

INDIVIDUAL TRAINING NEEDS ASSESSMENT FOR CHILD WELFARE CASEWORKERS IN CORE LEVEL KNOWLEDGE AND SKILLS

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INDIVIDUAL TRAINING NEEDS ASSESSMENT (ITNA) FOR CHILD WELFARE CASEWORKERS

In Core Level Knowledge and Skills

Why should I complete the ITNA?

Completing the ITNA will help you identify your highest priority training needs, so that together with your supervisor, you can select workshops and other training activities that help you develop proficiency in your job.

When should I complete the ITNA?

The Core Knowledge and Skills ITNA has several purposes and can be used at different times. These include:

- 1) Before attending formal Core training, to help prepare new caseworkers to attend Core. Completing the ITNA can familiarize workers with the content of the training, and help workers understand what they will need to learn.
- 2) After completing a Core training module, to identify which knowledge or skills were acquired or improved as a result of attending Core training, and to identify which Core knowledge and skills need further development. These should be included in an ongoing staff development plan for the worker
- 3) On an ongoing basis, to help supervisors and trainers determine the most effective training interventions, at the right level of learning, and consistent with the worker's learning style, to promote further learning of Core-level knowledge and skills.

What's the difference between the ITNA and a performance evaluation?

A performance evaluation assesses how well you are performing your job responsibilities and whether you are meeting expectations. A training needs assessment helps you identify gaps in your knowledge and skill that may be affecting your job performance. The agency doesn't expect that you already have all the knowledge and skills needed to do your job, and the agency has a responsibility to help you receive appropriate training. Attending training in areas where you need further development will usually help improve your job performance.

Is lack of training the only reason I might not be able to do my job well?

Not necessarily. Other factors may prevent you from doing your job well, even if you have sufficient knowledge and skill. In the ITNA, these are called "non-training barriers to performance." Examples of this might be very high caseloads, an absence of resources, a lack of positive reinforcement for good performance, or issues such as burnout. If you feel there is a non-training barrier that is affecting your job performance, you should note this and discuss it further with your supervisor.

What does the ITNA measure?

The ITNA process looks at two variables: 1) the level of importance of specific knowledge and skills to your job; and, 2) your current level of mastery of those knowledge and skills.

Both factors are rated on a 4-point Likert scale, as follows:

Level of Importance:

- 3 - Very important to my job*
- 2 - Moderately important to my job*
- 1 - Minor part of my job*
- 0 - Not a part of my job*

Level of Mastery

- 3 - Needs considerable further development*
- 2 - Needs some further development*
- 1 - Has acceptable knowledge skill*
- 0 - Has exceptional knowledge or skill*

The highest priority training needs are in knowledge and skills that are very important to your job, and in which you need considerable further development.

By definition, Core-level knowledge and skills are fundamental and essential for every caseworker, and therefore, their "level of importance" is always rated a "3". Therefore, when completing the Core level ITNA, you will only rate the level of mastery.

In later portions of the ITNA that assess specialized and related skills competencies, you will rate both your level of mastery and the level of importance to your job.

How do I use the Caseworker Core ITNA instrument?

The first step is to use the Skill Set Screening Tool. This tool lists the broad categories of skills included under each Core topic area. By using the Skill Set Screening Tool, you can identify which skill sets need the most work. The skill sets you rate as "3" represent the skill areas of highest priority training need.

Second, pull the ITNA forms for each skill set you want to work on. Each skill set is broken down into its component knowledge and skills, which are called "competencies." You will need to rate your level of mastery for each of the individual competencies in the skill set. You may find you are stronger in competencies at the "knowledge" end of the skill set than you are at the "skill" end, particularly if you have attended some training in the competencies. Whether a competency involves knowledge or skill will also determine the most appropriate training strategy. If you lack knowledge, you might attend a class or do self-guided reading on the subject. If you lack skill, you might request a demonstration, observe a skilled practitioner, or seek coaching , practice opportunities, and feedback.

To develop an individual learning plan, include each competency ranked a 2 or 3 on the level of mastery, and design the most effective training strategy to meet that need.

Should I complete the ITNA alone or with my supervisor?

You probably have a pretty good idea about what new learning would help you do your job, but it is always helpful to seek input from objective co-workers or your supervisor, whose perspectives may be different from yours. Seeking input from others can help you be as accurate as possible in rating your level of mastery on the competencies. Constructive input and feedback from your supervisor is an expected part of educational supervision, and can be a very effective tool in helping you learn.

What if our agency has a statewide inservice training program?

Training managers should compile aggregate ITNA data from the field to help allocate limited training resources so they address the highest priority training needs in the system. ITNA data can also help training managers decide where and when to schedule workshops, how many trainers to recruit or prepare for a competency area, and where curricula are needed. Each service system should determine a means of compiling ITNA data for individual workers and using this data to drive training activities.

What if we have questions about how to use this?

You can call the developers for technical assistance. There is no charge for help. You can e-mail the Institute for Human Services at IHS@IHS-trainet.com, or call 614-251-6000 and ask for help with the individual training needs assessment (ITNA.)

CHILD WELFARE CASEWORKER CORE SKILL SET SCREENING TOOL

This document is intended to help workers and their supervisors identify the highest priority core skill sets in which the worker needs further development.

Core skill sets and competencies are, by definition, essential and fundamental to the job, and are therefore pre-rated as "very important" to the job for all child welfare caseworkers.

To complete this document, the worker and supervisor should:

- 1) Review each skill set with the worker and determine the worker's level of mastery, using the following rating scale:
 - 3 Needs considerable development in knowledge or skill area
 - 2 Needs to improve knowledge or skill
 - 1 Adequate knowledge or skill to perform the job
 - 0 Highly proficient in the knowledge or skill area
- 2) Enter the appropriate number in the blank next to the skill set
- 3) Review the completed rankings on the screening tool to identify the skill sets most in need of development
- 4) Use the individual ITNA modules for each identified skill set to be worked on, and complete it, following the instructions in the ITNA document.

Core 100	Legal Aspects of Child Protection
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<i>Skill Set #</i>	<i>Description of Skill Set</i>	<i>Level of Mastery</i>
SS 100-A	Ability to access the juvenile court to protect children from maltreatment and to assure permanency within legally established time frames	_____
SS 100-B	Ability to gather, prepare and document case information for court	_____
SS 100-C	Ability to testify in juvenile court hearings	_____

Core 101	Family-Centered Child Protective Services
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<i>Skill Set #</i>	<i>Description of Skill Set</i>	<i>Level of Mastery</i>
SS 101-A	Ability to articulate and apply statute requirements, including reasonable efforts, and principles of family-centered practice to all components of child welfare casework	_____
SS 101-B	Ability to identify children who have been physically abused, neglected, sexually abused or emotionally maltreated	_____
SS 101-C	Ability to determine the level of immediate and future risk of abuse or neglect to children in their homes	
SS 101-D	Ability to screen referrals to determine the level of priority for agency response	_____

<i>Skill Set #</i>	<i>Description of Skill Set</i>	<i>Level of Mastery</i>
SS 101-E	Ability to use a family-centered approach when conducting initial intake assessments and investigations	_____
SS 101-F	Ability to design and implement safety plans to protect children at high risk of immediate harm	_____
SS 101-G	Ability to approach and relate to families in a culturally respectful and competent manner	
SS 101-H	Ability to work within a community-based system of child protection and family support	_____

Core 102 Case Planning and Family-Centered Casework

<i>Skill Set #</i>	<i>Description of Skill Set</i>	<i>Level of Mastery</i>
SS 102-A	Ability to integrate casework methods with the exercise of protective authority, when necessary, to ensure children's safety	_____
SS 102-B	Ability to use casework methods to engage and empower families to become invested in a collaborative worker/family relationship	_____
SS 102-C	Ability to complete a thorough assessment that identifies family needs, strengths, contributors to maltreatment and resources to promote children's safety	_____
SS 102-D	Ability to develop case plans that include objectives and service activities to address high priority needs and problems, and that build on family resources and strengths	_____

