

# SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES

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## SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 520 SUPERVISING ASSESSMENT

#### Skill Sets

**520-01:** Ability to model, coach, and monitor casework activities of safety assessment, risk assessment, family strengths and needs assessments, foster, kinship, and adoptive family assessments, and independent living assessments of adolescents preparing to leave substitute care

<b>Skill Set 520-01: Ability to model, coach, and monitor casework activities of safety assessment, risk assessment, family strengths and needs assessments, foster, kinship, and adoptive family assessments, and independent living assessments of adolescents preparing to leave substitute care</b>
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Comp. No.	Competency Description
520-01-001	Knows practice standards, policies, and procedures for gathering and documenting information in risk assessments, safety assessment, and family strengths/needs assessments in situations of alleged child maltreatment
520-01-002	Knows practice standards, policies and procedures for gathering and documenting assessment information in foster, kinship and adoptive family assessments
520-01-003	Knows practice standards, policies and procedures for gathering and documenting information in assessments of youth's readiness for independent living
520-01-004	Knows what types of historical and current information are most relevant for various types of assessments, and from a variety of informants
520-01-005	Understands the specific applications of concepts of culture and diversity to the continuum of child welfare assessments, including the effects of differences in family values, child rearing practices, communication styles, perspectives on agency involvement, and the impact of prejudice and bias on assessment conclusions and case outcomes
520-01-006	Understands social, emotional and economic factors that can affect family members' level of comfort in becoming engaged as participants in the assessment process
520-01-007	Knows how to support caseworkers in constructively managing their emotional reactions and personal biases when conducting assessments
520-01-008	Knows how to coach and monitor workers to ensure collection of appropriate and valid data for the specific type of assessment

<b>520-01-009</b>	Knows how to help workers identify safety concerns, de-escalate hostility, and take self-protective measures during assessments of alleged child maltreatment
<b>520-01-010</b>	Knows how to monitor case records to ensure completion of required assessment activities within required time frames, to ensure that legal and documentation requirements are met, and to ensure that casework activities meet best practice standards
<b>520-01-011</b>	Can use case conferences, direct observation of workers, and review of case documentation and state and local data to ensure that casework practice in assessment is culturally responsive and is consistent with statute, rules, policies, procedures, and best practice standards
<b>520-01-012</b>	Can design and implement effective methods to coordinate child welfare assessments with law enforcement, schools, community medical and mental health staff, and the county prosecutor's office or agency attorney

## SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 521

### SUPERVISING CASE PLANNING AND SERVICE DELIVERY

#### Skill Set

**521-01:** Ability to model, coach and monitor staff in developing and implementing case plans for families that promote accuracy and timeliness of case planning, and relevance of services to address families' needs

<b>Skill Set 521-01: Ability to model, coach and monitor staff in developing and implementing case plans for families that promote accuracy and timeliness of case planning, and relevance of services to address families' needs</b>
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Comp. No.	Competency Description
521-01-001	Knows best practice standards related to case plan development and implementation in a family-centered, culturally competent practice framework
521-01-002	Knows relevant federal, state, and local agency statutes, rules, policies, procedures, and best practice standards related to case planning
521-01-003	Knows the steps in the case planning process
521-01-004	Understands how lack of cultural competence by the agency and its staff can impede the effectiveness of case plan development and implementation
521-01-005	Understands how information from risk, safety, and family assessments are used in developing the case plan and drive the selection of services
521-01-006	Understands the importance of full collaboration with immediate and extended family members in developing and implementing case plans
521-01-007	Understands the importance of periodic review, reassessment, and updating of case plans to keep service delivery focused on achieving high priority case goals and objectives
521-01-008	Understands the role of the supervisor in modeling, coaching, and monitoring caseworkers in case planning and service delivery activities
521-01-009	Understands the nature and purpose of concurrent /supplemental case planning, and knows how to help workers engage families to develop supplemental case plans for children coming into placement
521-01-010	Knows how to structure supervisory conferences with staff members to review and monitor case planning and casework activities
521-01-011	Knows how to help caseworkers develop case plans that are objective, time-limited, behaviorally specific, individualized for the family, easy for family members to understand, and culturally competent
521-01-012	Knows strategies to assist workers in identifying and accessing service resources for families, particularly in environments where there are few formal resources

