

# CASEWORKER RELATED COMPETENCIES

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**TOPIC: 301  
INTERVIEWING METHODS**

**Skill Sets:**

**301-01: Ability to use a variety of interviewing strategies suitable for different purposes and situations**

<b>Skill Set 301-01: Ability to use a variety of interviewing strategies suitable for different purposes and situations</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
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
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

<b>301-01-017</b>	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
<b>301-01-018</b>	Knows how to use ethnographic interviewing strategies to shape interviews to be effective within a client's cultural context
<b>301-01-019</b>	Knows how to use stories, analogies, examples, and metaphors to articulate and clarify concepts, ideas, and feelings
<b>301-01-020</b>	Knows how to use confrontation to help move an interview forward without alienating family members or undermining the casework relationship.
<b>301-01-021</b>	Knows how to use forensic interviewing methods for fact finding and data gathering during investigations and family assessments (See topic area 206)
<b>301-01-022</b>	Can select and implement interviewing strategies based on the stage of casework intervention and the particular objectives for the interview
<b>301-01-023</b>	Can select and implement interviewing strategies based on individual differences and unique situations of family members
<b>301-01-024</b>	Can collaborate with interpreters during interviews to assure accurate communication between caseworker and family

**TOPIC 302:  
FAMILY SYSTEMS THEORY AND FAMILY THERAPY**

**Skill Sets**

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

<b>Skill Set 302-01: Ability to use family systems theory and family therapy techniques in assessing and responding to child maltreatment.</b>	
<b>302-01-001</b>	Knows the principles and practice concepts that underlie family systems theory
<b>302-01-002</b>	Understands how family systems theory can be applied to family assessment, case planning, and casework intervention in situations of child maltreatment
<b>302-01-003</b>	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
<b>302-01-004</b>	Understands how long-standing family dynamics and behavior patterns may be resistant to change and may increase noncompliance with case plans and interventions
<b>302-01-005</b>	Understands how family dynamics and behavior patterns may reflect family members' strengths and their capacities to cope with problems and challenges
<b>302-01-006</b>	Understands how to interpret family roles, communication patterns, and distribution of power and authority in the context of a family's cultural background
<b>302-01-007</b>	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
<b>302-01-008</b>	Understands the patterns that may occur in family dynamics when a member has serious cognitive, emotional, or health problems
<b>302-01-009</b>	Understands how primary family dynamics and behaviors may be affected by the dynamics of their extended family and social networks
<b>302-01-010</b>	Understands the philosophy, characteristics, and uses of family systems therapy and its potential applications in situations of child maltreatment
<b>302-01-011</b>	Knows how to determine when family dynamics are creating high risk conditions for child maltreatment
<b>302-01-012</b>	Knows assessment strategies, including ecomaps, genograms, and drawings, that help achieve a better understanding of the family as a system
<b>302-01-013</b>	Knows strategies to help family members recognize and change dynamics that contribute to heightened risk of harm to children
<b>302-01-014</b>	Knows strategies to build on existing family processes and dynamics to promote children's safety
<b>302-01-015</b>	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.
<b>302-01-016</b>	Knows facilitation and group management strategies to conduct family group meetings, planning sessions, and case reviews

<b>302-01-017</b>	Knows strategies to help families learn relationship and behavior patterns that can reduce risk and promote children's safety
<b>302-01-018</b>	Can integrate concepts of family systems theory into direct casework with families and children
<b>302-01-019</b>	Can determine when family therapy is an appropriate intervention and can link families with appropriate family therapy resources
<b>302-01-020</b>	Can support and reinforce changes in family dynamics brought about by family therapy



**TOPIC 303:  
CASEWORK WITH CHILDREN**

**Skill Sets**

**303-01: Ability to engage children into a casework relationship**

**303-02: Ability to assess children’s level of development, emotional and behavioral problems, and individual needs**

**303-03: Ability to plan and implement developmentally appropriate casework interventions for children.**

<b>Skill Set 303-01: Ability to engage children into a casework relationship.</b>	
<b>303-01-001</b>	Understands the importance of developing a trusting, honest, and supportive casework relationship with children of all ages.
<b>303-01-002</b>	Understands how children’s prior relationships with adults may affect their willingness or comfort in becoming invested in a relationship with the caseworker.
<b>303-01-003</b>	Knows how to choose appropriate locations for interviews to help children feel safe, comfortable, and relaxed.
<b>303-01-004</b>	Knows how to adapt use of language and body positioning to be suitable for a child’s age and developmental level.
<b>303-01-005</b>	Knows how to use games, activities, toys, story telling, art, and other play techniques to establish rapport, strengthen relationships, and communicate with children.
<b>303-01-006</b>	Can determine the most appropriate relationship building strategies based on a child’s age and developmental level

<b>Skill Set 303-02: Ability to assess children’s level of development, emotional and behavioral problems, and individual needs</b>	
<b>303-02-001</b>	Understands how children’s developmental, maltreatment, and placement histories can affect their current functioning, problems, and needs
<b>303-02-002</b>	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
<b>303-02-003</b>	Knows how to interact with children and observe their behavior, play, and relationships to gather assessment data
<b>303-02-004</b>	Knows how to gather and compile child-specific information from parents, caregivers, teachers, and service providers
<b>303-02-005</b>	Knows how to assess the cognitive, physical, emotional, and social development of infants and toddlers
<b>303-02-006</b>	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

**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 Sets**

**304-01: Ability to identify and assess mental health problems in children and adolescents**

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

<b>Skill Set 304-01: Ability to identify and assess mental health problems in children and adolescents.</b>	
<b>304-01-001</b>	Understands the nature and scope of mental health and behavioral disorders often seen in children and adolescents
<b>304-01-002</b>	Knows the characteristics, behavioral indicators, and preferred treatments for mood disorders such as depression, bipolar disorder, and anxiety in children and adolescents
<b>304-01-003</b>	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
<b>304-01-004</b>	Knows the characteristics, behavioral indicators, and preferred treatments for oppositional-defiant and conduct disorders in children and adolescents
<b>304-01-005</b>	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
<b>304-01-006</b>	Knows the characteristics, behavioral indicators, and preferred treatments for childhood psychosis, including childhood schizophrenia
<b>304-01-007</b>	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
<b>304-01-008</b>	Knows the characteristics, behavioral indicators, and preferred treatments for severe attachment disorders, including Reactive Attachment Disorder (RAD)
<b>304-01-009</b>	Understands how mental health and behavioral disorders can affect the social, emotional, and cognitive development and functioning of children and adolescents
<b>304-01-010</b>	Knows the types of information needed for treatment planning and the appropriate referral questions when requesting psychological, psychiatric, and adaptive behavior assessments
<b>304-01-011</b>	Can prepare children and adolescents for psychological, psychiatric, and developmental assessments and, where appropriate, help them understand the findings

