

Kansas Child Welfare Professional Core Competencies

Topic 111 Family-Centered Child Protective Services

Skill Set 111-01 Ability to conduct child welfare practice in a manner consistent with fundamental child welfare values and philosophy

111-01-001

Knows the dilemmas inherent in child welfare practice and the need for informed professional judgment when making child protection decisions

111-01-002

Knows the core values that underlie child welfare's mission of protecting children and ensuring their safety in stable, permanent families

111-01-003

Knows the defining characteristics of a family-centered approach to child welfare and child protection

111-01-004

Knows the professional values and ethics that support a family-centered approach to child welfare services

111-01-005

Knows the historical and philosophical evolution of child welfare practice and how this has influenced current practice

111-01-006

Understands the potential tensions between the rights and interests of parents and the rights and interests of children in child protective services

111-01-007

Understands child welfare's responsibility to make reasonable efforts to prevent placement, to reunify children with their families, and to find permanent families for children who cannot go home

111-01-008

Understands how a family-centered approach to child protection must consider and balance the rights of maltreated children and of their families

111-01-009

Understands how engaging, empowering and strengthening immediate and extended families can help prevent removal and placement of children

111-01-010

Understands the commonalities, differences and most appropriate uses of family centered services, family preservation and intensive home based service programs

111-01-011

Knows a family-centered approach to engage and involve birth families, relative, kinship and foster/adoptive families in ensuring safety and permanence for children

Skill Set 111-02 Ability to identify children who have been abused or neglected

111-02-001

Knows the importance of the intake process and initial assessment in identifying children at high risk of maltreatment

111-02-002

Knows the importance of information collected at intake to make initial assessment decisions

111-02-003

Knows the philosophical and practical issues that complicate identification of parental behaviors as child maltreatment

111-02-004

Knows the legal and operational definitions of Child in Need of Care, abuse, neglect and non-abuse/neglect

111-02-005

Knows the general provisions of federal laws governing child welfare practice including Adoption and Safe Families Act (ASFA), Indian Child Welfare Act (ICWA), Adoption Assistance and Child Welfare Act of 1980 (96-272), Multi Ethnic Placement Act (MEPA), Child Abuse Prevention and Treatment Act (CAPTA), Interstate Compact on the Placement of Children (ICPC), Chafee and Fostering Connections and the state laws and regulations that implement their provisions

111-02-006

Knows the physical, emotional and behavioral indicators of physical abuse, sexual abuse, physical neglect, emotional abuse, medical neglect, lack of supervision and abandonment

111-02-007

Knows interpersonal and family dynamics commonly associated with physical abuse, sexual abuse, physical neglect and emotional abuse, lack of supervision, abandonment and medical neglect

111-02-008

Knows the effects of environmental conditions and social factors that contribute to physical abuse, sexual abuse, neglect and emotional maltreatment

111-02-009

Knows behavioral indicators of parental/caregiver mental illness, emotional problems, family violence, substance abuse and developmental disabilities, and how these can contribute to child maltreatment

111-02-010

Knows criteria to differentiate abusive from non-abusive injury to children

111-02-011

Understands types of parenting practices that can contribute to child maltreatment and increase risk of harm to children

111-02-012

Knows strategies to observe, interview and assess children to gather information about their health and well being

111-02-013

Can gather, analyze and compile information from different sources to determine whether a child has been maltreated, the type and scope of maltreatment, and the most likely contributing factors

Skill Set 111-03 Ability to approach and relate to families in a culturally respectful and sensitive manner

111-03-001

Knows fundamental concepts of culture, diversity and culturally responsive practice

111-03-002

Knows the foundational elements, institutions and dynamics that are common to all cultures

111-03-003

Understands the contribution of personal and organizational bias, poverty and other social factors on the over-representation of minority children and families in the child welfare system (disproportionality)

111-03-004

Understands the importance of locating reliable sources of information regarding individual cultural groups

111-03-005

Understands how ethnocentrism, lack of knowledge and reliance on stereotypes can contribute to intercultural conflicts and miscommunication

111-03-006

Understands how peoples' cultural background affects their values, identity, behaviors, perceptions and assessments of others, and communication styles

111-03-007

Understands how cultural differences in parenting and childcare practices can complicate the assessment of child maltreatment

111-03-008

Understands how different overt behaviors and cultural practices can be expressions of common fundamental values

111-03-009

Understands how some culturally approved parenting practices may be harmful to children

111-03-010

Knows how to locate reliable informants and other resources to gather accurate information about a culture or a group

111-03-011

Can recognize one's own areas of potential bias and knows how to prevent this from affecting judgments about and relationships with families

111-03-012

Can establish rapport and relationships with individuals and families from diverse cultural backgrounds

111-03-013

Can conduct accurate assessments of risk, family strengths and family needs in diverse families, and provide services in a culturally responsive manner

Skill Set 111-04 Ability to work within a community-based system of child protection and family support

111-04-001

Knows the roles and responsibilities of the child welfare agency in a community-based approach to child protection and family support

111-04-002

Knows the roles and responsibilities of other community agencies, professionals and service providers involved in child protection and family support

111-04-003

Understands the necessity of involving community leaders and community members in protecting children and supporting families