<b>521-01-013</b>	Knows how to engage community professionals and agencies to collaborate in the development and implementation of case plans for families who are served by multiple community providers
<b>521-01-014</b>	Knows how to support caseworkers in constructively managing personal bias, prejudice, or negative attitudes about families and service providers that can negatively affect the quality and relevance of case plans
<b>521-01-015</b>	Knows how to model and support worker engagement of families to reduce resistance during case plan development and implementation
<b>521-01-016</b>	Knows how to monitor case records and other written documentation to ensure completion of required case planning and implementation activities within expected time frames and legal requirements
<b>521-01-017</b>	Can help caseworkers use data from safety, risk, and family assessments to individualize case plans that accurately reflect each family's unique circumstances, strengths, goals, and needs
<b>521-01-018</b>	Can use case conferences, direct observation of workers, review of case documentation, and state and local administrative data to ensure effective case plan development, service delivery, and achievement of desired service outcomes

## SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 522

### SUPERVISORY ISSUES IN CHILD SEXUAL ABUSE

#### Skill Set

**522-01:** Ability to model, coach and monitor comprehensive and individualized assessments of children and their families, development of service plans, and provision of family-centered, culturally competent services to sexually abused children and sexually offending youth

**Skill Set 522-01: Ability to model, coach and monitor comprehensive and individualized assessments of children and their families, development of service plans, and provision of family-centered, culturally competent services to sexually abused children and sexually offending youth**

<b>Comp. No.</b>	<b>Competency Description</b>
522-01-001	Knows best practice standards, legal requirements, policies, and procedures for managing sexual abuse cases in a family-centered, culturally competent framework
522-01-002	Knows the personal, interpersonal, and environmental factors that can contribute to or mitigate child sexual abuse and how these can interact to increase or reduce threats to children's safety in their families
522-01-003	Knows how safety, risk, and family assessment tools are used to protect children who have been sexually abused, and how data from these assessments are used in safety planning, long-range case planning, and reunification planning
522-01-004	Knows policies and procedures for assessing and responding to the sexual abuse of children in foster care, residential care, and other institutional settings
522-01-005	Understands normal sexual development and behaviors in children, and knows how to help caseworkers recognize abnormal or precocious sexual behavior indicating a child may have been sexually abused or is abusing other children
522-01-006	Understands typical individual and familial dynamics of adolescents with illegal sexual behaviors (AISB), effective assessment and intervention strategies for these youth, and the inappropriateness of strategies used with adult perpetrators
522-01-007	Understands the elements of coercion and secrecy in child sexual abuse cases and knows how to coach caseworkers in structuring investigations and interviews, assessing risk, and implementing measures to ensure the safety of child victims
522-01-008	Understands how concepts of culture and diversity apply to child sexual abuse cases and the supervisor's responsibility to promote culturally competent assessment and investigation
522-01-009	Understands the challenges faced by parents and caregivers of sexually abused children or children who have sexually abused others, and knows how to guide workers in providing emotional support, training, and resource linkage for these families

<b>522-01-010</b>	Understands the issues involved in planning and sustaining reunification for children who have been sexually abused or who have sexually abused others and can help workers develop reunification plans that provide services and supports to promote placement stability
<b>522-01-011</b>	Knows how to promote collaboration with law enforcement officers, agency attorneys, county prosecutors, guardians ad litem, and juvenile and criminal courts to coordinate legal activities, to ensure that evidence is legally admissible, and to protect children from recurrences of sexual abuse
<b>522-01-012</b>	Knows how to help workers develop safety plans that minimize trauma to the child victim and strengthen the non-offending parent's capacity to protect the child, and how to determine when a sexually abused child must be removed from their family to ensure their safety
<b>522-01-013</b>	Knows how to help workers identify and access appropriate treatment interventions for child victims of sexual abuse, perpetrators, non-offending parents, adolescents with illegal sexual behaviors, and other family members
<b>522-01-014</b>	Knows how to help workers determine when termination of parental rights is necessary to assure long-term safety and permanence for children in sexual abuse
<b>522-01-015</b>	Knows how to help caseworkers constructively manage their personal emotional distress, anger, frustration, and biases when working with child victims, non-offending parents, adolescents with illegal sexual behavior, and adult perpetrators in child sexual abuse cases
<b>522-01-016</b>	Knows how to coach caseworkers in effective forensic interviewing strategies appropriate for child sexual abuse cases
<b>522-01-017</b>	Knows how to monitor case records of sexually abused children to ensure completion of casework activities within required time frames, to ensure that legal and documentation requirements are met, and to ensure that casework activities meet best practice standards
<b>522-01-018</b>	Can model, coach, observe, and monitor caseworkers in providing case management, direct casework intervention, court-related activity, placement services, reunification planning, and recidivism prevention in child sexual abuse cases
<b>522-01-019</b>	Can use case conferences, direct observation of workers, review of case documentation, and state and local data to ensure casework practice in sexual abuse cases is culturally responsive and conducted in a manner consistent with statute and rules, policies and procedures, and best practice standards
<b>522-01-020</b>	Can design and implement methods to coordinate casework interventions and agency services in child sexual abuse cases with community child protection teams, schools, community service providers, court personnel, law enforcement, Court Appointed Special Advocates (CASA), Guardians Ad Litem (GAL), Community Action Centers (CAC), medical personnel, and other community partners

## SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 523 SUPERVISING CASEWORK WITH ADOLESCENTS

#### Skill Set

**523-01:** Ability to promote comprehensive and individualized assessment of adolescents, the development of service plans, and provision of relevant services to youth in their own families, in substitute care, and in independent living settings

<b>Skill Set 523-01: Ability to promote comprehensive and individualized assessment of adolescents, the development of service plans, and provision of relevant services to youth in their own families, in substitute care, and in independent living settings</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
523-01-001	Knows practice standards, legal requirements, policies, and procedures for work with abused, neglected, unruly, and delinquent adolescents
523-01-002	Understands how adolescents' development may be affected by abuse or neglect, and can help caseworkers adapt their interviewing, relationship development, and intervention strategies to best match each youth's developmental level
523-01-003	Understands the primary issues in serving unruly or delinquent adolescents, and can help caseworkers coordinate services to youth in collaboration with the juvenile court, probation officers, family members, and caregivers
523-01-004	Understands the unique issues in working with adolescents who are pregnant or parenting, and can coach caseworkers to develop service plans that address the safety and permanence needs of both the adolescent parent and their child(ren)
523-01-005	Understands how substance abuse can affect adolescent development and functioning, and can help caseworkers assess adolescents' needs and advocate for effective substance abuse treatment services
523-01-006	Understands the benefits and limitations of residential placement, can help workers identify the least restrictive placement for each adolescent, and can advocate for the development and support of family-based placements for adolescents in their own communities
523-01-007	Understands the challenges faced by adolescents with emotional or behavioral problems, developmental disabilities, or developmental delays in emancipating to independent living, and knows how to coach casework staff to individualize emancipation plans and programming for these adolescents
523-01-008	Understands the importance of consistency and collaboration in independent living services, and can coordinate services provided by agency staff members, caregivers, and community independent living programs
523-01-009	Understands the specific applications of culture and diversity in working with adolescents, including variations in communication patterns, family structure and expectations, peer relationships, and expectations for independent living

<b>523-01-010</b>	Knows how to help workers distinguish between normal adolescent behavior and behavior that indicates potential maltreatment, emotional problems, mental illness or substance abuse
<b>523-01-011</b>	Knows how to develop, implement, and monitor agency-based independent living programs and services for adolescents, and can coordinate agency programs with other community-based programs and services
<b>523-01-012</b>	Knows strategies to assess an adolescent's special education and employment training needs, and can help workers identify and collaborate with schools and community based educational/vocational programs
<b>523-01-013</b>	Knows how to help workers involve adolescents in considering options and in planning for permanence, including reunification with primary or extended family members, guardianship or custody, PPLA, or emancipation to independent living
<b>523-01-014</b>	Can use case conferences, direct observation of workers, and review of case documentation and state and local data to ensure casework with adolescents is conducted in a manner consistent with statute and rule, agency policies and procedures, and best practice standards
<b>523-01-015</b>	Can coach and support caseworkers in constructively managing their emotional reactions, frustrations, and personal biases when working with adolescents
<b>523-01-016</b>	Can guide and monitor casework services to promote aggressive ongoing intervention to ensure successful outcomes for youth emancipating from the child welfare system

## SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 524

### SUPERVISING ADOPTION, FOSTER CARE, AND KINSHIP CARE SERVICES

#### Skill Sets

**524-01:** Ability to model, coach and monitor caseworkers in providing supportive, developmental, and therapeutic services to children in out-of-home placement and their primary families

**524-02:** Ability to model, coach and monitor staff in recruitment, assessment, and support of foster, adoptive, and kinship caregivers

<b>Skill Set 524-01: Ability to model, coach and monitor caseworkers in providing supportive, developmental, and therapeutic services to children in out-of-home placement and their primary families</b>
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Comp. No.	Competency Description
524-01-001	Knows best practice standards, legal requirements, policies, and procedures for serving children out-of-home care and their families
524-01-002	Knows best practice standards and legal requirements for the temporary and permanent termination of parental rights
524-01-003	Understands the emotional conflicts, misperceptions, and fears often experienced by children in substitute care, their primary families, and foster/kinship families, and how these affect the stability of children's placements
524-01-004	Understands the legal requirements of the Multi-Ethnic Placement Act (MEPA/IEPA) and issues involved in cross-cultural placements
524-01-005	Understands the purpose, rationale, legal basis, and appropriate use of concurrent/ supplemental planning
524-01-006	Understands the emotional conflicts experienced by primary and foster/kinship families related to concurrent/supplemental planning,, and how these dynamics can affect concurrent planning activities
524-01-007	Understands the dynamics and challenges in reunifying children with their families; and knows how to help workers monitor risk, assure the child's ongoing safety, and reduce the potential for post-reunification placement failure and re-entry into substitute care
524-01-008	Knows strategies to help workers plan and conduct foster, kinship, and adoptive placements to reduce trauma to children and their primary families, and to promote placement success and stability
524-01-009	Knows how to help workers assess the developmental and treatment needs of children in care and link caregivers to appropriate community providers to address these needs
524-01-010	Knows legal requirements for parent-child contact and strategies to help workers coordinate parent-child contact, schedule and oversee visitations, and manage relationships between caregivers and members of the child's primary family

524-01-011	Knows how to help workers prepare case documentation and court testimony for temporary and permanent termination of parental rights
524-01-012	Knows how to help workers gather and document complete medical, educational, developmental, and background information on children in foster or kinship care who are to be adopted
524-01-013	Can work collaboratively with community organizations and professionals to provide developmental, educational, medical, mental health, and supportive social services to children in out of home care
524-01-014	Knows how to help workers use family group conferencing to help develop safe and permanent family placements for children in out-of-home care
524-01-015	Can review and monitor cases to assure that services to children in placement are designed to promote placement stability in permanent families in a timely manner
524-01-016	Can use case conferences, direct observation of workers, case documentation and state and local data to evaluate casework practice with children in care and to assure it consistent with best practice standards and legal requirements

<b>Skill Set 524-02: Ability to model, coach and monitor staff in recruitment, assessment, and support of foster, adoptive, and kinship caregivers</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
524-02-001	Knows best practice standards, legal requirements, policies, and procedures for recruitment, family assessment, training, certification/approval, and ongoing support of foster, adoptive, and kinship families
524-02-002	Knows best practice standards, legal requirements, policies, and procedures for providing support and consultation to adoptive parents both before and after adoptions are finalized
524-02-003	Knows public relations and recruiting strategies to identify and assess potential foster, adoptive, and kinship families for abused and neglected children, sibling groups, and children with special needs
524-02-004	Understands the factors to be considered and the steps involved in assessing families for foster care, kinship care, and adoption, and knows how to guide workers in completing thorough assessments
524-02-005	Understands the importance of providing ongoing supportive services to caregiving families, and can help structure agency services and programs to address caregivers' needs.
524-02-006	Understands the unique challenges and stresses faced by kinship caregivers, and knows how to help workers develop case plans and provide supportive services that can strengthen and stabilize kinship placements.
524-02-007	Understands the dilemmas and challenges involved in working with primary families prior to and during adoption proceedings, and can help caseworkers provide sensitive and supportive services to these families.
524-02-008	Understands the range of openness in adoption and the common emotional conflicts for children, birth parents, and adoptive parents that occur in open placements; and knows how to help workers negotiate an appropriate degree of contact between adopted children and members of their birth families.

