Knows the emotional symptoms and behavioral indicators of poorly managed and excessive stress.

313-02-003

Understands the dynamics, contributors, and treatments for burnout, secondary trauma, and post-traumatic stress experienced by child welfare workers.

313-02-004

Understands how poor time management, competing demands, rapidly shifting priorities, and disorganization can increase work-related stress.

313-02-005

Understands how poor performance and noncompliance, including absenteeism, low morale, incomplete work assignments, avoidance of work responsibilities, and lack of motivation may be symptoms of stress-related anxiety and depression.

313-02-006

Knows personal strategies to help reduce and manage stress, strengthen coping capacity, and maintain physical and emotional health.

313-02-007

Can identify signs of work-related stress, secondary trauma and post-traumatic stress disorder in oneself and others, and can seek support and therapeutic services.

Topic 314 Human Sexuality

Skill Set 314-01 Ability to help children and families discuss and address issues and concerns related to sexual development and behavior.

314-01-001

Knows the stages and milestones of sexual development throughout the life span, including issues related to gender identity, gender roles, and sexual orientation.

314-01-002

Knows resources to educate youth and parents about sexual development, sexually transmitted diseases, HIV / AIDS, birth control, safe sex strategies, teen pregnancy, prenatal care, pregnancy termination, and other relevant concerns.

314-01-003

Understands the diversity that exists in personal, organizational, and community values and beliefs regarding sexuality and how these can affect child welfare practice.

314-01-004

Understands the potential impact of child sexual abuse, rape, and other forms of sexual victimization on sexual development and behavior.

314-01-005

Understands the social, emotional, and developmental issues and challenges often experienced by gay, lesbian, bisexual, and transgender youth and adults.

314-01-006

Understands the legal requirements and issues involved in discussing possible choices for unintended pregnancies with youth and with adults.

314-01-007

Understands how prostitution, atypical sexual behaviors, and sexual acting out may be indicators of current or prior sexual abuse.

314-01-008

Knows strategies to help pregnant teens and their families develop and implement a plan to ensure safety, well being, and permanence for the unborn child and the teen parent(s).

314-01-009

Knows strategies to help parents talk with their children and teens about issues and concerns related to sexuality.

314-01-010

Knows educational and counseling resources that can help youth and adults resolve sexual issues and concerns.

314-01-011

Can provide supportive counseling and education to children, youth, and adults regarding sexual development, behavior, and concerns and issues.

Topic 315 Written and Oral Communication

Skill Set 315-01 Ability to communicate effectively verbally and in writing

315-01-001

Knows the principles, rules, and standards for effective written and oral communication.

315-01-002

Knows the primary personal communication styles and can identify one's own preferred style(s).

315-01-003

Knows the purposes of case documentation and the types of information that should be included in family case records.

315-01-004

Knows the difference between case narrative and summary case recording and the appropriate uses of both.

315-01-005

Understands the necessity of documenting factual information rather than judgments or assumptions.

315-01-006

Understands how differences in communication styles may affect the way people interpret a communication and may increase the potential for misjudgments and misunderstandings.

315-01-007

Understands common barriers to effective communication and strategies to overcome them.

315-01-008

Knows how to document child maltreatment reports, family history, risk and safety assessments, comprehensive family assessments, and case plan information in permanent case records.

315-01-009

Knows how to deliver effective presentations about child welfare programs and services in the agency and community.

315-01-010

Can formulate and write clear, factual, precise documentation for case records, reports, and court filings.

315-01-011

Can adapt personal communication style to be more effective with families, co-workers, and other professionals.

Skill Set 315-02 Ability to communicate effectively in meetings, supervisory conference, case plan reviews, meetings with client families, and other group settings.

315-02-001

Knows the importance of setting clear goals and objectives for meetings or conferences prior to convening them.

315-02-002

Understands the caseworker's responsibility to provide current, relevant, factual information to inform discussion and help achieve a meeting's objectives.

315-02-003

Understands the responsibility of the meeting chairperson or facilitator to set an agenda and keep participants focused, on task, and communicating clearly.

315-02-004

Knows how to select and prepare materials and talking points to address the topics and issues to be discussed in a meeting or conference.

315-02-005

Knows how to use open-ended queries to gather information from meeting participants and to encourage participation.

315-02-006

Knows how to use clarification and summarization strategies to help move discussion along and to arrive at conclusions.

315-02-007

Knows strategies to empower meeting participants to contribute freely, be honest, negotiate to consensus, and deal with differences constructively.

