



Child Welfare Training

The Building Blocks of Professional Development



Oregon Child Welfare Caseworker Competencies

Introduction

The Oregon Child Welfare Caseworker Competencies were adapted from competencies used in Ohio and Colorado's child welfare systems. The competencies reflect the foundational casework knowledge, skills, abilities and values that workers need to develop over their first year of hire. Achievement of competence in these areas is reached through training (classroom, on the job, and online), coaching, and ongoing evaluation and assessment of progress.

The competencies are organized into 9 skill sets: 1) Fundamentals of Child Welfare Practice; 2) Fundamentals of Engaging Families; 3) Legal Aspects of Child Protection; 4) Fundamentals of Assessment to Ensure Child Safety; 5) Fundamentals of Referral Procedures; 6) Fundamentals of Case Planning and Family-Centered Casework; 7) Fundamentals of Child Well Being; 8) Fundamentals of Placement and Permanency; and 9) Promoting the Well Being of the Child Welfare Workforce.

Each competency is defined by the specific knowledge, skills and abilities needed to achieve it. These are called competency components and are listed by letter under each competency.

Please note, the terms "child" or "children" used in this document are intended to encompass both children and young adults unless otherwise stated.

The context for these competencies are based on the guiding values of:

- Respect for each child as an individual, with unique identity and development.
- Placing importance on the relationship and engagement with the child and family.
- Partnering with Tribes, community and systems surrounding the child and family.
- Emphasizing the importance of understanding and responding to the child and family's language, race, and culture.
- Safety needs must be assured for the child well-being and permanency needs to be met.
- Ensuring that child welfare approaches are trauma informed to best serve the child and their families.

Skill Set 1: Fundamentals of Child Welfare Practice

Competencies

- 1.1 Ability to conduct child welfare practice in a manner consistent with Federal and State Legislation and Oregon child welfare values and philosophy.
- 1.2 Ability to identify children who have been abused as defined in 419B.005.
- 1.3 Ability to use trauma informed practices that are inclusive of the child and family's language, race, and culture.
- 1.4 Ability to work collaboratively with community-based partners and Tribes to achieve safety, permanency and well-being for all children and families.

1.1 Ability to conduct child welfare practice in a manner consistent with Federal and State Legislation and Oregon child welfare values and philosophy.

- A. Knows the importance of and demonstrates using critical thinking in decision-making and the value of collaboration.
- B. Knows and demonstrates DHS values and ethics, professional boundaries, and ethical considerations for working in the field of child welfare.
- C. Knows the historical and philosophical evolution of child welfare practice and how this has influenced current practice.
- D. Knows the importance of adhering to the provisions of federal and state statutes and rules in child welfare casework.
- E. Understands the rights and interests of both parents and children, and when applicable the Tribe, when making decisions in child welfare practice.
- F. Understands child welfare's responsibility to make reasonable and active efforts to prevent placement, to reunify children with their families, and to find permanent families for children who cannot go home.
- G. Understands the importance of engaging, empowering, and strengthening formal and informal supports with the family to prevent removal and placement of children.
- H. Able to apply the legal and operational definitions for child abuse as defined in Oregon Revised Statute and Oregon Administrative Rule.