111-04-004

Knows how to collaborate with community agencies and service providers to plan and coordinate services to families and children

111-04-005

Can advocate on behalf of families and children to help them gain access to and sustain services from neighborhood and community resources

111-04-006

Can collaborate with schools, law enforcement, medical, mental health and other community professionals in implementing interdisciplinary responses to child maltreatment

Topic 112 Engaging Families

Skill Set 112-01 Ability to integrate working with families and the exercise of protective responsibility to ensure children's safety

112-01-001

Knows the characteristics, benefits and limitations of a collaborative approach to child protection

112-01-002

Understands dilemmas posed by the dual responsibilities of empowering families and youth and protecting children

112-01-003

Understands the importance and benefits of using the least intrusive level of intervention needed to protect children

112-01-004

Knows strategies to engage and empower families while ensuring child safety

112-01-005

Can communicate the agency's mandate to ensure children's safety, and outline the agency's expectations for parents in a respectful and supportive manner

112-01-006

Can flexibly integrate engagement strategies to ensure safety in a manner most appropriate for each family's unique circumstances

Skill Set 112-02 Ability to use a casework relationship to engage and empower families to collaborate with the agency

112-02-001

Knows how values and principles apply to professional relationships with families, including respecting dignity, culture, individuality and right to self-determination

112-02-002

Knows the role and characteristics of a professional relationship in family-centered child protection

112-02-003

Knows attitudes and behaviors that can help family members develop trust and confidence in the agency

112-02-004

Understands the concept of family empowerment and how a trusting and collaborative relationship can often motivate and sustain productive change in a family

112-02-005

Understands how fear, uncertainty and other feelings may be expressed by families as hostility, aggressive behavior, withdrawal, denial of problems and resistance

112-02-006

Can assess and determine the sources of hostility and resistance in individual families

112-02-007

Can use engagement and interviewing strategies to promote development of a collaborative relationship with the family

112-02-008

Can use strategies to help families manage their anger and fear and become invested in change activities

Skill Set 112-03 Ability to engage and communicate with families within their own cultural context

112-03-001

Understands how cultural factors, including verbal and non-verbal communication styles, can create misunderstandings and misjudgments by family members and agency staff

112-03-002

Knows the difficulties in establishing open communication with families whose knowledge of English is limited, and knows how and when to involve interpreters

112-03-003

Knows how various cultural rules may affect family members' relationship with agency staff

112-03-004

Knows how to identify barriers to relationship development in each family and can apply culturally appropriate strategies to overcome them

112-03-005

Can establish rapport and relationships with families from a variety of diverse cultures and backgrounds

Skill Set 112-04 Ability to conduct individual and family group interviews

112-04-001

Recognizes interviews as the principal means of implementing the helping process

112-04-002

Knows the importance of establishing a purpose for each interview, of communicating this purpose to family members, and of selecting the best interview strategies to achieve it

112-04-003

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

112-04-004

Knows the appropriate standards and limits for disclosing personal information to family members during an interview

112-04-005

Understands how a collaborative professional relationship can enhance the effectiveness of an interview and increase the accuracy of communications

112-04-006

Knows interviewing strategies to help family members comfortably express and discuss their feelings, concerns and opinions

112-04-007

Knows interviewing strategies to deal with conflict, respond to hostile or accusatory statements, or address family members who are reluctant to deal with critical issues

112-04-008

Knows how to observe, explore and interpret communications, including tone of voice, facial expressions, body language and choice of words

112-04-009

Can empower family members to discuss and agree upon the purpose for each interview

112-04-010

Can develop interview questions and responses to guide the direction of an interview to achieve its stated purpose

112-04-011

Can flexibly select or modify interviewing strategies in response to family members' reactions and contributions

112-04-012

Can summarize discussion to restate or reaffirm conclusions and decisions made during an interview

Topic 113 Legal Aspects of Child Protective Services

Skill Set 113-01 Ability to access the juvenile court to protect children from maltreatment and to assure permanency within legally established time frames

113-01-001

Knows the importance of adhering to provisions of federal and state statutes and regulations in child welfare practice

113-01-002

Knows legal protections afforded to families and children by juvenile court intervention

113-01-003

Knows definitions for abuse and neglect as set forth in the Kansas Child in Need of Care (CINC) Code and applicable Kansas Administrative Regulations (KAR)

113-01-004

Knows the unique role and responsibility of the juvenile court system in the child welfare system

113-01-005

Knows the roles and responsibilities of all parties in Child in Need of Care (CINC) proceedings in juvenile court

113-01-006

Understands the purpose and processes of different types of Child in Need of Care (CINC) hearings and associated responsibilities

113-01-007

Understands the types and purpose of Child in Need of Care (CINC) dispositions and the child welfare professional's responsibilities in each

113-01-008

Understands the criteria to determine when to contact the county or district attorney for Child in Need of Care (CINC) court intervention

113-01-009

Understands how insufficient or inaccurate knowledge about a family's needs and strengths can influence recommendations to the court and contribute to disproportionality in the child welfare system

113-01-010

Understands the circumstances under which a case disposition of Other Planned Permanent Living Arrangement (OPPLA) may be considered

