

SPECIALIZED SUPERVISOR COMPETENCIES

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SPECIALIZED SUPERVISOR COMPETENCIES

TOPIC 520: SUPERVISING SCREENING

Skill Sets

520-01: Ability to provide an organizational structure that consistently ensures the quality of, and conducting of, all screening activities

520-02: Ability to oversee screening activities to promote thoroughness, accuracy, and timeliness, and to ensure consistency with statute, rules, and practice standards

Skill Set 520-01: Ability to provide an organizational framework that consistently ensures the quality of, and completion of, all screening activities	
Comp. No.	Competency Description
520-01-001	Knows the factors to consider when deciding whether a report should be screened in or out, and/or to what response track a case should be assigned
520-01-002	Knows rules, statutes, and best practice standards for conducting screening activities involving reports of suspected child abuse or neglect
520-01-003	Understands the critical nature of the screening function and how it potentially impacts child safety and the quality of subsequent service delivery
520-01-004	Understands the supervisor's obligation to identify and reduce agency barriers that prohibit thorough screening efforts
520-01-005	Knows how to create and sustain a physical environment conducive to conducting phone and/or in-person interviews with report sources
520-01-006	Can provide, or arrange for, adequate supervision for screeners 24 hours a day, 7 days a week
520-01-007	Can provide caseworkers with continuous access to current screening rules, statutes and best practice standards
520-01-008	Can create, implement, and enforce policies and procedures on the decision-making process for screening reports and assigning families to the appropriate response track
520-01-009	Can develop and/or enforce agency policies and procedures which define the roles and responsibilities of the screener, the screening decision-maker(s), and the supervisor
520-01-010	Can establish a regular schedule and method for monitoring screening activities and documentation

Skill Set 520-02: Ability to oversee screening activities to promote thoroughness, accuracy, and timeliness, and to ensure consistency with statute, rules, and practice standards	
Comp. No.	Competency Description
520-02-001	Understands the critical function of screening and how it potentially impacts child safety and the quality of subsequent service delivery

520-02-002	Understands how time pressures, reluctance to ask probing questions, and/or lack of skill and knowledge may interfere with the screener's ability to conduct thorough interviews
520-02-003	Knows how to guide caseworkers in the development of effective interview skills with report sources
520-02-004	Knows how to help caseworkers recognize when cultural differences may bias the reporter's information as well as the screener's interpretation about the information
520-02-005	Knows how to guide and monitor casework performance to ensure all essential information is collected during the screening process
520-02-006	Knows how to instruct caseworkers in the correct ways to document report and screening information
520-02-007	Knows how to guide caseworkers in deciding whether reports should be screened in, and if so, whether they should follow the investigative or alternative response track
520-02-008	Knows how to assist caseworkers in determining the degree of urgency, i.e., how quickly the investigator should see the alleged child victim
520-02-009	Knows how to guide caseworkers in recommending preventive and/or supportive community services for families when a report is screened out
520-02-010	Can monitor caseworkers to ensure all screening requirements are completed within mandated time frames
520-02-011	Can instruct caseworkers on professional ethical standards as they apply to the screening function
520-02-012	Can instruct caseworkers on ways to gather essential information during the screening process to identify safety threats to children
520-02-013	Can provide direction to screeners on how to answer questions from report sources regarding the screening process, agency response options, and confidentiality

TOPIC 521: SUPERVISING ASSESSMENTS AND INVESTIGATIONS

Skill Set

521-01: Ability to direct and monitor casework efforts to elicit, analyze, and integrate relevant information at all points of case involvement.

521-02: Ability to direct and monitor casework activities of investigation to promote thoroughness, accuracy, and timeliness, and to ensure consistency with statute, rules, and best practice standards

Skill Set 521-01: Ability to direct and monitor casework efforts to elicit, analyze, and integrate relevant information at all points of case involvement.	
Comp. No.	Competency Description
521-01-001	Knows practice standards, policies, and procedures for gathering and documenting information for various types of assessment
521-01-002	Understands the importance of the supervisor's role in ensuring continuous comprehensive assessments at all stages of case involvement
521-01-003	Understands that common errors in thinking can occur when caseworkers gather and analyze case information
521-01-004	Understands how cultural differences can impact the assessment process, and bias caseworker conclusions and case decisions
521-01-005	Understands the reluctance of some families to confide personal information
521-01-006	Understands the supervisor's role in helping caseworkers manage their personal biases, prejudices, and emotional reactions when drawing conclusions during the assessment process
521-01-007	Understands the importance of asking probing questions to help caseworkers analyze and integrate assessment information
521-01-008	Understands the need to assist caseworkers in critically examining their case interpretations, observations, assumptions, and assessment conclusions
521-01-009	Knows how to support caseworkers in using safety, risk, and family assessments to protect children
521-01-010	Knows how to model and instruct caseworkers in ways to engage families and minimize resistance to agency involvement
521-01-011	Knows how to guide caseworkers in collecting thorough historical and current child and family information
521-01-012	Knows how to assist caseworkers in utilizing assessment information for the purpose of identifying family needs and coordinating appropriate services
521-01-013	Can use case conferences, observations of caseworkers, and reviews of assessment documentation to ensure all agency standards and state rules and statute are met
521-01-014	Can monitor whether completed assessments aligned with provision of appropriate services