1.2 Ability to identify children who have been abused as defined in 419B.005.

- A. Knows the importance of collecting sufficient information to make decisions about assigning the referral as an assessment.
- B. Knows and can apply the legal and operational definitions for child abuse as defined in Oregon Revised Statute and Oregon Administrative Rule.
- C. Knows the statutory requirements and the practice elements of the federal laws and standards, and the state laws that implement these.
- D. Knows the physical, emotional, and behavioral indicators of abused children as defined in ORS 419B.005.
- E. Knows the importance of understanding the dynamics surrounding the abuse or neglect.
- F. Understands how behavioral and emotional functioning of parental mental illness, emotional problems, family violence, and substance abuse may contribute to child maltreatment.
- G. Knows the importance of understanding behavioral and emotional functioning of parents with developmental disabilities, and how these may contribute to child maltreatment.
- H. Knows how and when to access services to assist with determining maltreatment, including but not limited to: medical, mental health, alcohol and other drug specialists, domestic violence experts, Tribal programs, and multi-disciplinary teams.
- I. Knows strategies and tools to assist in the observation, interviews, and assessment of children, youth and families to determine their safety and well-being.
- J. Knows the importance of and demonstrates the gathering all available safety related information utilizing the Oregon Safety Model to determine present and impending danger to determine the next action step.
- K. Utilizes Oregon Revised Statute and Oregon Administrative Rule definitions to determine the type of child maltreatment in a family and when to involve dependency court.

1.3 Ability to use trauma informed practices that are inclusive of the child and family's language, race, and culture.

- A. Knows the value of a trauma informed approach to engaging relatives, birth families, substitute caregivers, and when applicable the Tribe, for assuring safety, permanence and well-being for children in child welfare services.
- B. Uses a trauma informed approach to engage and involve birth families, relatives, substitute caregivers, and when applicable the Tribe, for assuring safety, permanence and well-being for children.
- C. Knows the importance of being culturally responsive to children and families including, but not limited to: their unique beliefs, views, gender identity and expression, ethnicity, race, culture, religion/spirituality, language, educational level, sexual orientation and socio-economic status.
- D. Demonstrates responsiveness to children and families including, but not limited to: their unique beliefs, views, gender identity and expression, ethnicity, race, culture, religion/spirituality, language, educational level, sexual orientation and socio-economic status.
- E. Understands the contribution of personal and institutional bias on the overrepresentation of tribal children and families, children and families of color, and sexual and gender identity and expression minority children in the child welfare system.
- F. Understands how one's own language, race and culture affects values, identity, behaviors, perceptions and assessments of others, and communication styles.
- G. Understands how cultural differences in parenting and child care practices can contribute to the perception of child maltreatment.
- H. Recognizes one's own areas of potential and implicit bias and works to prevent this from affecting judgments about and relationships with children, young adults, and families, child safety or accesses available cultural guides.
- I. Can establish rapport and relationships with individuals and families from diverse racial, cultural and religious backgrounds.
- J. Seeks to understand how race, ethnicity, and culture may be expressed by families when building the family/caseworker relationship.
- K. Seeks to understand how trauma may be expressed by families when building the family/caseworker relationship.
- L. Understands and can explain the juvenile dependency court system and related processes to families.

1.4 Ability to work collaboratively with community-based partners and Tribes to achieve safety, permanency and well-being for all children and families.

- A. Knows the value of engaging in relationships with Tribes, community agencies, and service providers to help keep children safe in their own families and communities.
- B. Knows the characteristics, benefits, and limitations of collaboration in child welfare practice.
- C. Knows how to engage and collaborate with Tribes, community agencies and service providers to plan and coordinate services for families and children.
- D. Knows how to advocate on behalf of families and children to help them obtain and utilize services from community partners.
- E. Can coordinate and collaborate with law enforcement, medical professionals, Tribes and other community professionals in implementing a multidisciplinary response to child maltreatment.
- F. Knows how to collaborate with Court Appointed Special Advocates (CASAs), Guardian Ad Litem (GALs), Tribes and others involved with the case to serve the best interests of children in the court system.
- G. Knows strategies that provide opportunities to learn about extended family and tribal supports and available services and resources in a family's neighborhood and community.
- H. Understands the importance of exploring family members' and tribal (when applicable) recommendations of culturally responsive service providers in their communities.
- I. Can identify and help families access formal and informal tribal, neighborhood, and community services that best meet their individual needs.
- J. Understands the importance of coordinating services delivered through the Tribes and with multiple service providers and the difficulties experienced by families when services are not well coordinated.
- K. Understands the responsibility to monitor and evaluate the effectiveness of safety services provided by other agencies or providers.
- L. Knows Oregon Administrative Rules and the child welfare agency's role and responsibilities when collaborating with child advocacy centers and multi-disciplinary teams during child maltreatment assessments.

