

CORE 401: FAMILY-CENTERED CHILD PROTECTIVE SERVICES FOR FAMILY SUPPORT WORKERS

Service Outcomes

Maltreated children and their families will receive support services that are planned to protect children and strengthen family functioning.

Reasonable efforts requirements will be applied to prevent the need for placement, or to expedite movement of the child to permanency.

Supportive services to children and families during investigations of alleged child abuse and neglect, and assurance of safety will be culturally competent.

Skill Sets

Ability to articulate and apply statute requirements, including reasonable efforts, and principles of family-centered practice to all components of child welfare casework

Ability to identify children who have been potentially physically abused, neglected, sexually abused or emotionally maltreated

Ability to recognize indicators of risk of abuse or neglect to children in their homes and to refer situations to appropriate agency personnel

Ability to assist the family caseworker and family in implementing safety plans to protect children at high risk of immediate harm

Ability to approach and relate to families in a culturally respectful and competent manner

Ability to work within a community-based system of child protection and family support

Competencies

Skill Set #1 Ability to articulate and apply statute requirements, including reasonable efforts, and principles of family-centered practice to all components of child welfare casework

1. Aware of the dilemmas impacting child protection and the need for informed professional judgment
2. Knows the mission of child welfare services as protecting children from maltreatment and assuring their safety in stable, permanent families
3. Knows the defining characteristics of a family-centered approach to child welfare practice
4. Knows the social work and child welfare values and ethics that underlie a family-centered approach to services
5. Knows the historical basis and evolution of child welfare practice, and how this has influenced contemporary practice principles
6. Understands the inherent potential tension between parents' rights and children's rights in child protective services
7. 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, legal custody or guardianship
8. Understands how a family-centered approach to child protection can support and sustain the rights of maltreated children and their families
9. Understands how family-centered services may help prevent removal and placement of children by engaging, empowering and strengthening their immediate and extended families
10. 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
11. Knows how family-centered concepts are fully implemented in family-centered, neighborhood-based (FCNB) services at the local community level
12. Knows how family members can be engaged to protect children and provide them with permanent homes

13. Knows how a family-centered approach to services is implemented with foster, kinship and adoptive families
14. Can give supportive services to immediate, extended and care giving families to support, empower and strengthen them to care for children at risk of harm, and to concurrently ensure the children's protection

Skill Set #2 Ability to identify children who have been potentially physically abused, neglected, sexually abused or emotionally maltreated

15. Knows of the nature and scope of various types of child maltreatment
16. Knows the legal definitions and components of physical abuse, sexual abuse, neglect, dependency, endangerment, emotional maltreatment, out-of-home child abuse and out-of-home child neglect
17. Knows the provisions of federal laws governing child welfare practice, including ASFA, ICWA, 96-272, MEPA and the state laws that implement their provisions
18. Knows the physical, emotional and behavioral indicators of the following forms of maltreatment:
 - Physical abuse
 - Sexual abuse
 - Neglect
 - Emotional maltreatment
 - Dependency
19. Knows the unique interpersonal and family dynamics typically associated with the following forms of maltreatment:
 - Physical abuse
 - Sexual abuse
 - Neglect
 - Emotional maltreatment
 - Dependency
20. Knows the impact of environmental and social factors and conditions on the following forms of child maltreatment:
 - Physical abuse
 - Sexual abuse
 - Neglect
 - Emotional maltreatment

21. Knows the criteria that differentiate poverty and homelessness from neglect
22. Knows the criteria to differentiate accidental from inflicted injury to children
23. Understands the complex interaction of individual, family, developmental, situational and environmental factors as contributors to child maltreatment
24. Can identify indicators of maltreatment in children and refer possible maltreatment to agency supervisors and/or family caseworkers

Skill Set #3 Ability to recognize indicators of risk of abuse or neglect to children in their homes and to refer situations to appropriate agency personnel

25. Knows the worker's responsibility to respond to prior or current maltreatment and to protect children from future maltreatment
26. Knows the purpose of risk assessment technology in child welfare intervention
27. Knows the components, strengths and limitations of risk assessment
28. Knows how safety assessment fits within the framework of risk assessment
29. Knows the types of individual, family and environmental factors that are correlated with risk of future maltreatment
30. Knows the types of individual, family and environmental strengths that can mitigate risk and protect children from future maltreatment
31. Can identify indicators of potential risk of maltreatment and refer children to appropriate agency personnel for investigation and assessment

Skill Set #4 Ability to assist the family caseworker in implementing safety plans to protect children at high risk of immediate harm

32. Knows the importance of safety planning to ensure children's protection from immediate harm
33. Knows the necessary components of a safety plan
34. Understands the concepts of reasonable efforts and placement prevention, and how they impact safety planning
35. Understands the importance of involving immediate and extended family members in implementing safety plans for their children