Skill Set 521-02: Ability to direct and monitor casework activities of investigation to promote thoroughness, accuracy, and timeliness, and to ensure consistency with statute, rules, and best practice standards	
Comp. No.	Competency Description
521-02-001	Knows statute, rules, best practice standards, policies and procedures for all types of child abuse and neglect investigations
521-02-002	Understands the County Memorandum of Understanding as it pertains to multi-agency participation in child abuse and neglect cases
521-02-003	Understands the common issues that can develop when coordinating investigative efforts with law enforcement, Child Advocacy Centers, and county prosecutors
521-02-004	Understands the apprehension felt by children and families during an investigation, and why they may be reluctant to cooperate with the caseworker and agency
521-02-005	Understands the importance of ensuring children's safety while protecting family's rights to privacy and confidentiality
521-02-006	Understands the importance of identifying and addressing cultural incompetence and/or caseworker biases and personal history that compromises their ability to conduct investigations
521-02-007	Knows how to resolve issues that develop when coordinating investigations with law enforcement and the prosecutor's office
521-02-008	Knows how to instruct caseworkers about ways to engage the family and try to reduce the fears and resistance of the family
521-02-009	Knows how to instruct and monitor caseworker efforts to coordinate investigations with community partners in accordance with the County Memorandum of Understanding
521-02-010	Knows how to monitor casework activities to ensure the accuracy, thoroughness, and timeliness of investigations
521-02-011	Knows how to instruct and monitor casework activities to ensure the rights of all parties to a case are protected during the investigation process
521-02-012	Knows how to assist caseworkers in developing and implementing safety plans to protect child victims, their siblings, and non-offending parents
521-02-013	Knows how to direct staff to be in compliance with statute, rules, and best practice standards for scheduling and conducting investigative interviews in schools
521-02-014	Knows how to monitor case records to assure compliance with statute, rules, (e.g., activities, timeframes, etc.) and best practice standards
521-02-015	Can help caseworkers evaluate child safety, risk of future harm, contributors to child maltreatment, family protective capacities, and the need for a safety plan
521-02-016	Can guide caseworkers in initiating immediate action to ensure children and their families are safe
521-02-017	Can provide or arrange for supervision of investigative caseworkers 24 hours a day, 7 days a week
521-02-018	Can design and implement effective methods for coordinating agency investigations and interventions with other community partners as warranted

521-02-019	Can use case conferences, direct observation of caseworkers, and state, local, and/or agency data to ensure investigations comply with statute, rules, agency policies and procedures, and best practice standards

TOPIC 522: SUPERVISORY ISSUES IN CHILD ABUSE, NEGLECT, AND SEXUAL ABUSE

Skill Set

522-01: Ability to direct and monitor caseworkers in the provision of services that meet the unique needs and challenges of abused and neglected children and their families

522-02: Ability to ensure the provision of services that meet the unique needs and challenges of children who have been sexually abused and their families and/or sexually offending youth and their families

Skill Set 522-01: Ability to direct and monitor caseworkers in the provision of services that meet the unique needs and challenges of abused and neglected children and their families	
Comp. No.	Competency Description
522-01-001	Knows statute, rules, best practice standards, and agency policies and procedures for managing child abuse and neglect cases
522-01-002	Understands the benefits of having a multi-agency process for providing personalized services to abused and neglected children and their families
522-01-003	Knows how to guide caseworkers in understanding the variety of services available within the area and how to access those services
522-01-004	Knows how to help caseworkers recognize the personal, interpersonal, and environmental factors that can contribute to, or mitigate child abuse and neglect
522-01-005	Knows how to guide caseworkers in recognizing culturally-based parenting practices that can be potentially misconstrued as abuse or neglect
522-01-006	Knows how to help caseworkers identify family strengths and community resources to address poverty and environmental conditions that place children at risk of future harm
522-01-007	Knows how to model and guide caseworkers in using critical thinking skills when making decisions about risk and safety issues for abused and/or neglected children
522-01-008	Knows how to guide caseworkers in identifying relatives, friends, and/or community members to serve as resources to abused or neglected children and their families
522-01-009	Knows how to help caseworkers constructively manage the emotions they can experience when involved in child abuse and neglect cases
522-01-010	Knows how to design and implement systems for collaboration between the child welfare agency, Child Advocacy Center, law enforcement, and the prosecutor's office
522-01-011	Knows how to manage the agency's role and responsibilities in coordinating the handling of abuse and neglect cases according to the County Memorandum of Understanding