<b>524-02-009</b>	Understands the stages of adjustment in adoption and the common contributors to adoption disruption, and knows how to help workers provide crisis intervention and ongoing services to stabilize and sustain placements.
<b>524-02-010</b>	Understands the specific applications of concepts of culture and diversity to foster care, kinship care, and adoption.
<b>524-02-011</b>	Knows the specific types of available financial assistance and can help workers advocate for and access assistance for adoptive and kinship families
<b>524-02-012</b>	Knows a variety of strategies to develop the skills of foster, kinship, and adoptive families, including inservice training, coaching, and mentoring by experienced foster, kinship, and adoptive parents.
<b>524-02-013</b>	Knows how to help caseworkers plan and implement public relations, recruitment, assessment, and training activities to increase the number of qualified foster and adoptive families for children in the agency's care.
<b>524-02-014</b>	Knows how to help workers elicit the assistance of primary families to provide input into an adoption plan for their children.
<b>524-02-015</b>	Knows how to support workers in constructively managing their emotional reactions and personal biases when working with birth families of children in temporary or permanent custody of the agency.
<b>524-02-016</b>	Knows how to develop and implement agency foster care program components to prevent burnout, to maintain positive morale, and to increase retention of skilled foster parents.
<b>524-02-017</b>	Can engage community partners in recruiting foster and adoptive families and providing them with needed supportive services.
<b>524-02-018</b>	Can use case conferences, direct observation of caseworkers, review of case documentation, and state and local data to ensure that casework practice in recruiting, assessing, and supporting foster/kinship caregivers and adoptive parents is consistent with best practice standards and legal requirements.

## **SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES**

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### **TOPIC: 525**

### **SUPERVISING SCREENING AND INVESTIGATIONS**

#### **Skill Set**

**525-01:** Ability to coach and monitor staff activities of screening and investigation to promote thoroughness, accuracy, and timeliness, and to ensure consistency with legal requirements and practice standards

<b>Skill Set 525-01: Ability to coach and monitor staff activities of screening and investigation to promote thoroughness, accuracy, and timeliness, and to ensure consistency with legal requirements and practice standards</b>
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<b>Comp. No.</b>	<b>Competency Description</b>
<b>525-01-001</b>	Knows best practice standards related to screening and investigating child maltreatment referrals in a family-centered, culturally competent framework
<b>525-01-002</b>	Knows supervisor's role in guiding, coaching and monitoring casework activities to ensure the accuracy and timeliness of investigations
<b>525-01-003</b>	Knows the essential information that must be gathered during initial referrals to identify safety threats to children and potential dangers for the caseworker or other family members, and knows when contact law enforcement to accompany caseworkers to the home
<b>525-01-004</b>	Knows the criteria for screening in cases, prioritizing referrals, and referring families who are not screened in to preventive and/or supportive community services when needed
<b>525-01-005</b>	Knows the supervisor's role and responsibility in supervising after-hours screening and investigation activities
<b>525-01-006</b>	Knows the supervisor's role and responsibility in supervising after-hours screening and investigation activities
<b>525-01-007</b>	Knows procedures for coordinating child abuse and neglect investigations with other entities as stipulated in the County Memorandum of Understanding, in county multi-disciplinary teams, with schools, and with child advocacy centers
<b>525-01-008</b>	Understands the philosophical basis and primary components of alternative response programs, and knows how to help workers assign families to the appropriate response track
<b>525-01-009</b>	Understands the supervisor's responsibility to ensure the development and implementation of safety plans to protect child victims, siblings and non-offending parents
<b>525-01-010</b>	Understands issues related to ensuring children's safety while protecting family rights to privacy and confidentiality when scheduling and conducting interviews with alleged child victims at school