113-01-011

Understands the provisions of federal and state laws regarding reasonable efforts to prevent out-of-home placement of children

113-01-012

Knows how to collaborate with Guardians-ad-Litem (GALs), Court Appointed Special Advocates (CASAs) and/or Court Service Officers to serve the best interests of children in the court system

113-01-013

Can request and follow through with the appropriate CINC actions to assure children's safety

113-01-014

Can collaborate with juvenile court personnel and the prosecuting or agency attorney in court actions on behalf of children

Skill Set 113-02 Ability to gather, prepare, and document case information for court

113-02-001

Knows the liabilities for children and families of poorly organized, incomplete or inaccurate case documentation

113-02-002

Knows penalties and liabilities exist for agencies and workers submitting falsified documents, case notes or case plans to the court

113-02-003

Knows the agency's responsibilities in utilizing diligent efforts in locating and contacting absent parent(s) and alleged fathers for court actions

113-02-004

Knows what types of evidence must be gathered, documented and maintained in family case records to support court proceedings

113-02-005

Understands the importance of documenting reasonable efforts to reunify families

113-02-006

Understands the importance of documenting efforts to protect parents' rights during casework activities

113-02-007

Understands how case documentation is used in legal proceedings, including custody hearings

113-02-008

Knows how to collaborate with prosecuting attorneys to prepare case documentation for filing and presentation to the court

Skill Set 113-03 Ability to testify in court hearings

113-03-001

Knows the importance of a calm and confident demeanor, professional physical appearance and appropriate use of language when testifying in court hearings

113-03-002

Knows the general rules regarding which out of court statements are allowed in court proceedings and the proper use of case notes

113-03-003

Knows how to present concise descriptions of facts and avoid presenting more detailed information than is warranted

113-03-004

Knows how to respond to direct questioning and to cross-examination

113-03-005

Can present well organized, relevant information during court testimony and cross-examination

Topic 114 Safety, Risk and Family Assessment

Skill Set 114-01 Ability to make a safety determination

114-01-001

Knows the purpose of the safety assessment

114-01-002

Understands the components, strengths and limitations of the safety tool

114-01-003

Understands the individual, family and environmental factors often associated with imminent harm

114-01-004

Understands individual, family and environmental strengths that can protect children

114-01-005

Understands the complex interactions of safety and protective factors in assessing safety

114-01-006

Knows what information must be gathered when assessing child safety

114-01-007

Knows strategies to gather information from immediate and extended family members to assess safety

114-01-008

Knows how to elicit information from key informants, case records, community professionals and other sources to expand and verify information collected from family members

114-01-009

Can conduct individual and family interviews to gather and verify information about safety and protective factors

114-01-010

Can use standardized safety assessment tool to accurately document the safety determination of a child

114-01-011

Can identify strengths and resources in the immediate and extended family, neighborhood and community that are protective factors

114-01-012

Can use information about present safety factors to establish an appropriate level of safety intervention

Skill Set 114-02 Ability to assess risk of future maltreatment

114-02-001

Knows the purpose of risk assessment

114-02-002

Understands the importance of using formal risk assessment technologies to increase the validity of conclusions about risk

114-02-003

Understands the components, strengths and limitations of risk assessment instruments and technologies

114-02-004

Understands how safety assessment fits within the continuum of risk assessment strategies

114-02-005

Understands the individual, family and environmental risk factors often associated with increased risk of future maltreatment to children

114-02-006

Understands individual, family, and environmental strengths that can often mitigate risk and protect children from future maltreatment

114-02-007

Understands the complex interactions of risk and protective factors in creating an overall estimate of risk

114-01-008

Knows what information must be gathered when screening an initial referral to identify children who may be at imminent risk of serious harm

114-02-009

Knows strategies to gather information from immediate and extended family members about risk and protective factors in the family

114-02-010

Knows how to gather information from collateral contacts, case records, community professionals and other sources to expand and verify information collected from family members

114-02-011

Can conduct individual and family interviews to gather and verify information about risk factors present in the family and their environment

114-02-012

Can use standardized risk assessment tools to accurately document the risk of future maltreatment for a child

114-02-013

Can identify strengths and resources in the immediate and extended family, neighborhood and community that can mitigate risk

114-02-014

Can use information about present risk factors to establish an appropriate level of services to meet the needs of the family

Skill Set 114-03 Ability to conduct comprehensive family assessments for purposes of case planning and service delivery

114-03-001

Knows the importance of a holistic approach to family assessment that addresses contributors to maltreatment, family strengths/protective capacities and family needs

114-03-002

Knows the liabilities and potential dangers to children of basing decisions, case plans and services on an insufficient or inaccurate assessment

114-03-003

Knows the importance of conducting assessments in collaboration with family members to increase the depth, accuracy and relevance of assessment findings

114-03-004

Knows the full range of individual, family, and environmental problems, strengths and resources to be addressed in a comprehensive family assessment

114-03-005

Understands how family needs, problems and environmental conditions may interact to increase the potential for child maltreatment

114-03-006

Understands how protective capacities, including family resilience, coping skills and interfamilial and community supports, can help families prevent recurrences of maltreatment

114-03-007

Understands how cultural factors and differences in parenting practices can complicate a family assessment and potentially lead to inaccurate conclusions about families

