

# CASEWORKER CORE COMPETENCIES

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## CASEWORKER CORE COMPETENCIES

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**TOPIC: 111**

**FUNDAMENTALS OF FAMILY-CENTERED CHILD PROTECTIVE SERVICES**

### Skill Sets

**111-01:** Ability to conduct child welfare practice in a manner that is consistent with fundamental child welfare values and philosophy

**111-02:** Ability to identify children who have been physically abused, neglected, sexually abused or emotionally maltreated

**111-03:** Ability to approach and relate to families in a culturally respectful and competent manner

**111-04:** Ability to work within a community-based system of child protection and family support

### **Skill Set 111-01: Ability to conduct child welfare practice in a manner that is consistent with fundamental child welfare values and philosophy**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>111-01-001</b>	Aware of dilemmas impacting child protection and the need for informed professional judgment
<b>111-01-002</b>	Knows the mission of child welfare services as protecting children from maltreatment and assuring their safety in stable, permanent families
<b>111-01-003</b>	Knows defining characteristics of a family-centered approach to child welfare practice
<b>111-01-004</b>	Knows social work and child welfare values and ethics that underlie a family-centered approach to services
<b>111-01-005</b>	Knows the historical basis and evolution of child welfare practice and how this has influenced contemporary practice principles
<b>111-01-006</b>	Understands the inherent potential tension between parents' rights and children's rights in child protective services
<b>111-01-007</b>	Understands the child welfare system's responsibility to ensure children permanence by providing reasonable efforts to prevent placement, reunify children and families, or pursue permanent alternative placement through adoption or legal custody
<b>111-01-008</b>	Understands how a family-centered approach to child protection can support and sustain the rights of maltreated children and their families

<b>111-01-009</b>	Understands how family-centered services may help prevent removal and placement of children by engaging, empowering, and strengthening their immediate and extended families
<b>111-01-010</b>	Understands how a family-centered approach to services differs from family preservation, and the appropriate use of family preservation and intensive home-based service programs
<b>111-01-011</b>	Knows how family-centered concepts are fully implemented in family-centered, neighborhood-based (FCNB) services at the local community level
<b>111-01-012</b>	Knows how a family-centered approach to services is implemented with foster, kinship, and adoptive families
<b>111-01-013</b>	Can intervene with immediate, extended, and caregiving families in a manner that reflects a thorough integration of a family-centered, culturally competent approach to assuring safety, permanence, and well being to maltreated children.

<b>Skill Set 111-02: Ability to identify children who have been physically abused, neglected, sexually abused, or emotionally maltreated</b>
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<b>Comp. No.</b>	<b>Competency Description</b>
<b>111-02-001</b>	Aware of the critical role of screening and intake as the first step in a comprehensive investigation or family assessment
<b>111-02-002</b>	Knows the importance of the screening process in gathering essential information to make initial decisions about time frames for commencing the investigation, case opening and/or transfer
<b>111-02-003</b>	Knows types of reports that should be referred to other community service providers
<b>111-02-004</b>	Knows the nature and scope of various types of child maltreatment
<b>111-02-005</b>	Knows components of physical abuse, sexual abuse, neglect, dependency, endangerment, emotional maltreatment, out-of-home child abuse and out-of-home child neglect
<b>111-02-006</b>	Knows the provisions of federal laws governing child welfare practice, including Adoption and Safe Families Act (ASFA), Indian Child Welfare Act (ICWA), Adoption Assistance and Child Welfare Act of 1980 (96-272), Multi Ethnic Placement Act (MEPA), Child Abuse Prevention and Treatment Act (CAPTA), and the state laws that implement their provisions
<b>111-02-007</b>	Knows physical, emotional, and behavioral indicators of physical and sexual abuse, neglect, and emotional maltreatment
<b>111-02-008</b>	Knows unique interpersonal and family dynamics typically associated with physical and sexual abuse, neglect, and emotional maltreatment

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111-02-009	Knows the impact of environmental and social factors and conditions physical and sexual abuse, neglect, and emotional maltreatment
111-02-010	Knows behavioral and emotional indicators of the following conditions and how they contribute to child maltreatment: parental mental illness or mental health problems; domestic violence; use or abuse of drugs and alcohol; mental retardation
111-02-011	Knows criteria to differentiate poverty and homelessness from neglect
111-02-012	Knows criteria to differentiate accidental from inflicted injury to children
111-02-013	Knows how poverty and unsafe community environments may impact a family's ability to provide safe care for their children
111-02-014	Knows types of parenting practices and interventions that place children at risk of harm
111-02-015	Understands the complex interaction of individual, family, developmental, situational, and environmental factors as contributors to child maltreatment
111-02-016	Can accurately identify children who have been physically and sexually abused, neglected, and emotionally maltreated
111-02-017	Can gather and assess information to determine whether child injuries are inflicted or accidental

<b>Skill Set 111-03: Ability to approach and relate to families in a culturally respectful and competent manner</b>
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Comp. No.	Competency Description
111-03-001	Knows definitions and fundamental concepts of culture and diversity
111-03-002	Knows common essential elements and institutions present in all cultures
111-03-003	Understands the impact of personal and organizational bias on disproportionality
111-03-004	Understands the importance of locating reliable sources of information regarding various cultural groups
111-03-005	Understands how ethnocentrism, lack of knowledge, and reliance on stereotypes contribute to inter-cultural conflict or miscommunication
111-03-006	Understands how one's own cultural background affects one's own values, perceptions of others, behaviors, and identity
111-03-007	Understands how culturally based differences in parenting and childcare practices can influence the determination of child maltreatment
111-03-008	Understands how different overt behaviors and cultural practices can reflect common underlying fundamental values
111-03-009	Understands the value of serving families within their home communities and cultures

<b>111-03-010</b>	Knows how to locate reliable informants and other resources to gather relevant information about a cultural group
<b>111-03-011</b>	Can recognize one's own areas of potential bias and knows how to prevent these from negatively influencing one's judgment and relationships with clients and co-workers
<b>111-03-012</b>	Can establish rapport and relationships with client families from a variety of diverse cultural backgrounds
<b>111-03-013</b>	Can recognize when cultural differences impact the assessment of risk and family strengths and needs, and the provision of services

<b>Skill Set 111-04: Ability to work within a community-based system of child protection and family support</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>111-04-001</b>	Knows unique roles and responsibilities of the child welfare agency in a community-based approach to child protection and family support
<b>111-04-002</b>	Knows roles and responsibilities of other community agencies, professionals and providers involved in child protection and family support
<b>111-04-003</b>	Understands the responsibility of the entire community and all its members in child protection and family support
<b>111-04-004</b>	Understands the value of serving families within their home communities and cultures
<b>111-04-005</b>	Can identify a range of neighborhood and community-based service providers available to help protect children and support their families