<b>525-01-011</b>	Understands the specific applications of concepts of culture and diversity to child maltreatment investigations, including accurately identifying safety threats and risk factors, and determining family strengths and protective capacities
<b>525-01-012</b>	Understands issues related to use of anatomically correct dolls, drawings, video and audio recordings, and one-way mirrors in child abuse investigations, and knows agency and county prosecutor policy regulating their use
<b>525-01-013</b>	Understands how casework activities during an investigation can inadvertently promote recantation by alleged child victims, and knows how to coach workers to structure their investigations and support children to prevent recanting
<b>525-01-014</b>	Knows how to monitor case records to assure completion of required activities within expected time frames, to ensure that legal and documentation requirements are met, and to ensure that casework activities meet best practice standards
<b>525-01-015</b>	Knows how to support caseworkers in constructively managing their emotional reactions during investigations
<b>525-01-016</b>	Knows how to coach and monitor casework activities to ensure that the rights of children, non-offending parents, and alleged perpetrators are protected during the investigation process
<b>525-01-017</b>	Can help workers evaluate child safety, risk of future harm, the priority level for immediate response, contributors to child maltreatment, family protective capacities, and the need for a safety plan, and to initiate immediate action to ensure that children and their families are safe
<b>525-01-018</b>	Can use case conferences, direct observation of workers, review of case documentation and state and local data to ensure caseworker practice in screening and investigation is culturally responsive and conducted in a manner consistent with statute and rules, policies and procedures and best practice standards
<b>525-01-019</b>	Can design and implement effective methods to coordinate child abuse and neglect investigations with law enforcement, schools, community medical and mental health staff, and the county prosecutor's office or agency attorney

## SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 526

### SUPERVISING FAMILY-CENTERED NEIGHBORHOOD-BASED SERVICES

#### Skill Set

**526-01:** Ability to model, coach and monitor staff in the provision of family-centered, neighborhood-based, and intensive family preservation services that strengthen, support, and empower families

<b>Skill Set 526-01: Ability to model, coach and monitor staff in the provision of family-centered, neighborhood-based, and intensive family preservation services that strengthen, support, and empower families</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
526-01-001	Knows best practice standards, policies, and procedures that promote strengths-based, family-centered, neighborhood-based approaches to child welfare services
526-01-002	Understands the historical, philosophical and legal bases of family-centered, neighborhood-based practice in child welfare, and understands the supervisor's responsibility to ensure that agency services are congruent with the underlying principles of this approach
526-01-003	Understands the cultural issues that can affect the delivery of family-centered, neighborhood-based services, and the importance of working within each family's cultural context when designing and providing services
526-01-004	Understands how intensive, home-based family preservation services can be used to ensure children's safety and prevent out-of-home placement
526-01-005	Understands the unique challenges faced by single parent, gay and lesbian, multi-generational, and other nontraditional families, and knows how to help workers identify and build on the strengths and resources in these families
526-01-006	Understands the role of family support workers (parent aides, homemakers, transportation aides) in helping to stabilize and serve families; how to integrate family support services into formal safety and case plans; and how to ensure collaboration between family support staff and caseworkers assigned to the family
526-01-007	Understands the purpose and processes of family group conferencing/ decision making programs; knows how to help workers identify and engage extended and absent family members; and knows how families' values, codes of conduct, and past relationships may affect their participation in family meetings
526-01-008	Knows how to coach workers in planning and facilitating family group meetings, and knows strategies to manage group dynamics to support families in problem solving and constructive change efforts
526-01-009	Knows how to model strengths-based approaches in daily supervision of unit staff that reinforce workers' use of strengths-based interventions with their clients

<b>526-01-010</b>	Knows how to help caseworkers and family support staff develop and sustain supportive, collaborative relationships with family members when working in clients' homes
<b>526-01-011</b>	Knows how to model and coach caseworkers in the use of genograms and ecomaps to understand family structure, membership, and dynamics, and to help family members identify resources available in their own family systems
<b>526-01-012</b>	Knows how to use case conferences and review of case records to ensure workers' adherence to the key principles that underlie family-centered, neighborhood based approaches to service
<b>526-01-013</b>	Can use case conferences, unit meetings, direct observation of workers, review of case records, and state and local data to ensure that casework practice is consistent with statute and rules, policies and procedures, and best practice standards, and is achieving desired outcomes
<b>526-01-014</b>	Can help workers establish and sustain partnerships with neighborhood-based and community providers who can serve, support, and monitor families and enhance their capacity to safely parent their own children on an ongoing basis

## **SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES**

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### **TOPIC: 527**

### **SUPERVISORY LEGAL INTERVENTION IN CHILD WELFARE**

#### **Skill Set**

**527-01:** Ability to model, coach and monitor casework activities to ensure adherence to legal requirements, to protect the rights of children and family members, to collaborate with legal partners, and to prevent legal sanction or liability to the agency or its staff