315-02-008

Can convene, lead, and participate effectively in meetings and conferences.

315-02-009

Can recognize when meetings are unproductive and can redirect discussion to achieve stated goals.

Topic 316 Health and Medical Issues

Skill Set 316-01 Ability to help families meet children's health and medical needs.

316-01-001

Knows basic nutritional requirements for children of different ages and the negative consequences of malnutrition on health and development.

316-01-002

Knows recommended schedules for routine immunizations, medical examinations, vision screenings, and dental care for children.

316-01-003

Knows symptoms of common childhood illnesses and the type of medical treatment and home care needed for each.

316-01-004

Knows eligibility requirements and procedures for accessing Medicaid, Healthy Start, Healthy Families, WIC, and charitable community programs to help families obtain and pay for preventive and ongoing health care.

316-01-005

Knows the types of medical intervention and home care needed for children with HIV/AIDS.

316-01-006

Knows the types of medical intervention and home care needed for premature infants, infants with non-organic failure to thrive, or infants with other medical conditions.

316-01-007

Knows the type of medical intervention and home care needed for neurological, degenerative, and other chronic developmental conditions.

316-01-008

Knows the culturally-based health care and healing practices of the cultural groups served by the agency.

316-01-009

Understands how a family's strategies related to health care and illness prevention may be culturally based and differ from Western medicine.

316-01-010

Understands the stresses and developmental challenges associated with chronic illness in children, and how these affect a child's home and school functioning.

316-01-011

Understands how premature infants and children with serious or chronic medical conditions may be at increased risk and more vulnerable to the effects of maltreatment.

316-01-012

Knows how to involve nurse home visitors, nutritional counselors, and developmental specialists to monitor children's health and counsel parents in health care strategies..

316-01-013

Knows how to help families accept services from mainstream medical providers while supporting their right and ability to use traditional healing practices.

316-01-014

Knows strategies to prevent the spread of blood borne pathogens and communicable diseases.

316-01-015

Knows how to provide emotional support to family members in significant emotional distress due to their children's medical conditions.

316-01-016

Can identify indicators of serious or acute illness in children and can help families access necessary medical evaluation and follow up care.

316-01-017

Can help families gain access to specialized medical care and equipment for children with serious or chronic medical conditions.

316-01-018

Can help families adapt child care and home management routines to care for children with chronic illness or medical conditions.

Skill Set 316-02 Ability to help parents who have chronic health or medical conditions safely care for their children.

316-02-001

Knows how chronic health conditions or chronic pain in parents can affect self-care, interpersonal relationships, home maintenance, household cleanliness, home safety, and child care.

316-02-002

Understands the parenting challenges experienced by parents with chronic illness, chronic pain, or serious medical conditions.

316-02-003

Understands the relationship between chronic health problems and depression, and how coexisting depression can further impair parenting capacity.

316-02-004

Understands how a parent's use or misuse of prescription medications may affect their ability to fulfill home management or parenting responsibilities.

316-02-005

Understands how delegating primary parenting and household management responsibilities to children can affect children's behavior, education, and emotional well being.

316-02-006

Understands the impact of a parent's terminal illness on children's behavior and emotional stability.

316-02-007

Knows how to access and engage extended family and community support networks to help address home management and child care problems and to monitor child safety.

316-02-008

Knows how to access medical care, rehabilitation, medical equipment, and supplies that can help parents better manage their medical conditions and improve overall functioning.

316-02-009

Knows how to engage extended family members in developing permanent placement plans for children of parents with terminal illness.

316-02-0010

Can create supportive networks of individuals and professionals to help parents with medical conditions retain custody and care of their children.

Topic 317 Staff Safety

Skill Set 317-01 Ability to recognize potentially dangerous conditions in the field or the work place, and respond to reduce vulnerability and to ensure personal safety.

317-01-001

Knows the provisions of agency policies, procedures, and formal protocols designed to assure the safety of staff members.

317-01-002

Knows the importance of eliciting information from case records and key informants about family members' history, mental health status, substance abuse, and prior violent behavior before engaging in direct family contact.

317-01-003

Knows factors to consider when determining whether contact with a child or family should occur in a secure setting rather than in the family's home.

317-01-004

Knows the mental health conditions associated with increased violence and dangerousness when a person feels confronted or threatened.

317-01-005

Knows the effects of drug and alcohol use on increasing threatening or violent behavior.

317-01-006

Knows the emotional and behavioral indicators of escalating violence and potential dangerousness.