<b>Skill Set 304-02: Ability to provide and monitor treatment for children and youth with mental illness, emotional, or behavioral disorders.</b>	
<b>304-02-001</b>	Knows how mental illness or behavior problems in children and adolescents can increase their risk of maltreatment
<b>304-02-002</b>	Knows the types of supportive in-home services available for families who want to care for their children or adolescents at home
<b>304-02-003</b>	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
<b>304-02-004</b>	Knows the financial, social, and systemic barriers faced by families seeking services for children or adolescents with mental health or severe behavioral problems
<b>304-02-005</b>	Understands the goals, benefits, and types of treatment typically provided by inpatient/hospital/residential programs and by out-patient/community-based/in-home programs
<b>304-02-006</b>	Knows strategies to help parents and caregivers cope with the stresses of caring for children or adolescents with mental health and behavioral disorders
<b>304-02-007</b>	Knows how to identify relapse, crisis, or psychiatric emergencies in children with mental health conditions and how to respond to them
<b>304-02-008</b>	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
<b>304-02-009</b>	Can involve children and adolescents in educational and social environments that address their special needs, promote healthy development, and reduce social isolation
<b>304-02-010</b>	Can coach and assist parents to advocate for needed services and sustain their involvement in treatment

**TOPIC 305:  
PARENTING SKILLS**

**Skill Sets**

**305-01: Ability to help parents and caregivers develop realistic expectations for their children’s behavior**

**305-02: Ability to help parents and caregivers develop nurturing and discipline strategies that meet children’s individual developmental needs.**

<b>Skill Set 305-01: Ability to help parents and caregivers develop realistic expectations for their children’s behavior</b>	
<b>305-01-001</b>	Knows developmental milestones and expectable behaviors for children based on their chronological and developmental age
<b>305-01-002</b>	Understand how a family’s cultural background may shape their perceptions of and expectations for their children’s behavior
<b>305-01-003</b>	Understands the factors that can contribute to development of parents’ and caregivers’ unrealistic or unreasonable expectations for their children’s behavior
<b>305-01-004</b>	Knows how to adapt information about child development and age-appropriate behaviors to be congruent with a family’s learning style and cognitive ability
<b>305-01-005</b>	Can identify when unrealistic expectations for children’s behavior are contributing to child maltreatment in a family
<b>305-01-006</b>	Can use a variety of educational strategies to help correct parents’ and caregivers’ misconceptions about children’s development and behavior.

<b>Skill Set 305-02: Ability to help parents and caregivers develop nurturing and discipline strategies that meet children’s individual developmental needs.</b>	
<b>305-02-001</b>	Knows the importance of selecting parent education/training models and programs with sound data demonstrating program effectiveness
<b>305-02-002</b>	Knows the legal statutes governing the use of corporal punishment and other forms of discipline
<b>305-02-003</b>	Understands the value of in-home training and coaching to help parents learn effective child nurturing and behavior management strategies
<b>305-02-004</b>	Understands how a parent’s learning style, emotional functioning, and cognitive capacity may affect their understanding of and ability to use different parenting strategies
<b>305-02-005</b>	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
<b>305-02-006</b>	Knows how to select behavior management and nurturing strategies best suited for children at different ages and developmental stages

<b>305-02-007</b>	Knows how to provide constructive feedback and support to parents and caregivers as they learn and use new skills
<b>305-02-008</b>	Knows how to evaluate community-based parent training programs to assess their effectiveness with families in particular cultural and socioeconomic groups
<b>305-02-009</b>	Knows how to adapt teaching methods and parenting strategies for use within different cultural contexts
<b>305-02-010</b>	Can support parents and caregivers as they modify their child management strategies in response to parent education
<b>305-02-011</b>	Can model and demonstrate child management and nurturing strategies and coach parents in their use
<b>305-02-012</b>	Can teach parenting skills to groups of parents and caregivers.

**TOPIC 306:  
COLLABORATION, TEAMWORK AND CUSTOMER SERVICE**

**Skill Sets**

**306-01: Ability to enhance collaboration and service coordination among units, departments, and agencies serving children and families.**

**306-02: Ability to provide effective customer service to families served by the agency.**

<b>Skill Set 306-01: Ability to enhance collaboration and service coordination among units, departments, and agencies serving children and families.</b>	
<b>306-01-001</b>	Knows the benefits and challenges of intraagency, interagency, and interdisciplinary team approaches to serving families and children
<b>306-01-002</b>	Knows the potential intrasystem and intersystem barriers to collaboration with other staff, units, departments, or community agencies
<b>306-01-003</b>	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
<b>306-01-004</b>	Understands how services offered by different organizations can be integrated to create an effective continuum of care within a community for children and families
<b>306-01-005</b>	Understands the detrimental outcomes to families and children when agencies serving them fail to collaborate or coordinate their work
<b>306-01-006</b>	Understands how an agency's policies and procedures can increase conflict and prevent collaboration with other community agencies
<b>306-01-007</b>	Understands the typical stages of group development and how to help working groups maintain productivity at each stage of their development
<b>306-01-008</b>	Understands the value and benefits of diversity in teamwork.
<b>306-01-009</b>	Knows facilitation strategies that can build and sustain collaboration among staff and their organizations
<b>306-01-010</b>	Can involve personnel in other agencies to collaborate in developing intervention plans and delivering services to families concurrently being served by these agencies

<b>Skill Set 306-02: Ability to provide effective customer service to families served by the agency</b>	
<b>306-02-001</b>	Knows the goals, characteristics, and intended outcomes of effective customer service
<b>306-02-002</b>	Understands how families' pre-existing expectations of agency services may influence their satisfaction and their willingness to work with agency staff
<b>306-02-003</b>	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

<b>306-02-004</b>	Knows how to apply engagement and relationship strategies with families to help them become more comfortable collaborating with the agency
<b>306-02-005</b>	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
<b>306-02-006</b>	Knows strategies to advocate on behalf of families to constructively address their concerns and complaints
<b>306-02-007</b>	Can integrate principles of customer service into all aspects of child welfare casework



**TOPIC: 307  
CULTURE AND DIVERSITY**

**Skill Sets:**

**307-01: Ability to serve families from diverse ethnicities, cultures, and backgrounds.**

**307-02: Ability to serve refugee and immigrant families.**

<b>Skill Set 307-01: Ability to serve families from diverse ethnicities, cultures, and backgrounds.</b>	
<b>307-01-001</b>	Knows the various forms of diversity and how they shape people’s beliefs, feelings, actions, and relationships with others
<b>307-01-002</b>	Knows the importance of serving families from diverse backgrounds in the context of their own values, beliefs, traditions, and communities
<b>307-01-003</b>	Knows the specific cultural traits, beliefs, traditions, codes of conduct, and parenting practices of the cultural groups served by the agency
<b>307-01-004</b>	Understands how a worker’s background, values, beliefs, and traditions can influence their work with families and children
<b>307-01-005</b>	Understands how an ethnocentric perspective and lack of cultural knowledge can undermine a worker’s ability to serve clients from diverse backgrounds
<b>307-01-006</b>	Understands the concepts of cultural relativism and cultural pluralism
<b>307-01-007</b>	Understands how stereotyping can promote inaccurate and unjust assessments of people from diverse backgrounds
<b>307-01-008</b>	Understands the dynamics of racism, sexism, ageism, homophobia, and other forms of discrimination, and how these affect children and families
<b>307-01-009</b>	Understands how a family’s experiences with authority and government agencies can affect their willingness to work with the child welfare agency
<b>307-01-010</b>	Understands how families’ perceptions of their needs and problems, their coping strategies, and their approaches to problem solving may be culturally based
<b>307-01-011</b>	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
<b>307-01-012</b>	Understands the effects of institutional bias, discrimination, and culturally insensitive policies and practices on services to families and children
<b>307-01-013</b>	Understands the dynamics, contributors, and potential solutions to address the disproportionate representation of minority children in the child welfare system.
<b>307-01-014</b>	Understands the difficulties experienced by children and youth who are culturally or socially perceived as different from their peers (e.g. LGBT, physically or developmentally challenged, ethnically diverse)
<b>307-01-015</b>	Knows how to differentiate stereotypes from culturally-relevant information and how to use cultural knowledge to enhance work with families
<b>307-01-016</b>	Knows how to assess whether service providers are sensitive to issues of diversity and offer relevant services to diverse client populations
<b>307-01-017</b>	Knows strategies to approach and engage families from diverse backgrounds that reduce the potential for miscommunication and misunderstanding