<i>Skill Set #</i>	<i>Description of Skill Set</i>	<i>Level of Mastery</i>
SS 102-E	Ability to work collaboratively with the family, including extended family members and service providers, to plan and coordinate services	_____
SS 102-F	Ability to initiate permanency planning activities, including supplemental case planning, to assure children's safety and stability	_____
SS 102-G	Ability to conduct individual and family group Interviews	_____
SS 102-H	Ability to complete case documentation and organize and maintain family case records	_____

Core 103 Effects of Abuse and Neglect on Child Development
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<i>Skill Set #</i>	<i>Description of Skill Set</i>	<i>Level of Mastery</i>
SS 103-A	Ability to identify indicators of age-appropriate development in all domains for children of varying ages	_____
SS 103-B	Ability to recognize indicators of developmental delays, disabilities, illness and other conditions that impact children's development	_____
SS 103-C	Ability to help families access appropriate community resources to address children's developmental needs	_____
SS 103-D	Ability to help parents or caregivers identify parenting strategies to meet their children's developmental needs	_____
SS 103-E	Ability to promote and sustain healthy attachments between children and their families or caregivers	_____

Core 104	Separation, Placement and Reunification
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<i>Skill Set #</i>	<i>Description of Skill Set</i>	<i>Level of Mastery</i>
SS 104-A	Ability to review risk and safety assessment data to confirm the need for out-of-home care to ensure children's protection	_____
SS 104-B	Ability to recognize children and families suffering from separation-induced trauma and stress	_____
SS 104-C	Ability to plan and implement placements that reduce stress, prevent trauma and promote placement stability and permanence for children	_____
SS 104-D	Ability to engage and support mothers, fathers and family members to keep them involved with their children in placement	_____
SS 104-E	Ability to collaborate with and support foster and relative caregivers to strengthen and sustain placements, and meet the needs of children in care	_____
SS 104-F	Ability to assess family strengths and needs, develop case plans and implement case activities that promote reunification and provide post-reunification services to children and their families	_____
SS 104-G	Ability to use supplemental case planning to develop alternative permanent homes for children who cannot be reunified with their families	_____

**Individual Training Needs Assessment
Caseworker Core Skill Set # 100-A**

Ability to access the juvenile court to protect children from maltreatment and to assure permanency within legally established time frames

INSTRUCTIONS:

Rate the caseworker's mastery of each competency using the following rating scale:

- 3 Needs considerable development in knowledge or skill area
- 2 Needs to improve knowledge or skill
- 1 Adequate knowledge or skill to perform the job
- 0 Highly proficient in the knowledge or skill area

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
100A-1	Aware of the importance of adhering to the provisions of federal and state statutes in child welfare casework	_____
100A-2	Knows the legal protections afforded to families and children by juvenile court intervention, and the potential detrimental consequences if legal procedures are not followed.	_____
100A-3	Knows the Ohio Revised Code and Ohio Administrative Code definitions for various forms of child maltreatment, including:	_____
	a Abused child	_____
	b Neglected child	_____
	c Dependent Child	_____
	d Sexual conduct, sexual contact and sexual activity (as included in the abused child statute)	_____
	e Child endangering (including exploitation)	_____
	f Out-of-home care child abuse	_____
	g Out-of-home care child neglect	_____
100A-4	Knows the unique role and responsibility of the juvenile court system in child protection	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
100A-5	Knows the legal rights of children, parents and caregivers in court actions related to allegations of child maltreatment	_____
100A-6	Knows the roles and responsibilities of the following persons in child protection proceedings in the juvenile court:	_____
	a. Judge or Magistrate	_____
	b. County prosecutor	_____
	c. Guardian Ad-Litem (GAL)	_____
	d. Court Appointed Special Advocate (CASA)	_____
	e. Defense attorney	_____
	f. Child welfare caseworker	_____
	g. Alleged perpetrator	_____
	h. Parents or caregivers of alleged child victim	_____
	i. Child victim	_____
100A-7	Understands the following legal processes and how they govern child welfare casework activities:	_____
	a. Mandated reporting requirements	_____
	b. Confidentiality	_____
	c. Due process and grievance	_____
	d. Notification of parties	_____
	e. Informed consent	_____
	f. Discovery	_____
	g. Subpoena process	_____
	h. Release of information	_____
	i. Substantiation to prove the case in juvenile court	_____
100A-8	Understands the nature and purpose of the following juvenile court activities, and the associated casework responsibilities:	_____
	a. Emergency and interim court orders	_____
	b. Preliminary hearings	_____
	c. Adjudicatory hearings	_____
	d. Dispositional hearings	_____
	e. Review hearings	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
100A-9	Understands the nature and purpose of the following juvenile court dispositions and the associated casework responsibilities:	_____
	a. Protective supervision	_____
	b. Temporary and emergency court custody	_____
	c. Permanent court custody or termination of parental rights	_____
	d. Permanent planned living arrangements (PPLA)	_____
100A-10	Understands the types and degree of discretion afforded To caseworkers and prosecutors when determining what kind of court action to file	_____
100A-11	Understands how personal bias, lack of cultural knowledge, profiling and racism can affect juvenile court processes and decisions	_____
100A-12	Understands the circumstances under which a case disposition of PPLA (Permanent Planned Living Arrangement) can be considered	_____
100A-13	Understands the provisions of federal and state laws regarding reasonable efforts to prevent out-of-home placement of children	_____
100A-14	Understands the family and case circumstances in which waiver of reasonable efforts may be considered, and the necessary juvenile court processes for seeking a waiver	_____
100A-15	Knows how to collaborate with CASAs and GALs to serve the best interests of children in the court system	_____
100A-16	Can use Ohio Revised Code definitions to determine the type of child maltreatment in a family	_____
100A-17	Can initiate juvenile court actions to protect children from future maltreatment	_____
100A-18	Can collaborate with service providers, juvenile court personnel and the agency or prosecuting attorney in court actions	_____

Caseworker Core Skill Set # 100-B

Ability to gather, prepare and document case information for court

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
100B-19	Knows liabilities for children and families of poorly organized, incomplete or inaccurate case documentation	_____
100B-20	Knows penalties and resulting agency and caseworker liability of submitting falsified documents, case notes and case plans to the court	_____
100B-21	Knows applicable juvenile court rules of evidence for child protection cases	_____
100B-22	Knows the caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions	_____
100B-23	Knows what types of evidence must be gathered, documented and maintained in family case records to support court proceedings	_____
100B-24	Knows the importance of documenting casework efforts to reunify families, while concurrently developing and filing a supplemental case plan for permanence	_____
100B-25	Knows the nature of search and seizure requirements and their proper documentation during child protective service investigations	_____
100B-26	Understands the importance of conducting interviews in a legally defensible manner and protecting evidence during investigations	_____
100B-27	Understands how failure to follow case procedures required by statute and policy can result in the inadmissibility of evidence to the court	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
100B-28	Knows how to collaborate with prosecuting attorneys to gather and prepare case documentation for filing and presentation to the juvenile court in the following actions:	_____
	a. Emergency and interim court orders	_____
	b. Preliminary, adjudicatory and dispositional hearings	_____
	c. Review hearings	_____
100B-29	Knows how to conduct casework investigation interviews in a manner that gathers and protects relevant evidence	_____
100B-30	Can write case notes and documentation that will be admissible and effective in court actions	_____
100B-31	Can apply rules of evidence in gathering and preparing documentation to submit to the juvenile court	_____