**Skill Set 527-01: Ability to model, coach and monitor casework activities to ensure adherence to legal requirements, to protect the rights of children and family members, to collaborate with legal partners, and to prevent legal sanction or liability to the agency or its staff**

<b>Comp. No.</b>	<b>Competency Description</b>
<b>527-01-001</b>	Knows best practice standards, federal and state statutes, policies, and procedures that govern the legal aspects of child welfare practice
<b>527-01-002</b>	Knows the laws, rules, and policies that protect the rights of parents and family members while ensuring their children's safety
<b>527-01-003</b>	Knows practice standards, legal requirements, policies, and procedures that govern confidentiality with family members, service providers and mandated reporters
<b>527-01-004</b>	Knows the purpose and appropriate use of formal mediation services and how these can be used to resolve conflict in child welfare cases
<b>527-01-005</b>	Knows policies and procedures related to documenting and protecting the integrity of evidence for presentation in court
<b>527-01-006</b>	Understands the supervisor's responsibility to coach workers and monitor casework activities to ensure that legal requirements are appropriately implemented into practice
<b>527-01-007</b>	Understands the role of common pleas, domestic, family, and drug courts in legal interventions in child welfare cases and how to work effectively with legal personnel in these settings
<b>527-01-008</b>	Understands the types of casework activities, agency policies and practices, and inappropriate behavior that may result in legal liability for the agency and its staff
<b>527-01-009</b>	Knows how to coach and monitor caseworkers in working with law enforcement, county prosecutors, and agency legal staff to ensure that agency staff and case records are adequately prepared for court action and testimony
<b>527-01-010</b>	Knows strategies to help workers prepare children and other witnesses to testify in court hearings
<b>527-01-011</b>	Knows how to monitor casework activity and case records to ensure completion of court-related activities and documentation within expected time frames, and to prevent or correct deficiencies in case processes

<b>527-01-012</b>	Can use case conferences, direct observation of workers, and review of case documentation and state and local data to ensure compliance of casework activities with legal and statute requirements
<b>527-01-013</b>	Can model, coach and monitor casework activity and case-related communication to protect children, preserve the rights of children and family members, and prevent agency and staff liability
<b>527-01-014</b>	Can design and implement effective methods to coordinate legal processes in child welfare cases with law enforcement, guardians ad litem and CASA representatives, juvenile court staff, county prosecutor, and agency legal staff

## **SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES**

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### **TOPIC: 528**

### **SUPERVISORY ISSUES IN CHILD ABUSE AND CHILD NEGLECT**

#### **Skill Set**

**528-01:** Ability to promote comprehensive and individualized assessment of families, development of service plans, and provision of family-centered, culturally competent services to abused and neglected children and their families

<b>Skill Set 528-01: Ability to promote comprehensive and individualized assessment of families, development of service plans, and provision of family-centered, culturally competent services to abused and neglected children and their families</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>528-01-001</b>	Knows best practice standards, legal requirements, policies, and procedures for managing child abuse and neglect cases in a family-centered, culturally competent framework
<b>528-01-002</b>	Knows the personal, interpersonal, and environmental factors and conditions that can contribute to or mitigate child abuse and neglect, and how these conditions interact to increase or reduce threats to children's safety in their own families
<b>528-01-003</b>	Knows how safety, risk, and family assessment tools are used to protect children who have been abused or neglected, and how data from these assessments is used in safety planning, long-range case planning, and reunification planning
<b>528-01-004</b>	Knows culturally-based child care and parenting practices that can potentially be misconstrued as abuse or neglect, and understands the supervisor's responsibility to ensure culturally competent assessments of family strengths and needs
<b>528-01-005</b>	Knows procedures for assessing and responding to the abuse of children in foster care, residential care, and other institutional settings
<b>528-01-006</b>	Understands how poverty and severe environmental stressors may confound a determination of neglect, and how to help caseworkers identify family strengths and community resources to address poverty and other environmental conditions that place children at risk of future harm
<b>528-01-007</b>	Understands the issues involved in planning and sustaining reunification for abused and neglected children, and the necessity of regular supervisory case monitoring to ensure children's continuing safety in their own families
<b>528-01-008</b>	Understands the unique challenges faced by kinship caregivers caring for abused and neglected children, and knows how to coach workers in providing guidance, emotional support, and resource linkage for these families