36. 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
37. Can assist the family caseworker in implementing a safety plan with the family to provide immediate protection of children at high risk of harm
38. Can provide in-home supportive services to ensure children's safety while preventing unnecessary out-of-home care placement

Skill Set #5 Ability to approach and relate to families in a culturally respectful and competent manner

39. Knows the definitions and fundamental concepts of culture and diversity
40. Knows the common essential elements and institutions present in all cultures
41. Understands how ethnocentrism, lack of knowledge and reliance on stereotypes contribute to inter-cultural conflict or miscommunication
42. Understands the dynamics of personal and institutional bias, discrimination and racism
43. Understands how one's own cultural background affects one's own values, perceptions of others, behaviors and identity
44. Understands how culturally based differences in parenting and childcare practices can influence the determination of child maltreatment
45. Understands how different overt behaviors and cultural practices can reflect common underlying fundamental values
46. Understands how cultural differences in verbal and nonverbal communication can impact the helping relationship and create misunderstandings
47. Understands the difficulties in communicating with families whose understanding of English is limited
48. Knows how to identify and elicit family members' recommendations of culturally responsive and knowledgeable service providers in their own communities
49. Knows how to secure interpreters to assist with non-English speaking families
50. Knows how to locate reliable informants and other resources to gather relevant information about a cultural group

51. 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
52. Can establish rapport and relationships with client families from a variety of diverse cultural backgrounds
53. Can recognize when cultural differences impact supportive activities in working with family members in their home
54. Can use interviewing and engagement strategies to learn about a family's culture from families and community leaders with whom they work

Skill Set #6 Ability to work within a community-based system of child protection and family support

55. Knows the unique roles and responsibilities of the child welfare agency in a community-based approach to child protection and family support
56. Knows the roles and responsibilities of other community agencies, professionals and providers involved in child protection and family support, including:
 - Financial assistance
 - Services to meet basic needs (food and clothing banks, subsidized housing)
 - Employment services
 - Health and medical services
 - Juvenile court
 - County prosecutor
 - Mental health treatment services
 - Public education system, including special education
 - Child care, respite and protective child care services
 - Domestic violence shelters and treatment services
 - Substance abuse treatment programs
 - Legal Aid and other legal assistance services
 - Faith-based service organizations and groups
 - Subsidized housing programs and services
 - Private child placement agencies (adoptive, foster care and residential)
 - Community and neighborhood-based service centers
57. Understands the responsibility of the entire community and all its members in child protection and family support

58. Understands the need for inter-agency collaboration on behalf of maltreated children and their families
59. Understands the factors within child welfare agencies that generate conflict and prevent collaboration among departments, units and staff
60. Understands the value of serving families within their home communities and cultures
61. Understands the importance of coordinating with services delivered by multiple community-based service providers, and the difficulties experienced by families when they are not well coordinated
62. Knows how to use inter-agency collaboratives on behalf of maltreated children and their families
63. Can collaborate with a range of neighborhood and community-based service providers available to help protect children and support their families
64. Can collaborate with staff in other agency units to integrate delivery of supportive services

CORE 402: THE FAMILY SUPPORT WORKER'S ROLE IN FAMILY-CENTERED SERVICES PLANNING

Service Outcomes

Children will be safe in permanent families.

Families will be approached from a collaborative perspective and empowered to work to change their own lives.

Services identified in family case plans will be supported by family support worker activities.

Families will be helped to take necessary steps to protect their children and provide for their children's developmental needs.

Family support worker services will build on families' strengths and resources to achieve children's safety, permanence and well being.

Families will receive services that address high priority needs and help them achieve the family case plan objectives.

Parents will learn appropriate home management skills needed to provide a safe nurturing environment for their children.

Families will be engaged in identifying problems and developing strategies for problem resolution.

Skill Sets

Ability to use relationship strategies to engage and empower families to become invested in a collaborative worker/family relationship

Ability to develop supportive service plans which include activities that support family case plan objectives, and which build on family resources and strengths

Ability to work collaboratively with the family, including extended family members and service providers, in delivery of services

Ability to provide direct supportive services to families and children to strengthen family functioning and promote children's well-being

Ability to use problem-solving and solution-focused strategies to help families resolve problems related to provision of supportive services

Ability to give the family caseworker relevant information about permanency planning issues with the family, to ensure children's safety and stability

Ability to communicate effectively with family members in individual and family group interviews

Ability to complete case documentation

Competencies

Skill Set #1 Ability to use relationship strategies to engage and empower families to become invested in a collaborative worker/family relationship