Skill Set 2: Fundamentals of Engaging Families

Competencies

- 2.1 Ability to integrate statutory authority within casework practice to ensure children's safety.
- 2.2 Ability to demonstrate a professional casework relationship to engage and empower families.
- 2.3 Ability to engage and communicate with families within their own language, race and cultural context.
- 2.4 Ability to conduct individual and family meetings, interviews, and assessments.

2.1 Ability to integrate statutory authority within casework practice to ensure children's safety.

- A. Understands a caseworker's responsibilities to ensure children's safety while being an advocate for children and families.
- B. Understands the importance and benefits of using the least intrusive level of authority needed to protect children.
- C. Knows strategies to engage and empower families while retaining necessary authority to ensure child safety.
- D. Can integrate engagement and intervention strategies in a manner most appropriate for each family's racial and cultural identity while retaining necessary authority to ensure child safety.
- E. Communicates the agency's responsibility to ensure children's safety, and outlines the agency's expectations for parents in a respectful and supportive manner.

2.2 Ability to demonstrate a professional casework relationship to engage and empower families.

- A. Knows how respecting each family's right to self-determination applies to professional casework relationships.
- B. Applies values, principles and ethics related to professional casework relationships.
- C. Knows the importance of respecting the family's role in child protection within the professional casework relationship.
- D. Knows caseworker attitudes and behaviors that are effective in developing trust and confidence between the family and caseworker.
- E. Knows caseworker attitudes and behaviors that are effective in developing trust and confidence between the child and caseworker.

- F. Knows barriers in the child welfare system that can interfere with developing relationships with family members.
- G. Understands the concept of family empowerment and how a trusting and collaborative casework relationship can often motivate sustained measurable change in a family.
- H. Understands the importance of observing, exploring, and seeking interpretation of verbal and nonverbal communications, including tone of voice, facial expressions, body language, and choice of words.
- I. Knows how to observe, explore, and seek interpretation of verbal and nonverbal communications, including tone of voice, facial expressions, body language, and choice of words.
- J. Understands the importance of transparency and use of a strengths based perspective in building a collaborative casework relationship with the family.
- K. Helps families identify personal and family strengths, extended family networks, cultural connections and community/neighborhood resources to ensure children's safety.
- L. Able to identify and gather information on individual, family strengths, cultural connections and community/neighborhood resources that can build safety for children.
- M. Empower family members to fulfill case plan objectives and reassess their accomplishments.
- N. Demonstrates the ability to engage families through a trauma informed lens.

2.3 Ability to engage and communicate with families within their own language, race and cultural context.

- A. Understands how personal and societal biases, lack of knowledge, reliance on stereotypes, and cultural factors can contribute to intercultural misunderstanding and miscommunication.
- B. Knows how to address difficulties that may occur when establishing communication with families whose knowledge of English is limited, and knows how and when to involve interpreters.
- C. Knows how possible cultural norms regarding gender roles may affect the relationship between the child, family and caseworker.
- D. Knows how to identify barriers to relationship development in each family and can apply race informed, culturally responsive strategies to overcome them.

- E. Knows own limitations in working with diverse cultures and collaborates with each individual family to identify cultural values specific to the family.