Skill Set 522-02: Ability to ensure the provision of services that meet the unique needs and challenges of children who have been sexually abused and their families and/or sexually offending youth and their families	
Comp. No.	Competency Description
522-02-001	Knows statute, rules, best practice standards, policies and procedures that apply to child sexual abuse cases
522-02-002	Knows who the leading writers, researchers, and educators are in the field of child sexual abuse
522-02-003	Understands the purpose of the County Memorandum of Understanding and how it addresses a multi-agency response to child sexual abuse investigations
522-02-004	Understands how personal factors could compromise a caseworker's ability to work effectively in child sexual abuse cases (e.g., past history, bias)
522-02-005	Understands the importance of helping caseworkers recognize when handling sexual abuse cases is not a good fit and the need to assign them to other types of cases
522-02-006	Understands the dilemmas regarding use of anatomically correct dolls, drawings, video and audio recordings, and one-way mirrors during investigations
522-02-007	Understands the importance of staying current on research about sexually abusive behavior and child victimization
522-02-008	Understands the importance of helping caseworkers constructively manage the emotional distress, anger, frustration, biases, etc., they may experience when involved with child sexual abuse cases
522-02-009	Understands how culture and diversity factors can impact child sexual abuse cases, and how supervisors must promote cultural competence with staff
522-02-010	Understands the importance of helping caseworkers distinguish normal and abnormal sexual behaviors in children
522-02-011	Understands the importance of having skilled caseworkers conduct interviews with alleged victims, siblings, non-offending parents, and alleged perpetrators
522-02-012	Understands the importance of corroborating children's disclosures with other information learned during an investigation
522-02-013	Knows how to help caseworkers understand how family structure, interactions, environment, and other factors can contribute to, or mitigate child sexual abuse
522-02-014	Knows how to guide caseworkers in recognizing behavioral and emotional indicators of sexual abuse
522-02-015	Knows how to direct caseworkers in handling issues of coercion and secrecy in child sexual abuse cases
522-02-016	Knows how to direct caseworkers in completing investigative activities for all types of sexual abuse cases: intra-familial, third-party, stranger-danger, substitute care, etc.
522-02-017	Knows how to guide caseworkers in developing alternative hypotheses, a critical component in the early stages of a child sexual abuse case
522-02-018	Knows how to guide caseworkers in recognizing how family dynamics and circumstances can inadvertently or intentionally put pressure on child victims to recant
522-02-019	Knows how to guide caseworkers in structuring their investigations and supporting children in order to prevent recanting

522-02-020	Knows how to guide caseworkers in their efforts with child victims and their families in situations when recantation occurs
522-02-021	Knows how to help caseworkers understand the dynamics of sexual offending by children and adolescents and how the dynamics differ from adult sexual offending
522-02-022	Knows how to guide caseworkers in developing individualized plans for managing child sexual abuse cases
522-02-023	Knows how to help caseworkers identify and access appropriate community resources for children who have been sexually abused and/or their families
522-02-024	Knows how to guide caseworkers in providing emotional and educational support for parents and caregivers of sexually abused children
522-02-025	Knows how to guide caseworkers in providing emotional and educational support for parents and caregivers of children who have sexually abused others
522-02-026	Knows how to help caseworkers identify and access appropriate resources for children (and/or their families) who have sexually victimized other children
522-02-027	Knows how to direct caseworkers in responding to the unique challenges of substitute caregivers in providing care to children <i>who have been</i> sexually abused
522-02-028	Knows how to direct caseworkers in responding to the unique challenges of substitute caregivers in providing care to children <i>who have</i> sexually abused other children
522-02-029	Knows how to guide caseworkers in making well thought-out decisions and properly sequencing activities when reunifying child sexual abuse victims with their families
522-02-030	Knows how to assist caseworkers in designing strategies to help families prevent recurrences of sexual abuse post-reunification
522-02-031	Can ensure that caseworkers receive adequate training in effective forensic interviewing before being assigned to sexual abuse investigations
522-02-032	Can manage case assignments in a way that equitably distributes the work load, yet provides occasional breaks from the intensity of sexual abuse cases
522-02-033	Can use case conferences, direct observation of caseworkers, and case documentation and data to ensure compliance with best practice standards specific to child sexual abuse
522-02-034	Can write policies and procedures that reflect best practice in the use of anatomically correct dolls, drawings, video and audio recordings, and one-way mirrors with children

TOPIC 523: SUPERVISING CASE PLANNING AND SERVICE DELIVERY**Skill Set**

523-01: Ability to instruct and monitor caseworkers in developing and implementing case plans that promote accuracy, timeliness, and relevance of services to address families' needs