<b>307-01-018</b>	Can use ethnographic engagement and interviewing strategies to better understand and communicate with families from diverse backgrounds
<b>307-01-019</b>	Can access culturally-relevant information and use cultural consultants and community experts to better understand and communicate with families
<b>307-01-020</b>	Can evaluate child maltreatment within the context of a cultural group's accepted parenting practices
<b>307-01-021</b>	Can recognize and constructively respond to bias and discrimination in all aspects of child welfare practice

<b>Skill Set 307-02: Ability to serve refugee and immigrant families.</b>	
<b>307-02-001</b>	Understands the social, economic, educational, and legal challenges faced by families who are refugees and/or recent immigrants
<b>307-02-002</b>	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
<b>307-02-003</b>	Understands the challenges of cross-cultural communication and use of translators with families who have limited English language ability
<b>307-02-004</b>	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
<b>307-02-005</b>	Understands the process of acculturation and the difficulties in adjusting to a new cultural environment while retaining long-standing social, religious, and cultural traditions
<b>307-02-006</b>	Knows how to help families access legal assistance related to immigration and naturalization
<b>307-02-007</b>	Knows how to help families adapt their parenting practices to conform with laws and community standards while sustaining their cultural traditions wherever possible
<b>307-02-008</b>	Knows how to use the social structures and networks in immigrant communities to gain access to and engage families
<b>307-02-009</b>	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 Sets:**

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

**308-02: Ability to provide treatment and supportive services to parents with mental health disorders and ensure permanent safe care for their children**

<b>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</b>	
<b>308-01-001</b>	Knows the characteristics, behavioral indicators, and treatments for mood disorders in adults, such as depression, bipolar disorder, and anxiety
<b>308-01-002</b>	Knows the characteristics, behavioral indicators, and treatments for borderline, antisocial, paranoid, narcissistic, and other personality disorders in adults
<b>308-01-003</b>	Knows the characteristics, behavioral indicators, and treatments for schizophrenia, paranoia, and other psychotic disorders in adults
<b>308-01-004</b>	Knows the characteristics, behavioral indicators, and treatments for trauma and post-traumatic stress disorder (PTSD) in adults
<b>308-01-005</b>	Knows the characteristics, behavioral indicators, and treatments for Munchausen-by-proxy disorder in parents
<b>308-01-006</b>	Knows the characteristics, behavioral indicators, and treatments for parental conditions associated with failure-to-thrive in infants
<b>308-01-007</b>	Knows the indicators and dynamics of suicidal ideation and gesture in adults
<b>308-01-008</b>	Knows relevant referral questions and how to obtain psychological, psychiatric, or adaptive behavior assessments for parents with potential mental health conditions
<b>308-01-009</b>	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
<b>308-01-010</b>	Understands how misconceptions, misinformation, stereotypes, and discrimination may negatively affect adults with mental health conditions and their families
<b>308-01-011</b>	Understands how dual diagnosis of mental illness with other problems, including substance abuse and developmental disabilities, can complicate both assessment and treatment planning
<b>308-01-012</b>	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
<b>308-01-013</b>	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.

<b>308-01-014</b>	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
<b>308-01-015</b>	Can recognize indicators of potential mental health conditions in adults and can conduct interviews to elicit information about a parent's mental health status
<b>308-01-016</b>	Can prepare adults for psychological or psychiatric assessments and help them understand the findings
<b>308-01-017</b>	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 ensure permanent safe care for their children**

<b>308-02-001</b>	Knows the caseworker's role in case planning, service referral, case management, and monitoring for parents with mental health conditions
<b>308-02-002</b>	Knows the types of medications prescribed for various mental health disorders, their common side effects, and the problems associated with misuse, overdose, or discontinuation
<b>308-02-003</b>	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
<b>308-02-004</b>	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
<b>308-02-005</b>	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
<b>308-02-006</b>	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
<b>308-02-007</b>	Can recognize indicators of relapse or psychiatric emergencies in adults with mental health conditions that can increase the risk of harm to their children
<b>308-02-008</b>	Can advocate on behalf of adults with mental health conditions to receive the most appropriate therapeutic and supportive services for their condition
<b>308-02-009</b>	Can obtain emergency psychiatric care for adults in mental health crisis situations
<b>308-02-010</b>	Can coordinate services and collaborate with treatment providers serving adults with mental health conditions
<b>308-02-011</b>	Can help sustain contact and relationships between parents with mental health conditions and their children in substitute care placements

**TOPIC: 309  
SUBSTANCE ABUSE**

**Skill Sets:**

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

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

<b>Skill Set 309-01: Ability to identify substance abuse in youth and adults and assess the associated risks to the health and safety of family members</b>	
<b>309-01-001</b>	Knows the physical and behavioral indicators of alcohol abuse and chronic alcoholism
<b>309-01-002</b>	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
<b>309-01-003</b>	Knows the typical progression of substance abuse in the absence of treatment and the indicators of various stages
<b>309-01-004</b>	Knows the long-term health risks associated with drug and alcohol abuse.
<b>309-01-005</b>	Knows the risks to unborn infants of maternal alcohol and drug abuse
<b>309-01-006</b>	Knows the effects of parental drug or alcohol abuse on their personal functioning, family life, child care, and child safety
<b>309-01-007</b>	Knows the health and safety risks to children living in homes where methamphetamines are being produced
<b>309-01-008</b>	Knows factors to be considered in safety and risk assessments when parents are abusing drugs or alcohol
<b>309-01-009</b>	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
<b>309-01-010</b>	Understands the challenges in differentiating substance abuse from other conditions, including mental illness, emotional disorders, or medical conditions
<b>309-01-011</b>	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
<b>309-01-012</b>	Understands the high potential for relapse in substance abusing families and how this affects the assessment of safety and risk
<b>309-01-013</b>	Understands legal issues related to substance abuse, including legal test limits, criteria for illegal possession, and use of mandatory random drug screenings
<b>309-01-014</b>	Understands cultural issues to be considered in assessing and treating substance abuse
<b>309-01-015</b>	Understands safety concerns for caseworkers in homes where drug trafficking or methamphetamine production is present
<b>309-01-016</b>	Knows how to identify common street drugs and their associated drug paraphernalia

<b>309-01-017</b>	Knows how to engage extended family members to support children and monitor their safety and well-being in substance abusing families
<b>309-01-018</b>	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