1. Knows the characteristics, strengths and limitations of a collaborative casework and protective-authority approach to child protection
2. Understands the importance and benefits of using the least intrusive level of authority needed to protect children
3. Knows how to communicate the agency's expectations to ensure children's safety, while simultaneously engaging family members to collaborate in provision of supportive services
4. 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
5. Knows the essential role and unique qualities of the helping relationship in a family-centered model of child protection
6. Knows the attitudes and behaviors that promote the development of trust and confidence in the worker by family members
7. Knows the benefits of meeting and working with families in their own homes in helping to establish rapport
8. Understands the concept of client empowerment and how a trusting and collaborative helping relationship can motivate and sustain productive change in a family

9. Understands how fear, uncertainty and other feelings may be exhibited as hostility, aggressive behavior, withdrawal, denial of problems and other forms of resistance
10. Understands how cultural factors can impact the development of a casework relationship, including:
 - Ethnocentric perspective of the worker
 - Reliance on stereotypes
 - Cultural differences in codes of conduct
 - Differences in communication styles
 - Language barriers
11. Knows a variety of supportive strategies that can strengthen helping relationships and help reduce family members' resistance
12. Knows strategies to identify and resolve sources of resistance in working with family members and in strengthening the helping relationship
13. Knows how poverty and unsafe community environments may impact a family's ability to provide safe care for their children
14. Knows the types of parenting practices and interventions that place children at risk of harm
15. Understands how family needs, problems and environmental conditions may interact with each other to increase the potential for child maltreatment
16. Understands the ways that family resilience and resourcefulness, constructive coping skills, intra-familial support and community-based support networks can mitigate maltreatment and help families protect their children
17. Understands the ways that cultural factors and differences in parenting practices can confound a family assessment and promote inaccurate conclusions about families
18. Understands the necessity of periodic case reassessment with the family to document changes and to ensure the continued relevance of services and activities
19. Understands the importance of documenting thorough, summarized case assessment information in the family's case record
20. Knows how to use genograms and ecomaps to gather information about family structure, membership, relationships and sources of family or community support
21. Can identify cultural barriers to relationship development in each family, and can apply strategies to overcome them

Skill Set #2 Ability to develop supportive services plans that include activities that support family case plan objectives, and that build on family resources and strengths

22. Knows the importance of involving family members in supportive services plan development to ensure their investment and motivation to work toward change
23. Understands how the family support services plan is developed to support objectives of the case plan, and knows the similarities and differences between the case plan and supportive services plan
24. Knows the proper sequence of steps in the case planning process, and how the steps are applied in the support worker's services planning with the family
25. Knows the difference between case goals, objectives and activities
26. Knows the criteria with which to prioritize family needs and service objectives
27. Knows the benefits of formally documenting the supportive services plan in the case record
28. Understands the use of the supportive services plan as a negotiated contract with families to guide, monitor and evaluate supportive services with the family
29. Understands how the family case plan case objectives are formulated to reflect desired changes in the underlying conditions directly contributing to maltreatment in the family
30. Understands how family case plan objectives are derived from information gathered during the family assessment
31. Understands the importance of identifying culturally relevant service providers and engaging families to help choose their own service resources
32. 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
33. Understands how ineffective case planning contributes to premature closing of cases, or keeping cases open for unnecessarily extended periods of time
34. Knows strategies to promote and support the involvement of immediate and extended family members in supportive services plan development

35. Knows the utility of the following service delivery strategies to protect children and meet family's needs:
- Directly providing supportive or treatment services
 - Using agency-based support services, including homemaker or protective day care
 - Case management
 - Referral to community providers
 - Using non-traditional and neighborhood-based resources
 - Accessing or developing community support networks
36. Knows how to engage the family in writing supportive service plans in language that can be easily understood by family members
37. Knows strategies to involve family members and service providers in periodically reviewing and revising supportive services plans
38. Knows factors to determine when supportive services may be terminated
39. Knows strategies that can be used at case closure to ensure continued support for the family
40. Can partner with family members to develop an individualized supportive services plan that supports achievement of objectives of the family case plan
41. Can formulate observable, behavioral and measurable services goals, objectives and activities
42. Can identify, with the family caseworker and family members, the most appropriate services and activities to achieve supportive services plan objectives
43. Can estimate, with the family, realistic time frames for achievement of supportive services plan activities
44. Can collaborate with the family caseworker to conduct supportive services plan reviews, assess outcomes of services and make needed adjustments in supportive services plan goals, objectives and activities with the family
45. Can collaborate with the family caseworker and family members to determine when supportive services plan objectives have been successfully achieved
46. Can prepare families for termination of supportive services and the worker's activity with the family

Skill Set #3 Ability to work collaboratively with the family, including extended family members and other service providers, in delivery of services

47. Knows the types of formal and informal neighborhood and community resources that can be engaged to support families
48. Knows the intra- and inter-agency, environmental, cultural and community barriers that prevent access by families to needed services and resources
49. Understands the value of home visits in learning about available services and resources in the family's neighborhood and home community
50. Understands the importance of identifying naturally occurring support systems within the extended family, neighborhood and community
51. Understands the worker's role as an advocate to ensure that families receive high quality and timely services
52. Can identify and help families access formal and informal neighborhood and community-based service resources
53. Can advocate on behalf of families to eliminate barriers and help families access services