Skill Set 523-01: Ability to instruct and monitor caseworkers in developing and implementing case plans that promote accuracy, timeliness, and relevance of services to address families' needs	
Comp. No.	Competency Description
523-01-001	Understands how supervisor interactions with caseworkers are often replicated in caseworker interactions with clients
523-01-002	Understands the supervisor's responsibility to model, instruct, and monitor caseworkers in developing and implementing case plans
523-01-003	Understands how caseworker bias and negative attitudes toward families and/or service providers can adversely affect the quality of working relationships
523-01-004	Understands the nature and purpose of concurrent/supplemental case planning with families involved with the agency
523-01-005	Understands how lack of cultural competence by the agency and its staff can impede the effectiveness of case plan development and implementation
523-01-006	Knows how to guide caseworkers in following best practice standards related to case plan development and implementation
523-01-007	Knows how to instruct caseworkers to follow federal, state, and local statutes, rules, policies and procedures
523-01-008	Knows how to model and support caseworkers' attempts to engage families, reduce resistance, and keep them motivated during case plan development and implementation
523-01-009	Knows how to model and assist caseworkers in identifying each family's unique circumstances, strengths, hopes, and needs
523-01-010	Knows how to instruct caseworkers in successfully completing each step of the case planning process.
523-01-011	Knows how to direct caseworkers in using information from risk, safety, and family assessments to develop case plans and drive the selection of services for families
523-01-012	Knows how to direct caseworkers in effectively managing their personal bias or negative attitudes about families and/or service providers
523-01-013	Knows how to help caseworkers develop case plans that are realistic, individualized according to the family's needs, behaviorally specific, and easily understood
523-01-014	Knows how to assist caseworkers in accessing service resources for families, particularly in areas where few resources exist
523-01-015	Knows how to direct caseworkers to keep service delivery focused and to work in partnership with families to achieve priority goals and objectives

523-01-016	Knows how to support and guide caseworkers in recognizing when case closure is appropriate
523-01-017	Knows how to monitor case records and other documentation to ensure compliance and completion of case planning and implementation activities
523-01-018	Knows how to instruct caseworkers on ways to engage families in the concurrent/supplemental case planning process
523-01-019	Knows how to use group case conferences to review and evaluate case plan objectives and service delivery, and promote creative problem-solving
523-01-020	Knows how to schedule, plan, prepare for, and conduct effective group case conferences with staff that will benefit families and promote professional development of staff
523-01-021	Can model and instruct caseworkers in fully collaborating with immediate and extended family members in developing and implementing case plans
523-01-022	Can use individual case conferences, data, direct observation of caseworkers, and review of documentation to ensure effective delivery of services and case plan achievements

TOPIC 524: SUPERVISING FAMILY-CENTERED, NEIGHBORHOOD-BASED SERVICES**Skill Set**

524-01: Ability to model, direct, and monitor caseworkers in the provision of family-centered, neighborhood-based services that strengthen, support, and empower families

Skill Set 524-01: Ability to model, direct, and monitor caseworkers in the provision of family-centered, neighborhood-based services that strengthen, support, and empower families	
Comp. No.	Competency Description
524-01-001	Knows best practice standards that promote family-centered, neighborhood-based child welfare services
524-01-002	Knows the supervisor's responsibility to ensure that agency services are congruent with the underlying principles of family-centered, neighborhood-based child welfare services
524-01-003	Understands the historical, philosophical, and legal bases for family-centered, neighborhood-based child welfare services
524-01-004	Understands how intensive, home-based family preservation services can be used to ensure children's safety and prevent out-of-home placement
524-01-005	Understands the unique challenges faced by single parent, gay and lesbian, multi-generational, and other non-traditional families
524-01-006	Understands the role of family support staff (e.g., parent aides, homemakers, transportation aides, etc.) in helping to stabilize and serve families
524-01-007	Understands how family-values, codes of conduct, and past relationships may affect people's participation in family meetings
524-01-008	Understands the importance of establishing and sustaining partnerships with neighborhood-based and community providers
524-01-009	Knows how to guide caseworkers in recognizing how cultural issues can impact the delivery of family-centered, neighborhood-based services
524-01-010	Knows how to instruct caseworkers to work within each family's cultural context when designing and providing services
524-01-011	Knows how to help caseworkers identify and build on the strengths and resources in families
524-01-012	Knows how to help caseworkers collaborate with family support staff and integrate family support services into formal safety and case plans
524-01-013	Knows how to assist caseworkers in understanding the purpose and processes of family group conferencing/decision-making programs
524-01-014	Knows how to guide caseworkers in identifying and engaging extended and absent family members
524-01-015	Knows how to model and instruct caseworkers in planning and facilitating family group meetings
524-01-016	Knows how to model and assist caseworkers in managing group dynamics to support families in problem-solving and constructive change efforts
524-01-017	Knows how to model strengths-based approaches in daily supervision of caseworkers, and reinforce the use of strengths-based interventions with families

524-01-018	Knows how to help caseworkers and family support staff develop and sustain supportive, collaborative relationships with family members
524-01-019	Knows how to instruct caseworkers in the use of genograms and ecomaps to understand family structure, membership, and dynamics
524-01-020	Knows how to model and guide caseworkers in helping families identify supportive resources within their own family systems
524-01-021	Knows how to use case conferences and review of case documentation to ensure staff adherence to the key principles of family-centered, neighborhood-based services
524-01-022	Can use group case conferencing and unit meetings to promote family-centered, neighborhood-based practice
524-01-023	Can model and direct caseworkers in working with community partners to serve, support, and monitor families, and enhance their capacity to safely parent their children