Caseworker Core Skill Set # 100-C

Ability to testify in juvenile court hearings

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
100C-32	Knows the importance of a calm and confident demeanor, professional physical appearance and appropriate use of language when giving testimony in juvenile court hearings	_____
100C-33	Knows the rules of evidence that apply to court testimony, including rules of hearsay, exceptions to hearsay and proper use of case notes	_____
100C-34	Knows how to apply rules of evidence to testimony, and how to choose information that will support the case filing	_____
100C-35	Knows strategies to present concise descriptions of facts, and to avoid presenting more detailed information than is warranted	_____
100C-36	Knows strategies to respond effectively to direct and cross-examination	_____
100C-37	Can present well-organized, relevant information during court testimony and cross-examination	_____

Individual Training Needs Assessment

Caseworker Core Skill Set # 101-A

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

INSTRUCTIONS:

Rate the caseworker's mastery of each competency using the following rating scale:

- 3 Needs considerable development in knowledge or skill area
- 2 Needs to improve knowledge or skill
- 1 Adequate knowledge or skill to perform the job
- 0 Highly proficient in the knowledge or skill area

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101A-1	Aware of the dilemmas impacting child protection and the need for informed professional judgment	_____
101A-2	Knows the mission of child welfare services as protecting children from maltreatment and assuring their safety in stable, permanent families	_____
101A-3	Knows the defining characteristics of a family-centered approach to child welfare practice	_____
101A-4	Knows the social work and child welfare values and ethics that underlie a family-centered approach to services	_____
101A-5	Knows the historical basis and evolution of child welfare practice, and how this has influenced contemporary practice principles	_____
101A-6	Understands the inherent potential tension between parents' rights and children's rights in child protective services	_____
101A-7	Understands the child welfare system's responsibility to ensure children permanence by providing reasonable efforts to prevent placement, reunify children and families or pursue permanent alternative placement through adoption or legal custody	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101A-8	Understands how a family-centered approach to child protection can support and sustain the rights of maltreated children and their families	_____
101A-9	Understands how family-centered services may help prevent removal and placement of children by engaging, empowering and strengthening their immediate and extended families	_____
101A-10	Understands how a family centered approach to services differs from family preservation, and the appropriate use of family preservation and intensive home-based service programs	_____
101A-11	Knows how family-centered concepts are fully implemented in family-centered, neighborhood-based (FCNB) services at the local community level	_____
101A-12	Knows how family members can be engaged to protect children and provide them with permanent homes	_____
101A-13	Knows how a family-centered approach to services is implemented with foster, kinship and adoptive families	_____
101A-14	Can intervene with immediate, extended and care giving families to support, empower and strengthen them to care for children at risk of harm, and to concurrently ensure the children's protection and permanence	_____

Caseworker Core Skill Set # 101-B

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101B-15	Knows of the nature and scope of various types of child Maltreatment	_____
101B-16	Knows the legal definitions and components of physical abuse, sexual abuse, neglect, dependency, endangerment, emotional maltreatment, out-of-home child abuse and out-of-home child neglect	_____
101B-17	Knows the provisions of federal laws governing child welfare practice, including ASFA, ICWA, 96-272, MEPA and the state laws that implement their provisions	_____
101B-18	Knows the physical, emotional and behavioral indicators of maltreatment:	_____
	a. Physical abuse	_____
	b. Sexual abuse	_____
	c. Neglect	_____
	d. Emotional maltreatment	_____
	e. Dependency	_____
101B-19	Knows the unique interpersonal and family dynamics typically associated with the following forms of maltreatment:	_____
	a. Physical abuse	_____
	b. Sexual abuse	_____
	c. Neglect	_____
	d. Emotional maltreatment	_____
	e. Dependency	_____
101B-20	Knows the impact of environmental and social factors and conditions on child maltreatment, including:	
	a. Physical abuse	_____
	b. Sexual abuse	_____
	c. Neglect	_____
	d. Emotional maltreatment	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101B-21	Knows the criteria that differentiate poverty and homelessness from neglect	_____
101B-22	Knows the criteria to differentiate accidental from inflicted injury to children	_____
101B-23	Understands the complex interaction of individual, family, developmental, situational and environmental factors as contributors to child maltreatment	_____
101B-24	Can accurately identify children who have been:	_____
	a. Physically abused	_____
	b. Neglected	_____
	c. Sexually abused	_____
	d. Emotionally maltreated	_____
101B-25	Can gather and assess information to determine whether child injuries are inflicted or accidental	_____

Caseworker Core Skill Set # 101-C

Ability to determine the level of immediate and future risk of abuse or neglect to children in their homes

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101C-26	Knows the worker's responsibility to respond to prior or current maltreatment and to protect children from future maltreatment	_____
101C-27	Knows the purpose of risk assessment technology in child welfare intervention	_____
101C-28	Knows the components, strengths and limitations of risk assessment technologies	_____
101C-29	Knows how safety assessment fits within the framework of risk assessment	_____
101C-30	Knows the types of individual, family and environmental factors that are correlated with risk of future maltreatment	_____
101C-31	Knows the types of individual, family and environmental strengths that can mitigate risk and protect children from future maltreatment	_____
101C-32	Understands the complex interactions of risk and safety factors to create an overall level of risk	_____
101C-33	Knows how to gather detailed information about risk and safety factors from immediate and extended family members	_____
101C-34	Knows how to access and elicit information from key informants, case records, community professionals and other sources to enhance and verify data collected from family members	_____
101C-35	Can conduct individual and family interviews to gather and verify information about risk and safety factors	_____
101C-36	Can compile and evaluate information to identify children at high risk of immediate or long-term future harm	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
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101C-37	Can identify strengths and resources in the immediate family, extended family, neighborhood and community that can mitigate risk and ensure children's safety	<hr/>
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Caseworker Core Skill Set # 101-D

Ability to screen referrals to determine the level of priority for agency response

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101D-38	Aware of the critical role of screening and intake as the first step in a comprehensive investigation or family assessment	_____
101D-39	Knows the importance of the screening process in gathering essential information to make initial decisions about time frames for commencing the investigation, case opening and/or transfer	_____
101D-40	Knows the necessary questions to ask when screening a referral of child maltreatment	_____
101D-41	Understands the dynamics that may prevent reporters from providing thorough and accurate information about a family's situation	_____
101D-42	Knows interview strategies to engage and empower reporters to provide detailed and accurate information	_____
101D-43	Knows criteria and strategies to discern the authenticity and truthfulness of a report	_____
101D-44	Knows the types of reports that should be referred to other community service providers	_____
101D-45	Knows how to use central registry information and prior case information to determine time frames for conducting the assessment or investigation	_____
101D-46	Can gather sufficient information about prior maltreatment and probable level of future risk to establish an appropriate level of priority and urgency for an intake or initial family assessment	_____

Caseworker Core Skill Set # 101-E

Ability to use a family-centered approach when conducting initial intake assessments and investigations

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101E-47	Knows the importance of building rapport with family members at the time of intake	_____
101E-48	Knows the similarities and differences between a "family assessment" and an "investigation," and why both are often necessary during the intake phase	_____
101E-49	Knows the goals and objectives of an initial family assessment or investigation	_____
101E-50	Knows when to involve the police in an initial family assessment or investigation, and the respective roles of the police and child welfare worker	_____
101E-51	Understands the dynamics that can interfere with family members' willingness to provide thorough and accurate information about their situation	_____
101E-52	Knows how risk and safety information is incorporated into the initial family assessment or investigation	_____
101E-53	Knows how cultural factors are considered in developing a plan for an initial family assessment or investigation	_____
101E-54	Knows strategies to defuse family members' hostility and anger and build collaboration during the initial family assessment or investigation	_____
101E-55	Knows strategies to ensure the caseworker's safety during the initial family assessment or investigation	_____
101E-56	Can gather relevant information from family members, the alleged child victim, extended family members and other collateral contacts to support or refute the allegation	_____

Caseworker Core Skill Set # 101-F

Ability to design and implement safety plans to protect children at high risk of immediate harm