114-03-008

Understands the benefits of using open-ended interview strategies to engage families and to obtain more thorough and accurate assessment information

114-03-009

Understands how preconceived expectations, misjudgments based on insufficient information, and worker ethnocentrism may bias a worker's interpretation of individual and family behavior, attitudes and communications

114-03-010

Understands the potential harm to families and children of drawing conclusions based on inaccurate or insufficient information

114-03-011

Understands the importance of documenting thorough, summarized case assessment information in the family's case record

114-03-012

Knows how to select and sequence activities to maximize family members' comfort and participation in the assessment

114-03-013

Can analyze, compare and integrate assessment information from various sources, test the accuracy of information and draw relevant conclusions upon which to base case decisions

114-03-014

Can help families identify specific risk factors that may contribute to future child maltreatment in the family

114-03-015

Can help families identify personal and family strengths, extended family networks and community/neighborhood resources to ensure children's safety and promote constructive change

114-03-016

Can document assessment findings and conclusions in a thorough, summarized assessment report

Skill Set 114-04 Ability to design and implement safety plans to protect children at imminent danger of serious harm

114-04-001

Knows the role and importance of safety planning in child welfare practice

114-04-002

Knows the necessary components of a safety plan and how it differs from a case plan to guide service delivery

114-04-003

Understands concepts of safety planning and how this affects reasonable efforts

114-04-004

Knows how to engage and involve immediate and extended family members in safety planning activities

114-04-005

Knows how to build on the strengths and protective capacities of family members in safety planning

114-04-006

Knows how to access agency and community supportive services and resources to help keep children safe in their own families

114-04-007

Knows how to determine when out-of-home placement is the only viable option to ensure a child's safety

114-04-008

Knows how to determine when removal of the perpetrator from the home is the most appropriate safety plan for a child

114-04-009

Can work jointly with families to develop and implement a safety plan to protect children at risk of imminent harm

114-04-010

Can plan and use in-home supportive services to prevent out-of-home placement

Topic 115 Child Protective Services Investigation

Skill Set 115-01 Ability gather and document information to complete an intake

115-01-001

Understands dynamics that may prevent reporters from providing detailed information about a family's situation

115-01-002

Knows interview strategies to encourage and assist reporters to provide detailed, accurate information about the child(ren) and family being reported

115-01-003

Can gather and document information about the incident, prior maltreatment, child's current condition, and the family's situation, to establish the agency response time

Skill Set 115-02 Ability to complete an initial assessment decision to determine agency response

115-02-001

Knows the relevant criteria to be used when making initial assessment decisions

115-02-002

Can gather sufficient information about the incident, prior maltreatment, child's current condition, the family's situation, to establish the agency response time

115-02-003

Can determine which referrals should be accepted for assessment and which should be closed at the initial assessment

115-02-004

Knows the purpose, goals and objectives of a child maltreatment investigation and the criteria to determine if an investigation is warranted

Skill Set 115-03 Ability to use a family-centered approach when conducting investigations or non-abuse/neglect assessments

115-03-001

Knows the importance of establishing rapport with family members from the first contact

115-03-002

Understands how to consider cultural factors preparing for an investigation or assessment

115-03-003

Understands dynamics that can reduce family members' willingness to provide information about their situation to the investigating Child Protection Services (CPS) specialist or investigator

115-03-004

Understands issues related to parents' rights and how to respect those rights during investigations and assessments

115-03-005

Knows how to reduce resistance and engage family members during interviews

115-03-006

Knows how to connect families with community or agency services at the time of the assessment to address children's safety and prevent out-of-home placement

115-03-007

Can maintain a professional relationship, communicate respect and keep family members involved and invested while completing an investigation or assessment

115-03-008

Can identify community service resources to address child safety and support for the family

Skill Set 115-04 Ability to plan, coordinate, and conduct child maltreatment investigations in collaboration with community partners

115-04-001

Knows the importance of using information obtained in the report to plan an approach for the investigation

115-04-002

Knows the benefits of using a formal, interagency and interdisciplinary approach to child maltreatment investigations

115-04-003

Knows the child welfare agency's role and responsibilities when collaborating with child advocacy centers (CACs) and multi-disciplinary teams during child maltreatment investigations

115-04-004

Knows the respective roles of Department of Children and Families (DCF) and law enforcement, and when to involve law enforcement in an investigation

115-04-005

Knows how safety assessment, risk assessment and safety planning are integrated into the investigation

115-04-006

Knows strategies to ensure a social worker's or special investigator's safety during an investigation

115-04-007

Knows how to determine who should be interviewed and the types of information to be gathered from each person interviewed

115-04-008

Knows the purpose of structured protocols and forensic interviewing methods to maximize the accuracy and admissibility of evidence gathered during the investigation

115-04-009

Knows the circumstances when it is appropriate to interview children at school prior to interviewing the child's parent(s)

115-04-010

Knows how to gather, compile and record investigation data so that information may be used in a court proceeding

115-04-011

Knows how to determine the sequence, timing and location of investigation interviews

115-04-012

Can gather relevant information from family members, alleged child victims, extended family and other collateral contacts during an investigation to support or refute assigned allegations