<b>Skill Set 309-02: Ability to access, coordinate, and monitor treatment of substance abusing individuals</b>	
<b>309-02-001</b>	Knows types of substance abuse treatment programs, their philosophy, treatment methods, and the criteria for inpatient versus outpatient treatment
<b>309-02-002</b>	Understands the challenges in treating substance abuse and the factors that increase the likelihood of relapse after treatment is discontinued
<b>309-02-003</b>	Knows casework strategies to reduce a substance abuser's denial and resistance to treatment
<b>309-02-004</b>	Knows strategies and treatment programs to educate and support family members and help them deal with the substance abuser's behaviors
<b>309-02-005</b>	Knows how to help clients develop strategies to remain drug or alcohol free and to safely parent their children in the future
<b>309-02-006</b>	Knows the role of drug courts in treating substance abuse and how to collaborate with drug courts
<b>309-02-007</b>	Can help stabilize and support family members during and after substance abuse treatment
<b>309-02-008</b>	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 Sets:**

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

<b>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</b>	
<b>310-01-001</b>	Knows the physical, emotional, behavioral, and environmental indicators of domestic violence
<b>310-01-002</b>	Knows laws, legal procedures, and law enforcement processes related to domestic violence
<b>310-01-003</b>	Understands how personal history, societal factors, and cultural factors can contribute to domestic violence
<b>310-01-004</b>	Understands the risks and challenges for victims of domestic violence in protecting themselves and their children
<b>310-01-005</b>	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
<b>310-01-006</b>	Understands the family dynamics in domestic violence and its short- and long-term effects on the social and emotional functioning of victims and children
<b>310-01-007</b>	Understands how child welfare agency involvement can increase risk for family members in domestic violence cases
<b>310-01-008</b>	Understand how caseworkers' personal values, biases, and reactions can affect their work with both victims and perpetrators of domestic violence
<b>310-01-009</b>	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
<b>310-01-010</b>	Understands how a domestic violence victim's protective strategies may be misconstrued by caseworkers as resistance or noncompliance with case plan goals and objectives
<b>310-01-011</b>	Knows how to approach and work with victims of domestic violence without compromising their safety
<b>310-01-012</b>	Knows how to choose interviewing strategies that do not escalate the potential for violent reactions
<b>310-01-013</b>	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
<b>310-01-014</b>	Knows how to determine when children have been abused or have experienced trauma from witnessing violence against other family members
<b>310-01-015</b>	Knows how to elicit information to identify and assess patterns of coercive control in families



<b>310-01-016</b>	Knows how to assess family strengths, children’s resiliency, and other mitigating factors when determining whether children should remain with their families
<b>310-01-017</b>	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
<b>310-01-018</b>	Knows how and when to involve domestic violence experts, community shelters, and support groups to help victims with short and long-term planning
<b>310-01-019</b>	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
<b>310-01-020</b>	Knows how to document the effects of domestic violence on children in court-related documents
<b>310-01-021</b>	Can access protection, shelter, and trauma-informed therapy for domestic violence victims and their children where indicated
<b>310-01-022</b>	Can provide case management and coordinate services to ensure the long-term safety of victims and their children in domestic violence situations
<b>310-01-023</b>	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 Sets:**

**311-01: Ability to help families prepare for, locate, and sustain employment and self-sufficiency**

<b>Skill Set 311-01: Ability to help families prepare for, locate, and sustain employment and self-sufficiency</b>	
<b>311-01-001</b>	Knows services and benefit programs provided by county financial assistance agencies, their eligibility requirements, and how to access them
<b>311-01-002</b>	Knows the types of services offered and eligibility requirements of employment preparation and job placement programs
<b>311-01-003</b>	Knows the challenges in securing employment for family members who have limited prior work experience or who have physical, developmental, or emotional disorders
<b>311-01-004</b>	Knows the requirements for public assistance recipients to cooperate with the Child Support Enforcement Agency (CSEA) related to child support and paternity determination
<b>311-01-005</b>	Knows penalties and sanctions for noncompliance with public assistance and employment program requirements
<b>311-01-006</b>	Understands how prior work experiences, ambivalence, lack of confidence, and other personal factors may increase the difficulty of preparing for and finding employment
<b>311-01-007</b>	Understands the practical, environmental, and service system barriers which increase the difficulty of finding and sustaining employment
<b>311-01-008</b>	Understands how public assistance or employment compliance requirements may conflict with child welfare case plan requirements, and how to resolve inconsistencies
<b>311-01-009</b>	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
<b>311-01-010</b>	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
<b>311-01-011</b>	Can collaborate with financial assistance and employment counselors to coordinate child welfare and employment planning and to eliminate barriers to self-sufficiency
<b>311-01-012</b>	Can provide case management services to help families become financially more stable and self sufficient

**TOPIC: 312  
CONDUCTING GROUPS**

**Skill Sets:**

**312-01: Ability to organize, plan, and implement groups for educational, planning, supportive, and therapeutic purposes**

<b>Skill Set 312-01: Ability to organize, plan, and implement groups for educational, planning, supportive, and therapeutic purposes</b>	
<b>312-01-001</b>	Knows the potential uses of group interventions in child welfare practice for children, adolescents, and adults
<b>312-01-002</b>	Knows the typical stages of group development and how this affects planning and management of group agendas and activities
<b>312-01-003</b>	Knows the types of skills a group leader or facilitator will need to manage group process and move groups toward their stated objectives
<b>312-01-004</b>	Knows the specific goals and methods for various types of group interventions, including training and education, support, socialization, developmental, and therapy or counseling groups
<b>312-01-005</b>	Understands factors that may affect adults' and children's motivation to join and remain invested in groups
<b>312-01-006</b>	Knows how to set criteria for and select members for a particular group
<b>312-01-007</b>	Knows strategies to manage groups to keep participants on task, develop group cohesion, resolve conflict, and ensure a safe environment
<b>312-01-008</b>	Knows how to set group norms and standards that protect privacy and ensures confidentiality for members
<b>312-01-009</b>	Knows how to determine when objectives have been met and how to constructively terminate the group
<b>312-01-010</b>	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 Sets:**

**313-01: Ability to organize one’s workload and effectively manage time and priorities**

**313-02: Ability to recognize and manage personal stress associated with child welfare work**

<b>Skill Set 313-01: Ability to organize one’s workload and effectively manage time and priorities</b>	
<b>313-01-001</b>	Knows the fundamental principles of time management and the personal and work-related consequences if time is not well managed
<b>313-01-002</b>	Knows common time wasters and how to recognize them in one’s own and other peoples’ work style
<b>313-01-003</b>	Knows how to assess individual work activities to determine their relative importance and urgency and use this information to set priorities
<b>313-01-004</b>	Knows strategies to manage multiple and competing priorities
<b>313-01-005</b>	Knows strategies to communicate to others the negative effect of their behaviors on one’s own work effectiveness
<b>313-01-006</b>	Can develop and execute a work plan that maximizes effectiveness of the time available to complete an activity
<b>313-01-007</b>	Can act to address and eliminate time wasting behaviors