Skill Set #4 Ability to provide direct supportive services to families and children to strengthen family functioning and promote children's well being

54. Knows how to plan and implement activities to teach and model techniques of home management skills to parents individually or in groups (See 439: *[FSW] Conducting Groups*) including:
 - Household budgeting
 - Care of the home
 - Nutrition, grocery shopping, meal planning and preparation
 - Personal hygiene and care of clothing
 - Health and medical care
 - Well-baby and child care
55. Knows basic principles of adult learning theory and behavior modification and knows how to use them in planning effective learning activities
56. Understands different learning styles and knows strategies to adapt learning techniques to different learning styles of parents
57. Knows teaching strategies to help clients break down complex skills into their less complex, more easily mastered component parts

58. Can model and teach techniques of home management, parenting skills, and personal care with individuals or groups
59. Can use a positive, supportive relationship to provide encouragement, guidance and support to family members throughout the teaching process

Skill Set #5 Ability to use problem-solving and solution-focused strategies to help families resolve problems related to provision of supportive services

60. Understands the philosophy and tenets of problem solving and how to apply these concepts to child welfare work
61. Understands how to help individuals or families define the problem, understand why the problem developed and how the problem is related to provision of supportive services
62. Understands how to engage individuals or families in examining how the family has avoided or resolved the problem in the past, and how to use those skills to manage and resolve current problems
63. Understands how to collaborate with the family caseworker and families to apply the following steps in problem solving:
 - Selecting solutions that the family is capable of and motivated to implement
 - Developing solutions to resolve problems
 - Helping families implement solutions
 - Evaluating the success of their efforts
 - Refining their solutions if necessary
64. Can implement problem-solving strategies and solution-focused interventions and can use these strategies to help families resolve their problems
65. Can determine when the severity of family problems are beyond the worker's skill or responsibility and when referral to the caseworker to obtain mental health, substance abuse or domestic violence counseling may be necessary
66. Can teach family members to use problem-solving and solution-focused methods to identify and implement constructive solutions

Skill Set #6 Ability to give the family caseworker relevant information about permanency planning issues with the family and to support permanent planning efforts, to ensure children's safety and stability

67. Knows the role and purpose of supplemental case planning in ensuring timely permanence for children
68. Knows the importance of beginning permanency planning at the time of first contact with a family
69. Knows the circumstances when a formal supplemental case plan should be developed
70. Knows the necessary elements that should be included in a supplemental case plan
71. Can give relevant information to family caseworker regarding permanency planning issues about the family, and support permanency planning with the family

Skill Set #7 Ability to communicate effectively with family members in individual and family group interviews

72. Recognizes the interview as a dialogue between the worker and family members, and the principal means of implementing the helping process
73. 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
74. Knows the intended purposes, benefits and limitations of the following interview strategies:
 - Listening and observing
 - Active listening
 - Supportive responses
 - Open-ended questions
 - Closed-ended questions and yes/no questions
 - Probing questions
 - Clarifying responses
 - Summarizing and redirecting
 - Giving options, suggestions and advice
 - Confronting

75. Knows the definitions and characteristics of "content" and "process" in casework, and the application of content and process issues in communicating with children and family members
76. Knows how to observe family members' behavior and interactions, and how to attend to nonverbal cues, including tone of voice, facial expressions and other body language
77. Knows the liabilities of using leading questions when interviewing
78. Knows the appropriate standards and limits for disclosing personal information to family members during an interview
79. Understands how cultural differences in communication styles may promote miscommunication and misunderstanding during interviews
80. Understands how a trusting helping relationship can enhance the effectiveness of the interview and increase the accuracy of the communication
81. 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
82. Understands the dilemmas inherent in conducting interviews using interpreters, especially when the interpreter is a family member
83. Knows interviewing strategies to help family members comfortably express and discuss their opinions and feelings
84. Knows interviewing strategies to deal with resistance, conflict and hostility, and to respond to hostile or accusatory statements
85. Can engage family members in discussing information about the worker's planned activities with the family
86. Can identify a purpose prior to beginning each interview, and can clearly explain this purpose to the family
87. Can encourage and empower family members to actively participate in interviews, express their ideas and feelings and confront difficult topics and issues
88. Can formulate appropriate interview questions and responses to guide the direction of the interview to achieve its stated purpose
89. Can flexibly select or modify interviewing strategies in response to family members' reactions and contributions

Skill Set #8 Ability to complete case documentation and organize and maintain family case records

90. Knows the importance of timely, accurate case documentation for agency accountability
91. Knows the multiple types, purposes and uses of case documentation
92. Understands how inaccurate or insufficient case documentation contributes to both service ineffectiveness and agency liability
93. Understands how case documentation is used in legal proceedings, including custody hearings
94. Knows what information can be provided to other service providers to promote open communication and collaboration in planning and service delivery
95. Can write and integrate summarized, concise, timely supportive services plan information and other supporting documentation into the case record
96. Can use computerized data collection and management systems, where these are available

CORE 403: EFFECTS OF ABUSE AND NEGLECT ON CHILD DEVELOPMENT FOR FAMILY SUPPORT WORKERS

Service Outcomes

Children who have been abused or neglected will be helped to develop to their potential.