115-04-013

Can coordinate the agency's investigation activities with other members of interdisciplinary child maltreatment teams

Topic 116 Case Planning and Family-Centered Casework

Skill Set 116-01 Ability to develop and help families implement case plans that address their needs, and builds on their strengths

116-01-001

Knows the potentially destructive effects on children and families of vague, incomplete and non-individualized case plans

116-01-002

Knows the importance of involving family members in all phases of case plan development

116-01-003

Knows the proper sequence of steps in the case planning process

116-01-004

Knows the difference between case plan goals, objectives and tasks

116-01-005

Knows criteria upon which to prioritize family needs and case plan goals and objectives

116-01-006

Knows the benefits of formally documenting each child's case plan

116-01-007

Understands how case plans are used with families to guide, monitor and evaluate change and goal achievement

116-01-008

Understands how case plan objectives are derived from information gathered during the risk, safety and family assessments

116-01-009

Understands the importance of engaging families to help choose culturally relevant service providers and resources

116-01-010

Understands how case plan documents are used in legal and court processes

116-01-011

Understands how ineffective case planning can be destructive to children and families

116-01-012

Understands how periodic case plan review can document changes and assure the continued progress on case plan goals and tasks

116-01-013

Knows strategies that facilitate full involvement of immediate and extended family members in case plan development

116-01-014

Knows how to develop case plan objectives that reflect needed changes in underlying conditions that will allow for achievement of case plan goals

116-01-015

Knows how to help families identify and access relevant services from the child welfare agency, service providers and other entities in the family's community

116-01-016

Knows how to write case plans in language that can be easily understood by family members

116-01-017

Knows how to help families identify culturally responsive and knowledgeable service providers in their own community

116-01-018

Knows how to select and use specific interviewing strategies that facilitate case plan development

116-01-019

Knows engagement and supportive casework strategies to help families remain motivated over time to complete case plan tasks

116-01-020

Knows strategies to involve families and service providers in ongoing case reviews and revision of case plans

116-01-021

Knows criteria to determine when objectives have been met and a case can safely be closed

116-01-022

Knows how to connect families with ongoing support to help them sustain progress after case closure

116-01-023

Can use case planning as a means of involving and empowering immediate and extended families to address their children's safety and permanency needs

116-01-024

Can use case plans as a monitoring tool to chart progress and promote continued work toward jointly identified goals

116-01-025

Can use formal case plan reviews as a tool to promote family involvement and collaboration with service providers

116-01-026

Can use case plans as a tool to chart and monitor mandated time lines

116-01-027

Can use case plans as a feedback tool for families to help them recognize their successes and guide continued work toward change

Skill Set 116-02 Ability to work collaboratively with families and service providers to plan and coordinate services

116-02-001

Knows the primary responsibilities and activities of case management

116-02-002

Knows the types of formal and informal neighborhood and community resources that can be accessed to support and serve families

116-02-003

Knows the implications of referring families for services without following up to coordinate and evaluate services

116-02-004

Knows intra- and inter-agency, community and cultural barriers that may prevent families from accessing or benefiting from services

116-02-005

Understands the value of home visits to learn about extended family supports and available services and resources in a family's community

116-02-006

Understands the importance of exploring family members' recommendations of culturally responsive service providers in their communities

116-02-007

Understands the child welfare professional's responsibility to be an advocate for families and children to ensure access to needed services

116-02-008

Understands the importance of coordinating services delivered by multiple service providers and the difficulties experienced by families when services are not well coordinated

116-02-009

Understands the child welfare professional's responsibility to monitor and evaluate the effectiveness of services provided by other agencies or providers

116-02-010

Can enable families and service providers to work as a team to ensure children's safety and permanence

116-02-011

Can identify and help families access formal and informal community services that best meet their individual needs

116-02-012

Can empower family members to fulfill case plan objectives and acknowledge their accomplishments

116-02-013

Can advocate on behalf of families to eliminate barriers and to coordinate services provided by community providers

Skill Set 116-03 Ability to use case planning activities, including concurrent case planning, to assure placement stability

116-03-001

Knows the purpose of concurrent case planning in achieving timely permanence for children

116-03-002

Knows the importance of beginning case planning at the time of first contact with a family

116-03-003

Knows the circumstances when a concurrent case plan should be developed

116-03-004

Knows the necessary elements that should be included in a concurrent case plan

116-03-005

Understands the dynamics of family members' discomfort and resistance when asked to consider alternative permanent placements for their children

116-03-006

Knows strategies to introduce a discussion of permanency issues during the family assessment and to empower immediate and extended family members to consider potential permanency solutions

116-03-007

Can discuss permanency issues and alternative permanent placement options without communicating a lack of commitment to reunification

116-03-008

Can determine when a concurrent case plan should be considered the primary focus of casework activities

Skill Set 116-04 Ability to complete case documentation and organize and maintain case files

116-04-001

Knows the importance of timely, accurate case documentation for agency accountability

116-04-002

Knows multiple types, purposes and uses of case documentation

116-04-003

Understands the importance of organizing and maintaining the case file through the life of the case

116-04-004

Knows the scope and type of information that should be gathered from community service providers for inclusion in the case file