## CASEWORKER CORE COMPETENCIES

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### TOPIC: 112 FUNDAMENTALS OF ENGAGING FAMILIES

#### Skill Sets

**112-01:** Ability to integrate casework methods with the exercise of protective authority when necessary to ensure children's safety

**112-02:** Ability to use casework methods to engage and empower families to become invested in a collaborative worker/family relationship

**112-03:** Ability to approach and relate to families in a culturally respectful and competent manner

**112-04:** Ability to conduct individual and family group interviews

<b>Skill Set 112-01: Ability to integrate casework methods with the exercise of protective authority, when necessary, to ensure children's safety</b>	
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<b>Comp. No.</b>	<b>Competency Description</b>
112-01-001	Knows characteristics, strengths, and limitations of a collaborative casework and protective-authority approach to child protection
112-01-002	Understands dilemmas posed by the worker's conflicting responsibilities as an empowering child and family advocate (enabler) and an intrusive protective authority (enforcer)
112-01-003	Understands the importance and benefits of using the least intrusive level of authority needed to protect children
112-01-004	Knows strategies to engage and empower families during the investigation of a protective complaint
112-01-005	Knows how family members can be engaged to protect children and provide them with permanent homes
112-01-006	Can clearly communicate the agency's expectations to assure children's safety while simultaneously engaging family members to collaborate in service planning and implementation
112-01-007	Can flexibly integrate engagement and enforcement strategies in a manner most appropriate for each family's unique circumstances

<b>Skill Set 112-02: Ability to use casework methods to engage and empower families to become invested in a collaborative worker/family relationship</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
112-02-001	Knows how social work values and principles apply to the casework relationship, including respecting each family's dignity, culture, individuality, and right to self-determination
112-02-002	Knows the essential role and unique qualities of the casework relationship in a family-centered model of child protection
112-02-003	Knows attitudes and behaviors that promote the development of trust and confidence in the worker by family members
112-02-004	Knows barriers in child welfare settings that can interfere with developing relationships with family members
112-02-005	Understands the concept of client empowerment and how a trusting and collaborative casework relationship can motivate and sustain productive change in a family
112-02-006	Understands how fear, uncertainty, and other feelings may be exhibited as hostility, aggressive behavior, withdrawal, denial of problems, and other forms of resistance
112-02-007	Knows a variety of casework strategies that can strengthen casework relationships and help reduce family members' resistance
112-02-008	Can use a variety of strategies to engage families in a collaborative relationship with the worker
112-02-009	Can work with families to identify and resolve sources of resistance and strengthen the casework relationship

<b>Skill Set 112-03: Ability to approach and relate to families in a culturally respectful and competent manner</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
112-03-001	Understands how cultural factors, including verbal and non-verbal communication, can impact the development of a casework relationship and create misunderstandings
112-03-002	Understands the difficulties in communicating with families whose understanding of English is limited
112-03-003	Understands the importance of obtaining interpreters for people who have difficulty understanding English, or who have a hearing loss and knows how to secure interpreters to assist with non-English speaking families
112-03-004	Knows how to identify cultural barriers to relationship development in each family, and can apply strategies to overcome them
112-03-005	Can establish rapport and relationships with client families from a variety of diverse cultural backgrounds

<b>Skill Set 112-04: Ability to conduct individual and family group interviews</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
112-04-001	Recognizes the interview as a dialogue between the worker and family members and the principal means of implementing the helping process
112-04-002	Knows the importance of establishing a clear purpose for each interview, communicating this purpose to family members, and selecting the best interview strategies to achieve this purpose
112-04-003	Knows the definitions and characteristics of "content" and "process" in casework, and the importance of eliciting and discussing process-level issues to assure a thorough and accurate assessment
112-04-004	Knows the appropriate standards and limits for disclosing personal information to family members during an interview
112-04-005	Knows strategies to defuse family members' hostility and anger and build collaboration during the initial family assessment or investigation
112-04-006	Understands how cultural differences in communication styles may promote miscommunication and misunderstanding during interviews
112-04-007	Understands the challenges of conducting interviews with families who cannot fully express themselves in English or who do not fully understand what they are being told
112-04-008	Understands how a trusting casework relationship can enhance the effectiveness of the interview and increase the accuracy of the communication
112-04-009	Knows interviewing strategies to help family members comfortably express and discuss their opinions and feelings
112-04-010	Knows interviewing strategies to deal with conflict, respond to hostile or accusatory statements, or confront family members who are reluctant to deal with critical issues
112-04-011	Can identify a purpose prior to beginning each interview, and can clearly explain this purpose to the family
112-04-012	Can observe family members' behavior and interaction, and can attend to non-verbal cues, including tone of voice, facial expressions, and other body language
112-04-013	Can encourage and empower family members to actively participate in interviews, express their ideas and feelings, and confront difficult topics and issues
112-04-014	Can formulate appropriate interview questions and responses to guide the direction of the interview to achieve its stated purpose
112-04-015	Can flexibly select or modify interviewing strategies in response to family members' reactions and contributions
112-04-016	Can talk with families to elicit and explore important information, promote and guide discussion, and summarize thoughts and conclusions

## CASEWORKER CORE COMPETENCIES

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### TOPIC: 113 LEGAL ASPECTS OF CHILD PROTECTION

#### Skill Sets

**113-01:** Ability to access the juvenile court to protect children from maltreatment and to assure permanency within legally established time frames.

**113-02:** Ability to gather, prepare, and document case information for court

**113-03:** Ability to testify in juvenile court hearings

<b>Skill Set 113-01: Ability to access the juvenile court to protect children from maltreatment and to assure permanency within legally established time frames</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
113-01-001	Aware of the importance of adhering to the provisions of federal and state statutes in child welfare casework
113-01-002	Knows legal protections afforded to families and children by juvenile court intervention, and the potential detrimental consequences if legal procedures are not followed
113-01-003	Knows Ohio Revised Code and Ohio Administrative Code definitions for various forms of child maltreatment
113-01-004	Knows the unique role and responsibility of the juvenile court system in child protection
113-01-005	Knows the legal rights of children, parents, and caregivers in court actions related to allegations of child maltreatment including parents' rights to due process, freedom from warrantless search and seizure, and equal protection under the law
113-01-006	Knows roles and responsibilities of all parties in child protection proceedings in the juvenile court
113-01-007	Understands the nature, purpose, and processes of juvenile court hearings and the associated casework responsibilities
113-01-008	Understands the nature and purpose of juvenile court dispositions for abused, neglected, and dependent children and the associated casework responsibilities
113-01-009	Understands the types and degree of discretion afforded caseworkers and prosecutors when determining what kind of court action to file