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101F-57	Knows the importance of safety planning to ensure children's protection from immediate harm	_____
101F-58	Knows the necessary components of a safety plan	_____
101F-59	Understands the concepts of reasonable efforts and placement prevention, and how they impact safety planning	_____
101F-60	Understands the importance of involving immediate and extended family members in safety planning for their children	_____
101F-61	Understands the importance of building on immediate and extended family members' strengths to ensure children's immediate safety in their own homes or extended families, whenever possible	_____
101F-62	Knows how to access agency and community supportive services and resources to help families protect their own children	_____
101F-63	Knows how to determine when an emergency, out-of-home placement is the only viable option to ensure children's safety	_____
101F-64	Knows how to determine when removal of the perpetrator from the home is the most appropriate safety plan for the child	_____
101F-65	Can develop and implement a safety plan with the family to provide immediate protection of children at high risk of harm	_____
101F-66	Can identify and facilitate the use of in-home supportive services to ensure children's safety while preventing unnecessary out-of-home care placement	_____
101F-67	Can implement emergency out-of-home placements in a manner that minimizes trauma to the child and family	_____

Caseworker Core Skill Set # 101-G

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101G-68	Knows the definitions and fundamental concepts of culture and diversity	_____
101G-69	Knows the common essential elements and institutions present in all cultures	_____
101G-70	Understands how ethnocentrism, lack of knowledge and reliance on stereotypes contribute to inter-cultural conflict or miscommunication	_____
101G-71	Understands the dynamics of personal and institutional bias, discrimination and racism	_____
101G-72	Understands how one's own cultural background affects one's own values, perceptions of others, behaviors and identity	_____
101G-73	Understands how culturally based differences in parenting and childcare practices can influence the determination of child maltreatment	_____
101G-74	Understands how different overt behaviors and cultural practices can reflect common underlying fundamental values	_____
101G-75	Understands how cultural differences in verbal and nonverbal communication can impact the casework relationship and create misunderstandings	_____
101G-76	Understands the difficulties in communicating with families whose understanding of English is limited	_____
101G-77	Knows how to identify and elicit family members' recommendations of culturally responsive and knowledgeable service providers in their own communities	_____
101G-78	Knows how to secure interpreters to assist with non-English speaking families	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101G-79	Knows how to locate reliable informants and other resources to gather relevant information about a cultural group	_____
101G-80	Can recognize one's own areas of potential bias, and knows how to prevent these from negatively influencing one's judgment and relationships with clients and co-workers	_____
101G-81	Can establish rapport and relationships with client families from a variety of diverse cultural backgrounds	_____
101G-82	Can recognize when cultural differences impact the assessment of risk, the family assessment and the provision of services	_____
101G-83	Can use interviewing and engagement strategies to learn about a family's culture from families and community leaders with whom they work	_____

Caseworker Core Skill Set #101-H

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101H-84	Knows the unique roles and responsibilities of the child welfare agency in a community-based approach to child protection and family support	_____
101H-85	Knows the roles and responsibilities of other community agencies, professionals and providers involved in child protection and family support, including:	_____
	a. Financial assistance	_____
	b. Services to meet basic needs (food and clothing banks, subsidized housing)	_____
	c. Employment services	_____
	d. Health and medical services	_____
	e. Juvenile court	_____
	f. County prosecutor	_____
	g. Mental health treatment services	_____
	h. Public education system, including special education	_____
	i. Child care, respite and protective child care services	_____
	j. Domestic violence shelters and treatment services	_____
	k. Substance abuse treatment programs	_____
	l. Legal Aid and other legal assistance services	_____
	m. Faith-based service organizations and groups	_____
	n. Subsidized housing programs and services	_____
	o. Private child placement agencies (adoptive, foster care and residential)	_____
	p. Community and neighborhood-based service centers	_____
101H-86	Understands the responsibility of the entire community and all its members in child protection and family support	_____
101H-87	Understands the inter-agency barriers to collaboration on behalf of maltreated children and their families	_____
101H-88	Understands the factors within child welfare agencies that generate conflict and prevent collaboration among departments, units and staff	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
101H-89	Understands the value of serving families within their home communities and cultures	_____
101H-90	Understands the importance of coordinating services delivered by multiple community-based service providers, and the difficulties experienced by families when they are not well coordinated	_____
101H-91	Knows how to use inter-agency collaboratives on behalf of maltreated children and their families	_____
101H-92	Can identify a range of neighborhood and community-based service providers available to help protect children and support their families	_____
101H-93	Can facilitate coordination of services to families being served by multiple service providers (See <i>Core 102</i> competencies.)	_____
101H-94	Can collaborate with staff in other agency units to integrate and coordinate service planning and delivery	_____

Individual Training Needs Assessment

Caseworker Core Skill Set #102-A

**Ability to integrate casework methods with the exercise of protective authority,
when necessary, to ensure children's safety**

INSTRUCTIONS:

Rate the caseworker's mastery of each competency using the following rating scale:

- 3 Needs considerable development in knowledge or skill area
- 2 Needs to improve knowledge or skill
- 1 Adequate knowledge or skill to perform the job
- 0 Highly proficient in the knowledge or skill area

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102A-1	Knows the characteristics, strengths and limitations of a collaborative casework and protective-authority approach to child protection	_____
102A-2	Understands the dilemmas posed by the worker's conflicting responsibilities as an empowering child and family advocate (enabler) and an intrusive protective authority (enforcer)	_____
102A-3	Understands the importance and benefits of using the least intrusive level of authority needed to protect children	_____
102A-4	Knows strategies to engage and empower families during the investigation of a protective complaint	_____
102A-5	Can clearly communicate the agency's expectations to assure children's safety, while simultaneously engaging family members to collaborate in service planning and implementation	_____
102A-6	Can flexibly integrate engagement and enforcement strategies in a manner most appropriate for each family's unique circumstances	_____

Caseworker Core Skill Set #102-B

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102B-7	Knows how social work values and principles apply to the casework relationship, including respecting each family's dignity, culture, individuality and right to self-determination	_____
102B-8	Knows the essential role and unique qualities of the casework relationship in a family-centered model of child protection	_____
102B-9	Knows the attitudes and behaviors that promote the development of trust and confidence in the worker by family members	_____
102B-10	Knows the benefits of meeting with families in their own homes in helping to establish rapport	_____
102B-11	Knows the barriers in child welfare settings that can interfere with developing relationships with family members	_____
102B-12	Understands the concept of client empowerment and how a trusting and collaborative casework relationship can motivate and sustain productive change in a family	_____
102B-13	Understands how fear, uncertainty and other feelings may be exhibited as hostility, aggressive behavior, withdrawal, denial of problems and other forms of resistance	_____
102B-14	Understands how cultural factors can impact the development of a casework relationship, including:	_____
	a. Ethnocentric perspective of the worker	_____
	b. Reliance on stereotypes	_____
	c. Cultural differences in codes of conduct	_____
	d. Differences in communication styles	_____
	e. Language barriers	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102B-15	Knows a variety of casework strategies that can strengthen casework relationships and help reduce family members' resistance	_____
102B-16	Can identify cultural barriers to relationship development in each family, and can apply strategies to overcome them	_____
102B-17	Can work with families to identify and resolve sources of resistance and strengthen the casework relationship	_____

Caseworker Core Skill Set #102-C

Ability to complete a thorough assessment that identifies family needs, strengths, contributors to maltreatment and resources to promote children's safety

