

421: [FSW] ADOPTION, FOSTER AND KINSHIP CARE

Service Outcomes

Foster and adoptive parents will be supported in caring for abused and neglected children.

Foster parents will be involved in intervention efforts with the child and primary family.

Foster and adoptive children will be provided with supportive services to reduce the trauma of separation and placement; to enhance both their adjustment to placement and attachment to the substitute parent to meet their needs while in placement; and to attain safety and permanency.

Skill Sets

Ability to support foster, kinship and adoptive parents in providing care for children in their homes

Ability to provide services to meet the needs of children in placement

Competencies

1. Understands the value and characteristics of the following components of foster care, kinship care and adoption programs:
 - Using public relations and marketing strategies to recruit prospective foster and adoptive parents
 - Providing pre-placement and ongoing training for foster and adoptive parents
 - Assessing, certifying and approving foster, kinship and adoptive families
 - Matching, preparing and placing children in foster care, kinship and adoptive homes
 - Providing supportive services to children who are in care, and their families
 - Concurrent case planning to ensure timely permanency for children in care
 - Providing supportive services to foster, kinship and adoptive families
 - Negotiating subsidies for adoptive families, and providing post adoption services
 - Mentoring foster parents and coaching primary parents
2. Knows the personal and family characteristics and attributes that contribute to effective foster, kinship and adoptive parenting

3. Knows how to advocate for the most appropriate, least restrictive, most homelike, culturally relevant placement setting to meet the child's needs
4. Knows how to use the following strategies to prepare children for foster, adoptive or kinship placement, and reduce placement-induced stress; and to help children understand their history and maintain their sense of identify and continuity (See *431: Working With Children* competencies.)
 - Life books
 - Stories
 - Play techniques
 - Educating and supporting the child's substitute caregivers
5. Knows the following issues related to caring for children of a different race, ethnicity or culture from the caregiver or parent:
 - Legal statutes impacting placements of children of different race, color or national origin from the foster or adoptive parent (Muli-Ethnic Placement Act and Inter-Ethnic Placement Act)
 - How to preserve the best interests of children within the context of legal mandates
 - How to support and develop the cultural, ethnic or racial identity of children in care
6. Understands the unique issues and challenges for children, primary, foster, kinship and adoptive parents involved in the following circumstances; and knows the worker's role and responsibilities in providing support in managing these challenges:
 - Open adoptions
 - Kinship care
 - Older, physically challenged, gay/lesbian, single and other non-traditional foster, kinship and adoptive parents
 - Kinship and adoptive care for children with developmental and physical disabilities, mental illness, emotional disturbance and chronic illness
 - Parenting children of different races, cultures or ethnicities
 - Caregiving or parenting gay and lesbian youth
 - Caregiving or parenting immigrant and refugee children
7. Knows early signs of placement stress and typical stages of foster and adoptive placement disruption, and knows when to inform the caseworker about these issues
8. Knows how to participate in team meetings with primary, foster, kinship and adoptive families, and appropriate service providers to facilitate placement; to

support and meet the needs of children in care; and to support the caregivers or parents

9. Knows how to support birth parents throughout the adoption process
10. Understands common emotional, social and financial issues and potential problems experienced by adopted children and their adopted parents before, during and after the adoption is finalized; and how to provide support and resources to manage these challenges
11. Knows the process and issues involved for adult adoptees to initiate the search for their birth family members
12. Can support adopted children and their adopted parents before, during and after the adoption and finalization processes to ensure stability of the family, permanency for the child and adequate planning for the child's future needs
13. Can support foster parents and primary families after the children have returned home

422: [FSW] WORKING WITH ABUSED, SEXUALLY ABUSED AND NELECTED CHILDREN AND THEIR FAMILIES

Service Outcomes

Children who have been abused, neglected or sexually abused will be identified and supported throughout child welfare intervention and treatment.

Children will receive supportive services that promote recovery from maltreatment, promote healthy development, and minimize short-term and long-term consequences of maltreatment.

Families whose children have been abused or neglected will receive supportive services to strengthen their ability to provide safe, nurturing care to their children, and to protect their children from maltreatment by others.

Juveniles who sexually abuse others will be identified, and will receive support to stop perpetration of sexual abuse and to promote their healthy development.

Families whose children have sexually abused others will receive supportive services to strengthen their ability to provide safe, nurturing care to their children, and to reduce the risk of the abuse of others.

Offending and non-offending parents, and foster and kinship caregivers will receive supportive services to strengthen their ability to provide safe, nurturing care to abused and neglected children in their care.