Parents and caregivers will have realistic expectations for children's behavior based on the children's age and level of development.

Parents and caregivers will use parenting strategies that promote children's healthy development and meet children's special needs.

Skill Sets

Ability to recognize indicators of age-appropriate development in all domains for children of varying ages

Ability to recognize indicators of developmental delays, disabilities, illness and other conditions that impact children's development

Ability to help families access appropriate community resources to address children's developmental needs

Ability to help parents or caregivers identify parenting strategies to meet their children's developmental needs

Ability to promote and sustain healthy attachments between children and their families or caregivers

Skill Set #1 Ability to identify indicators of age-appropriate development in all domains for children of varying ages

1. Aware of the family support worker's role as an advocate to promote healthy development of all children served by the agency
2. Knows the essential prerequisites for healthy child development in all domains
3. Knows how "normal" development is determined and assessed

4. Knows the difference between chronological age and developmental age
5. Knows the characteristics of the primary developmental domains and their sub-domains, including:
 - Physical (sensory, motor and sexual)
 - Cognitive (intellectual and language)
 - Emotional (attachment, personality and identity)
 - Social (interpersonal, cultural, moral and sexual)
6. Knows the stages, processes and milestones of normal development of infants (age birth - 1 year) in the following domains:
 - Physical
 - Social
 - Emotional
 - Cognitive
7. Knows the stages, processes and milestones of normal development of toddlers (age 1-3 years) in the following domains:
 - Physical
 - Social
 - Emotional
 - Cognitive
8. Knows the stages, processes and milestones of normal development of preschool children (age 3-5 years) in the following domains:
 - Physical
 - Social
 - Emotional
 - Cognitive
9. Knows the stages, processes and milestones of normal development of school-age children (age 5-11 years) in the following domains:
 - Physical
 - Social
 - Emotional
 - Cognitive
10. Knows the stages, processes and milestones of normal development of preadolescent children (age 11-13) in the following domains:
 - Physical

- Social
- Emotional
- Cognitive

11. Knows the stages, processes and milestones of normal development of adolescents (age 13-19) in the following domains:

- Physical
- Social
- Emotional
- Cognitive

12. Understands how development can be influenced by culture, and how a misinterpretation of cultural factors may confound a developmental assessment

13. Can observe children's behavior and identify departures from normal development that should be reported to the family caseworker

Skill Set #2 Ability to recognize indicators of developmental delays, disabilities, illness and other conditions that impact children's development

14. Aware of the profound negative impact of child maltreatment on children's health and development

15. Aware of worker's responsibility to routinely observe children in order to recognize possible untreated illnesses, developmental delays and disabilities, and to refer suspected problems to the family caseworker

16. Aware of the potential negative effects of physical abuse, neglect, sexual abuse and separation trauma on the formation and maintenance of attachment in young children

17. Knows the potential negative effects of physical abuse, neglect and sexual abuse on the development of:

- Infants - birth to 1 year
- Toddlers - 1-3 years
- Preschool children - 3-5 years
- School-age children - 5-11 years
- Preadolescent youth - 11-13 years
- Adolescents - 13-19 years

18. Knows indicators and early warning signs of developmental delays or abnormal development, including:

- Delayed language or speech development
- Delays in physical milestones or growth patterns
- Delayed cognitive development, language and school performance
- Delayed interpersonal, social or play skills
- Inappropriate or insecure attachment
- Developmentally inappropriate behavior

19. Knows the indicators and early warning signs of behavioral and developmental conditions commonly seen in children who have been maltreated, including:

- Failure to thrive
- ADHD
- Crack cocaine addiction
- Fetal Alcohol Syndrome/fetal alcohol effects
- Attachment disorders
- Severe behavior disorders
- Pervasive developmental disorders/mental retardation
- Emotional disorders, anxiety and depression

20. 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

21. Knows how to observe children's behavior to identify early indicators of developmental delay or disability

22. Can recognize primary indicators of common developmental conditions and disabilities associated with child maltreatment

23. Can recognize possible delays in development, maladaptive behavior, emotional disturbance or problems with attachment; and can report concerns to the family caseworker

Skill Set #3 Ability to help families access appropriate community resources to address children's developmental needs