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113-01-010	Understands how personal bias and lack of cultural knowledge can influence a caseworker's judgment about what constitutes child maltreatment, and contribute to disproportionality
113-01-011	Understands circumstances under which a case disposition of Permanent Planned Living Arrangement (PPLA) can be considered
113-01-012	Understands the provisions of federal and state laws regarding reasonable efforts to prevent out-of-home placement of children
113-01-013	Understands family and case circumstances in which waiver of reasonable efforts may be considered, and the necessary juvenile court processes for seeking a waiver
113-01-014	Knows how to collaborate with Court Appointed Special Advocacy (CASAs) and Guardians ad Litem (GALs) to serve the best interests of children in the court system
113-01-015	Can use Ohio Revised Code definitions to determine the type of child maltreatment in a family
113-01-016	Can initiate juvenile court actions to protect children from future maltreatment
113-01-017	Can collaborate with service providers, juvenile court personnel and the agency or prosecuting attorney in court actions

<b>Skill Set 113-02: Ability to gather, prepare, and document case information for court</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
113-02-001	Knows liabilities for children and families of poorly organized, incomplete, or inaccurate case documentation
113-02-002	Knows penalties and resulting agency and caseworker liability of submitting falsified documents, case notes and case plans to the court
113-02-003	Knows applicable juvenile court rules of evidence for child protection cases
113-02-004	Knows the caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions
113-02-005	Knows what types of evidence must be gathered, documented and maintained in family case records to support court proceedings
113-02-006	Knows the importance of documenting casework efforts to reunify families, while concurrently developing and filing a supplemental case plan for permanence
113-02-007	Knows the importance of documenting efforts to protect parent's constitutional rights during casework activities
113-02-008	Understands how case documentation is used in legal proceedings, including custody hearings
113-02-009	Understands how inaccurate or insufficient case documentation contributes to agency liability
113-02-010	Understands the importance of conducting interviews in a legally defensible manner and protecting evidence during investigations

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113-02-011	Understands how failure to follow case procedures required by statute and policy can result in the inadmissibility of evidence to the court
113-02-012	Knows how to collaborate with prosecuting attorneys to gather and prepare case documentation for filing and presentation to the juvenile court
113-02-013	Knows how to conduct casework investigation interviews in a manner that gathers and protects relevant evidence
113-02-014	Can write case notes and documentation that will be admissible and effective in court actions
113-02-015	Can apply rules of evidence in gathering and preparing documentation to submit to the juvenile court

<b>Skill Set 113-03: Ability to testify in juvenile court hearings</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
113-03-001	Knows the importance of a calm and confident demeanor, professional physical appearance and appropriate use of language when giving testimony in juvenile court hearings
113-03-002	Knows the rules of evidence that apply to court testimony, including rules of hearsay, exceptions to hearsay and proper use of case notes
113-03-003	Knows how to apply rules of evidence to testimony, and how to choose information that will support the case filing
113-03-004	Knows strategies to present concise descriptions of facts and to avoid presenting more detailed information than is warranted
113-03-005	Knows strategies to respond effectively to direct and cross-examination
113-03-006	Can present well organized, relevant information during court testimony and cross-examination

## CASEWORKER CORE COMPETENCIES

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### TOPIC: 114

### FUNDAMENTALS OF ASSESSMENT IN CHILD PROTECTIVE SERVICES

#### Skill Sets

**114-01:** Ability to determine the level of immediate and future risk of abuse or neglect to children in their homes

**114-02:** Ability to complete thorough assessments that identify family needs, strengths, contributors to maltreatment, and resources to promote children's safety

**114-03:** Ability to design and implement safety plans to protect children at immediate danger of serious harm

#### **Skill Set 114-01: Ability to determine the level of immediate and future risk of abuse or neglect to children in their homes**

<b>Comp. No.</b>	<b>Competency Description</b>
114-01-001	Knows the worker's responsibility to respond to prior or current maltreatment and to protect children from future maltreatment
114-01-002	Knows the purpose of risk assessment technology in child welfare intervention
114-01-003	Knows components, strengths and limitations of risk assessment technologies
114-01-004	Knows how safety assessment fits within the continuum of assessing the risk of future maltreatment
114-01-005	Knows types of individual, family and environmental factors that are correlated with risk of future maltreatment
114-01-006	Knows types of individual, family, and environmental strengths that can mitigate risk and protect children from future maltreatment
114-01-007	Understands complex interactions of risk contributors and protective factors to create an overall level of risk
114-01-008	Knows the kinds of information to be gathered when screening a referral of child maltreatment
114-01-009	Knows how to gather detailed information about risk and safety factors from immediate and extended family members
114-01-010	Knows how to access and elicit information from key informants, case records, community professionals and other sources to enhance and verify data collected from family members
114-01-011	Can conduct individual and family interviews to gather and verify information about risk and safety factors

114-01-012	Can compile and evaluate information to identify children who are likely to be maltreated in the near or distant future
114-01-013	Can identify strengths and resources in the immediate family, extended family, neighborhood, and community that can mitigate risk and ensure children's safety
114-01-014	Can gather sufficient information about prior maltreatment and probable level of future risk to establish an appropriate level of priority and urgency for an intake or initial family assessment

<b>Skill Set 114-02: Ability to complete thorough assessments that identify family needs, strengths, contributors to maltreatment, and resources to promote children's safety</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
114-02-001	Aware of the importance of a holistic approach to family assessment that equally considers the individual, family, environmental, and community contributors to child maltreatment and strengths
114-02-002	Knows liabilities and potential dangers to children of basing case plans and services on insufficient or inaccurate assessment information
114-02-003	Knows the importance of conducting assessments jointly with family members to promote the accuracy and depth of information
114-02-004	Knows the individual, family, extended family, and environmental conditions, dynamics, resources, and strengths that must be explored in a child welfare family assessment
114-02-005	Understands how family needs, problems, and environmental conditions may interact with each other to increase the potential for child maltreatment
114-02-006	Understands ways that family resilience and resourcefulness, constructive coping skills, intra-familial support, and community-based networks can mitigate maltreatment and help families protect their children
114-02-007	Understands ways that cultural factors and differences in parenting practices can confound a family assessment and promote inaccurate conclusions about families
114-02-008	Understands how the worker's preferred method of learning about and observing people and situations affects the process of gathering, evaluating, and integrating information, and the importance of using a variety of observation styles to gather complete assessment information
114-02-009	Understands factors that may bias the worker's interpretation of individuals' and families' behavior and communication, such as the worker's own cultural perspective, pre-conceived expectations, and the context of the situation
114-02-010	Understands risks of drawing conclusions based on insufficient information or without testing the accuracy of this information and underlying assumptions
114-02-011	Understands the importance of documenting thorough, summarized case assessment information in the family's case record