TOPIC 525: SUPERVISING ADOPTION, FOSTER CARE, AND KINSHIP CARE

Skill Sets

525:01 Ability to model, instruct, and monitor caseworkers in recruitment, assessment, and support of foster, adoptive, and kinship caregivers

525:02 Ability to model, guide, and monitor caseworkers in providing supportive, developmental, and therapeutic services to children in out-of-home placement and their primary families

Skill Set 525-01: Ability to model, instruct, and monitor caseworkers in recruitment, assessment, and support of foster, adoptive, and kinship caregivers	
Comp. No.	Competency Description
525-01-001	Knows legal requirements for recruitment, assessment, training, certification/approval, and ongoing support of foster, adoptive, and kinship families
525-01-002	Knows best practice standards for recruitment, assessment, training, certification/approval, and ongoing support of foster, adoptive, and kinship families
525-01-003	Knows the specific types of available financial assistance for adoptive and kinship families
525-01-004	Understands the importance of the supervisor's role in providing ongoing supportive services to caregiving families
525-01-005	Understands the importance of providing on-going support to foster and kinship families, and to adoptive families before and during placement, and during the post adoption period
525-01-006	Understands the range of openness in adoption and the common emotional conflicts for children, birth parents, and adoptive families that can occur in open placements
525-01-007	Understands the specific applications of culture and diversity concepts to foster care, kinship care, and adoption
525-01-008	Understands the emotional conflicts, misperceptions, and fears often experienced by foster/kinship families, and how these affect the stability of children's placements
525-01-009	Knows how to direct caseworkers in recruiting potential foster, adoptive, and kinship families for child victims, sibling groups, and children with special needs
525-01-010	Knows how to assist caseworkers in planning and conducting public relations strategies and training activities to increase the number of families qualified to serve as caregivers
525-01-011	Knows how to help caseworkers build rapport with potential foster and adoptive caregivers during the home study process
525-01-012	Knows how to model and instruct caseworkers in thoroughly assessing families to serve as kinship, foster, or adoptive caregivers
525-01-013	Knows how to assist caseworkers in managing their biases and prejudices when deciding who to certify as a foster caregiver or who to approve as an adoptive parent

525-01-014	Knows how to model and guide caseworkers in engaging primary families to actively participate in permanency planning for their children
525-01-015	Knows how to work effectively with foster caregivers and adoptive parents as members of the child welfare team
525-01-016	Knows how to guide caseworkers in managing the dilemmas and challenges of working with primary families prior to and during adoption proceedings
525-01-017	Knows how to direct caseworkers in providing support and consultation to adoptive parents before and after adoptions are finalized
525-01-018	Knows how to direct caseworkers in negotiating an appropriate degree of contact between adopted children and members of their birth families
525-01-019	Knows how to guide caseworkers in helping families through the stages of adjustment in adoption and the common contributors to adoption disruption
525-01-020	Knows how to model and instruct caseworkers in providing crisis intervention and ongoing services to stabilize and sustain adoptive placements
525-01-021	Knows how to develop, implement, and monitor agency foster care components to prevent burnout, maintain positive morale, and increase retention of skilled foster parents
525-01-022	Knows how to guide caseworkers in helping foster caregivers recognize when they have reached their capacity as a resource for children
525-01-023	Knows how to use a variety of strategies to develop the skills of foster, kinship, and adoptive families
525-01-024	Knows how to direct caseworkers in addressing the anxieties and emotional conflicts of foster/kinship families in order to maintain stable placements
525-01-025	Knows how to guide caseworkers in helping kinship caregivers face the challenges and stresses unique to the kinship role
525-01-026	Knows how to instruct caseworkers in developing case plans and providing supportive services that can strengthen and stabilize kinship placements
525-01-027	Can help caseworkers advocate for and access financial assistance to adoptive and kinship families
525-01-028	Can develop and enforce agency policies and procedures that are compatible with legal requirements and best practice standards for working with caregivers
525-01-029	Can help structure agency services and programs to address caregivers' needs
525-01-030	Can instruct caseworkers in problem-solving and/or crisis intervention with foster, kinship, and adoptive families

Skill Set 525-02: Ability to model, guide, and monitor caseworkers in providing supportive, developmental, and therapeutic services to children in out-of-home placement and their primary families	
Comp. No.	Competency Description
525-02-001	Knows best practice standards and legal requirements for serving children in out-of-home care and their primary families
525-02-002	Knows best practice standards and legal requirements for the temporary and permanent termination of parental rights
525-02-003	Knows legal requirements for parent-child contact during placement