<b>Skill Set 313-02: Ability to recognize and manage personal stress associated with child welfare work</b>	
<b>313-02-001</b>	Knows the origins and potential consequences of work-related stress in child welfare practice
<b>313-02-002</b>	Knows the emotional symptoms and behavioral indicators of poorly managed and excessive stress
<b>313-02-003</b>	Understands the dynamics, contributors, and treatments for burnout, secondary trauma, and post-traumatic stress experienced by child welfare workers
<b>313-02-004</b>	Understands how poor time management, competing demands, rapidly shifting priorities, and disorganization can increase work-related stress
<b>313-02-005</b>	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
<b>313-02-006</b>	Knows personal strategies to help reduce and manage stress, strengthen coping capacity, and maintain physical and emotional health
<b>313-02-007</b>	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 Sets:**

**314-01: Ability to help children and families discuss and address issues and concerns related to sexual development and behavior**

<b>Skill Set 314-01: Ability to help children and families discuss and address issues and concerns related to sexual development and behavior</b>	
<b>314-01-001</b>	Knows the stages and milestones of sexual development throughout the life span, including issues related to gender identity, gender roles, and sexual orientation
<b>314-01-002</b>	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
<b>314-01-003</b>	Understands the diversity that exists in personal, organizational, and community values and beliefs regarding sexuality and how these can affect child welfare practice
<b>314-01-004</b>	Understands the potential impact of child sexual abuse, rape, and other forms of sexual victimization on sexual development and behavior
<b>314-01-005</b>	Understands the social, emotional, and developmental issues and challenges often experienced by LGBTQ+ youth and adults
<b>314-01-006</b>	Understands the legal requirements and issues involved in discussing possible choices for unintended pregnancies with youth and with adults
<b>314-01-007</b>	Understands how prostitution, atypical sexual behaviors, and sexual acting out may be indicators of current or prior sexual abuse
<b>314-01-008</b>	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)
<b>314-01-009</b>	Knows strategies to help parents talk with their children and teens about issues and concerns related to sexuality
<b>314-01-010</b>	Knows educational and counseling resources that can help youth and adults resolve sexual issues and concerns
<b>314-01-011</b>	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 Sets:**

**315-01: Ability to communicate effectively both verbally and in writing**

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

<b>Skill Set 315-01: Ability to communicate effectively both verbally and in writing</b>	
<b>315-01-001</b>	Knows the principles, rules, and standards for effective written and oral communication
<b>315-01-002</b>	Knows the primary personal communication styles and can identify one's own preferred style(s)
<b>315-01-003</b>	Knows the purposes of case documentation and the types of information that should be included in family case records
<b>315-01-004</b>	Knows the difference between case narrative and summary case recording and the appropriate uses of both
<b>315-01-005</b>	Understands the necessity of documenting factual information rather than judgments or assumptions
<b>315-01-006</b>	Understands how differences in communication styles may affect the way people interpret a communication and may increase the potential for misjudgments and misunderstandings
<b>315-01-007</b>	Understands common barriers to effective communication and strategies to overcome them
<b>315-01-008</b>	Knows how to document child maltreatment reports, family history, risk and safety assessments, comprehensive family assessments, and case plan information in permanent case records
<b>315-01-009</b>	Knows how to deliver effective presentations about child welfare programs and services in the agency and community
<b>315-01-010</b>	Can formulate and write clear, factual, precise documentation for case records, reports, and court filings
<b>315-01-011</b>	Can adapt personal communication style to be more effective with families, co-workers, and other professionals

<b>Skill Set 315-02: Ability to communicate effectively in meetings, supervisory conference, case plan reviews, meetings with client families, and other group settings</b>	
<b>315-02-001</b>	Knows the importance of setting clear goals and objectives for meetings or conferences prior to convening them
<b>315-02-002</b>	Understands the caseworker's responsibility to provide current, relevant, factual information to inform discussion and help achieve a meeting's objectives
<b>315-02-003</b>	Understands the responsibility of the meeting chairperson or facilitator to set an agenda and keep participants focused, on task, and communicating clearly

<b>315-02-004</b>	Knows how to select and prepare materials and talking points to address the topics and issues to be discussed in a meeting or conference
<b>315-02-005</b>	Knows how to use open-ended queries to gather information from meeting participants and to encourage participation
<b>315-02-006</b>	Knows how to use clarification and summarization strategies to help move discussion along and to arrive at conclusions
<b>315-02-007</b>	Knows strategies to empower meeting participants to contribute freely, be honest, negotiate to consensus, and deal with differences constructively
<b>315-02-008</b>	Can convene, lead, and participate effectively in meetings and conferences
<b>315-02-009</b>	Can recognize when meetings are unproductive and can redirect discussion to achieve stated goals

**TOPIC: 316  
HEALTH AND MEDICAL ISSUES**

**Skill Sets:**

**316-01: Ability to help families meet children’s health and medical needs**

**316-02: Ability to help parents who have chronic health or medical conditions safely care for their children**

<b>Skill Set 316-01: Ability to help families meet children’s health and medical needs</b>	
<b>316-01-001</b>	Knows basic nutritional requirements for children of different ages and the negative consequences of malnutrition on health and development
<b>316-01-002</b>	Knows recommended schedules for routine immunizations, medical examinations, vision screenings, and dental care for children
<b>316-01-003</b>	Knows symptoms of common childhood illnesses and the type of medical treatment and home care needed for each
<b>316-01-004</b>	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
<b>316-01-005</b>	Knows the types of medical intervention and home care needed for children with HIV/AIDS
<b>316-01-006</b>	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
<b>316-01-007</b>	Knows the type of medical intervention and home care needed for neurological, degenerative, and other chronic developmental conditions
<b>316-01-008</b>	Knows the culturally-based health care and healing practices of the cultural groups served by the agency
<b>316-01-009</b>	Understands how a family’s strategies related to health care and illness prevention may be culturally based and differ from Western medicine
<b>316-01-010</b>	Understands the stresses and developmental challenges associated with chronic illness in children, and how these affect a child’s home and school functioning
<b>316-01-011</b>	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
<b>316-01-012</b>	Knows how to involve nurse home visitors, nutritional counselors, and developmental specialists to monitor children’s health and counsel parents in health care strategies
<b>316-01-013</b>	Knows how to help families accept services from mainstream medical providers while supporting their right and ability to use traditional healing practices
<b>316-01-014</b>	Knows strategies to prevent the spread of blood borne pathogens and communicable diseases
<b>316-01-015</b>	Knows how to provide emotional support to family members in significant emotional distress due to their children’s medical conditions

<b>316-01-016</b>	Can identify indicators of serious or acute illness in children and can help families access necessary medical evaluation and follow up care
<b>316-01-017</b>	Can help families gain access to specialized medical care and equipment for children with serious or chronic medical conditions
<b>316-01-018</b>	Can help families adapt child care and home management routines to care for children with chronic illness or medical conditions

<b>Skill Set 316-02: Ability to help parents who have chronic health or medical conditions safely care for their children</b>	
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<b>316-02-001</b>	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
<b>316-02-002</b>	Understands the parenting challenges experienced by parents with chronic illness, chronic pain, or serious medical conditions
<b>316-02-003</b>	Understands the relationship between chronic health problems and depression, and how coexisting depression can further impair parenting capacity
<b>316-02-004</b>	Understands how a parent's use or misuse of prescription medications may affect their ability to fulfill home management or parenting responsibilities
<b>316-02-005</b>	Understands how delegating primary parenting and household management responsibilities to children can affect children's behavior, education, and emotional well being
<b>316-02-006</b>	Understands the impact of a parent's terminal illness on children's behavior and emotional stability
<b>316-02-007</b>	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
<b>316-02-008</b>	Knows how to access medical care, rehabilitation, medical equipment, and supplies that can help parents better manage their medical conditions and improve overall functioning
<b>316-02-009</b>	Knows how to engage extended family members in developing permanent placement plans for children of parents with terminal illness
<b>316-02-010</b>	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 Sets:**