317-01-007

Understands how certain caseworker and agency actions may be perceived as threatening or stressful and are more likely to provoke an angry or violent response.

317-01-008

Understands how a family's history as victims of violence may predispose them to respond more forcefully to perceived threats of harm or injustice.

317-01-009

Understands how cultural differences in verbal and nonverbal communication styles can contribute to escalation of anger and hostility.

317-01-010

Understands the potential dangers of conducting home visits when family members are involved in drug trafficking or methamphetamine production.

317-01-011

Knows communication strategies and personal demeanor that demonstrate calmness, understanding, and respect for family members, and may de-escalate angry, hostile, and agitated behaviors.

317-01-012

Knows safety strategies, including developing an exit plan, to protect oneself during home visits.

317-01-013

Knows how and when to use verbal de-escalation, crisis intervention, and self-defense techniques to reduce personal vulnerability.

317-01-014

Knows how and when to request accompaniment by law enforcement or other agency staff members on potentially unsafe home visits.

317-01-015

Knows how to conduct an on-the-spot assessment of a neighborhood or home environment to identify potential safety threats and to devise an exit plan.

317-01-016

Can recognize when an environment is becoming unsafe and act in ways to reduce vulnerability.

Topic 318 Trauma-Informed Care and Services

Skill Set 318-01 Ability to identify, serve, and support children who have experienced trauma

318-01-001

Knows the types of family and life events that cause trauma for children.

318-01-002

Knows how child welfare interventions, including separation and out-of-home placement, can be traumatic for children.

318-01-003

Knows the importance of completing a trauma assessment for all children served by the child welfare agency.

318-01-004

Knows the primary components of trauma-informed care and how it is integrated into both child welfare and mental health services.

318-01-005

Knows the caseworker's role in advocating for the development of trauma-informed services in the community and for referring traumatized children to receive these services.

318-01-006

Knows the qualities and skills needed by parents and caregivers to care for traumatized children and the importance of prior education and preparation.

318-01-007

Understands how traumatic experiences can affect children's physical, cognitive, social, and emotional development and functioning.

318-01-008

Understands how post-trauma symptoms and behaviors can be misdiagnosed as other childhood mental health and behavioral disorders

318-01-009

Understands the coping responses, strengths, and protective factors that can increase resiliency and promote a positive post-trauma adjustment for children.

318-01-010

Understands the potential for children of immigrant and refugee families to have experienced significant trauma as a result of violence, dislocation, and resettlement.

318-01-011

Understands the potential for children reared in dangerous home and neighborhood environments to have experienced significant trauma.

318-01-012

Understands the principles, goals, therapeutic process, and milestones of trauma-focused treatment protocols.

318-01-013

Understands the potential for parents, caregivers, and caseworkers to experience secondary trauma from working with and caring for traumatized children.

318-01-014

Knows how to gather information about traumatic experiences and their potential effects on family members during family assessments.

318-01-015

Knows strategies to help children feel safe in expressing their fears and feelings and receive support and protection from adults.

318-01-016

Knows how to identify treatment providers who have specialized skills in trauma-informed treatment modalities.

318-01-017

Knows strategies to guide and support parents and caregivers of traumatized children to prevent placement disruption

318-01-018

Can identify children who have experienced trauma and assess the effects of trauma on their behavior, development, and functioning.

318-01-019

Can collaborate with parents, caregivers, and community providers to ensure that traumatized children receive appropriate and timely treatment services.

Topic 319 Client and System Advocacy

Skill Set 319-01 Ability to advocate on behalf of children and families and to teach self-advocacy strategies to family members

319-01-001

Knows the purpose of various types of advocacy and their application to child welfare casework.

319-01-002

Understands the caseworker's role to advocate for families and children with community service providers, courts, school personnel, landlords, and others to protect family members' rights and interests and ensure they receive needed services.

319-01-003

Understands factors that can contribute to family members' discomfort or lack of capacity to advocate for their own needs.

319-01-004

Understands cultural variations in values and expectations regarding assertive behavior, including age, gender, and role differences.

319-01-005

Knows how to model, teach, and coach family members in assertive communication and behavior strategies consistent with their age, gender, and culture.

319-01-006

Knows strategies to advocate with agency managers and in the community to meet the service needs of client groups served by the agency.

319-01-007

Can guide and empower families to advocate on behalf of their members and strengthen their efforts using the authority vested in the child welfare agency.

Topic 320 Problem-Solving and Solution-Focused Casework

Skill Set 320-01 Ability to use problem-solving and solution-focused strategies to help families resolve problems that contribute to child maltreatment.