<b>528-01-009</b>	Knows how to help workers identify and access appropriate treatment interventions for abused or neglected children, perpetrators, non-offending parents, and other family members with mental health, substance abuse, behavioral, and domestic violence problems
<b>528-01-010</b>	Knows how and when to involve and collaborate with the legal system, including law enforcement, agency attorney, county prosecutor, juvenile court, and criminal court to protect children from recurrences of abuse or neglect
<b>528-01-011</b>	Knows how to help workers determine when termination of parental rights is necessary to assure long-term safety and permanence for abused and neglected children
<b>528-01-012</b>	Knows how to help caseworkers constructively manage their personal emotional distress, anger, frustration, and biases when working with families that have severely abused or neglected their child
<b>528-01-013</b>	Knows how to engage and collaborate with community partners to provide medical, dental, educational, mental health, supportive, and developmental services for abused and neglected children and their families
<b>528-01-014</b>	Can coach caseworkers to conduct thorough and accurate safety and risk assessments in cases of child abuse and neglect and help them design case plan interventions that promote children's current and future safety
<b>528-01-015</b>	Can model, coach, observe, and monitor caseworkers in providing case management, direct casework intervention, placement services, reunification planning, and recidivism prevention in abuse and neglect cases
<b>528-01-016</b>	Can monitor case records of abused and neglected children to ensure completion of required activities within expected time frames, to ensure that legal and documentation requirements are met, and to ensure that casework activities meet best practice standards
<b>528-01-017</b>	Can promote coordination of casework interventions and agency services in child abuse and neglect cases with community child protection teams, schools, community service providers, court personnel, law enforcement, Court Appointed Special Advocates (CASA), Guardians Ad-Litem (GAL), Community Action Centers (CAC), medical personnel, and other community partners

## **SPECIALIZED SUPERVISOR/MANAGER COMPETENCIES**

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### **TOPIC: 530**

### **SUPERVISING SCHOOL-BASED AND PREVENTIVE SERVICES**

#### **Skill Set**

**530-01:** Ability to model, coach and monitor casework activities in school-based and other preventive services

<b>Skill Set 530-01: Ability to model, coach and monitor casework activities in school-based and other preventive services</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>530-01-001</b>	Knows practice standards, policies and procedures, legal requirements, and scope of activities in school-based prevention programs, and knows the role of county child welfare agency staff in working with school-based programs
<b>530-01-002</b>	Knows how primary, secondary and tertiary prevention programs differ in their purposes, activities, and in scope of agency and community involvement
<b>530-01-003</b>	Knows the purpose and types of programs included in primary prevention (targeted to families in the community at large) and secondary prevention (targeted to children at risk of maltreatment and their families), and knows how child welfare agencies can support development and operation of such programs in their communities
<b>530-01-004</b>	Understands the purpose and types of programs included in tertiary prevention (targeted to prevent re-occurrences of child maltreatment) and the primary role of child welfare agencies in delivering and supporting these programs
<b>530-01-005</b>	Knows the role and responsibilities of agency staff who work directly with children and their families in a school environment, and the challenges in collaboration between the child welfare agency and the school
<b>530-01-006</b>	Understands the supervisor's role in guiding, coaching and monitoring staff working with school-based and other preventive programs to ensure easy and appropriate access to these services by families who need them
<b>530-01-007</b>	Understands how agency policies and practices can affect whether prevention and school-based services are culturally competent and provided to families in their own cultural context
<b>530-01-008</b>	Understands the supervisor's role in promoting agency collaboration with community providers to identify unmet service needs and to develop preventive services programs
<b>530-01-009</b>	Knows how to model, coach and monitor casework activities in provision and coordination of school-based and other preventive service programs
<b>530-01-010</b>	Can monitor case records to ensure completion of school based and other preventive service activities within expected time frames and to ensure that legal and documentation requirements are met

<b>530-01-011</b>	Can use case conferences, direct observation of workers, and review of state and local data to determine whether case activities are consistent with best practice standards and are promoting desired outcomes
<b>530-01-012</b>	Can collaborate with representatives of community provider agencies to develop and coordinate effective preventive and supportive service programs within the community
<b>530-01-013</b>	Can help shape prevention and school based programs to assure they are culturally relevant and responsive to the needs of diverse families