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102C-18	Aware of the importance of a holistic approach to family assessment that equally considers the individual, family, environmental and community contributors to child maltreatment and strengths	_____
102C-19	Knows the liabilities and potential dangers to children of basing case plans and services on insufficient or inaccurate assessment information	_____
102C-20	Knows the importance of conducting assessments jointly with family members to promote the accuracy and depth of information	_____
102C-21	Knows the value of home visits to better understand families within their own environment and cultural context	_____
102C-22	Knows the definitions and characteristics of "content" and "process" in casework, and the importance of eliciting and discussing process-level issues to assure a thorough and accurate assessment	_____
102C-23	Knows the individual, family, extended family and environmental conditions, dynamics, resources and strengths that must be explored in a child welfare family assessment	_____
102C-24	Knows the behavioral and emotional indicators of the following conditions, and how they contribute to child maltreatment:	_____
	a. Parental mental illness or mental health problems (See 308: <i>Developmental Disabilities and Psychopathology of Adults</i> competencies.)	_____
	b. Domestic violence and spousal abuse (See 310: <i>Domestic and Family Violence</i> competencies.)	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
	c. Use or abuse of drugs or alcohol (See 309: <i>Substance Abuse</i> competencies.)	_____
	d. Mental retardation or developmental disabilities (See 308: <i>Developmental Disabilities and Psychopathology of Adults</i> competencies.)	_____
102C-25	Knows how poverty and unsafe community environments may impact a family's ability to provide safe care for their children	_____
102C-26	Knows the types of parenting practices and interventions that place children at risk of harm	_____
102C-27	Understands how family needs, problems and environmental conditions may interact with each other to increase the potential for child maltreatment	_____
102C-28	Understands the ways that family resilience and resourcefulness, constructive coping skills, intra-familial support and community-based support networks can mitigate maltreatment and help families protect their children	_____
102C-29	Understands the ways that cultural factors and differences in parenting practices can confound a family assessment and promote inaccurate conclusions about families	_____
102C-30	Understands the risks of drawing conclusions based on insufficient information, or without testing the accuracy of this information and underlying assumptions	_____
102C-31	Understands the necessity of periodic case reassessment with the family to document changes and to assure the continued relevance of services and activities	_____
102C-32	Understands the importance of documenting thorough, summarized case assessment information in the family's case record	_____
102C-33	Knows how to set up and pace the family assessment to maximize family members' participation	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102C-34	Knows how to use genograms and ecomaps to gather information about family structure, membership, relationships and sources of family or community support	_____
102C-35	Can talk with families to elicit and explore important information, promote and guide discussion and summarize thoughts and conclusions	_____
102C-36	Can observe family members' behavior and interactions, and can attend to nonverbal cues, including tone of voice, facial expressions and other body language	_____
102C-37	Can analyze, compare and synthesize assessment information from various sources, test out its accuracy and draw conclusions about its meaning and relevance to children's safety	_____
102C-38	Can help families identify the unique interaction of factors that appear to contribute to or sustain abuse or neglect in their family	_____
102C-39	Can help families identify personal, family, environmental and community strengths and resources to eliminate child maltreatment and support constructive family change	_____
102C-40	Can document assessment findings and conclusions in a thorough, summarized assessment report	_____

Caseworker Core Skill Set #102-D

Ability to develop case plans that include objectives and service activities to address high priority needs and problems, and that build on family resources and strengths

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102D-41	Aware of the potentially destructive impact on children and families of poorly constructed, incomplete or non-individualized family case plans	_____
102D-42	Knows the importance of involving family members in case plan development to assure their investment and motivation to work toward change	_____
102D-43	Knows the proper sequence of steps in the case planning Process	_____
102D-44	Knows the difference between case goals, objectives and activities	_____
102D-45	Knows the criteria with which to prioritize family needs and case objectives	_____
102D-46	Knows the benefits of formally documenting the case plan in the case record	_____
102D-47	Understands the use of the case plan as the agency's formal negotiated contract with families to guide, monitor and evaluate the change process	_____
102D-48	Understands the need to formulate case objectives that reflect desired changes in the underlying conditions directly contributing to maltreatment in the family	_____
102D-49	Understands how case objectives are derived from information gathered during the family assessment	_____
102D-50	Understands the importance of identifying culturally relevant service providers and engaging families to help choose their own service resources	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102D-51	Understands how formal case plan documents are used in legal and court processes, and the importance of well-formulated case plan documents in supporting the agency's legal position	_____
102D-52	Understands how ineffective case planning contributes to premature closing of cases, or keeping cases open for unnecessarily extended periods of time	_____
102D-53	Knows strategies to promote and support the involvement of immediate and extended family members in case plan development	_____
102D-54	Knows the utility of the following service delivery strategies to protect children and meet families' needs:	_____
	a. Directly providing supportive or treatment services	_____
	b. Using agency-based support services, including homemaker or protective day care	_____
	c. Case management	_____
	d. Referral to community providers	_____
	e. Using non-traditional and neighborhood-based resources	_____
	f. Accessing or developing community support networks	_____
102D-55	Knows how to engage the family in writing case plans in language that can be easily understood by family members	_____
102D-56	Knows strategies to involve family members and service providers in periodically reviewing and revising case plans	_____
102D-57	Knows factors to determine when a case should be closed	_____
102D-58	Knows strategies that can be used at case closure to reduce recidivism or reopening of the case	_____
102D-59	Can partner with family members to develop an individualized case plan that accurately reflects the family's unique needs, strengths and problems, and that directly addresses contributors to maltreatment	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102D-60	Can formulate observable, behavioral and measurable case goals and objectives	_____
102D-61	Can identify, with family members, the most appropriate services and activities to achieve case plan objectives	_____
102D-62	Can help families identify, choose and access the most appropriate service interventions to address their individual needs	_____
102D-63	Can estimate, with the family, realistic time frames for achievement of case plan activities	_____
102D-64	Can conduct case plan reviews, assess outcomes of services and make needed adjustments in case plan goals, objectives and activities with the family	_____
102D-65	Can determine when case plan objectives have been successfully achieved, when children will be safe and when the case can be closed	_____
102D-66	Can prepare families for case closure	_____

Caseworker Core Skill Set #102-E

Ability to work collaboratively with the family, including extended family members and service providers, to plan and coordinate services

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102E-67	Aware of the caseworker's role and responsibility as a case manager	_____
102E-68	Knows the types of formal and informal neighborhood and community resources that can be engaged to support families	_____
102E-69	Knows the liabilities of referring families to service providers without also assuring coordination of these services	_____
102E-70	Knows the intra- and inter-agency, environmental, cultural and community barriers that prevent access by families to needed services and resources	_____
102E-71	Understands the value of home visits in learning about available services and resources in the family's neighborhood and home community	_____
102E-72	Understands the importance of identifying naturally occurring support systems within the extended family, neighborhood and community	_____
102E-73	Understands the caseworker's role as an advocate to assure that families receive high quality and timely services	_____
102E-74	Understands the caseworker's responsibility to monitor and evaluate the effectiveness of services provided by other agencies or providers	_____
102E-75	Can identify and help families access formal and informal neighborhood and community-based service resources	_____
102E-76	Can plan and coordinate targeted strategies for home visits that help family members fulfill case plan objectives and review their accomplishments	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
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102E-77	Can advocate on behalf of families to eliminate barriers and help families access services	
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Caseworker Core Skill Set #102-F

Ability to initiate permanency planning activities, including supplemental case planning, to assure children's safety and stability

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102F-78	Knows the role and purpose of supplemental case planning in assuring timely permanence for children	_____
102F-79	Knows the importance of beginning permanency planning at the time of first contact with a family	_____
102F-80	Knows the circumstances when a formal supplemental case plan should be developed	_____
102F-81	Knows the necessary elements that should be included in a supplemental case plan	_____
102F-82	Understands the dynamics of family members' discomfort when discussing alternative permanent placements for the children	_____
102F-83	Knows strategies to introduce the discussion of permanency issues during the family assessment, and to engage and empower immediate and extended family members to focus on permanence for the children throughout the life of the case	_____
102F-84	Can discuss permanency issues and alternative permanent placement options without communicating a lack of commitment to reunification	_____
102F-85	Can help family members assess and recommend alternative permanent placement options for their children	_____
102F-86	Can determine when the supplemental case plan should become the focus of casework activities	_____