320-01-001

Understands the principles and approaches to problem solving and how these apply to child welfare practice.

320-01-002

Understands the principles and methods of solution-focused casework and how these apply to child welfare practice.

320-01-003

Understands how problem solving and solution-focused casework strategies can strengthen a family's protective capacities and potentially reduce risk in high risk situations.

320-01-004

Understands the role of solution-focused interventions in developing family members' confidence and motivation to participate in constructive change.

320-01-005

Knows how to engage families in identifying and assessing the problems and conditions that contributed to child maltreatment or increased the risk of maltreatment to their children.

320-01-006

Knows how to help families recognize and apply skills and strategies they have successfully used in the past to resolve current problems and challenges.

320-01-007

Knows how to engage extended family members and other support networks in problem solving to support families and ensure safety and permanence for children.

320-01-008

Knows how to coach and support families to help them stay invested in problem solving activities and to help sustain their progress.

320-01-009

Knows how to determine when family problems are sufficiently serious to warrant referral to a mental health, substance abuse, domestic violence, or other professional counselor.

320-01-010

Can determine when solution focused or problem solving approaches are an appropriate intervention for individual families.

320-01-011

Can engage, guide, and support immediate and extended family members in problem solving activities to reduce risk, strengthen protective capacities, and ensure permanence for children.

Topic 321 Crisis Intervention

Skill Set 321-01 Ability to help family members in crisis situations in a manner that promotes safety, stability, and constructive change.

321-01-001

Knows how internal and external stressors can affect both individual behavior and family functioning, and how high stress levels may contribute to child abuse or neglect.

321-01-002

Knows the types of life events and situations with high potential to precipitate crisis in individuals and families.

321-01-003

Knows the characteristics of individuals and families who are most susceptible and vulnerable to crisis.

321-01-004

Knows the typical psychological and behavioral indicators of crisis in children, adults, and families.

321-01-005

Understands how stressor events, coping capacity, and perception of an event interact to increase or decrease the likelihood of crisis.

321-01-006

Understands the effectiveness of various coping styles and how constructive coping strategies can prevent or defuse a potential crisis.

321-01-007

Understands how an allegation or disclosure of maltreatment, child welfare intervention, separation of family members, and placement of children in out-of-home care can precipitate crisis for children and for families.

321-01-008

Understands how crisis can create opportunities for growth and change, or undermine family functioning and coping capacity, depending on how it is managed and resolved.

321-01-009

Knows casework strategies to help family members reduce emotional distress and strengthen coping capacity in high stress or crisis situations.

321-01-010

Knows strategies to reduce the likelihood of crisis for children and their families at the time of out-of-home placement.

321-01-011

Can determine when family members' erratic behavior, inaction, and lack of responsiveness are the result of clinical crisis.

321-01-012

Can model and teach families effective coping and problem solving strategies in high stress and crisis situations.

321-01-013

Can access and engage extended family members, community resources and supportive counseling to help family members in crisis.

Topic 322 Behavior Management and Discipline

Skill Set 322-01 Ability to assess children's misbehaviors and guide parents and caregivers in using constructive, developmentally appropriate discipline strategies.

322-01-001

Knows the stages of children's development and the behaviors that can generally be expected at each stage.

322-01-002

Knows the importance of setting and articulating clear, age-appropriate expectations for children's behavior.

322-01-003

Understands the potential reasons children misbehave and the adult responses that support and reinforce misbehavior.

322-01-004

Understands the importance of assessing children's misbehavior within the context of their culture, history, and family environment.

322-01-005

Understands how underlying conditions may precipitate a child's misbehavior, including anxiety or depression, exposure to trauma, attention deficit disorder, attachment problems, or emotional disturbance.

322-01-006

Understands how misbehavior may develop in children functioning at a developmental level younger than their chronological age.

322-01-007

Understands the principles and uses of behavior management strategies, including modeling and shaping appropriate behavior, positive reinforcement, redirection, natural and logical consequences, time out, withholding reinforcement and extinction, and consistency in setting and reinforcing limits.

322-01-008

Understands the potential liabilities of using passive restraint to control children's behavior.

322-01-009

Knows how to assess factors that contribute to or sustain misbehavior, the severity of a child's behavior, and the potential for harm to the child or others.

322-01-010

Knows how to help parents recognize and modify family and environmental factors that contribute to their children's misbehavior.

322-01-011

Knows how to determine whether parents or caregivers are motivated to use behavior management methods and help them identify the particular approaches they are comfortable with and able to use.