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

<b>Skill Set 317-01: Ability to recognize potentially dangerous conditions in the field or the work place, and respond to reduce vulnerability and ensure personal safety</b>	
<b>317-01-001</b>	Knows the provisions of agency policies, procedures, and formal protocols designed to assure the safety of staff members.
<b>317-01-002</b>	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.
<b>317-01-003</b>	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.
<b>317-01-004</b>	Knows the mental health conditions associated with increased violence and dangerousness when a person feels confronted or threatened
<b>317-01-005</b>	Knows the effects of drug and alcohol use on increasing threatening or violent behavior
<b>317-01-006</b>	Knows the emotional and behavioral indicators of escalating violence and potential dangerousness
<b>317-01-007</b>	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
<b>317-01-008</b>	Understands how a family's history as victims of violence may predispose them to respond more forcefully to perceived threats of harm or injustice
<b>317-01-009</b>	Understands how cultural differences in verbal and nonverbal communication styles can contribute to escalation of anger and hostility
<b>317-01-010</b>	Understands the potential dangers of conducting home visits when family members are involved in drug trafficking or methamphetamine production
<b>317-01-011</b>	Knows communication strategies and personal demeanor that demonstrate calmness, understanding, and respect for family members, and may de-escalate angry, hostile, and agitated behaviors
<b>317-01-012</b>	Knows safety strategies, including developing an exit plan, to protect oneself during home visits
<b>317-01-013</b>	Knows how and when to use verbal de-escalation and crisis intervention techniques to reduce personal vulnerability
<b>317-01-014</b>	Knows how and when to request accompaniment by law enforcement or other agency staff members on potentially unsafe home visits
<b>317-01-015</b>	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
<b>317-01-016</b>	Can recognize when an environment is becoming unsafe and act in ways to reduce vulnerability

**TOPIC: 318  
TRAUMA-INFORMED CARE AND SERVICES**

**Skill Sets:**

**318-01: Ability to identify, serve, and support children who have experienced trauma**

<b>Skill Set 318-01: Ability to identify, serve, and support children who have experienced trauma</b>	
<b>318-01-001</b>	Knows the types of family and life events that cause trauma for children
<b>318-01-002</b>	Knows how child welfare interventions, including separation and out-of-home placement, can be traumatic for children
<b>318-01-003</b>	Knows the importance of completing a trauma assessment for all children served by the child welfare agency
<b>318-01-004</b>	Knows the primary components of trauma-informed care and how it is integrated into both child welfare and mental health services
<b>318-01-005</b>	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
<b>318-01-006</b>	Knows the qualities and skills needed by parents and caregivers to care for traumatized children and the importance of prior education and preparation
<b>318-01-007</b>	Understands how traumatic experiences can affect children's physical, cognitive, social, and emotional development and functioning
<b>318-01-008</b>	Understands how post-trauma symptoms and behaviors can be misdiagnosed as other childhood mental health and behavioral disorders
<b>318-01-009</b>	Understands the coping responses, strengths, and protective factors that can increase resiliency and promote a positive post-trauma adjustment for children
<b>318-01-010</b>	Understands the potential for children of immigrant and refugee families to have experienced significant trauma as a result of violence, dislocation, and resettlement
<b>318-01-011</b>	Understands the potential for children reared in dangerous home and neighborhood environments to have experienced significant trauma
<b>318-01-012</b>	Understands the principles, goals, therapeutic process, and milestones of trauma-focused treatment protocols
<b>318-01-013</b>	Understands the potential for parents, caregivers, and caseworkers to experience secondary trauma from working with and caring for traumatized children
<b>318-01-014</b>	Knows how to gather information about traumatic experiences and their potential effects on family members during family assessments
<b>318-01-015</b>	Knows strategies to help children feel safe in expressing their fears and feelings and receive support and protection from adults
<b>318-01-016</b>	Knows how to identify treatment providers who have specialized skills in trauma-informed treatment modalities
<b>318-01-017</b>	Knows strategies to guide and support parents and caregivers of traumatized children to prevent placement disruption

<b>318-01-018</b>	Can identify children who have experienced trauma and assess the effects of trauma on their behavior, development, and functioning
<b>318-01-019</b>	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 Sets:**

**319-01: Ability to advocate on behalf of children and families and to teach clients self-advocacy strategies**

<b>Skill Set 319-01: Ability to advocate on behalf of children and families and to teach clients self-advocacy strategies</b>	
<b>319-01-001</b>	Knows the purpose of various types of advocacy and their application to child welfare casework
<b>319-01-002</b>	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
<b>319-01-003</b>	Understands factors that can contribute to family members' discomfort or lack of capacity to advocate for their own needs
<b>319-01-004</b>	Understands cultural variations in values and expectations regarding assertive behavior, including age, gender, and role differences
<b>319-01-005</b>	Knows how to model, teach, and coach family members in assertive communication and behavior strategies consistent with their age, gender, and culture
<b>319-01-006</b>	Knows strategies to advocate with agency managers and in the community to meet the service needs of client groups served by the agency
<b>319-01-007</b>	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 Sets:**

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

<b>Skill Set 320-01: Ability to use problem-solving and solution-focused strategies to help families resolve problems that contribute to child maltreatment</b>	
<b>320-01-001</b>	Understands the principles and approaches to problem solving and how these apply to child welfare practice
<b>320-01-002</b>	Understands the principles and methods of solution-focused casework and how these apply to child welfare practice
<b>320-01-003</b>	Understands how problem solving and solution-focused casework strategies can strengthen a family's protective capacities and potentially reduce risk in high risk situations
<b>320-01-004</b>	Understands the role of solution-focused interventions in developing family members' confidence and motivation to participate in constructive change
<b>320-01-005</b>	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
<b>320-01-006</b>	Knows how to help families recognize and apply skills and strategies they have successfully used in the past to resolve current problems and challenges
<b>320-01-007</b>	Knows how to engage extended family members and other support networks in problem solving to support families and ensure safety and permanence for children
<b>320-01-008</b>	Knows how to coach and support families to help them stay invested in problem solving activities and to help sustain their progress
<b>320-01-009</b>	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
<b>320-01-010</b>	Can determine when solution focused or problem solving approaches are an appropriate intervention for individual families
<b>320-01-011</b>	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 Sets:**

**321-01: Ability to help family members in crisis situations in a manner that promotes safety, stability, and productive change**