24. Aware of worker's role to help families access needed services to promote children's healthy development

25. Knows the agencies and providers in the child's home community that provide special services for children with delays or disabilities

26. Can assist families in accessing needed services identified in the family case plan.

Skill Set #4 Ability to help parents/caregivers identify parenting strategies that meet their children's developmental needs

- 27. Knows age-appropriate expectations for children's behavior at different stages of development
- 28. Understands how age-appropriate children's behaviors can be experienced as stressful or misinterpreted by parents
- 29. Understands how stresses of parenting children with developmental or behavioral problems can contribute to maltreatment
- 30. Understands how parenting strategies that involve coercive power can contribute to maltreatment, and to developmental, behavioral and emotional problems in children
- 31. Understands how inconsistent parenting interventions and failure to establish and enforce structure can support and sustain children's behavior problems
- 32. Understands the importance of helping parents correct unrealistic expectations for their children's behavior and development to prevent maltreatment
- 33. Understands the value of parent education, modeling, reinforcement and support to help decrease stress experienced by parents or caregivers of children with developmental or behavior problems
- 34. Knows strategies to help parents develop realistic and age-appropriate expectations for their children's behavior
- 35. Can help parents learn and use parenting behaviors that promote children's healthy development and reduce the risk of maltreatment

Skill Set #5 Ability to promote and sustain healthy attachments between children and their families or caregivers

- 36. Knows the conditions and parenting practices that support the development of positive secure attachments in children
- 37. Knows the conditions and parenting practices that contribute to insecure or maladaptive attachment in children

38. Knows the behavioral and emotional indicators of maladaptive attachment in both children and adults
39. Understands how consistency of caregivers, parenting interventions, situational stress and children's temperaments interact over time to impact attachment
40. Understands the potential lifelong consequences of chronic insecure or maladaptive attachment on children's development and mental health
41. Understands how child maltreatment at different ages and developmental stages can negatively impact attachment
42. Knows supportive strategies to help parents and caregivers develop or strengthen attachments with children in their care
43. Knows how to observe the behavior of children and caregivers to report attachment issues to the family caseworker
44. Knows behaviors of children and caregivers that may indicate attachment problems and should be reported to the family caseworker
45. Can identify parenting behaviors in a family that may promote or interfere with the development and maintenance of positive attachment
46. Can assist families in accessing community resources identified in the family case plan for comprehensive developmental assessment and treatment to strengthen attachment
47. Can model behaviors for parents that will promote constructive attachment behaviors in children and youth of all ages

CORE 404: SEPARATION, PLACEMENT AND REUNIFICATION FOR FAMILY SUPPORT WORKERS

Service Outcomes

Families and foster or kinship caregivers will be fully involved and supported in implementing placement activities.

Children and families will be prepared for the emotional challenges and feelings of loss accompanying separation.

Children in care will receive services that address their educational, medical, mental health and cultural needs.

Care giving families will be supported and linked to services that promote placement stability and prevent disruption.

Children in care will maintain their attachments to family members and other important people in their lives.

Families will be supported to achieve stability and permanence after reunification.

Skill Sets

Ability to recognize children and families suffering from separation-induced trauma and stress

Ability to support placements that reduce stress, prevent trauma and promote placement stability and permanence for children

Ability to engage and support mothers, fathers and family members to keep them involved with their children in placement

Ability to collaborate with and support foster and relative caregivers to strengthen and sustain placements, and meet the needs of children in care

Ability to promote and sustain healthy attachments between children and their families or caregivers

Ability to support case activities that promote reunification and provide post-reunification services to children and their families

Ability to assist the family caseworker in identifying potential alternative permanent homes for children who cannot be reunified with their families

Competencies

Skill Set #1 Ability to recognize children and families suffering from separation-induced trauma and stress

1. Knows the circumstances of placement that typically create stress and crisis for children and their families
2. Knows the typical behavioral indicators of stress and crisis in children of different ages, and in family members of placed children
3. Understands the worker's role and activities that can help minimize the trauma experienced by children and their families during placement
4. Understands the potential serious negative impacts of separation, out-of-home placement and impermanence on attachment, child development and family emotional stability
5. 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
6. Understands how traumatic effects of separation are exhibited emotionally and behaviorally, including anxiety, depression, regression, withdrawal and oppositional or destructive behavior
7. Knows strategies to reduce stress and support coping capacity in children of different ages and developmental levels
8. Can identify when children or family members are in crisis, and when indicators of crisis and separation trauma should be reported to the family caseworker

Skill Set #2 Ability to support placement planning to help reduce stress, prevent trauma, and promote placement stability and permanence for children

9. Aware of agency and community factors that create pressure to place children in substitute care, even when there is no imminent risk of serious harm
10. Knows the benefits of relative placements in sustaining involvement of family members with children in care