114-02-012	Knows how to choose and sequence family assessment activities to maximize family members' participation
114-02-013	Can develop assessment hypotheses (regarding how abuse occurred, how the family functions, etc.) and gather additional information to prove or disprove the hypothesis
114-02-014	Can analyze, compare, and synthesize assessment information from various sources, test out its accuracy, and draw conclusions about its meaning and relevance to children's safety
114-02-015	Can help families identify the unique interaction of factors that contribute to or sustain abuse or neglect in their family
114-02-016	Can help families identify personal, family, environmental, and community strengths and resources to eliminate child maltreatment and support constructive family change
114-02-017	Can document assessment findings and conclusions in a thorough, summarized assessment report

<b>Skill Set 114-03: Ability to design and implement safety plans to protect children at immediate danger of serious harm</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
114-03-001	Knows the importance of safety planning to ensure children's protection from immediate danger of serious harm
114-03-002	Knows necessary components of a safety plan
114-03-003	Understands concepts of reasonable efforts and placement prevention, and how they impact safety planning
114-03-004	Understands the importance of involving immediate and extended family members in safety planning for their children
114-03-005	Understands the importance of building on immediate and extended family members' strengths to ensure children's immediate safety in their own homes or extended families, whenever possible
114-03-006	Knows how to access agency and community supportive services and resources to help families protect their own children
114-03-007	Knows how to determine when an emergency, out-of-home placement is the only viable option to ensure children's safety
114-03-008	Knows how to determine when removal of the perpetrator from the home is the most appropriate safety plan for the child
114-03-009	Can develop and implement a safety plan with the family to provide immediate protection of children at immediate danger of serious harm
114-03-010	Can identify and facilitate the use of in-home supportive services to ensure children's safety while preventing unnecessary out-of-home care placement

## CASEWORKER CORE COMPETENCIES

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### TOPIC: 115 FUNDAMENTALS OF INVESTIGATIONS

#### Skill Sets

**115-01:** Ability to screen referrals to determine the level of priority for agency response

**115-02:** Ability to use a family-centered approach when conducting initial intake assessments and investigations

**115-03:** Ability to plan and conduct investigations and coordinate, when necessary, with community partners

<b>Skill Set 115-01: Ability to screen referrals to determine the level of priority for agency response</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
115-01-001	Understands dynamics that may prevent reporters from providing thorough and accurate information about a family's situation
115-01-002	Knows interview strategies to engage and empower reporters to provide detailed and accurate information
115-01-003	Knows the relevant criteria for screening referrals and the most appropriate categories for families with different presenting needs and referral concerns
115-01-004	Can gather sufficient information about prior maltreatment and probable level of future risk to establish an appropriate level of priority and urgency for an intake or initial family assessment
115-01-005	Can determine which referrals should be accepted as reports to be investigated, and which should be screened out to alternative providers or service approaches

<b>Skill Set 115-02: Ability to use a family-centered approach when conducting initial intake assessments and investigations</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
115-02-001	Knows the importance of building rapport with family members at the time of intake
115-02-002	Knows how cultural factors are considered in developing a plan for an initial family assessment or investigation
115-02-003	Understands the dynamics that can interfere with family members' willingness to provide thorough and accurate information about their situation
115-02-004	Understands issues related to parent's constitutional rights and how to respect those rights during investigations

115-02-005	Knows how to reduce resistance and engage family members during investigative interviews
115-02-006	Understands the importance of linking families with community or agency services at the time of the investigation/assessment to assure children's safety, prevent placement, and support the family
115-02-007	Can keep family members involved throughout the investigation and assessment process to promote accuracy of assessment conclusions and family members' investment in service planning and implementation
115-02-008	Can identify a range of neighborhood and community-based service providers available to help protect children and support their families

<b>Skill Set 115-03: Ability to plan and conduct investigations and coordinate, when necessary, with community partners</b>	
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Comp. No.	Competency Description
115-03-001	Aware of the critical role of screening and intake as the first step in a comprehensive investigation or family assessment
115-03-002	Knows the importance of the screening process in gathering essential information to make initial decisions about time frames for commencing the investigation, case opening and/or transfer
115-03-003	Knows goals and objectives of an initial family assessment or investigation
115-03-004	Knows similarities and differences between a "family assessment" and an "investigation," and why both are often necessary during the intake and investigation phase
115-03-005	Knows roles and responsibilities of other community agencies, professionals and providers involved in conducting investigations, including juvenile court, county prosecutor (or agency attorney), mental health treatment providers, the school system, children's hospital or other medical staff, child advocacy centers, and multi-disciplinary teams
115-03-006	Knows how and when to involve child advocacy centers and multi-disciplinary teams during investigations of child maltreatment
115-03-007	Knows when to involve the police in an initial family assessment or investigation, and the respective roles of the police and child protection worker
115-03-008	Knows how risk and safety information is incorporated into the initial family assessment or investigation
115-03-009	Knows strategies to ensure the caseworker's safety during the initial family assessment or investigation
115-03-010	Knows who should be interviewed during child maltreatment investigations and what information should be gathered during the interviews
115-03-011	Understands the importance of developing investigative plans, and coordinating investigative activities
115-03-012	Understands the circumstances when it is appropriate to interview children at school prior to interviewing the child's parent(s)

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<b>115-03-013</b>	Understands the importance of conducting interviews so that information gathered can be used as evidence in court
<b>115-03-014</b>	Knows how to determine the sequence, timing, and location of investigative interviews
<b>115-03-015</b>	Knows how to conduct investigative interviews to reduce family members' resistance and promote collection of thorough and accurate information
<b>115-03-016</b>	Can gather relevant information from family members, alleged child victims, extended family members, and other collateral contacts to support or refute allegations
<b>115-03-017</b>	Can coordinate investigations with law enforcement, county prosecutor, and other community providers

## CASEWORKER CORE COMPETENCIES

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### TOPIC: 116

### FUNDAMENTALS OF CASE PLANNING AND FAMILY-CENTERED CASEWORK

#### Skill Sets

**116-01:** Ability to develop case plans that include objectives and service activities to address high priority needs and problems that build on family resources and strengths

**116-02:** Ability to work collaboratively with the family (including extended family members and service providers) to plan and coordinate services