Skill Sets

Ability to identify indicators of abuse, neglect and sexual abuse of children

Ability to support parents and substitute caregivers providing out-of-home care to children who have been abused, neglected or sexually abused, or to juveniles who have sexually offended others

Ability to give support to parents to help them safely parent their children, to respond to children's needs, and to help children recover from the effects of abuse

Ability to participate in a comprehensive team approach to the delivery of in-home and community-based services specific to remediating maltreatment and providing long-term support to families

Competencies

1. Knows the Ohio Revised Code definitions of “abused,” “neglected,” “sexually abused” and “endangered” children, and of “out-of-home abuse” and “out-of-home care neglect”
2. Knows the range of behaviors and activities that may constitute the following types of maltreatment of children:
 - Physical and emotional abuse
 - Physical and emotional neglect
 - Sexual abuse
 - Failure to thrive
3. Knows the common physical, behavioral, emotional, social and environmental indicators associated with the following types of maltreatment of children:
 - Physical and emotional abuse
 - Physical and emotional neglect
 - Sexual abuse
 - Failure to thrive
4. Knows behavioral indicators and characteristics associated with various types of neglect:
 - Failure to thrive
 - Physical neglect
 - Emotional neglect
 - Medical neglect
 - Educational neglect
 - Failure to protect from in-home hazards
 - Failure to adequately supervise
5. Knows the types of emotional abuse and the relationship between emotional abuse and physical abuse, sexual abuse, and neglect
6. Knows age and developmentally-appropriate sexual knowledge, awareness and behaviors of children and knows when sexual behaviors require further assessment and/or intervention
7. Understands the dynamics of sexual offending by juveniles, and knows strategies to support parents, foster and kinship caregivers in caring for sexually offending youth

8. Understands the potential short and long-term consequences of the following specific types of maltreatment on children's health, development and functioning:
 - Physical and emotional abuse
 - Physical and emotional neglect
 - Sexual abuse
 - Failure to thrive

9. Understands individual and family dynamics associated with the following types of child maltreatment:
 - Physical and emotional abuse
 - Physical and emotional neglect
 - Sexual abuse
 - Failure to thrive

10. Understands parental and family characteristics and conditions associated with the following types of maltreatment:
 - Physical and emotional abuse
 - Physical and emotional neglect
 - Sexual abuse
 - Failure to thrive

11. Understands how to differentiate between poverty, homelessness, substandard living conditions and neglect and how poverty can confound a determination of neglect

12. Understands the various child discipline, health care and child care practices of cultural groups served by the agency that may be misconstrued as physical or emotional abuse or neglect

13. Understands how personal reactions, biases and values regarding maltreatment of children can impact child welfare practice and knows how to manage common emotional reactions when working with abuse, neglect and sexual abuse cases

14. Understands factors, including mental illness, emotional and financial dependency, and fear of attack from the abuser that may compromise a non-offending parent's ability to protect children (See 437: *Domestic and Family Violence* competencies.)

15. Understands the unique characteristics of the helping alliance necessary to engage and enable neglecting parents to overcome resistance and become invested in a change process

16. Understands the components of comprehensive, long-term and intensive services needed to sustain neglectful families' ability to adequately care for their children over time and the family support worker's role in these services
17. Understands the importance of helping school-aged and adolescent children improve their hygiene, social skills, problem solving skills, self-awareness, resilience and general life skills when parents do not attend to these needs
18. Understands the specific challenges to parents and foster/kinship caregivers of providing care to children who have experienced the following types of maltreatment:
 - Physical and emotional abuse
 - Physical and emotional neglect
 - Sexual abuse
 - Failure to thrive
19. Understands the importance of multidisciplinary involvement in child abuse, neglect and sexual abuse cases, and knows how to work collaboratively with community services involved with the family
20. Knows behavioral and educational strategies to model, coach, encourage and reinforce parents to try different parenting and home management skills
21. Can recognize parental behaviors that put children at risk of abuse, neglect and sexual abuse, and can alert the caseworker about these behaviors
22. Can use specific strategies to develop helping relationships and provide support to child victims, family members and substitute caregivers in cases involving the following types of maltreatment:
 - Physical and emotional abuse
 - Physical and emotional neglect
 - Sexual abuse
 - Failure to thrive
23. Can involve extended family members, local service providers, family friends and other involved persons to form a permanent support network for families
24. Can provide emotional, social and financial support to assist non-offending parents to protect maltreated children
25. Can support families in utilizing community and extended family resources to ensure children's safety in their own homes

26. Can testify in cases involving abuse, neglect and sexual abuse cases in juvenile and criminal court (See 405: *Legal Aspects of Child Protection for Family Support Workers* competencies.)
27. Can assist family members in implementing safety plans, when needed, to protect the child

423: [FSW] ADOLESCENT SERVICES

Service Outcomes

Adolescents and their families will receive support to help them manage normal developmental transitions.