11. Knows the rationale for placing siblings together and the potential traumatic impacts of separating them
12. Knows the value of foster and kinship caregivers as potential permanent placement resources for children in their care
13. Knows how to apply principles of family-centered, neighborhood-based placement to maintain children's connections to their neighborhoods, schools, cultures and communities
14. Understands how children of different ages experience significant changes in home environment and caregivers, and the implications for supporting children's adjustment to placement
15. 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
16. Understands the necessity of immediate and frequent post-placement contact between children and their families to prevent immediate and long-term separation trauma
17. Knows the worker's role in assisting the family caseworker to fully prepare children, their families and caregivers for placement
18. Knows how to work collaboratively with kinship and foster caregivers to minimize trauma to children
19. Can assist family caseworkers in identifying potential caregivers within the child's own extended family, neighborhood and community
20. Can support family members to participate constructively in placement activities
21. Can encourage and help children express their needs and distress, and can help them manage their feelings

Skill Set #3 Ability to engage and support mothers, fathers and family members to keep them involved with their children in placement

22. Aware of the nature and intensity of maltreated children's attachments to their primary caregivers

23. Aware of the benefits of consistent positive attachments on children's development and mental health, and the importance of sustaining attachments while children are in substitute placement
24. Aware of the worker's responsibility to help family members remain invested in and involved with their children in placement
25. Understands how the worker's attitude toward parental involvement can affect a family's willingness to collaborate in placement planning
26. Understands how placement-induced separation trauma and grief are manifested in angry, hostile, belligerent or withdrawn behaviors in family members
27. Understands how placement can negatively impact family members' confidence, self-esteem and commitment to remain involved with their children in care
28. Knows how to support parents in maintaining involvement in their children's activities, including school activities and conferences, birthday celebrations, medical or counseling appointments
29. Knows how to monitor visitation to observe behavioral indicators of attachment and parenting skills, and knows when and how to report concerns to the family caseworker.
30. Knows strategies to support children's attachments to important family members while they are in placement
31. Can support resistive, angry, hostile or depressed parents and family members to remain involved and invested in parenting their children in placement
32. Can engage and encourage family members to express their anger and distress, and can help them manage their feelings
33. Can assist in facilitating and monitoring regular and frequent visitation between children in care and family members
34. Can use family visits to model, reinforce and support constructive parenting practices

Skill Set #4 Ability to collaborate with and support foster and relative caregivers to strengthen and sustain placements, and meet the needs of children in care

35. Knows the potential disruptive impact of foster or kinship care on the care giving family

36. Knows the importance of supportive services to strengthen and sustain placements
37. Knows the 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 support from agency workers
38. Knows the special needs of families caring for children with serious emotional, behavioral, medical and substance abuse problems
39. Understands the impact of grief and loss on care giving families and how this impacts their ability to support permanency plans for children
40. Understands the unique stressors of relative caregivers who maintain contact with the child's parents, and also must control the parents' access to the children in their care
41. Can work collaboratively with the family caseworker and caregivers on behalf of children in care and their families
42. Can help caregivers constructively manage visits and other contact with families of children in care
43. Can work with caregivers and parents to support consistent behavior management strategies for children
44. Can support the child and the child's family after visits with family members

Skill Set #5 Ability to support case activities that promote reunification and provide post-reunification services to children and their families

45. Aware of the importance of careful reunification planning, preparation and ongoing supportive services in preventing recidivism
46. Recognizes worker's supportive role in helping families successfully complete case plan objectives toward reunification
47. Aware of the importance of teamwork and collaboration among agency staff and community resources in achieving successful reunification
48. Knows the factors typically associated with the re-neglect or re-abuse of children, or their re-entry into foster care

49. Knows the psychological, environmental and social barriers to reunification of children with their families and the importance of helping family members overcome them
50. 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
51. Understands how family visits and other contacts with children in care can result in emotional distress and trauma for family members
52. Understands the value of a strengths-based approach and developmental model of intervention in promoting successful reunification
53. Understands why some parents may choose not to be reunited with their children
54. Can help keep families engaged and emotionally invested with their children throughout the reunification process, and after children are returned home

Skill Set #6 Ability to assist family caseworker in identifying alternate permanent homes for children who cannot be reunified with their families

55. Aware of the importance of achieving timely permanence for all children served by child welfare agencies
56. Aware of the philosophy of supplemental case planning in promoting timely permanence for children
57. Aware of the range of permanency options available to children who cannot be reunited with their families
58. 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
59. 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
60. Can collaborate with family caseworker to identify potential permanent homes for children who need them

CORE 405: LEGAL ASPECTS OF CHILD PROTECTION FOR FAMILY SUPPORT WORKERS

Service Outcomes

Family Support services and activities will be conducted within the established federal and state legal framework.

Family Support services and activities will be conducted so that the rights of the family are ensured and the best interests of the child are considered.