**116-03:** Ability to initiate permanency planning activities (including supplemental case planning) to assure children's safety and stability

**116-04:** Ability to complete case documentation and organize and maintain family case records

<b>Skill Set 116-01: Ability to develop case plans that include objectives and service activities to address high priority needs and problems, and that build on family resources and strengths</b>
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Comp. No.	Competency Description
116-01-001	Aware of the potentially destructive impact on children and families of poorly constructed, incomplete or non-individualized family case plans
116-01-002	Knows the importance of involving family members in case plan development to assure their investment and motivation to work toward change
116-01-003	Knows the proper sequence of steps in the case planning process
116-01-004	Knows the difference between case goals, objectives, and activities
116-01-005	Knows criteria with which to prioritize family needs and case objectives
116-01-006	Knows benefits of formally documenting the case plan in the case record
116-01-007	Understands the use of the case plan as the agency's formal negotiated contract with families to guide, monitor, and evaluate the change process
116-01-008	Understands the need to formulate case objectives that reflect desired changes in the underlying conditions directly contributing to maltreatment in the family
116-01-009	Understands how case objectives are derived from information gathered during the family assessment
116-01-010	Understands the importance of identifying culturally relevant service providers and engaging families to help choose their own service resources
116-01-011	Understands how formal case plan documents are used in legal and court processes, and the importance of well-formulated case plan documents in supporting the agency's legal position

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<b>116-01-012</b>	Understands how ineffective case planning contributes to premature closing of cases, or keeping cases open for unnecessarily extended periods of time
<b>116-01-013</b>	Understands the necessity of periodic case reassessment with the family to document changes and to assure the continued relevance of services and activities
<b>116-01-014</b>	Knows strategies to promote and support the involvement of immediate and extended family members in case plan development
<b>116-01-015</b>	Knows the utility of a variety of service delivery strategies to protect children and meet families' needs including direct provision of services, using agency-based services, case management, referral to community providers, non-traditional and neighborhood-based resources, and accessing or developing community support networks
<b>116-01-016</b>	Knows how to engage the family in writing case plans in language that can be easily understood by family members
<b>116-01-017</b>	Knows how to identify and elicit family members' recommendations of culturally responsive and knowledgeable service providers in their own communities
<b>116-01-018</b>	Knows how to select and use specific interviewing strategies during case plan development
<b>116-01-019</b>	Knows interview specific strategies to help parents remain motivated to safely parent their children
<b>116-01-020</b>	Knows strategies to involve family members and service providers in periodically reviewing and revising case plans
<b>116-01-021</b>	Knows factors to determine when a case should be closed
<b>116-01-022</b>	Knows strategies that can be used at case closure to reduce recidivism or reopening of the case
<b>116-01-023</b>	Can partner with family members to develop an individualized case plan that accurately reflects the family's unique needs, strengths and problems, and that directly addresses contributors to maltreatment
<b>116-01-024</b>	Can formulate observable, behavioral and measurable case goals and objectives
<b>116-01-025</b>	Can identify, with family members, the most appropriate services and activities to achieve case plan objectives and address their individual needs
<b>116-01-026</b>	Can estimate, with the family, realistic time frames for achievement of case plan activities
<b>116-01-027</b>	Can conduct case plan reviews, assess outcomes of services, and make needed adjustments in case plan goals, objectives, and activities with the family
<b>116-01-028</b>	Can determine when case plan objectives have been successfully achieved, when children will be safe and when the case can be closed

<b>Skill Set 116-02: Ability to work collaboratively with the family (including extended family members), and service providers to plan and coordinate services</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
116-02-001	Aware of the caseworker's role and responsibility as a case manager
116-02-002	Knows types of formal and informal neighborhood and community resources that can be engaged to support families
116-02-003	Knows liabilities of referring families to service providers without also assuring coordination of these services
116-02-004	Knows intra- and inter-agency, environmental, cultural and community barriers that prevent access by families to needed services and resources
116-02-005	Knows strategies to ensure the caseworker's safety during on-going family services work with families
116-02-006	Understands the value of home visits in learning about available services and resources in the family's neighborhood and home community
116-02-007	Understands the importance of identifying naturally occurring support systems within the extended family, neighborhood and community
116-02-008	Understands the importance of gathering family members' recommendations of culturally responsive service providers in their communities
116-02-009	Understands the caseworker's role as an advocate to assure that families receive high quality and timely services
116-02-010	Understands the importance of coordinating services delivered by multiple community-based service providers and the difficulties experienced by families when they are not well coordinated
116-02-011	Understands the caseworker's responsibility to monitor and evaluate the effectiveness of services provided by other agencies or providers
116-02-012	Can intervene with immediate, extended and caregiving families to support, empower and strengthen them to care for children at risk of harm, and to concurrently ensure the children's protection and permanence
116-02-013	Can identify and help families access formal and informal neighborhood and community-based service resources
116-02-014	Can plan and coordinate targeted strategies for home visits that help family members fulfill case plan objectives and review their accomplishments
116-02-015	Can advocate on behalf of families to eliminate barriers and help families access services
116-02-016	Can prepare families for case closure
116-02-017	Can recognize when cultural differences impact the family assessment
116-02-018	Can facilitate coordination of services to families being served by multiple service providers
116-02-019	Can collaborate with staff in other agency units to integrate and coordinate service planning and delivery

<b>Skill Set 116-03: Ability to initiate permanency planning activities, including supplemental case planning, to assure children's safety and stability</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
116-03-001	Knows the role and purpose of supplemental case planning in assuring timely permanence for children
116-03-002	Knows the importance of beginning permanency planning at the time of first contact with a family
116-03-003	Knows circumstances when a formal supplemental case plan should be developed
116-03-004	Knows the necessary elements that should be included in a supplemental case plan
116-03-005	Understands the dynamics of family members' discomfort when discussing alternative permanent placements for the children
116-03-006	Knows strategies to introduce the discussion of permanency issues during the family assessment, and to engage and empower immediate and extended family members to focus on permanence for the children throughout the life of the case
116-03-007	Can discuss permanency issues and alternative permanent placement options without communicating a lack of commitment to reunification
116-03-008	Can determine when the supplemental case plan should become the focus of casework activities

<b>Skill Set 116-04: Ability to complete case documentation and organize and maintain family case records</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
116-04-001	Knows the importance of timely, accurate case documentation for agency accountability
116-04-002	Knows multiple types, purposes and uses of case documentation
116-04-003	Knows the scope and type of information that should be gathered from community service providers for inclusion in the case record
116-04-004	Understands how inaccurate or insufficient case documentation contributes to service ineffectiveness
116-04-005	Knows what information can be provided to other service providers to promote open communication and collaboration in planning and service delivery
116-04-006	Knows how to use summarized case documentation, including risk assessments, safety assessments, and case plans to guide supervisory case reviews and periodic formal case review conferences (Semi-Annual Administrative Reviews)
116-04-007	Can write and integrate summarized, concise, and timely assessment and case plan information, and other supporting documentation into the case record
116-04-008	Can use computerized data collection and management systems where these are available