322-01-012

Knows how to collaborate with school personnel and engage them to implement consistent behavior management strategies in the classroom.

322-01-013

Knows safe strategies to immediately control children who are hurting themselves or others, or damaging property.

322-01-014

Knows how and when to seek medical consultation to determine if medication is appropriate for a child whose behavior is not well controlled.

322-01-015

Can help parents develop realistic expectations for their children's behavior, based on the child's age, history, and developmental level.

322-01-016

Can model behavior management approaches and coach parents in using them properly.

322-01-017

Can recognize when misbehavior is indication of a more serious psychological or developmental disorder and can refer a child for assessment and treatment.

Topic 323 Managing Conflict

Skill Set 323-01 Ability to constructively manage conflicts with families, co-workers, and community professionals.

323-01-001

Knows common sources and dynamics of conflict within the agency, among colleagues, and with community service providers.

323-01-002

Knows common sources and dynamics of conflict between client families and agency staff.

323-01-003

Knows the stages in escalating conflict, verbal and behavior indicators of increasing tension, and interventions that can prevent further escalation.

323-01-004

Understands how constructively-managed conflict can provide opportunities for growth and change.

323-01-005

Understands how a worker's personal discomfort in conflict situations may reduce effectiveness in managing conflict with and between others.

323-01-006

Knows how to assess conflict situations to identify the triggers and underlying issues.

323-01-007

Knows strengths based negotiation strategies that can de-escalate anger and hostility and redirect participants into constructive dialogue.

323-01-008

Knows how to promote open discussion in conflict situations, validate feelings and concerns, deal with defensiveness, and clarify dynamics for those involved.

323-01-009

Knows how to use problem solving and mediation strategies to resolve conflict situations.

323-01-010

Can remain calm and confident in conflict situations, maintain clarity of communication, and demonstrate commitment to resolve conflict constructively.

323-01-011

Can model and coach families in strategies to manage family disagreements constructively and resolve conflicts.

Topic 324 Ethics in Child Welfare Practice

Skill Set 324-01 Ability to adhere to the ethical standards of the social work and counseling professions in child welfare practice.

324-01-001

Knows the importance of compliance with the core values, ethical principles, and practice standards of the social work and counseling professions, the consequences of ethical violations, and the potential effects of unethical behavior on client well-being.

324-01-002

Knows the ethical principles that guide professional behavior in the child welfare field and how these apply to direct practice with families and children.

324-01-003

Knows the ethical principles that guide professional behavior with colleagues, supervisors, and other professionals.

324-01-004

Knows the laws and regulations that protect the rights and interests of clients served by the child welfare system, and how these affect direct practice.

324-01-005

Understands how one's personal values and beliefs may affect professional behavior and case decisions, and how these may at times be incongruent with ethical standards.

324-01-006

Understands the ethical standards and dilemmas related to confidentiality, privileged communication, informed consent, right to privacy, and right to access public information, and how these are applied in child welfare practice.

324-01-007

Understands the potential conflict between the social work value of client self-determination and the professional use of protective authority to ensure the safety of maltreated children.

324-01-008

Understands one's personal responsibility to identify unethical conduct, personal impairment, and lack of competence in other professionals and to report these through the appropriate formal channels.

324-01-009

Knows how to apply critical thinking strategies in resolving ethical dilemmas encountered on the job.

324-01-010

Knows how to access and utilize ethical standards to guide decision making and professional behavior.

324-01-011

Knows how to seek advice and consultation when confronted with ethical dilemmas, conflicts of interest, or uncertainty in determining the most appropriate course of action.

324-01-012

Can articulate the core values and standards of the profession and apply these in all aspects of professional child welfare practice.

Topic 325 Developmental Disorders in Children and Adolescents

Skill Set 325-01 Ability to identify indicators of specific developmental disorders in children and adolescents

325-01-01

Knows the characteristics and indicators of the various levels of mental retardation in children and youth.

325-01-02

Knows the characteristics and indicators of autism spectrum disorder, pervasive developmental disorder and Asperger's syndrome, in children and youth.

325-01-03

Knows the characteristics and indicators of drug- and alcohol-induced disorders, including fetal alcohol syndrome and prenatal drug exposure, in children and youth.

325-01-04

Knows the characteristics and indicators of cerebral palsy in children and youth.

325-01-05

Knows the characteristics and indicators of seizure disorders in children and youth.

325-01-06

Knows the characteristics and indicators of learning disorders and attention deficit disorder (ADD, ADHD) in children and youth.