2.4 Ability to conduct individual and family meetings, interviews, and assessments.

- A. Recognizes effective interview skills as a foundation for implementing family engagement in the casework process.
- B. Knows how to determine who should be interviewed and the types of information to be gathered from each person for the purposes of assessment and case planning.
- C. Knows the importance of distinguishing between an interview and an informal discussion, of establishing a purpose for each interview, of communicating this purpose to children, parents and family members, and of selecting the best interview strategies to achieve it.
- D. Knows the appropriate boundaries for disclosing personal information to children, parents and family members during an interview.
- E. Understands how a collaborative casework relationship can enhance the effectiveness of an interview and increase the accuracy of communications.
- F. Knows interviewing strategies to help family members comfortably express and discuss their feelings, concerns, and opinions.
- G. Knows interviewing strategies to actively manage conflict.
- H. Empowers children, parents and family members to freely ask questions, discuss issues, and participate in each interview.
- I. Knows how to develop interview questions to guide the direction of an interview and is able to identify cues and use critical thinking when course correction is necessary.
- J. Flexibly selects or modifies interviewing strategies in response to family members' needs, reactions and contributions.
- K. Summarizes discussion to restate or reaffirm conclusions and decisions made during an interview.
- L. Knows the purpose of structured protocols and interviewing methods to maximize the accuracy and admissibility of evidence gathered during the assessment.
- M. Understands how to consider racial, ethnic and cultural factors when interviewing family members, including children and young adults.
- N. Understands development factors that may influence interviews with children and young adults.

Skill Set 3: Legal Aspects of Child Protection

Competencies

- 3.1 Ability to access the dependency court to protect children from maltreatment and to assure permanency within legally established time frames.
- 3.2 Ability to gather, prepare, and document case information for court.
- 3.3 Ability to testify in court and at Citizen's Review Board hearings.

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

- A. Knows legal rights and protections afforded to families, children, and Tribes by court involvement and the potential consequences if legal procedures are not followed.
- B. Knows how to access Oregon statute and regulations governing the definitions of various forms of child maltreatment.
- C. Knows the roles and responsibilities of the dependency court system, parties to the case, and stakeholders in Child Welfare.
- D. Understands the purpose and processes of different types of dependency court hearings, findings, and the associated casework responsibilities.
- E. Understands the criteria for a type of court action to file in a case and how to access attorneys in making this decision.
- F. Understands the value of gathering and articulating full and accurate knowledge about a family's needs and strengths, how doing so may influence recommendations to the court and understands the benefits of well-prepared documents to child safety and permanency.
- G. Understands the provisions of federal and state laws regarding reasonable and active efforts to prevent out-of-home placement of children.
- H. Understands the legal process in which a permanency plan is changed.
- I. Understands aggravated circumstances in which relief of reasonable efforts to achieve reunification may be considered, and the necessary dependency court processes necessary to request relief from the finding.

3.2 Ability to gather, prepare, and document case information for court.

- A. Understands the few circumstances under which a permanent plan of Another Permanent Planned Living Arrangement (APPLA) can be considered.
- B. Knows when the rules of evidence apply for dependency cases.
- C. Knows the caseworker's responsibilities in locating and contacting absent legal or biological parents and putative fathers for court actions.
- D. Knows the Department's responsibilities to notify parents, specified relatives and substitute caregivers regarding court hearings.
- E. Knows what types of evidence must be gathered, documented and maintained in the case record to support court proceedings.
- F. Understands how case documentation is used in legal proceedings and the importance of case review and documentation throughout the life of a case.
- G. Knows how to prepare case documentation for filing and presentation to the court.
- H. Understands the roles and responsibilities of the caseworker regarding discovery and disclosure.
- I. Knows the risks for agencies, caseworkers, children and families of submitting erroneous or falsified documentation to the court and CRB, or failing to submit relevant information and how to respond in the event this occurs.
- J. Understands how to read and apply a court order in a timely fashion.
- K. Knows how to identify and use lay, qualified, and expert witnesses.

3.3 Ability to testify in court and at Citizen's Review Board hearings.

- A. Knows the importance of a calm and confident demeanor, professional physical appearance, and appropriate use of language while addressing the court.
- B. Knows strategies to present concise descriptions of facts and avoid presenting more detailed information than is warranted.
- C. Knows strategies to respond to direct questioning and to cross-examination.
- D. Able to present well organized, relevant information during court testimony and cross-examination.
- E. Understands the differences and similarities between juvenile dependency court and criminal, domestic relations, probate, and juvenile delinquency court.