## CASEWORKER CORE COMPETENCIES

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### TOPIC: 117

### FUNDAMENTALS OF CHILD DEVELOPMENT: IMPLICATIONS FOR FAMILY-CENTERED CHILD PROTECTIVE SERVICES

#### Skill Sets

**117-01:** Ability to identify indicators of age-appropriate development in all domains for children of varying ages

**117-02:** Ability to recognize indicators of developmental delays, disabilities, illness and other conditions that impact children's development

**117-03:** Ability to help families access appropriate community resources to address children's developmental needs

**117-04:** Ability to help parents/caregivers identify parenting strategies that meet their children's developmental needs

**117-05:** Ability to promote and sustain healthy attachments between children and their families or caregivers

#### **117-01: Ability to identify indicators of age-appropriate development in all domains for children of varying ages**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>117-01-001</b>	Aware of the caseworker's role as an advocate to promote healthy development of all children served by the agency
<b>117-01-002</b>	Knows combined effects of heredity (genetics and maturation) and environment on children's development
<b>117-01-003</b>	Knows essential prerequisites for healthy child development in all domains
<b>117-01-004</b>	Knows how "normal" development is determined and assessed
<b>117-01-005</b>	Knows the difference between chronological age and developmental age
<b>117-01-006</b>	Knows characteristics of the primary developmental domains (physical, social, emotional, cognitive) and their sub-domains
<b>117-01-007</b>	Knows stages, processes and milestones of normal development of infants (age birth - 1 year) in all domains
<b>117-01-008</b>	Knows stages, processes and milestones of normal development of toddlers (age 1-3 years) in all domains
<b>117-01-009</b>	Knows stages, processes and milestones of normal development of preschool children (age 3-5 years) in all domains

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117-01-010	Knows stages, processes and milestones of normal development of school-age children (age 5-11 years) in all domains
117-01-011	Knows stages, processes and milestones of normal development of preadolescent children (age 11-13) in all domains
117-01-012	Knows stages, processes and milestones of normal development of adolescents (age 13-18) in all domains
117-01-013	Understands how development can be influenced by culture, and how a misinterpretation of cultural factors may confound a developmental assessment
117-01-014	Understands how development in each developmental domain impacts development in the others
117-01-015	Knows how to observe children's behavior and gather information about children's developmental level from family members and other sources
117-01-016	Can determine a child's approximate developmental age in each domain

<b>117-02: Ability to recognize indicators of developmental delays, disabilities, illness and other conditions that impact children's development</b>
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Comp. No.	Competency Description
117-02-001	Aware of the profound negative impact of child maltreatment on children's health and development
117-02-002	Aware of the worker's responsibility to screen children for untreated illnesses, developmental delays and disabilities, and to arrange for appropriate remedial services
117-02-003	Knows the potential negative effects of physical abuse, neglect, sexual abuse and separation trauma on the formation and maintenance of attachment in young children
117-02-004	Knows potential negative effects of physical abuse, neglect and sexual abuse on the development of children aged birth through adolescence
117-02-005	Knows indicators and early warning signs of developmental delays or abnormal development
117-02-006	Knows indicators and early warning signs of behavioral and developmental conditions commonly seen in children who have been maltreated
117-02-007	Understands how children's behavior problems may be symptoms of underlying developmental delays or emotional disturbance, and how they may also become contributing factors to abuse or neglect
117-02-008	Knows how to observe children's behavior and ask relevant questions to identify early indicators of developmental delay or disability
117-02-009	Can assess children's behavior and development and identify inconsistencies between chronological and developmental age
117-02-010	Can recognize primary indicators of common developmental conditions and disabilities associated with child maltreatment

<b>117-02-011</b>	Can use assessment data to identify and prioritize children's developmental or treatment needs, and write case plan objectives that address these needs
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<b>117-03: Ability to help families access appropriate community resources to address children's developmental needs</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>117-03-001</b>	Aware of worker's role as case manager to help families access needed services to promote children's healthy development
<b>117-03-002</b>	Knows the range and types of services needed by children with developmental delays, disabilities and behavior disorders, and their families, to enable families to support their children's development
<b>117-03-003</b>	Knows agencies, providers, and funding options in the child's home community to provide special services for children with delays or disabilities
<b>117-03-004</b>	Understands the importance of interagency collaboration in serving children with developmental problems and their families, and the inter-system administrative and funding barriers to accessing such services
<b>117-03-005</b>	Knows strategies to engage community providers to work collaboratively with the family in identifying children's needs, planning and delivering services, and evaluating outcomes
<b>117-03-006</b>	Can design and implement a comprehensive case plan that addresses children's developmental and special needs

<b>117-04: Ability to help parents/caregivers identify parenting strategies that meet their children's developmental needs</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>117-04-001</b>	Knows age-appropriate expectations for children's behavior at different stages of development
<b>117-04-002</b>	Understands how age-appropriate children's behaviors can be experienced as stressful or misinterpreted by parents
<b>117-04-003</b>	Understands how stresses of parenting children with developmental or behavioral problems can contribute to maltreatment
<b>117-04-004</b>	Understands how parenting strategies that involve power and coercion can contribute to maltreatment and to developmental, behavioral, and emotional problems in children
<b>117-04-005</b>	Understands how inconsistent parenting interventions and failure to establish and enforce structure can support and sustain children's behavior problems
<b>117-04-006</b>	Understands the importance of helping parents correct unrealistic expectations for their children's behavior and development to prevent maltreatment
<b>117-04-007</b>	Understands the value of parent education, support groups, mentors, buddy systems, and respite services to help decrease stress experienced by parents or caregivers of children with developmental or behavioral problems

<b>117-04-008</b>	Knows strategies to help parents develop realistic and age-appropriate expectations for their children's behavior as a means of preventing future maltreatment
<b>117-04-009</b>	Can guide parents to acquire parenting skills and behaviors that promote children's healthy development and reduce the risk of maltreatment