Skill Sets

Ability to conduct family support activities within legally established parameters

Ability to prepare and document case information for court

Ability to testify in juvenile court hearings

Ability to perform family support activities with families in a manner that protects the rights of the family and protects the agency and the caseworker from litigation

Competencies

Skill Set #1 Ability to conduct family support activities within legally established parameters

1. Aware of the importance of adhering to the provisions of federal and state statutes in child welfare casework
2. Knows the legal protections afforded to families and children by juvenile court intervention, and the potential detrimental consequences if legal procedures are not followed
3. Knows the Ohio Revised Code and Ohio Administrative Code definitions for various forms of child maltreatment, including:
 - Child abuse
 - Child neglect
 - Child dependency
 - Sexual conduct, sexual contact and sexual activity (as included in the abused child statute)

- Child endangering (including exploitation)
 - Out-of-home care child abuse
 - Out-of-home care child neglect
4. Knows the unique role and responsibility of the juvenile court system in child protection
 5. Knows the roles and responsibilities of the following persons in child protection proceedings in the juvenile court:
 - Judge or Magistrate
 - County prosecutor
 - Guardian ad-Litem (GAL)
 - Court Appointed Special Advocate (CASA)
 - Defense attorney
 - Child welfare caseworker
 - Child welfare family support worker
 - Alleged perpetrator
 - Parents or caregivers of alleged child victim
 - Child victim
 6. Understands the following legal processes and how they govern child welfare casework activities:
 - Mandated reporting requirements
 - Confidentiality
 - Informed consent
 - Discovery
 - Release of information
 - Substantiation to prove the case in juvenile court
 7. Understands the nature and purpose of the following juvenile court activities
 - Emergency and interim court orders
 - Preliminary hearings
 - Adjudicatory hearings
 - Dispositional hearings
 - Review hearings
 8. Understands the nature and purpose of the following juvenile court dispositions
 - Protective supervision
 - Temporary and emergency court custody
 - Permanent court custody or termination of parental rights
 - Permanent planned living arrangements (PPLA)

9. Understands how personal bias, lack of cultural knowledge, profiling and racism can affect juvenile court processes and decisions
10. Understands the provisions of federal and state laws regarding reasonable efforts to prevent out-of-home placement of children
11. Knows how to collaborate with CASAs and GALs to serve the best interests of children in the court system
12. Can collaborate with family caseworkers, juvenile court personnel and the agency or prosecuting attorney in court actions

Skill Set #2 Ability to prepare and document case information for court

13. Knows liabilities for children and families of poorly organized, incomplete or inaccurate case documentation
14. Knows applicable juvenile court rules of evidence for child protection cases
15. Knows what types of evidence must be gathered, documented and maintained in family case records to support court proceedings
16. Understands the importance of communicating with families under investigation in a legally defensible manner and protecting evidence during investigations
17. Understands how failure to follow case procedures required by statute and policy can result in the inadmissibility of evidence to the court
18. Knows how to collaborate with prosecuting attorneys to prepare case documentation for presentation to the juvenile court
19. Can write case notes and documentation that will be admissible and effective in court actions
20. Can apply rules of evidence in preparing documentation to submit to the juvenile court

Skill Set #3 Ability to testify in juvenile court hearings

21. Knows the importance of a calm and confident demeanor, professional physical appearance and appropriate use of language when giving testimony in juvenile court hearings

22. Knows the rules of evidence that apply to court testimony, including rules of hearsay, exceptions to hearsay and proper use of case notes
23. Knows how to apply rules of evidence to testimony, and how collaborate with the family caseworker to choose information that will support the case filing
24. Knows strategies to present concise descriptions of facts, and to avoid presenting more detailed information than is warranted
25. Knows strategies to respond effectively to direct and cross-examination
26. Can present well-organized, relevant information during court testimony and cross-examination

Skill Set 4: Ability to perform family support activities with families in a manner that protects the rights of the family and protects the agency and the caseworker from litigation

27. Knows penalties and resulting agency and worker liability of submitting falsified documents, case notes and case plans to the court
28. Knows how the use of inappropriate language in verbal and written communication, or in documents that could be subpoenaed into court can negatively affect case outcomes or result in litigation against the agency
29. Knows the legal rights of children, parents and caregivers in court actions related to allegations of child maltreatment
30. Knows appropriate procedures to follow when assisting families with family support activities (including budgeting, using assistance vouchers and checks, working with community services and businesses to obtain needed household supplies, and managing expenses of other expenses and materials involving homemaking services) to ensure that the worker and agency are protected
31. Knows how to communicate with family members, defense attorneys and other community agencies in a manner that preserves family members' rights while protecting the agency and worker from liability
32. Can meet legal requirements and avoid personal or agency liability by following policy and procedures in all family support activities, writing case documentation that is clear and appropriate, and using supervision to check accuracy and thoroughness of work processes and products