325-01-07

Knows the characteristics and indicators of speech, hearing, and vision disorders in children and youth.

325-01-08

Knows the early indicators of developmental disorders or delays in infants and very young children.

325-01-09

Understands how developmental disorders affect children's physical, cognitive, social, and emotional development and functioning.

325-01-010

Understands the importance of early identification and intervention to minimize the negative effects of these disorders on children's development.

325-01-011

Knows how to use observation, interviewing, and developmental assessments to identify children who are developmentally delayed and to refer them for comprehensive assessment.

325-01-012

Can recognize children who exhibit physical, behavioral, cognitive, or social indicators of developmental delays or developmental disorders.

Skill Set 325-02 Ability to provide case management and supportive services to families of children with developmental disorders.

325-02-01

Knows the types of early intervention needed to minimize the effects of a developmental disorder on children's growth and development.

326-02-02

Knows the role of the caseworker as an advocate and case manager to help families of children with developmental disorders access and coordinate services.

325-02-03

Knows the types of services necessary to enable families to care for children with developmental disorders in their own homes.

325-02-04

Knows the medications commonly used to treat developmental disorders, their side effects, and the risks of misusing or discontinuing these drugs.

325-02-05

Knows the systemic and financial barriers encountered by families of children with developmental disorders when trying to access medical, educational, and developmental services for their children.

325-02-06

Understands the cause and effect relationship between children's developmental disorders and child maltreatment and the increased vulnerability of children with disabilities to maltreatment.

325-02-07

Understands the role of psychological, developmental, and adaptive behavior assessments in providing essential information for case planning for children with developmental disorders.

325-02-08

Understands how parenting children with developmental disorders can affect family, marital, partner, sibling, and extra-familial relationships.

325-02-09

Understands the stresses of caring for seriously disabled or medically fragile children who require highly specialized parental care.

325-02-010

Understands the importance of respite care, support networks, and other supportive family services in sustaining families' ability to care for their children at home.

325-02-011

Knows how to prepare children, youth, and families for psychological or developmental assessments, and how to help them understand the findings and recommendations.

325-02-012

Knows how to assess the risks of maltreatment reoccurrence when assessing whether children with developmental disorders can be safely returned to their families.

325-02-013

Can identify medical, social, financial, and educational resources for children with developmental disorders and help families access needed services.

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325-02-014

Can monitor family situations to ensure the ongoing safety of children with developmental disorders at home or in out-of-home care.

Topic 326 Developmental Disorders in Adults

Skill Set 326-01 Ability to identify developmental disorders in parents of maltreated or at-risk children and provide services to ensure the safety and well being of their children, at home or in alternative care.

326-01-001

Knows the primary types of developmental disorders in adults, their primary indicators, and how they can affect parents' capacity to safely care for their children.

326-01-002

Understands the effects of various levels of mental retardation on reasoning, judgment, decision making, and adaptive behaviors necessary for daily living and child care.

326-01-003

Understands how having more than one developmental disorder, or the addition of substance abuse or mental illness, can complicate case planning and intervention.

326-01-004

Understands how the availability of permanent family and service support networks can enable some parents with developmental disorders to safely care for their children.

326-01-005

Understands how access to intensive developmental programs can promote optimal development of children whose parents have developmental disorders.

326-01-006

Understands how negative stereotypes and misconceptions about persons with developmental disorders can affect service planning and case outcomes.

326-01-007

Understands how the age, developmental capacity, and resilience of children can help determine whether they can safely remain in the care of a parent with a developmental disorder.

326-01-008

Knows how to use direct observation and personal interviews with family members to determine whether a parent may have a developmental disorder.

326-01-009

Knows how to assess the immediate and long-term risk of harm to children living with parents who have developmental disorders.

326-01-010

Knows how to use psychological, psychiatric, developmental, and adaptive behavior assessments to determine whether a parent has or can develop the capacity to independently care for their children.

326-01-011

Knows how to engage and use advocacy groups on behalf of adults with developmental disorders.

326-01-012

Knows how to involve parents with developmental disorders and extended family members in realistically assessing the parent's capacity to parent, and to use this information in case and permanency planning.

326-01-013

Knows strategies to maintain the relationship between a parent with a developmental disorder and their children living in kinship, foster, or adoptive families.

326-01-014

Can help parents with developmental disorders obtain the necessary services, equipment, education, support, and guidance to safely parent their own children.

326-01-015

Can help families determine if, and what type of out-of-home placement is necessary to ensure safety and optimal development of children whose parents have developmental disorders.