116-04-005

Understands how inaccurate or insufficient case documentation contributes to service ineffectiveness

116-04-006

Knows what information can be provided to other service providers to promote open communication and collaboration in planning and service delivery, without violating confidentiality

116-04-007

Knows how to summarize case plan documentation, including safety and risk assessments, to guide supervisory case reviews and periodic formal case planning conferences

116-04-008

Can write concise and timely assessment and case plan and other supporting documentation

116-04-009

Can use computerized data collection and management information systems files

Topic 117 Fundamentals of Child Development: Implications for Family-Centered Child Protective Services

Skill Set 117-01 Ability to identify indicators of age-appropriate development for children of varying ages

117-01-001

Knows the child welfare professional's role in promoting healthy development of children served by the agency

117-01-002

Knows the general effects of heredity (genetics and maturation) and environment in shaping a child's development

117-01-003

Knows the essentials for healthy child development

117-01-004

Knows the difference between chronological age and developmental age

117-01-005

Knows characteristics of the primary developmental domains (physical, social, emotional, cognitive)

117-01-006

Knows stages, processes and milestones of normal development of infants (age birth - 1 year) in all domains

117-01-007

Knows stages, processes and milestones of normal development of toddlers (age 1-3 years) in all domains

117-01-008

Knows stages, processes and milestones of normal development of preschool children (age 3-5 years) in all domains

117-01-009

Knows stages, processes and milestones of normal development of school-age children (age 5-11 years) in all domains

117-01-010

Knows stages, processes and milestones of normal development of preadolescent children (age 11-13) in all domains

117-01-011

Knows stages, processes and milestones of normal development of adolescents (age 13-18) in all domains

117-01-012

Understands how development can be influenced by culture

117-01-013

Understands how development in each domain influences the other domains

117-01-014

Knows how to observe children's behavior and gather information about their developmental level from family members and other sources

117-01-015

Can understand a child's approximate developmental stage in each domain

Skill Set 117-02 Ability to recognize indicators of developmental delays, disabilities, illness and other conditions that can affect children's development

117-02-001

Knows the profound negative effects of child maltreatment on children's health and development

117-02-002

Knows the responsibility to identify children with potential medical needs, developmental delays and disabilities and how to arrange assessment, diagnosis and remedial services

117-02-003

Knows the potential negative effects of maltreatment and separation trauma on the formation and maintenance of attachment in children

117-02-004

Knows the potential effects of maltreatment and separation trauma on development of children ages birth through each developmental stage

117-02-005

Knows physical and behavioral indicators of developmental delays and patterns of abnormal development

117-02-006

Knows indicators of behavioral and developmental conditions commonly seen in children who have been maltreated

117-02-007

Understands how children's behavior problems may be symptoms of separation trauma, underlying developmental delays and/or emotional disturbance, and may contribute to abuse or neglect

117-02-008

Knows how to observe children's behavior and ask relevant questions to identify early indicators of developmental delay and/or disability

117-02-009

Can assess children's behavior and development and identify inconsistencies between chronological and developmental stage

117-02-010

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

117-02-011

Can use assessment to identify and prioritize children's developmental or treatment needs, and write case plan objectives that address these needs

Skill Set 117-03 Ability to help families access community resources to address children's developmental and/or behavioral needs

117-03-001

Knows role as child welfare professional's manager to help families access services to promote healthy development of children

117-03-002

Knows the range and types of services needed by children with developmental delays, disabilities and behavior disorders and their families

117-03-003

Knows service providers, and funding options in a family's home community to deliver special services for children with developmental disabilities, delays or behavioral disorders

117-03-004

Understands the importance of interagency collaboration and addressing inter-system and funding barriers when serving children with developmental delays, disabilities, or behavioral disorders and their families

117-03-005

Knows strategies to encourage collaboration between service providers and family members to identify children's needs, plan and deliver services and evaluate outcomes

117-03-006

Can design and implement a case plan that meets children's special developmental and/or behavioral needs

Skill Set 117-04 Ability to help parents/caregivers identify strategies to meet their children's developmental and/or behavioral needs

117-04-001

Knows age-appropriate expectations for children's behavior at different stages of development

117-04-002

Understands how age-appropriate children's behaviors can be misinterpreted and experienced as stressful by parents/caregivers

117-04-003

Understands how stresses of parenting children with developmental or behavioral problems can contribute to child maltreatment

117-04-004

Understands how parenting strategies that involve power and coercion can contribute to maltreatment and to developmental, behavioral and emotional problems in children

117-04-005

Understands how inconsistent parenting interventions and failure to establish and enforce structure or limits can worsen and sustain children's behavior problems

117-04-006

Understands the value of parent education, support groups, mentors, buddy systems and respite services to help decrease stress experienced by parents or caregivers

117-04-007

Knows strategies to help parents/caregivers develop realistic and age-appropriate expectations for their children's behavior as a means of preventing future maltreatment.