Skill Set 4: Fundamentals of Assessment to Ensure Child Safety

Competencies

- 4.1 Ability to conduct comprehensive family assessments for purpose of case planning.
- 4.2 Ability to determine whether present or impending danger exists through comprehensive assessment.
- 4.3 Ability to develop, implement, and monitor safety plans to protect children from present or impending danger.
- 4.4 Ability to determine when a family has 'moderate to high needs' as defined by OAR 413-015.

4.1 Ability to conduct comprehensive family assessments for purpose of case planning.

- A. Knows the importance of family engagement with family members from the first telephone or face-to-face contact and through the duration of the assessment.
- B. Knows the purpose, goals, and objectives of a comprehensive family assessment.
- C. Knows how using information obtained during screening can inform the approach to the assessment.
- D. Understands dynamics that can reduce family members' willingness to provide information about their situation to the caseworker.
- E. Understands issues related to parents' constitutional rights and how to respect those rights during assessments.
- F. Knows how to be transparent with families about the assessment process in order to reduce resistance and engage children, parents and family members during interviews.
- G. Encourages families to engage with appropriate support systems to help assure children's safety and prevent out-of-home placement.
- H. Accesses a range of culturally appropriate familial, and community service resources to provide immediate child protection and/or support for the family.
- I. Knows the importance of a balanced approach to family assessment that addresses contributors to maltreatment, family strengths/protective capacities, and family needs.
- J. Conducts balanced assessments seeking holistic information, inclusive of the family's strengths, protective capacities, history, needs, and diminished protective capacities.
- K. Conducts assessments in collaboration with family members to increase the depth, accuracy, and relevance of the assessment.

- L. Understands how protective capacities and safety services can control for child safety.
- M. Understands the benefits of using open-ended interview strategies to engage children, parents and families and to obtain more thorough history and accurate assessment information.
- N. Analyzes assessment information from various sources, to draw accurate conclusions for further action.
- O. Knows the four stages of the PCA.
- P. Knows how to assess for a parent's protective capacities.
- Q. Knows how to assess for a parent's diminished protective capacities and children's needs.
- R. Can identify what the parent is willing to do and child welfare agency is required to do.

4.2 Ability to determine whether present or impending danger exists through comprehensive assessment.

- A. Conducts interviews to gather and verify information related to the six domains.
- B. Knows how to assess the extent of maltreatment domain.
- C. Knows how to assess the child functioning domain.
- D. Knows how to assess the parenting practices domain.
- E. Knows how to assess the adult functioning domain.
- F. Knows how to assess the disciplinary practices domain.
- G. Knows how to assess the circumstances surrounding the maltreatment domain.
- H. Knows how to apply the safety threshold criteria.
- I. Utilizes available resources, such as child welfare history, key community partners, Tribes, and collateral contacts to complete a comprehensive assessment on the child and family to inform decision making based on present or impending danger to children.
- J. Utilizes the safety threshold criteria to determine whether an impending danger safety threat exists.
- K. Identifies whether a present danger safety threat exists.
- L. Knows when to involve law enforcement and the respective roles of the police and child protection worker in a joint assessment.

- M. Knows the circumstances when it is appropriate to interview children prior to interviewing the child's parent(s).
- N. Knows how to determine the sequence, timing, and location of the interviews.
- O. Gathers and documents relevant information from family members, alleged child victims, extended family, and other collateral contacts during an assessment to fully understand how safety threats are operating.
- P. Know the contact requirements related to conducting a comprehensive CPS assessment.