Adolescents and their families will receive support to cope with unruly and delinquent behavior.

Adolescents and their families will receive comprehensive services to prepare them for independent living.

Skill Sets

Ability to engage adolescents in a collaborative helping relationship

Ability to provide individual or group coaching and preparation activities to help adolescents develop readiness for independent living

Competencies

1. Knows how physical, emotional, social, cognitive and sexual development affects adolescents' behavior and adjustment and knows how to distinguish normal adolescent behavior from behavior that indicates emotional disturbance or mental illness
2. Knows developmentally appropriate, culturally competent strategies for engaging youth in the following supportive activities:
 - Development of trusting relationship
 - Interviewing youth
 - Crisis counseling
 - Supportive discussion
3. Knows the behavioral indicators and dynamics of adolescent depression, suicide and other emotional disturbance and knows how to make appropriate referrals for further assessment, and for in-patient and out-patient services

4. Understands the following about substance abuse among teens:
 - Factors contributing to substance abuse
 - Unique aspects of the progression of substance use to abuse
 - Impact of substance abuse on adolescent development and behavior
 - Appropriate treatment interventions
 - Strategies for engaging youth in substance abuse treatment (See 430: *Substance Abuse* competencies.)
5. Understands the unique challenges faced by pregnant and parenting teens; and knows how to access resources to meet their social, financial, educational and medical needs
6. Knows familial, emotional, social and developmental factors that may create crisis for teens and knows how to give support to adolescents who are in crisis and their families
7. Knows the developmental implications of preparing adolescents for foster, kinship, group home, residential treatment and adoptive placements and knows strategies for helping teens accept those placements
8. Understands court processes related to unruly and delinquent offenses, and knows how to support families when involved with the juvenile court system
9. Understands the dynamics of youth gang membership and activities, how youth become involved in gangs, indicators that a youth is involved in a gang, and the worker's role in working with youth involved in gangs
10. Can help parents/caregivers understand their youth's behavior; can collaborate with parents/caregivers to manage treatment interventions and can advise them on appropriate behavior management methods (See 433: *Parenting Skills* and 451: *Behavior Management and Discipline* competencies.)
11. Knows the range of skills necessary for independent living; knows resources for preparing adolescents in these skills and knows how to help adolescents apply these skills:
 - Personal planning--setting goals
 - Financial management, budgeting and banking
 - Vocational readiness--employment skills
 - Obtaining housing and household management, including nutrition and cooking
 - Managing personal health and hygiene
 - Basic legal information
 - Recreational and social activities
 - Transportation issues and car insurance

- How to use community resources and services
- Managing interpersonal relationships
- Problem solving

12. Knows how to help minor parents or pregnant teens prepare for independent living, including:

- Understanding and using community supports and services
- Obtaining financial support
- Mediating family disagreements about the minor parent and her child
- Advocating with school personnel for special needs of pregnant students and new mothers returning to school
- Understanding and using legal services, including establishing paternity and accessing adoption services

13. Can provide training, coaching and modeling to adolescents to help them develop skills needed for independent living

14. Can help teens obtain independent housing and can help teens with developmental, mental or emotional disabilities obtain supervised living arrangements

424: [FSW] FAMILY-CENTERED NEIGHBORHOOD-BASED SERVICES

Service Outcome

Children and families will receive services in their own environment and context that build on family strengths and promote family stability.

Skill Set

Ability to plan and deliver supportive services to families and children that are strength-based, family-centered and neighborhood-based, and that support and empower immediate and kinship members to make positive changes

Competencies

1. Understands the historical, philosophical and legal bases of the family-centered practice movement, and its impact on the field of child welfare
2. Understands the values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning in the context of the family's culture and community
3. Understands how the principles of family-centered practice are implemented in services provided by family support workers
4. Knows the range of in-home services provided by parent aides, and knows how the services can be used to strengthen family functioning and prevent placement
5. Knows the characteristics and program components of intensive home-based models of service delivery, and how intensive home-based services can be used to ensure child safety and promote family stability
6. Understands the pervasive problems experienced by families who live in chronic poverty, and knows how families develop strengths and resourcefulness to cope with chronic poverty
7. Understands how the stress of chronic poverty can contribute to child abuse and compound the effects of child neglect
8. Can provide family-centered supportive services to families to promote growth and change

9. Can help families access needed neighborhood and faith-based services, and can advocate with service providers to ensure families receive needed supportive services