117-04-008

Can guide parents/caregivers to acquire parenting skills and behaviors that promote children's healthy development and reduce the risk of maltreatment

Skill Set 117-05 Ability to promote and sustain healthy attachments between children and their families or caregivers

117-05-001

Knows parenting practices that support the development of positive and secure attachments in children

117-05-002

Knows parenting practices that contribute to insecure or maladaptive attachment in children

117-05-003

Knows behavioral and emotional indicators of maladaptive attachment in children and their parents

117-05-004

Understands how consistency of caregivers, parenting interventions, situational stress and children's temperaments interact over time to affect attachment

117-05-005

Understands the potential lifelong consequences of insecure or maladaptive attachment on children's development and mental health

117-05-006

Understands how child maltreatment at different ages and developmental stages can negatively affect attachment

117-05-007

Knows strategies to help parents and caregivers develop or strengthen attachments with children in their care

117-05-008

Can use observation and interviewing strategies to assess parent-child attachment

117-05-009

Can help educate parents/caregivers to promote the development of positive parent-child attachment

117-05-010

Can identify children with maladaptive attachment who may need services

Topic 118 Separation, Placement and Reunification

118-01

Ability to recognize children and families experiencing separation-induced trauma upon removal from home and each subsequent placement

118-01-001

Knows the circumstances of placement that increase stress and often create crisis for children and their families

118-01-002

Knows common behavioral indicators of separation-induced stress and crisis in placed children and their families

118-01-003

Understands the child welfare professional's responsibility to minimize trauma experienced by children and their families during placement

118-01-004

Understands the potential negative consequences of separation, out-of-home placement and impermanence on attachment, child development and family and children's emotional stability

118-01-005

Understands how children's developmental level affects their experience of stress, ability to cope, perception of the placement and susceptibility to crisis

118-01-006

Understands how traumatic effects of separation may be displayed as anxiety, depression, regression, withdrawal and oppositional/defiant or destructive behavior

118-01-007

Knows strategies to reduce stress and strengthen coping capacity in children of different ages and developmental levels

118-01-008

Can identify children or family members in crisis and can recognize when separation trauma is a significant contributor

Skill Set 118-02 Ability to plan and implement placements that reduce stress and prevent trauma

118-02-001

Knows agency and community factors that may create pressure to remove children from their families in situations of alleged child maltreatment

118-02-002

Knows the potential benefits and liabilities of placing children with relatives and non-related kin

118-02-003

Knows the factors to be considered when selecting the most appropriate placement setting for children

118-02-004

Knows what information must be communicated to foster and kinship caregivers to help them meet children's needs

118-02-005

Understands the rationale for placing siblings together and the potential traumatic consequences of separating them

118-02-006

Understands how children of different ages experience separation and placement and the implications for placement

118-02-007

Understands the concept of transitioning and the importance of structuring and staging placement activities to reduce trauma

118-02-008

Understands the value of involving parents and family members in identifying placement resources, preparing children and accompanying children on pre-placement visits

118-02-009

Understands the need for immediate and frequent post-placement contact between children and families to reduce separation trauma

118-02-010

Knows how to help parents identify potential placement resources within the extended family network and neighborhood

118-02-011

Can weigh the potential trauma of separation and placement against the trauma of future maltreatment in their homes when finalizing a decision to place a child

118-02-012

Can implement short-term strategies that protect children in their own immediate or extended families while more permanent placement options are identified

118-02-013

Can implement emergency out-of-home placements that minimize trauma to the child and family

118-02-014

Can support children, family members and caregivers to collaborate in transitioning children from their families into out-of-home care

118-02-015

Can help children express and cope with their concerns, needs and distress

118-02-016

Can engage families to identify placement options for their children

Skill Set 118-03 Ability to plan and implement placements that promote placement stability and permanence for children

118-03-001

Understands the benefits of foster and kinship caregivers as potential permanent placement resources for children in their care

118-03-002

Understands the need for immediate and frequent post-placement contact between children and families to reduce separation trauma

118-03-003

Knows how to conduct pre-placement decision-making meetings with families and other agency staff

118-03-004

Knows the necessary steps to fully prepare children, their families and foster/relative caregivers for placement

118-03-005

Knows how to help parents identify potential placement resources within the extended family network and neighborhood

118-03-006

Knows how to use crisis intervention methods during placements to reduce stress experienced by children and families and to strengthen their coping abilities

118-03-007

Knows how to prepare foster/relative caregivers for contact with members of a child's primary family during preplacement visits to decrease stress for the child(ren) and family

118-03-008

Knows how to maintain children's connections to their neighborhood, school, culture and community while in placement

118-03-009

Can weigh the potential trauma of separation and placement against the trauma of future maltreatment in their homes when finalizing a decision to place a child

118-03-010

Can implement emergency out-of-home placements that minimize trauma to the child and family

118-03-011

Can help children express and cope with their concerns, needs and distress

118-03-012

Can engage families to identify potential placement options for their children

Skill Set 118-04 Ability to keep parents and other family members involved with their children in placement

118-04-001

Understands the importance of sustaining children's attachments to parents, siblings and extended family members while in placement

118-04-002

Knows the child welfare professional's role in empowering family members to remain involved with children in care and invested in permanency planning

118-04-003

Understands how insufficient pre-placement preparation can increase family members' resistance to the placement

118-04-004

Understands how a child welfare professional's attitude about parents' involvement in placement planning can affect a family's willingness to become and stay involved