<b>Skill Set 321-01: Ability to help family members in crisis situations in a manner that promotes safety, stability, and productive change</b>	
<b>321-01-001</b>	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
<b>321-01-002</b>	Knows the types of life events and situations with high potential to precipitate crisis in individuals and families
<b>321-01-003</b>	Knows the characteristics of individuals and families who are most susceptible and vulnerable to crisis
<b>321-01-004</b>	Knows the typical psychological and behavioral indicators of crisis in children, adults, and families
<b>321-01-005</b>	Understands how stressor events, coping capacity, and perception of an event interact to increase or decrease the likelihood of crisis
<b>321-01-006</b>	Understands the effectiveness of various coping styles and how constructive coping strategies can prevent or defuse a potential crisis
<b>321-01-007</b>	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
<b>321-01-008</b>	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
<b>321-01-009</b>	Knows casework strategies to help family members reduce emotional distress and strengthen coping capacity in high stress or crisis situations
<b>321-01-010</b>	Knows strategies to reduce the likelihood of crisis for children and their families at the time of out-of-home placement
<b>321-01-011</b>	Can determine when family members' erratic behavior, inaction, and lack of responsiveness are the result of clinical crisis
<b>321-01-012</b>	Can model and teach families effective coping and problem solving strategies in high stress and crisis situations
<b>321-01-013</b>	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 Sets:**

**322-01: Ability to assess children’s misbehaviors and guide parents and caregivers in using constructive, developmentally appropriate discipline strategies**

<b>Skill Set 322-01: Ability to assess children’s misbehaviors and guide parents and caregivers in using constructive, developmentally appropriate discipline strategies</b>	
<b>322-01-001</b>	Knows the stages of children’s development and the behaviors that can generally be expected at each stage
<b>322-01-002</b>	Knows the importance of setting and articulating clear, age-appropriate expectations for children’s behavior
<b>322-01-003</b>	Understands the potential reasons children misbehave and the adult responses that support and reinforce misbehavior
<b>322-01-004</b>	Understands the importance of assessing children’s misbehavior within the context of their culture, history, and family environment
<b>322-01-005</b>	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
<b>322-01-006</b>	Understands how misbehavior may develop in children functioning at a developmental level younger than their chronological age
<b>322-01-007</b>	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
<b>322-01-008</b>	Understands the potential liabilities of using passive restraint to control children’s behavior
<b>322-01-009</b>	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
<b>322-01-010</b>	Knows how to help parents recognize and modify family and environmental factors that contribute to their children’s misbehavior
<b>322-01-011</b>	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
<b>322-01-012</b>	Knows how to collaborate with school personnel and engage them to implement consistent behavior management strategies in the classroom
<b>322-01-013</b>	Knows safe strategies to immediately intervene with children who are hurting themselves or others, or damaging property
<b>322-01-014</b>	Knows how and when to seek medical consultation to determine if medication is appropriate for a child whose behavior is not well controlled
<b>322-01-015</b>	Can help parents develop realistic expectations for their children’s behavior, based on the child’s age, history, and developmental level
<b>322-01-016</b>	Can model behavior management approaches and coach parents in using them properly

<b>322-01-017</b>	Can recognize when misbehavior is indication of a more serious psychological or developmental disorder and can refer a child for assessment and treatment
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**Topic 323: HUMAN TRAFFICKING**

**Skill Sets**

**323-01: Ability to identify and screen child and youth victims of human trafficking**

**323-02: Ability to provide services for trafficked children and their families and caregivers**

<b>Skill Set 323-01: Ability to identify and screen child and youth victims of human trafficking</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
323-01-001	Knows how a lack of knowledge about human trafficking can interfere with a caseworker's ability to identify and assess child and youth victims of human trafficking
323-01-002	Knows legal definitions of sex and labor trafficking as applied to minors
323-01-003	Knows the range and types of behaviors and actions considered to be human trafficking
323-01-004	Knows screening functions that help flag trafficking cases involving minors
323-01-005	Knows individual, relational, communal, and societal risk factors for human trafficking
323-01-006	Knows the emotional, behavioral, and developmental indicators of trafficked children and youth
323-01-007	Knows strategies for observing and interviewing children and youth to elicit and identify indicators of human trafficking
323-01-008	Knows appropriate authorities that need to be contacted in cases of human trafficking of minors
323-01-009	Knows reporting requirements for youth who are missing or AWOL from care placements
323-01-010	Knows how to identify children and youth at imminent risk of serious harm from labor and/or sex trafficking
323-01-011	Knows how to screen trafficked children and youth for pre-occurring or co-occurring traumas, including sexual abuse, physical abuse, neglect, or emotional maltreatment
323-01-012	Knows how to complete documentation of youth missing from care placements and of youth returned after being AWOL
323-01-013	Can identify children and youth who should be further evaluated for human trafficking
323-01-014	Can report suspected sex and/or labor trafficking involving minors to appropriate authorities

<b>Skill Set 323-02: Ability to provide services for trafficked children and youth and their families and caregivers</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
323-02-001	Understands the unique challenges involved when working with children and youth who have been trafficked

<b>323-02-002</b>	Understands the roles of medical, mental health, and other community professionals in assessing and treating child and youth victims of human trafficking
<b>323-02-003</b>	Understands challenges to engaging families and caregivers in mobilizing their efforts to assure the safety and wellbeing of trafficked children and youth
<b>323-02-004</b>	Knows the short-term and long-term consequences of trafficking on the health, development, and wellbeing of children and youth
<b>323-02-005</b>	Knows that the complex nature of the relationship between the trafficked child and trafficker can lead to the victim feeling an allegiance with the trafficker
<b>323-02-006</b>	Knows why accessing prompt medical assessments and interventions for trafficked children and youth is important
<b>323-02-007</b>	Knows the types of services necessary to promote safety and well-being for children and youth who have been trafficked
<b>323-02-008</b>	Knows the benefits and challenges of intra-agency, interagency, and interdisciplinary team approaches to identification, ensuring safety, and promoting well-being of trafficked minors and their families
<b>323-02-009</b>	Knows how to work collaboratively with law enforcement and child response teams to investigate and intervene in cases involving the trafficking of minors
<b>323-02-010</b>	Knows how to implement safety planning to protect children and youth who have been or are currently being trafficked
<b>323-02-011</b>	Knows how to obtain legal, therapeutic, and other services to protect and support child and youth victims of human trafficking
<b>323-02-012</b>	Can access, coordinate, and monitor the success of treatment and supportive services for child and youth victims of human trafficking
<b>323-02-013</b>	Can work with community partners and other disciplines in a team approach to respond to child and youth victims of human trafficking
<b>323-02-014</b>	Can assess, strengthen, and mobilize the protective capacities of non-offending family members and caregivers to assure the safety and well-being of trafficked children and youth

**TOPIC: 324  
MANAGING CONFLICT**

**Skill Sets:**

**324-01: Ability to constructively manage conflicts with clients, co-workers, and community professionals.**

<b>Skill Set 324-01: Ability to constructively manage conflicts with clients, co-workers, and community professionals</b>	
<b>324-01-001</b>	Knows common sources and dynamics of conflict within the agency, among colleagues, and with community service providers
<b>324-01-002</b>	Knows common sources and dynamics of conflict between client families and agency staff
<b>324-01-003</b>	Knows the stages in escalating conflict, verbal and behavior indicators of increasing tension, and interventions that can prevent further escalation
<b>324-01-004</b>	Understands how constructively-managed conflict can provide opportunities for growth and change
<b>324-01-005</b>	Understands how a worker's personal discomfort in conflict situations may reduce effectiveness in managing conflict with and between others
<b>324-01-006</b>	Knows how to assess conflict situations to identify the triggers and underlying issues
<b>324-01-007</b>	Knows strengths based negotiation strategies that can de-escalate anger and hostility and redirect participants into constructive dialogue
<b>324-01-008</b>	Knows how to promote open discussion in conflict situations, validate feelings and concerns, deal with defensiveness, and clarify dynamics for those involved
<b>324-01-009</b>	Knows how to use problem solving and mediation strategies to resolve conflict situations
<b>324-01-010</b>	Can remain calm and confident in conflict situations, maintain clarity of communication, and demonstrate commitment to resolve conflict constructively
<b>324-01-011</b>	Can model and coach families in strategies to manage family disagreements constructively and resolve conflicts