525-02-004	Knows the rules, standards, practice norms, and mission of private agencies being considered for provision of substitute care services
525-02-005	Knows the legal requirements for assessors
525-02-006	Understands how removing a child from his/her birth family can cause significant emotional trauma for the child
525-02-007	Understands the Multi-Ethnic Placement Act (MEPA as amended) and the Indian Child Welfare Act (ICWA), and issues involved in cross-cultural placements
525-02-008	Understands how removing a child from his/her birth family can affect caseworkers emotionally
525-02-009	Understands the emotional conflicts, misperceptions, and fears often experienced by children in substitute care
525-02-010	Understands the emotional conflicts, misperceptions, and fears often experienced by birth parents and how these can affect the stability of their children's placement
525-02-011	Understands the purpose, rationale, legal basis, and appropriate use of concurrent/supplemental planning
525-02-012	Understands the supervisor's role in helping caseworkers plan and conduct placements, and promote placement success and stability to reduce trauma to children and their primary families
525-02-013	Understands the importance of considering every point of view when making decisions about placement of sibling groups and/or making placement moves
525-02-014	Understands the supervisor's responsibility to guide caseworkers in determining whether or not reunification should take place
525-02-015	Knows how to guide caseworkers in helping children of different developmental levels understand why they cannot be with their birth parents
525-02-016	Knows how to help caseworkers prepare case documentation and court testimony for temporary and permanent termination of parental rights
525-02-017	Knows how to help caseworkers gather and document complete medical, educational, developmental, and background information for children going into care
525-02-018	Knows how to instruct caseworkers in using family group meetings to develop safe and permanent family placements for children in out-of-home care
525-02-019	Knows how to support caseworkers in constructively managing emotional reactions and personal biases when working with birth families of children in custody
525-02-020	Knows how to model and instruct caseworkers in providing information and support to ease the distress of children in substitute care
525-02-021	Knows how to instruct caseworkers in educating and supporting birth parents, and helping them to understand how their actions can compromise their child's well-being
525-02-022	Knows how to model and guide caseworkers in providing sensitive and supportive services to primary families
525-02-023	Knows how to help caseworkers assess the developmental, behavioral, and treatment needs of children in care
525-02-024	Knows how to help caseworkers link caregivers to appropriate community providers to address needs of children in placement

525-02-025	Knows how to direct caseworkers in determining when and how visits should be supervised to assure the safety and well-being of the child
525-02-026	Knows how to direct caseworkers in handling the emotional conflicts of primary and kinship/foster families often related to concurrent/supplemental planning
525-02-027	Knows how to direct caseworkers through each step of the reunification process
525-02-028	Knows how to instruct caseworkers in monitoring risk, assuring a child's on-going safety, and reducing the potential for post-reunification failure and re-entry into substitute care
525-02-029	Knows how to collaborate with private agencies to ensure appropriate levels of care for children placed within their programs
525-02-030	Can review and monitor cases to assure that services to children are designed to promote their placement stability in permanent families in a timely manner
525-02-031	Can use case conferences, direct observations of caseworkers, case documentation, and data to evaluate the quality of casework practice with children in care
525-02-032	Can use case conferences, direct observations of caseworkers, case documentation, and data to assure compliance with legal requirements and best practice standards

TOPIC 526: SUPERVISING CASEWORK WITH ADOLESCENTS**Skill Set**

526-01: 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

Skill Set 526-01: 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	
Comp. No.	Competency Description
526-01-001	Knows best practice standards and legal requirements for working with abused, neglected, unruly, and delinquent adolescents
526-01-002	Understands the primary issues involved with serving unruly or delinquent adolescents
526-01-003	Understands the specific implications and applications of culture and diversity in working with adolescents
526-01-004	Understands how adolescents' developmental level may be affected by abuse or neglect
526-01-005	Understands the unique issues in working with adolescents who are pregnant or parenting
526-01-006	Understands the challenges faced by adolescents with emotional or behavioral problems, developmental disabilities, or developmental delays when emancipating to independent living
526-01-007	Understands the benefits and limitations of residential placement for adolescents
526-01-008	Understands the importance of consistency and collaboration within agency and community independent living services
526-01-009	Understands how substance abuse can affect adolescent development and functioning
526-01-010	Knows how to model and direct caseworkers in coordinating services to youth in collaboration with juvenile court, probation officers, family members, and caregivers
526-01-011	Knows how to instruct caseworkers in adapting their interviewing, relationship building, and intervention efforts to best fit each youth's developmental level
526-01-012	Knows how to direct caseworkers in developing service plans that address the safety and permanence needs of both the adolescent parent and their child(ren)
526-01-013	Knows how to help caseworkers identify and assess adolescents' needs, and access effective substance abuse treatment services
526-01-014	Knows how to help caseworkers identify the least restrictive adolescent placement resources
526-01-015	Knows how to direct caseworkers in developing individualized emancipation plans and programming for each adolescent
526-01-016	Knows how to develop, implement, and monitor agency-based independent living programs