118-04-005

Understands how separation trauma and grief in family members may manifest in angry, hostile, belligerent or withdrawn behavior

118-04-006

Understands how removal of their children can affect a family's confidence, self-worth and commitment to reunification

118-04-007

Knows strategies to strengthen and sustain children's attachments to family members while in placement

118-04-008

Can plan and support frequent visits between children in care and their families and can address or eliminate barriers to visitation

118-04-009

Can help families cope with problems that arise during visits, including children's emotional distress and behavior problems

118-04-010

Can use family /child visits to model, reinforce and support constructive parenting practices

118-04-011

Can help family members express their anger and distress, and clarify and cope with their feelings

118-04-012

Can involve family members in ongoing reviews of case plans and ongoing reviews in making permanency decisions for their children

Skill Set 118-05 Ability to collaborate with and support foster and relative caregivers

118-05-001

Knows the importance of supportive services to foster and relative caregivers to strengthen and sustain placements

118-05-002

Knows the benefits of including foster and kinship caregivers as members of the case planning and service delivery team

118-05-003

Knows the role of caregivers in assessment of children's needs, in planning services and implementing case plan activities

118-05-004

Understands how training, respite care, mentoring programs, support groups and agency support for caregivers can strengthen and sustain placements

118-05-005

Understands the special needs of families caring for children with emotional, behavioral, medical or substance use disorders

118-05-006

Understands how placement can create unexpected and distressing changes in the caregiving family and potentially threaten placement stability

118-05-007

Understands the impact of grief and loss on caregiving families when children are returned home or adopted

118-05-008

Understands the challenges for relative caregivers who may need to restrict or control access by parents of the children in their care

118-05-009

Can support caregiver involvement in all aspects of placement planning and empower caregivers to help make case decisions

118-05-010

Can engage and prepare caregivers to work directly with family members of children in care to achieve case plan objectives

118-05-010

Can debrief and support foster and relative caregivers, children and children's families after visits

118-05-011

Can help caregivers manage conflicting feelings about supporting reunification while considering adoption or legal guardianship

Skill Set 118-06 Ability to work with families to promote reunification and placement stability

118-06-001

Knows the importance of reunification planning, preparation and ongoing supportive services to stabilize the placement and prevent children from re-entering care

118-06-002

Knows the child welfare professional's responsibilities in helping families successfully complete case plan tasks toward reunification

118-06-003

Knows the importance of teamwork and collaboration among community providers to achieve successful reunification

118-06-004

Knows the characteristics and elements of a well-developed reunification plan

118-06-005

Knows factors typically associated with repeat maltreatment of children and their re-entry into foster care

118-06-006

Understands the psychological, environmental and social barriers to reintegration and the importance of helping family members overcome these barriers

118-06-007

Understands factors that must be assessed to determine each family member's readiness for reintegration, and the dynamics associated with low likelihood of successful reunification

118-06-008

Understands typical emotional reactions of parents whose children have been placed and how these may affect parent's behavior and willingness to pursue reintegration

118-06-009

Understands how family visits can create emotional distress and trauma for children and family members

118-06-010

Understands the value of strengths-based intervention when pursuing reintegration

118-06-011

Understands why parents might choose not to pursue reintegration with their children

118-06-012

Knows how to re-evaluate risk and child safety in preparation for and during reintegration activities

118-06-013

Knows the necessary steps to prepare families for the stresses and challenges they may face during reintegration activities

118-06-014

Knows how to help families link with support systems in their extended families and communities to assist them before, during and after reintegration

118-06-015

Can help keep families engaged and emotionally involved with their children during reintegration and after children are returned home

118-06-016

Can assess family members' responses to visits and family contacts and use this information to modify reintegration plans

118-06-017

Can help families anticipate areas of stress or conflict and design strategies to prevent or overcome challenges

118-06-018

Can determine when reintegration is not an appropriate plan for a child or is not likely to succeed and can communicate this to family members

Skill Set 118-07 Ability to use concurrent case planning to develop alternative permanency goals for children who cannot be with their families

118-07-001

Knows the detrimental outcomes of impermanence and placement instability for children

118-07-002

Knows the range of permanency options available to children who cannot be reintegrated with their families

118-07-003

Knows criteria to select the most appropriate permanency goal for a child in care

118-07-004

Knows the importance of maintaining as much stability as possible in children's physical, social, cultural and psychological environments when choosing permanency goals

118-07-005

Knows the importance of asking family members to recommend potential permanent placements for their children and involving them in developing a permanency plan

118-07-006

Knows risks and disadvantages of Other Planned Permanency Living Arrangements (OPPLA) as a case plan goal for youth in need of care

118-07-007

Understands the emotional and practical dilemmas faced by relative and foster caregivers in working toward reintegration, when they have agreed to provide a permanent home for a child

118-07-008

Knows how to engage families to consider permanency options for their children without negating the importance of or the agency's commitment to promote reintegration

118-07-009

Knows how to conduct a comprehensive assessment of children's developmental needs and use this information to select the most appropriate permanent home

118-07-010

Can openly discuss with families the agency's commitment to achieving permanence for children within the time frames established by Kansas statute

118-07-011

Can help families develop permanent plans for their children when reintegration is not possible