**TOPIC: 325  
ETHICS IN CHILD WELFARE PRACTICE**

**Skill Sets:**

**325-01: Ability to adhere to the ethical standards of the social work and counseling professions in child welfare practice**

<b>Skill Set 325-01: Ability to adhere to the ethical standards of the social work and counseling professions in child welfare practice</b>	
<b>325-01-001</b>	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
<b>325-01-002</b>	Knows the ethical principles that guide professional behavior in the child welfare field and how these apply to direct practice with families and children
<b>325-01-003</b>	Knows the ethical principles that guide professional behavior with colleagues, supervisors, and other professionals
<b>325-01-004</b>	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
<b>325-01-005</b>	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
<b>325-01-006</b>	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
<b>325-01-007</b>	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
<b>325-01-008</b>	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
<b>325-01-009</b>	Knows how to apply critical thinking strategies in resolving ethical dilemmas encountered on the job
<b>325-01-010</b>	Knows how to access and utilize ethical standards to guide decision making and professional behavior
<b>325-01-011</b>	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
<b>325-01-012</b>	Can articulate the core values and standards of the profession and apply these in all aspects of professional child welfare practice

**TOPIC: 326  
DEVELOPMENTAL DISORDERS IN CHILDREN AND ADOLESCENTS**

**Skill Sets:**

**326-01: Ability to identify indicators of specific developmental disorders in children and adolescents**

**326-02: Ability to provide case management and supportive services to families of children with developmental disorders.**

<b>Skill Set 326-01: Ability to identify indicators of specific developmental disorders in children and adolescents</b>	
<b>326-01-001</b>	Knows the characteristics and indicators of the various levels of mental retardation in children and youth
<b>326-01-002</b>	Knows the characteristics and indicators of autism spectrum disorder, pervasive developmental disorder and Asperger's syndrome, in children and youth
<b>326-01-003</b>	Knows the characteristics and indicators of drug- and alcohol-induced disorders, including fetal alcohol syndrome and prenatal drug exposure, in children and youth
<b>326-01-004</b>	Knows the characteristics and indicators of cerebral palsy in children and youth
<b>326-01-005</b>	Knows the characteristics and indicators of seizure disorders in children and youth
<b>326-01-006</b>	Knows the characteristics and indicators of learning disorders and attention deficit disorder (ADD, ADHD) in children and youth
<b>326-01-007</b>	Knows the characteristics and indicators of speech, hearing, and vision disorders in children and youth
<b>326-01-008</b>	Knows the early indicators of developmental disorders or delays in infants and very young children
<b>326-01-009</b>	Understands how developmental disorders affect children's physical, cognitive, social, and emotional development and functioning
<b>326-01-010</b>	Understands the importance of early identification and intervention to minimize the negative effects of these disorders on children's development
<b>326-01-011</b>	Knows how to use observation, interviewing, and developmental assessments to identify children who are developmentally delayed and to refer them for comprehensive assessment
<b>326-01-012</b>	Can recognize children who exhibit physical, behavioral, cognitive, or social indicators of developmental delays or developmental disorders

<b>Skill Set 326-02: Ability to provide case management and supportive services to families of children with developmental disorders</b>	
<b>326-02-001</b>	Knows the types of early intervention needed to minimize the effects of a developmental disorder on children's growth and development
<b>326-02-002</b>	Knows the role of the caseworker as an advocate and case manager to help families of children with developmental disorders access and coordinate services

<b>326-02-003</b>	Knows the types of services necessary to enable families to care for children with developmental disorders in their own homes
<b>326-02-004</b>	Knows the medications commonly used to treat developmental disorders, their side effects, and the risks of misusing or discontinuing these drugs
<b>326-02-005</b>	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
<b>326-02-006</b>	Understands the cause and effect relationship between children's developmental disorders and child maltreatment and the increased vulnerability of children with disabilities to maltreatment
<b>326-02-007</b>	Understands the role of psychological, developmental, and adaptive behavior assessments in providing essential information for case planning for children with developmental disorders
<b>326-02-008</b>	Understands how parenting children with developmental disorders can affect family, marital, partner, sibling, and extra-familial relationships
<b>326-02-009</b>	Understands the stresses of caring for seriously disabled or medically fragile children who require highly specialized parental care
<b>326-02-010</b>	Understands the importance of respite care, support networks, and other supportive family services in sustaining families' ability to care for their children at home
<b>326-02-011</b>	Knows how to prepare children, youth, and families for psychological or developmental assessments, and how to help them understand the findings and recommendations
<b>326-02-012</b>	Knows how to assess the risks of maltreatment reoccurrence when assessing whether children with developmental disorders can be safely returned to their families
<b>326-02-013</b>	Can identify medical, social, financial, and educational resources for children with developmental disorders and help families access needed services
<b>326-02-014</b>	Can monitor family situations to ensure the ongoing safety of children with developmental disorders at home or in out-of-home care

**TOPIC: 327  
DEVELOPMENTAL DISORDERS IN ADULTS**

**Skill Sets:**

**327-01: 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.**

<b>Skill Set 327-01: 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</b>	
<b>327-01-001</b>	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
<b>327-01-002</b>	Understands the effects of various levels of mental retardation on reasoning, judgment, decision making, and adaptive behaviors necessary for daily living and child care
<b>327-01-003</b>	Understands how having more than one developmental disorder, or the addition of substance abuse or mental illness, can complicate case planning and intervention
<b>327-01-004</b>	Understands how the availability of permanent family and service support networks can enable some parents with developmental disorders to safely care for their children
<b>327-01-005</b>	Understands how access to intensive developmental programs can promote optimal development of children whose parents have developmental disorders
<b>327-01-006</b>	Understands how negative stereotypes and misconceptions about persons with developmental disorders can affect service planning and case outcomes
<b>327-01-007</b>	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
<b>327-01-008</b>	Knows how to use direct observation and personal interviews with family members to determine whether a parent may have a developmental disorder
<b>327-01-009</b>	Knows how to assess the immediate and long-term risk of harm to children living with parents who have developmental disorders
<b>327-01-010</b>	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
<b>327-01-011</b>	Knows how to engage and use advocacy groups on behalf of adults with developmental disorders
<b>327-01-012</b>	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
<b>327-01-013</b>	Knows strategies to maintain the relationship between a parent with a developmental disorder and their children living in kinship, foster, or adoptive families

<b>327-01-014</b>	Can help parents with developmental disorders obtain the necessary services, equipment, education, support, and guidance to safely parent their own children
<b>327-01-015</b>	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