526-01-017	Knows how to coordinate services provided by agency staff, caregivers, community service providers, and independent living programs
526-01-018	Knows how to guide caseworkers in cultural issues involving adolescents (e.g., communication patterns, family structure and expectations, peer relationships, and expectations for independent living)
526-01-019	Knows how to help caseworkers distinguish normal adolescent behavior from behavior that indicates possible maltreatment, emotional problems, substance abuse, or mental illness
526-01-020	Knows how to instruct caseworkers in assessing adolescents' special education and/or employment training needs
526-01-021	Knows how to help caseworkers identify and collaborate with schools and community-based educational/vocational programs that can assist in meeting the adolescent's needs
526-01-022	Knows how to direct caseworkers in helping adolescents consider their transition options and plan for their permanence
526-01-023	Knows how to direct and monitor agency services in promoting aggressive, ongoing intervention, ensuring successful outcomes for youth emancipating from the child welfare system
526-01-024	Knows how to model and instruct caseworkers in identifying, utilizing, and advocating for community services for adolescents with developmental disabilities
526-01-025	Knows how to help caseworkers constructively manage their emotional reactions, frustrations, and personal biases when working with adolescents and the court
526-01-026	Can develop, implement, and monitor policies and procedures for working with abused, neglected, unruly, and delinquent adolescents
526-01-027	Can direct caseworkers in coordinating services provided by agency staff members, caregivers, and community independent living programs
526-01-028	Can use case conferences, direct observation of staff, documentation, and data to ensure adolescent services are compliant with legal requirements and best practice standards

TOPIC 527: SUPERVISING SCHOOL-BASED AND OTHER PREVENTION SERVICES**Skill Set****527-01: Ability to model, direct, and monitor casework services in school-based and other prevention services**

Skill Set 527-01: Ability to model, direct, and monitor casework services in school-based and other prevention services	
Comp. No.	Competency Description
527-01-001	Knows practice standards, legal requirements, and scope of activities in school-based prevention programs
527-01-002	Knows what programs and activities are considered secondary prevention strategies targeted to children at risk of maltreatment and their families
527-01-003	Understands the supervisor's role in directing and monitoring staff working with school-based and other prevention programs
527-01-004	Understands the role child welfare agencies can play in providing primary prevention programs and activities to families in the community at large
527-01-005	Understands how child welfare agencies can support development and operation of primary and secondary prevention programs in their communities
527-01-006	Understands the agency's obligation to deliver tertiary prevention services to children who have been maltreated and their families
527-01-007	Understands the supervisor's role in promoting agency collaboration with community partners to identify unmet service needs and develop prevention service programs
527-01-008	Understands the role and responsibilities of agency staff who work directly with children and their families in a school environment
527-01-009	Understands the role of the county child welfare agency in working with school-based programs
527-01-010	Understands the challenges of collaboration between the child welfare agency and the school
527-01-011	Understands the importance of having agency policies and practices that reflect cultural competence in the provision of school-based and other prevention programs
527-01-012	Knows how to instruct and monitor staff working with school-based and other prevention programs to ensure easy access to services relevant to families
527-01-013	Knows how to model, direct, and monitor casework activities in the provision and coordination of school-based services and other prevention programs
527-01-014	Can monitor case records to ensure completion of school-based and other prevention activities within expected time frames
527-01-015	Can monitor case records to ensure legal and agency documentation requirements are met
527-01-016	Can use case conferences, direct observation of staff, and data to determine whether prevention activities are consistent with best practice standards

527-01-017	Can use case conferences, direct observation of staff, and data to determine whether prevention activities promote the desired outcomes for children and their families
527-01-018	Can collaborate with other community partners to develop and coordinate effective prevention and supportive service programs within the community
527-01-019	Can help shape school-based and other prevention programs to assure they are culturally relevant and responsive to the needs of diverse families

TOPIC 528: SUPERVISING ETHICAL PRACTICE**Skill Set****528-01: Ability to model, instruct, and monitor casework staff to promote ethical practice with clients, colleagues, and community partners**

Skill Set 528-01: Ability to model, instruct, and monitor casework staff to promote ethical practice with clients, colleagues, and community partners	
Comp. No.	Competency Description
528-01-001	Knows the course of action to take when it is believed a caseworker or colleague has acted in an unethical manner
528-01-002	Understands the purpose of the National Association of Social Workers Code of Ethics
528-01-003	Understands how ethical conduct of child welfare staff is paramount to the credibility and effectiveness of the agency in carrying out its mission
528-01-004	Understands the role of the supervisor in assuring ethical practice and conduct
528-01-005	Understands the common ethical dilemmas that occur in the provision of casework services and supervision of staff
528-01-006	Understands the primary responsibility of the child welfare agency to protect children, assure their safety, permanence, and well-being, and assure their families' well-being
528-01-007	Understands the supervisor's responsibility to ensure staff are competent to perform the duties assigned to them
528-01-008	Understands the importance of respecting clients' right to privacy, and the agency's obligation to protect the confidentiality of information about the client
528-01-009	Understands when disclosure of client information is necessary in order to protect children from serious or imminent harm, or the high probability of harm
528-01-010	Understands the supervisor's responsibility to model for, and guide staff in resolving ethical dilemmas
528-01-011	Understands the obligation of supervisors and caseworkers to discourage, prevent, expose, and correct the unethical conduct of colleagues
528-01-012	Understands when to seek the guidance of administration, the agency attorney, or the county prosecutor regarding issues of confidentiality
528-01-013	Knows how to guide and monitor caseworkers in protecting all aspects of the clients' rights to privacy and confidentiality of client information
528-01-014	Knows how to direct caseworkers in explaining the limitations of confidentiality to clients, referral sources, and community partners
528-01-015	Knows how to develop, implement, and monitor policies and procedures that guide information sharing between the child welfare agency with other community partners
528-01-016	Knows how to model for, guide, and monitor caseworkers in promoting client's rights of self-determination to the fullest extent possible
528-01-017	Knows how to instruct caseworkers to communicate with clients about the agency's services, needed community referrals, and the client's right to refuse some services