<b>117-05: Ability to promote and sustain healthy attachments between children and their families or caregivers</b>	
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<b>Comp. No.</b>	<b>Competency Description</b>
<b>117-05-001</b>	Knows the parenting practices that support the development of positive secure attachments in children
<b>117-05-002</b>	Knows the parenting practices that contribute to insecure or maladaptive attachment in children
<b>117-05-003</b>	Knows the behavioral and emotional indicators of maladaptive attachment in both children and adults
<b>117-05-004</b>	Understands how consistency of caregivers, parenting interventions, situational stress and children's temperaments interact over time to impact attachment
<b>117-05-005</b>	Understands the potential lifelong consequences of chronic insecure or maladaptive attachment on children's development and mental health
<b>117-05-006</b>	Understands how child maltreatment at different ages and developmental stages can negatively impact attachment
<b>117-05-007</b>	Knows how to recognize indicators of insecure attachments between children and their parents or caregivers
<b>117-05-008</b>	Knows casework strategies to help parents and caregivers develop or strengthen attachments with children in their care
<b>117-05-009</b>	Can observe the behavior of children and caregivers to determine the strength and type of attachment in the family
<b>117-05-010</b>	Can identify parenting behaviors in a family that promote or interfere with the development and maintenance of positive attachment
<b>117-05-011</b>	Can accurately identify children with very disturbed or severely maladaptive attachment who need psychological treatment
<b>117-05-012</b>	Can identify community resources to refer children and families for comprehensive developmental assessment and treatment to strengthen attachment

## CASEWORKER CORE COMPETENCIES

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### TOPIC: 118

### FUNDAMENTALS OF SEPARATION, PLACEMENT AND REUNIFICATION

#### Skill Sets

**118-01:** Ability to recognize children and families suffering from separation-induced trauma and stress

**118-02:** Ability to plan and implement placements that reduce stress, prevent trauma, and promote placement stability and permanence for children

**118-03:** Ability to engage and support mothers, fathers, and family members to keep them involved with their children in placement

**118-04:** Ability to collaborate with and support foster and relative caregivers to strengthen and sustain placements and meet the needs of children in care

**118-05:** Ability to assess family strengths and needs, develop case plans, and implement case activities that promote reunification and provide post-reunification services to children and their families

**118-06:** Ability to use supplemental case planning to develop alternative permanent homes for children who cannot be reunified with their families

#### **118-01: Ability to recognize children and families suffering from separation-induced trauma and stress**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>118-01-001</b>	Knows the circumstances of placement that typically create stress and crisis for children and their families
<b>118-01-002</b>	Knows the typical behavioral indicators of stress and crisis in children of different ages, and in family members of placed children
<b>118-01-003</b>	Understands the caseworker's responsibility to minimize the trauma experienced by children and their families during placement
<b>118-01-004</b>	Understands the potential serious negative impact of separation, out-of-home placement and impermanence on attachment, child development and family emotional stability
<b>118-01-005</b>	Understands how children's developmental level affects their level of stress, their ability to cope, their perception of the experience, and their susceptibility to crisis

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118-01-006	Understands how traumatic effects of separation are exhibited emotionally and behaviorally, including anxiety, depression, regression, withdrawal and oppositional or destructive behavior
118-01-007	Knows strategies to reduce stress and strengthen coping capacity in children of different ages and developmental levels
118-01-008	Can identify when children or family members are in crisis, and can determine when separation trauma is a significant contributor

<b>118-02: Ability to plan and implement placements that reduce stress, prevent trauma, and promote placement stability and permanence for children</b>	
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Comp. No.	Competency Description
118-02-001	Knows agency and community factors that create pressure to place children in substitute care, even when there is no imminent risk of serious harm
118-02-002	Knows the benefits of relative placements in sustaining involvement of family members with children in care
118-02-003	Knows the rationale for placing siblings together and the potential traumatic impacts of separating them
118-02-004	Knows the value of foster and kinship caregivers as potential permanent placement resources for children in their care
118-02-005	Knows the factors to be assessed when considering relative homes as placement resources for children
118-02-006	Knows how to apply principles of family-centered, neighborhood-based placement to maintain children's connections to their neighborhoods, schools, cultures and communities
118-02-007	Knows the factors to be considered when identifying the most appropriate placement resource for children
118-02-008	Knows the scope and type of information about the child and the family situation needed by caregivers to meet the needs of children in care
118-02-009	Understands how children of different ages experience significant changes in home environment and caregivers, and the implications for placement planning
118-02-010	Understands the concept of transitioning and the importance of structuring and staging placement activities to prevent psychological crisis
118-02-011	Understands the value of involving parents and other family members in all stages of the placement process, including identifying placement resources, preparing children and accompanying children on pre-placement visits
118-02-012	Understands the necessity of immediate and frequent post-placement contact between children and their families to prevent immediate and long-term separation trauma
118-02-013	Knows how to conduct pre-placement decision-making meetings with families and other agency staff

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<b>118-02-014</b>	Knows strategies to work with parents to identify potential placement resources within the extended family network and neighborhood
<b>118-02-015</b>	Knows the necessary steps to fully prepare children, their families and caregivers for placement
<b>118-02-016</b>	Knows how to use crisis intervention methods to reduce stress, strengthen coping ability and help children and their families accurately interpret the experience
<b>118-02-017</b>	Knows strategies to engage and support kinship and foster caregivers to work collaboratively with family members and agency staff to minimize trauma to children
<b>118-02-018</b>	Knows how agency barriers can interfere with effective child placement casework, and knows strategies to address these barriers
<b>118-02-019</b>	Can weigh the potential impact of placement on children against the likelihood of maltreatment in their own homes when finalizing a decision to place
<b>118-02-020</b>	Can implement short-term strategies that protect children in their own immediate or extended families while more permanent placement options are identified
<b>118-02-021</b>	Can identify potential caregivers within the child's own extended family, neighborhood and community
<b>118-02-022</b>	Can design an individualized placement strategy that considers children's developmental needs, need for immediate protection, level of stress, the family's strengths and capacities and the availability of appropriate caregivers
<b>118-02-023</b>	Can implement emergency out-of-home placements in a manner that minimizes trauma to the child and family
<b>118-02-024</b>	Can fully prepare family members to participate constructively in placement activities
<b>118-02-025</b>	Can fully prepare caregivers to receive and support children in placement
<b>118-02-026</b>	Can modify the type, sequence, pace and duration of pre-placement activities, and can strengthen supportive interventions, in response to children's emotional distress
<b>118-02-027</b>	Can empower families and sustain their emotional involvement with their children during all phases of the placement
<b>118-02-028</b>	Can encourage and help children express their needs and distress, and can elicit, clarify and help them manage their feelings
<b>118-02-029</b>	Can help family members assess and recommend alternative placement options for their children
<b>118-02-030</b>	Can evaluate potential placement settings to determine their appropriateness as permanent placements for children