4.3 Ability to develop, implement, and monitor safety plans to protect children from present or impending danger.

- A. Knows the importance of planning for and monitoring child safety in child welfare practice.
- B. Knows and is able to determine whether the criteria for an in home safety plan has been met.
- C. Knows how to identify and assess potential safety service providers.
- D. Defines the time frame for the safety plan.
- E. Understands concepts of reasonable and active efforts and placement prevention and how these are utilized within a safety plan.
- F. Knows how to engage and involve children, parents, family members, and culturally appropriate safety service providers in safety planning activities.
- G. Knows how to determine when an emergency, out-of-home placement is the only viable option to ensure children's safety.
- H. Knows the importance of utilizing relative and tribal resources when considering out of home placement.
- I. Knows how to build on the strengths and protective capacities of family members in meeting the safety, permanency and well-being needs of children.

4.4 Ability to determine when a family has 'moderate to high needs' as defined by OAR 413-015.

- A. Knows the purpose of assessing whether a family has 'moderate to high needs'.
- B. Understands the importance of using the definition of 'moderate to high needs' to increase the validity of the 'moderate to high needs' determination.

C. Understands the strengths and limitations of a 'moderate to high needs' determination and informs the caseworker's ability to use this information for next steps.

Skill Set 5: Fundamentals of Screening Procedures

Competencies

- 5.1 Ability to receive and document information from reporting parties.
- 5.2 Ability to screen referrals to determine the level of priority for agency response.

5.1 Ability to receive and document information from reporting parties.

- A. Understands who the mandatory reporters are, according to the statute, what is required of mandatory reporters, and the difference of mandatory reporters and non-mandatory reporters.
- B. Understands the rights and responsibilities of mandatory reporters.
- C. Utilizes strategies to engage the reporting party to affirm credibility and gather pertinent information regarding the allegation.
- D. Able to communicate next steps with the reporting party regardless of the nature of the concern.
- E. Documents information from the reporting party, collateral contacts and history in an organized manner that can be used by screening and assessment staff.
- F. Knows interview strategies to encourage and assist reporters to provide detailed, accurate information about the safety concerns for the child(ren), and the family's behaviors, conditions and circumstances.
- G. Knows the relevant questions to be asked when screening different types of referrals.
- H. Able to gather sufficient information from collateral contacts about prior maltreatment, child's current condition, the family's situation, and indicators of imminent risk.

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

- A. Knows the importance of reviewing all information within OR-Kids.
- B. Knows the requirements for determining whether the referral meets the statutory criteria for being child abuse or neglect or should be closed at screening.
- C. Knows the response times for referrals that meet the criteria.

Skill Set 6: Fundamentals of Case Planning and Family-Centered Casework

Competencies

- 6.1 Ability to help families develop and implement case plans that address high priority needs, build on child and family strengths, and reduce recurrences of maltreatment.
- 6.2 Ability to use permanency planning activities, including concurrent planning, to ensure placement stability.
- 6.3 Ability to complete case documentation while organizing and maintaining family case records.

6.1 Ability to help families develop and implement case plans that address high priority needs, build on child and family strengths, and reduce recurrences of maltreatment.

- A. Knows the benefit to children and families when using behavior-specific, complete and individualized case plans.
- B. Understands the importance of engaging family, tribal and cultural connections in all phases of case plan development.
- C. Knows how to use the case planning process to help families prioritize and problem solve concerns related to safety, permanency and well-being.
- D. Knows how to develop a case plan that is Specific, Measurable, Achievable, Realistic, and Timely (SMART) and in a language that the family can understand.
- E. Knows the benefits and requirements associated with formally documenting case plans in each family's case record.
- F. Understands how case plans are used as the agency's formal negotiated agreement with families to guide, monitor, and evaluate change and goal achievement.
- G. Understands how case objectives are derived from information gathered with the family and Tribes (when applicable) through the use of the safety assessments and interviews.
- H. Understands the importance of engaging families and Tribes in identifying and choosing appropriate resources and service providers which meet the language, racial and cultural needs of children and families.
- I. Understands how case plan documents are used in legal and court processes, and their importance in supporting the agency's legal position.
- J. Understands how effective case planning can promote successful outcomes and prevent premature or longer than necessary case closure.