Caseworker Core Skill Set #102-G

Ability to conduct individual and family group interviews

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102G-87	Recognizes the interview as a dialogue between the worker and family members, and the principal means of implementing the helping process	_____
102G-88	Knows the importance of establishing a clear purpose for each interview, communicating this purpose to family members and selecting the best interview strategies to achieve this purpose	_____
102G-89	Knows the intended purposes, benefits and limitations of the following interview strategies:	_____
	a. Listening and observing	_____
	b. Active listening	_____
	c. Supportive responses	_____
	d. Open-ended questions	_____
	e. Closed-ended questions	_____
	f. Forced choice and yes/no questions	_____
	g. Probing questions	_____
	h. Clarifying responses	_____
	i. Summarizing and redirecting	_____
	j. Giving options, suggestions and advice	_____
	k. Confronting	_____
102G-90	Knows the liabilities of using leading questions when Interviewing	_____
102G-91	Knows the appropriate standards and limits for disclosing personal information to family members during an interview	_____
102G-92	Understands how cultural differences in communication styles may promote miscommunication and misunderstanding during interviews	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102G-93	Understands how a trusting casework relationship can enhance the effectiveness of the interview and increase the accuracy of the communication	_____
102G-94	Understands the challenges of conducting interviews with families who cannot fully express themselves in English, or who do not fully understand what they are being told	_____
102G-95	Understands the elements of forensic interviewing, and the importance of conducting forensic interviews which are legally defensible	_____
102G-96	Understands the dilemmas inherent in conducting interviews using interpreters, especially when the interpreter is a family member	_____
102G-97	Knows interviewing strategies to help family members comfortably express and discuss their opinions and feelings	_____
102G-98	Knows interviewing strategies to deal with conflict, respond to hostile or accusatory statements or confront family members who are reluctant to deal with critical issues	_____
102G-99	Can identify a purpose prior to beginning each interview, and can clearly explain this purpose to the family	_____
102G-100	Can encourage and empower family members to actively participate in interviews, express their ideas and feelings and confront difficult topics and issues	_____
102G-101	Can formulate appropriate interview questions and responses to guide the direction of the interview to achieve its stated purpose	_____
102G-102	Can flexibly select or modify interviewing strategies in response to family members' reactions and contributions	_____

Caseworker Core Skill Set 102-H

Ability to complete case documentation and organize and maintain family case records

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
102H-103	Knows the importance of timely, accurate case documentation for agency accountability	_____
102H-104	Knows the multiple types, purposes and uses of case Documentation	_____
102H-105	Knows the scope and type of information that should be gathered from community service providers for inclusion in the case record	_____
102H-106	Understands how inaccurate or insufficient case documentation contributes to both service ineffectiveness and agency liability	_____
102H-107	Understands how case documentation is used in legal proceedings, including custody hearings	_____
102H-108	Knows what information can be provided to other service providers to promote open communication and collaboration in planning and service delivery	_____
102H-109	Knows how to use summarized case documentation, including risk assessments, safety assessments and case plans, to guide supervisory case reviews and periodic formal case review conferences (Semi-Annual Reviews)	_____
102H-110	Can write and integrate summarized, concise, and timely assessment and case plan information, and other supporting documentation into the case record	_____
102H-111	Can use computerized data collection and management systems, where these are available	_____

Individual Training Needs Assessment

Caseworker Core Skill Set #103-A

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

INSTRUCTIONS:

Rate the caseworker's mastery of each competency using the following rating scale:

- 3 Needs considerable development in knowledge or skill area
- 2 Needs to improve knowledge or skill
- 1 Adequate knowledge or skill to perform the job
- 0 Highly proficient in the knowledge or skill area

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
103A-1	Aware of the caseworker's role as an advocate to promote healthy development of all children served by the agency	_____
103A-2	Knows the combined effects of heredity (genetics and maturation) and environment on children's development	_____
103A-3	Knows the essential prerequisites for healthy child development in all domains	_____
103A-4	Knows how "normal" development is determined and Assessed	_____
103A-5	Knows the difference between chronological age and developmental age	_____
103A-6	Knows the characteristics of the primary developmental domains and their sub-domains, including:	_____
	a. Physical (sensory, motor and sexual)	_____
	b. Social (interpersonal, cultural, moral and sexual)	_____
	c. Emotional (attachment, personality and identity)	_____
	d. Cognitive (intellectual and language)	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
103A-7	Knows the stages, processes and milestones of normal development of infants (age birth - 1 year) in all domains:	_____
	a. Physical	_____
	b. Social	_____
	c. Emotional	_____
	d. Cognitive	_____
103A-8	Knows the stages, processes and milestones of normal development of toddlers (age 1-3 years) in all domains:	_____
	a. Physical	_____
	b. Social	_____
	c. Emotional	_____
	d. Cognitive	_____
103A-9	Knows the stages, processes and milestones of normal development of preschool children (age 3-5 years) in all domains:	_____
	a. Physical	_____
	b. Social	_____
	c. Emotional	_____
	d. Cognitive	_____
103A-10	Knows the stages, processes and milestones of normal development of school-age children (age 5-11 years) in all domains:	_____
	a. Physical	_____
	b. Social	_____
	c. Emotional	_____
	d. Cognitive	_____
103A-11	Knows the stages, processes and milestones of normal development of preadolescent children (age 11-13) in all domains:	_____
	a. Physical	_____
	b. Social	_____
	c. Emotional	_____
	d. Cognitive	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
103A-12	Knows the stages, processes and milestones of normal development of adolescents (age 13-19) in all domains:	_____
	a. Physical	_____
	b. Social	_____
	c. Emotional	_____
	d. Cognitive	_____
103A-13	Understands how development can be influenced by culture, and how a misinterpretation of cultural factors may confound a developmental assessment	_____
103A-14	Understands how development in each developmental domain impacts development in the others	_____
103A-15	Knows how to observe children's behavior and gather information about children's developmental level from family members and other sources	_____
103A-16	Can determine a child's approximate developmental age in each domain	_____

Caseworker Core Skill Set #103-B

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
103B-17	Aware of the profound negative impact of child maltreatment on children's health and development	_____
103B-18	Aware of worker's responsibility to screen children for untreated illnesses, developmental delays and disabilities, and to provide appropriate remedial services	_____
103B-19	Knows the potential negative effects of physical abuse, neglect, sexual abuse and separation trauma on the formation and maintenance of attachment in young children	_____
103B-20	Knows the potential negative effects of physical abuse, neglect and sexual abuse on the development of:	_____
	a. Infants - birth to one year	_____
	b. Toddlers - 1-3 years	_____
	c. Preschool children - 3-5 years	_____
	d. School-age children - 5-11 years	_____
	e. Preadolescent youth - 11-13 years	_____
	f. Adolescents - 13-19 years	_____
103B-21	Knows indicators and early warning signs of developmental delays or abnormal development, including:	_____
	a. Delayed language or speech development	_____
	b. Delays in physical milestones or growth patterns	_____
	c. Delayed cognitive development, language and school performance	_____
	d. Delayed interpersonal, social or play skills	_____
	e. Inappropriate or insecure attachment	_____
	f. Developmentally inappropriate behavior	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
103B-22	Knows the indicators and early warning signs of behavioral and developmental conditions commonly seen in children who have been maltreated, including:	_____
	a. Failure to thrive	_____
	b. ADHD	_____
	c. Crack cocaine addiction	_____
	d. Fetal Alcohol Syndrome/fetal alcohol effects	_____
	e. Attachment disorders	_____
	f. Severe behavior disorders	_____
	g. Pervasive developmental disorders/mental retardation	_____
	h. Emotional disorders, anxiety and depression	_____
103B-23	Understands how children's behavior problems may be symptoms of underlying developmental delays or emotional disturbance, and how they may also become contributing factors to abuse or neglect	_____
103B-24	Knows how to observe children's behavior and ask relevant questions to identify early indicators of developmental delay or disability	_____
103B-25	Can assess children's behavior and development and identify inconsistencies between chronological and developmental age	_____
103B-26	Can recognize primary indicators of common developmental conditions and disabilities associated with child maltreatment	_____
103B-27	Can use assessment data to identify and prioritize children's developmental or treatment needs, and write case plan objectives that address these needs	_____