<b>118-03: Ability to engage and support mothers, fathers, and family members to keep them involved with their children in placement</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
118-03-001	Aware of the nature and intensity of maltreated children's attachments to their primary caregivers
118-03-002	Aware of benefits of consistent positive attachments on children's development and mental health, and the importance of sustaining attachments while children are in substitute placement
118-03-003	Aware of the caseworker's responsibility to help family members remain invested in and involved with their children in placement
118-03-004	Understands how the caseworker's attitude toward parental involvement can affect a family's willingness to collaborate in placement planning
118-03-005	Understands how insufficient pre-placement preparation can increase family members' resistance to the placement plan
118-03-006	Understands how placement-induced separation trauma and grief are manifested in angry, hostile, belligerent or withdrawn behaviors in family members
118-03-007	Understands how placement can negatively impact family members' confidence, self-esteem and commitment to remain involved with their children in care
118-03-008	Knows strategies to involve parents in their children's activities, including school activities and conferences, birthday celebrations, medical or counseling appointments; and to participate in case planning and critical decisions about their children's well-being and future
118-03-009	Knows strategies to strengthen and sustain children's attachments to important family members while they are in placement
118-03-010	Can engage and empower resistive, angry, hostile or depressed parents and family members to remain involved and invested in parenting their children in placement
118-03-011	Can engage and encourage family members to express their anger and distress, and can help them clarify and manage their feelings
118-03-012	Can plan, promote and support regular and frequent visitation between children in care and family members
118-03-013	Can help family members cope constructively with problems that arise during visits, including emotional distress and behavior problems of children
118-03-014	Can use family visits to model, reinforce and support constructive parenting practices
118-03-015	Can involve the family in review of case plan activities and service needs throughout the placement process

<b>118-04: Ability to collaborate with and support foster and relative caregivers to strengthen and sustain placements and meet the needs of children in care</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
118-04-001	Knows the importance of supportive services to strengthen and sustain placements
118-04-002	Knows the importance of including foster and kinship caregivers as collaborating members of the case planning and delivery team
118-04-003	Knows the roles and responsibilities of caregivers in assessing children's needs, establishing service priorities, implementing case plan activities and participating in staffing
118-04-004	Knows types of agency programs and services necessary to support and sustain care giving families, including training, respite care, mentoring programs, support groups and access to casework support
118-04-005	Knows the special needs of families caring for children with serious emotional, behavioral, medical and substance abuse problems
118-04-006	Understands how placement impacts the care giving family system, and how the family's functioning must change to accommodate children in care
118-04-007	Understands the impact of grief and loss on care giving families
118-04-008	Understands the unique stressors of relative caregivers who retain contact with and must control access by parents of the children in their care
118-04-009	Knows how to access agency and community programs and services to support caregiving families
118-04-010	Can engage and empower caregivers to work in collaboration with the service delivery team on behalf of children in care and their families
118-04-011	Can support foster and kinship parents, the child and the child's family after visits with family members
118-04-012	Can assist foster and relative caregivers to manage conflicting feelings about supporting reunification while agreeing to adopt or assume legal guardianship

<b>118-05: Ability to assess family strengths and needs, develop case plans, and implement case activities that promote reunification and provide post-reunification services to children and their families</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
118-05-001	Aware of the importance of careful reunification planning, preparation, and ongoing supportive services in preventing recidivism
118-05-002	Recognizes worker's pivotal role in helping families successfully complete case plan objectives toward reunification
118-05-003	Aware of the importance of teamwork and collaboration among community resources in achieving successful reunification
118-05-004	Knows characteristics and elements of a successful case plan with reunification as the goal

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118-05-005	Knows factors typically associated with the re-neglect or re-abuse of children, or their re-entry into foster care
118-05-006	Knows psychological, environmental and social barriers to reunification of children with their families and the importance of helping family members overcome them
118-05-007	Knows factors that must be assessed to determine each family member's readiness for reunification, and the factors associated with low likelihood of successful reunification
118-05-008	Understands typical emotional reactions of mothers and fathers whose children have been placed and how these impact parents' behavior and willingness to reunite with their children
118-05-009	Understands how family visits and other contacts with children in care can result in emotional distress and trauma for family members
118-05-010	Understands the value of a strengths-based approach and developmental model of intervention in promoting successful reunification
118-05-011	Understands why some parents may choose not to be reunited with their children, and how they can be engaged to develop alternative permanent plans
118-05-012	Knows the necessary steps to prepare families for the stresses and challenges they may face during reunification activities
118-05-013	Knows how to help families identify and access services and build support systems within their extended families and communities to help prepare them for reunification, maintain family stability after children are returned and to prevent recidivism
118-05-014	Can keep families engaged and emotionally invested with their children throughout the reunification process, and after children are returned home
118-05-015	Can assess each family member's responses to visits and other contacts with their children, and can use this information to modify reunification plans, as needed
118-05-016	Can provide feedback to families on the reunification process, help them predict areas of stress or conflict and help design strategies to prevent or overcome these
118-05-017	Can determine when reunification is not the appropriate plan for a family, or is not going to succeed, and can begin planning an alternative permanent placement for a child

<b>118-06: Ability to use supplemental case planning to develop alternative permanent homes for children who cannot be reunified with their families</b>
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Comp. No.	Competency Description
118-06-001	Knows the importance of achieving timely permanence for all children served by child welfare agencies

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<b>118-06-002</b>	Knows the range of permanency options available to children who cannot be reunited with their families and knows criteria to select the most appropriate permanent placement for a child in care
<b>118-06-003</b>	Knows the importance of maintaining environmental, social, cultural and psychological stability and continuity for children in care, and of choosing permanent placements that minimize further change and loss
<b>118-06-004</b>	Knows the value of seeking recommendations from family members of potential permanent placements for their children and involving them in developing a permanency plan
<b>118-06-005</b>	Knows risks and disadvantages of Planned Permanency Living Arrangements (PPLA) as a permanent placement option for children in care
<b>118-06-006</b>	Understands the emotional and practical dilemmas faced by relative and foster caregivers in working toward reunification, when they have committed to providing a permanent home for a child
<b>118-06-007</b>	Knows how to engage families to consider permanency options for their children early in the service delivery process without negating either the importance of, or the agency's willingness to promote reunification
<b>118-06-008</b>	Can openly discuss with families the agency's commitment to achieving permanence for children within the time frames established by statute
<b>118-06-009</b>	Can engage family members in identifying families that might serve as permanent homes for their children
<b>118-06-010</b>	Can determine when the supplemental permanency plan should be implemented
<b>118-06-011</b>	Can collaborate with agency homefinders to identify or develop potential permanent homes for children who need them