528-01-018	Knows how to guide and monitor caseworkers to ensure that all written and verbal communication about clients is free of disrespectful or disparaging remarks
528-01-019	Knows how to direct and monitor caseworker services to ensure fairness and avoidance of favoritism or profiling
528-01-020	Knows how to model for, instruct, and monitor caseworkers in avoiding any conflicts of interest with clients, or exploitation of clients for self-serving purposes
528-01-021	Knows how to make all reasonable efforts to ensure continuity of casework services to clients during emergencies and/or unexpected changes in personnel
528-01-022	Knows how to model, instruct, and monitor professional conduct with clients and colleagues, and avoid all appearances of sexual harassment and/or unethical sexual relationships
528-01-023	Can ensure that all caseworkers receive regular ethics training on topics related to their job
528-01-024	Can utilize unit meetings to educate caseworkers on ethical issues, discuss ethical dilemmas, and promote ethical decision-making
528-01-025	Can ensure accountability to the agency board members and taxpayers for provision of quality services, responsible use of resources

TOPIC 529: SUPERVISION AND THE LEGAL ASPECTS OF CHILD WELFARE

Skill Sets

529-01: Ability to model, instruct, and monitor casework activities to ensure adherence to legal requirements

529-02: Ability to model, direct, and monitor casework activities to prevent legal sanction or liability to the agency or its staff

Skill Set 529-01: Ability to model, instruct, and monitor casework activities to ensure adherence to legal requirements	
Comp. No.	Competency Description
529-01-001	Knows best practice standards, federal and state statutes, policies, and procedures that govern the legal aspects of child welfare practice
529-01-002	Knows the laws, rules, and policies that protect the rights of parents and family members while ensuring their children's safety
529-01-003	Knows policies and procedures related to documenting and protecting the integrity of evidence for presentation in court
529-01-004	Understands the purpose and appropriate use of formal mediation services and how these can be used to resolve issues in child welfare cases
529-01-005	Understands the role of common pleas, domestic, family, and drug courts in legal interventions in child welfare cases
529-01-006	Knows how to direct and monitor casework activities to ensure that legal requirements are appropriately implemented into practice
529-01-007	Knows how to direct caseworkers in working effectively with legal personnel in common pleas, domestic, family, and drug courts
529-01-008	Knows how to model and instruct caseworkers in working effectively with law enforcement, county prosecutors, and agency legal staff
529-01-009	Knows how to instruct and monitor caseworkers to ensure staff and case records are adequately prepared for court action and testimony
529-01-010	Knows how to monitor casework activity and case records to ensure compliance with court requirements
529-01-011	Can use case conferences, direct observation of caseworkers, case documentation and data to ensure compliance with legal and statute requirements
529-01-012	Can design and implement effective ways to coordinate cases with law enforcement, guardians-ad-litem, CASA representatives, juvenile court staff, and county prosecutors

Skill Set 529-02: Ability to model, direct, and monitor casework activities to prevent legal sanction or liability to the agency or its staff	
Comp. No.	Competency Description
529-02-001	Knows the types of casework activities, agency policies and practices, and inappropriate behavior that may result in legal liability for the agency and its staff

529-02-002	Understands the supervisor's role to monitor casework activities, provide performance feedback, complete performance evaluations, and provide adequate training
529-02-003	Understands that failure to perform supervisory duties can result in claims of liability or malpractice against the supervisor
529-02-004	Understands the concept of vicarious liability: that supervisors can be held accountable for the actions and/or inactions of the staff they supervise
529-02-005	Knows how to direct and monitor caseworker activities to ensure the provision of, and avoid the omission of needed services to abused and neglected children and their families
529-02-006	Knows how to monitor casework activity and case records to prevent or correct deficiencies in case processes
529-02-007	Can model, instruct, and monitor casework activity and case-related communication to protect children, preserve clients' rights, and prevent agency and staff liability

TOPIC 530: SUPERVISING PREVENTITIVE AND SUPPORTIVE SERVICES

Skill Sets

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

530-01: Ability to model, coach, and monitor casework activities in school-based and other preventive services	
Comp. No.	Competency Description
530-01-001	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
530-01-002	Knows how primary, secondary and tertiary prevention programs differ in their purposes, activities, and in scope of agency and community involvement
530-01-003	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
530-01-004	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
530-01-005	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
530-01-006	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
530-01-007	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
530-01-008	Understands the supervisor's role in promoting agency collaboration with community providers to identify unmet service needs and to develop preventive services programs
530-01-009	Knows how to model, coach and monitor casework activities in provision and coordination of school-based and other preventive service programs
530-01-010	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
530-01-011	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