Caseworker Core Skill Set #103-C

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
103C-28	Aware of worker's role as case manager to help families access needed services to promote children's healthy development	_____
103C-29	Knows the range and types of services needed by children with developmental delays, disabilities and behavior disorders, and their families, to enable families to support their children's development	_____
103C-30	Knows the agencies, providers and funding options in the child's home community to provide special services for children with delays or disabilities	_____
103C-31	Understands the importance of interagency collaboration in serving children with developmental problems and their families, and the inter-system administrative and funding barriers to accessing such services	_____
103C-32	Knows strategies to engage community providers to work collaboratively with the family in identifying children's needs, planning and delivering services and evaluating outcomes	_____
103C-33	Can design, implement and manage a comprehensive case plan that addresses children's developmental and special needs	_____

Caseworker Core Skill Set #103-D

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
103D-34	Knows age-appropriate expectations for children's behavior at different stages of development	_____
103D-35	Understands how age-appropriate children's behaviors can be experienced as stressful or misinterpreted by parents	_____
103D-36	Understands how stresses of parenting children with developmental or behavioral problems can contribute to maltreatment	_____
103D-37	Understands how parenting strategies that involve power and coercion can contribute to maltreatment, and to developmental, behavioral and emotional problems in children	_____
103D-38	Understands how inconsistent parenting interventions and failure to establish and enforce structure can support and sustain children's behavior problems	_____
103D-39	Understands the importance of helping parents correct unrealistic expectations for their children's behavior and development to prevent maltreatment	_____
103D-40	Understands the value of parent education, support groups, mentors, buddy systems and respite services to help decrease stress experienced by parents or caregivers of children with developmental or behavior problems	_____
103D-41	Knows strategies to help parents develop realistic and age-appropriate expectations for their children's behavior	_____
103D-42	Can help parents learn and use parenting behaviors that promote children's healthy development and reduce the risk of maltreatment	_____

Caseworker Core Skill Set #103-E

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
103E-43	Knows the conditions and parenting practices that support the development of positive secure attachments in children	_____
103E-44	Knows the conditions and parenting practices that contribute to insecure or maladaptive attachment in children	_____
103E-45	Knows the behavioral and emotional indicators of maladaptive attachment in both children and adults	_____
103E-46	Understands how consistency of caregivers, parenting interventions, situational stress and children's temperaments interact over time to impact attachment	_____
103E-47	Understands the potential lifelong consequences of chronic insecure or maladaptive attachment on children's development and mental health	_____
103E-48	Understands how child maltreatment at different ages and developmental stages can negatively impact attachment	_____
103E-49	Knows strategies to determine the nature of children's attachments with their families and with substitute caregivers	_____
103E-50	Knows casework strategies to help parents and caregivers develop or strengthen attachments with children in their care	_____
103E-51	Can observe the behavior of children and caregivers to determine the strength and type of attachment in the family	_____
103E-52	Can identify parenting behaviors in a family that promote or interfere with the development and maintenance of positive attachment	_____
103E-53	Can accurately identify children with very disturbed or severely maladaptive attachment who need psychological treatment	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
103E-54	Can identify community resources to refer children and families for comprehensive developmental assessment and treatment to strengthen attachment	_____
103E-55	Can engage and coach parents in developing constructive attachment behaviors in children and youth of all ages	_____

Individual Training Needs Assessment

Caseworker Core Skill Set #104-A

Ability to review risk and safety assessment data to confirm the need for out-of-home care to ensure children's protection

Competencies for Skill Set #1 are covered in *Core 101* and *102*.

INSTRUCTIONS:

Rate the caseworker's mastery of each competency using the following rating scale:

- 3 Needs considerable development in knowledge or skill area
- 2 Needs to improve knowledge or skill
- 1 Adequate knowledge or skill to perform the job
- 0 Highly proficient in the knowledge or skill area

Caseworker Core Skill Set #104-B

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104B-1	Knows the circumstances of placement that typically create stress and crisis for children and their families	_____
104B-2	Knows the typical behavioral indicators of stress and crisis in children of different ages, and in family members of placed children	_____
104B-3	Understands the caseworker's responsibility to minimize the trauma experienced by children and their families during placement	_____
104B-4	Understands the potential serious negative impacts of separation, out-of-home placement and impermanence on attachment, child development and family emotional stability	_____
104B-5	Understands how children's developmental level affects their level of stress, their ability to cope, their perception of the experience and their susceptibility to crisis	_____
104B-6	Understands how traumatic effects of separation are exhibited emotionally and behaviorally, including anxiety, depression, regression, withdrawal and oppositional or destructive behavior	_____
104B-7	Knows strategies to reduce stress and strengthen coping capacity in children of different ages and developmental levels	_____
104B-8	Can identify when children or family members are in crisis, and can determine when separation trauma is a significant contributor	_____

Caseworker Core Skill Set #104-C

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104C-9	Knows agency and community factors that create pressure to place children in substitute care, even when there is no imminent risk of serious harm	_____
104C-10	Knows the benefits of relative placements in sustaining involvement of family members with children in care	_____
104C-11	Knows the rationale for placing siblings together and the potential traumatic impacts of separating them	_____
104C-12	Knows the value of foster and kinship caregivers as potential permanent placement resources for children in their care	_____
104C-13	Knows the factors to be assessed when considering relative homes as placement resources for children	_____
104C-14	Knows how to apply principles of family-centered, neighborhood-based placement to maintain children's connections to their neighborhoods, schools, cultures and communities	_____
104C-15	Knows the factors to be considered when identifying the most appropriate placement resource for children	_____
104C-16	Knows the scope and type of information about the child and the family situation needed by caregivers to meet the needs of children in care	_____
104C-17	Understands how children of different ages experience significant changes in home environment and caregivers, and the implications for placement planning	_____
104C-18	Understands the concept of transitioning and the importance of structuring and staging placement activities to prevent psychological crisis	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104C-19	Understands the value of involving parents and other family members in all stages of the placement process, including identifying placement resources, preparing children and accompanying children on pre-placement visits	_____
104C-20	Understands the necessity of immediate and frequent post-placement contact between children and their families to prevent immediate and long-term separation trauma	_____
104C-21	Knows how to conduct pre-placement decision-making meetings with families and other agency staff	_____
104C-22	Knows strategies to work with parents to identify potential placement resources within the extended family network and neighborhood	_____
104C-23	Knows the necessary steps to fully prepare children, their families and caregivers for placement	_____
104C-24	Knows how to use crisis intervention methods to reduce stress, strengthen coping ability and help children and their families accurately interpret the experience	_____
104C-25	Knows strategies to engage and support kinship and foster caregivers to work collaboratively with family members and agency staff to minimize trauma to children	_____
104C-26	Knows how agency barriers can interfere with effective child placement casework, and knows strategies to address these barriers	_____
104C-27	Can weigh the potential impact of placement on children against the likelihood of maltreatment in their own homes when finalizing a decision to place	_____
104C-28	Can implement short-term strategies that protect children in their own immediate or extended families while more permanent placement options are identified	_____
104C-29	Can identify potential caregivers within the child's own extended family, neighborhood and community	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104C-30	Can design an individualized placement strategy that considers children's developmental needs, need for immediate protection, level of stress, the family's strengths and capacities and the availability of appropriate caregivers	_____
104C-31	Can fully prepare family members to participate constructively in placement activities	_____
104C-32	Can fully prepare caregivers to receive and support children in placement	_____
104C-33	Can modify the type, sequence, pace and duration of pre-placement activities, and can strengthen supportive interventions, in response to children's emotional distress	_____
104C-34	Can empower families and sustain their emotional involvement with their children during all phases of the placement	_____
104C-35	Can encourage and help children express their needs and distress, and can elicit, clarify and help them manage their feelings	_____

Caseworker Core Skill Set #104-D

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104D-36	Aware of the nature and intensity of maltreated children's attachments to their primary caregivers	_____
104D-37	Aware of the benefits of consistent positive attachments on children's development and mental health, and the importance of sustaining attachments while children are in substitute placement	_____
104D-38	Aware of the caseworker's responsibility to help family members remain invested in and involved with their children in placement	_____
104D-39	Understands how the caseworker's attitude toward parental involvement can affect a family's willingness to collaborate in placement planning	_____
104D-40	Understands how insufficient pre-placement preparation can increase family members' resistance to the placement plan	_____
104D-41	Understands how placement-induced separation trauma and grief are manifested in angry, hostile, belligerent or withdrawn behaviors in family members	_____
104D-42	Understands how placement can negatively impact family members' confidence, self-esteem and commitment to remain involved with their children in care	_____
104D-43	Knows strategies to involve parents in their children's activities, including school activities and conferences, birthday celebrations, medical or counseling appointments; and to participate in case planning and critical decisions about their children's well-being and future	_____
104D-44	Knows strategies to strengthen and sustain children's attachments to important family members while they are in placement	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104D-45	Can engage and empower resistive, angry, hostile or depressed parents and family members to remain involved and invested in parenting their children in placement	_____
104D-46	Can engage and encourage family members to express their anger and distress, and can help them clarify and manage their feelings	_____
104D-47	Can plan, promote and support regular and frequent visitation between children in care and family members	_____
104D-48	Can help family members cope constructively with problems that arise during visits, including emotional distress and behavior problems of children	_____
104D-49	Can use family visits to model, reinforce and support constructive parenting practices	_____
104D-50	Can involve the family in review of case plan activities and service needs throughout the placement process	_____

Caseworker Core Skill Set #104-E

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

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104E-51	Knows the potential disruptive impact of foster or kinship care on the caregiving family	_____
104E-52	Knows the importance of supportive services to strengthen and sustain placements	_____
104E-53	Knows the importance of including foster and kinship caregivers as collaborating members of the case planning and delivery team	_____
104E-54	Knows the roles and responsibilities of caregivers in assessing children's needs, establishing service priorities, implementing case plan activities and participating in staffing	_____
104E-55	Knows the types of agency programs and services necessary to support and sustain care giving families, including training, respite care, mentoring programs, support groups and access to casework support	_____
104E-56	Knows the special needs of families caring for children with serious emotional, behavioral, medical and substance abuse problems	_____
104E-57	Understands how placement impacts the care giving family system, and how the family's functioning must change to accommodate children in care	_____
104E-58	Understands the dynamics of placement disruption and the ways that poor agency programming can contribute to placement instability	_____
104E-59	Understands the impact of grief and loss on care giving families and how this impacts their ability to support permanency plans for children	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104E-60	Understands the unique stressors of relative caregivers who retain contact with and must control access by parents of the children in their care	_____
104E-61	Knows strategies to help care giving families cope with changes in their family brought about by placement	_____
104E-62	Knows how to access agency and community programs and services to support care giving families	_____
104E-63	Can engage and empower caregivers to work in collaboration with the service delivery team on behalf of children in care and their families	_____
104E-64	Can help care giving families identify stresses brought about by placement and help them identify potential solutions and helping resources	_____
104E-65	Can help caregivers constructively manage and evaluate visits and other contact with families of children in care and, when appropriate, work directly with family members to achieve case goals	_____
104E-66	Can help caregivers correctly assess and develop strategies to manage children's behavior problems; and to collaborate with teachers, therapists and others to implement behavior management strategies	_____
104E-67	Can support foster and kinship parents, the child and the child's family after visits with family members	_____

Caseworker Core Skill Set #104-F

Ability to assess family strengths and needs, develop case plans and implement case activities that promote reunification and provide post-reunification services to children and their families

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104F-68	Aware of the importance of careful reunification planning, preparation and ongoing supportive services in preventing recidivism	_____
104F-69	Recognizes worker's pivotal role in helping families successfully complete case plan objectives toward reunification	_____
104F-70	Aware of the importance of teamwork and collaboration among community resources in achieving successful reunification	_____
104F-71	Knows the characteristics and elements of a successful case plan with reunification as the goal	_____
104F-72	Knows the factors typically associated with the re-neglect or re-abuse of children, or their re-entry into foster care	_____
104F-73	Knows the psychological, environmental and social barriers to reunification of children with their families and the importance of helping family members overcome them	_____
104F-74	Knows the factors that must be assessed to determine each family member's readiness for reunification, and the factors associated with low likelihood of successful reunification	_____
104F-75	Understands typical emotional reactions of mothers and fathers whose children have been placed and how these impact parents' behavior and willingness to reunite with their children	_____
104F-76	Understands how family visits and other contacts with children in care can result in emotional distress and trauma for family members	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104F-77	Understands the value of a strengths-based approach and developmental model of intervention in promoting successful reunification	_____
104F-78	Understands why some parents may choose not to be reunited with their children, and how they can be engaged to develop alternative permanent plans	_____
104F-79	Knows the necessary steps to prepare families for the stresses and challenges they may face during reunification activities	_____
104F-80	Knows how to help families identify and access services and build support systems within their extended families and communities to help prepare them for reunification, maintain family stability after children are returned and to prevent recidivism	_____
104F-81	Can keep families engaged and emotionally invested with their children throughout the reunification process, and after children are returned home	_____
104F-82	Can assess each family member's responses to visits and other contacts with their children, and can use this information to modify reunification plans, as needed	_____
104F-83	Can provide feedback to families on the reunification process, help them predict areas of stress or conflict and help design strategies to prevent or overcome these	_____
104F-84	Can determine when reunification is not the appropriate plan for a family, or is not going to succeed, and can begin planning an alternative permanent placement for a child	_____

Caseworker Core Skill Set #104-G

Ability to use supplemental case planning to develop alternative permanent homes for children who cannot be reunified with their families

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104F-85	Knows the importance of achieving timely permanence for all children served by child welfare agencies	_____
104F-86	Knows the philosophy of supplemental case planning in promoting timely permanence for children	_____
104F-87	Knows the components of a supplemental case plan	_____
104F-88	Knows the range of permanency options available to children who cannot be reunited with their families, and knows criteria to select the most appropriate permanent placement for a child in care	_____
104F-89	Knows the importance of maintaining environmental, social, cultural and psychological stability and continuity for children in care, and of choosing permanent placements that minimize further change and loss	_____
104F-90	Knows the value of seeking recommendations from family members of potential permanent placements for their children and involving them in developing a permanency plan	_____
104F-91	Knows the risks and disadvantages of Planned Permanency Living Arrangements (PPLA) as a permanent placement option for children in care	_____
104F-92	Understands the emotional and practical dilemmas faced by relative and foster caregivers in working toward reunification, when they have committed to providing a permanent home for a child	_____
104F-93	Knows how to engage families to consider permanency options for their children early in the service delivery process, without negating either the importance of, or the agency's willingness to promote reunification	_____

<i>Competency Number</i>	<i>Competency Description</i>	<i>Level of Mastery</i>
104F-94	Can openly discuss with families the agency's commitment to achieving permanence for children within the time frames established by statute	_____
104F-95	Can engage family members in identifying families that might serve as permanent homes for their children	_____
104F-96	Can assess potential alternative placement settings to determine whether they meet children's permanency needs	_____
104F-97	Can assist foster and relative caregivers to manage Conflicting feelings about supporting reunification while agreeing to adopt or assume legal guardianship	_____
104F-98	Can determine when the supplemental permanency plan should be implemented	_____
104F-99	Can collaborate with agency home finders to identify or develop potential permanent homes for children who need them	_____