- K. Understands how regular case reviews and ongoing safety plan reviews can document changes and assure the continued relevance of services and activities.
- L. Knows strategies that facilitate full involvement of child, parent, immediate and extended family members in case plan development.
- M. Knows how to develop case objectives that reflect needed changes in underlying conditions that increase risk and contribute to maltreatment.
- N. Knows how to engage families, tribal and cultural connections in identifying and accessing the most appropriate services to meet the needs of children and families.
- O. Knows how to write ongoing safety plans and case plans that can be easily understood by children, parents and family members.
- P. Knows how to select and use specific interviewing strategies that facilitate case plan development.
- Q. Knows engagement and supportive casework strategies to help families remain motivated over time to complete case plan activities.
- R. Knows strategies to involve families, Tribes, cultural connections and service providers in ongoing case review, reassessment, and revision of case plans.
- S. Knows criteria to determine when expected outcomes have been met or safety threats have been ameliorated and a case can safely be closed.
- T. Knows how to link families with ongoing support to help them sustain gains after return home, case closure and prevent recurrence of child maltreatment.
- U. Uses case planning activities as a means of involving and empowering immediate and extended families, tribal and cultural connections to address their children's safety, well being and permanency needs.
- V. Uses case plans as a monitoring tool to chart progress and promote continued work toward mutually identified goals.
- W. Uses formal case plan reviews as a tool to evaluate progress.
- X. Can use case plans as a tool to chart and monitor mandated time lines to achieve timely permanency.
- Y. Can use case plans as a feedback tool for parents to help them recognize their successes and guide continued work toward change.

6.2 Ability to use permanency planning activities, including concurrent planning, to ensure placement stability.

- A. Knows the purpose of concurrent case planning in achieving timely permanence for children.
- B. Knows the importance of early permanency planning when children enter substitute care.
- C. Knows the necessary casework activities in determining and developing a concurrent case plan.
- D. Knows how to discuss permanency planning with child, parents, family, extended family, cultural connections and tribal representatives.
- E. Knows the timeframe for recommending when the concurrent case plan should become the primary focus of casework activities.
- F. Understands placement priorities and permanency planning related to ICWA eligible cases.
- G. Knows the benefits of placement stability and the importance of permanency for children.
- H. Knows the range of permanency options available to children who cannot be reunited with their families.
- I. Knows when Another Planned Permanency Living Arrangements (APPLA) and placement with a fit and willing relative are viable permanent placement options for children in care.
- J. Can help children, parents and families develop permanent plans for their children when reunification is not possible.

6.3 Ability to complete case documentation while organizing and maintaining family case records.

- A. Knows the importance of timely, accurate case documentation for agency accountability including articulation of safety threats, conditions for return and expected outcomes.
- B. Knows multiple types, purposes and uses of case documentation.
- C. Knows the scope and type of information that should be gathered from the Tribe (if applicable), cultural connections and community service providers for inclusion in the case record.

- D. Understands how accurate case documentation contributes to effective service delivery.
- E. Knows what information can be provided to other service providers to promote open communication and collaboration in planning and service delivery, without violating peoples' rights to privacy.
- F. Knows the importance of, how to use and articulate summarized case documentation, including safety assessments and case plans, to guide supervisory case reviews and periodic case review conferences.
- G. Writes and integrates summarized, concise, and timely assessment and case plan information, and other supporting documentation into the case record.
- H. Use the statewide automated child welfare information system (OR-Kids) as the formal electronic case record.
- I. Understands the importance of documenting casework efforts to reunify families while working a concurrent permanency plan.
- J. Able to write clear and thorough case notes and documentation.
- K. Knows the liabilities for children and families of poorly organized, incomplete or inaccurate case documentation.
- L. Knows how to gather, compile and document information gathered during the assessment to determine the most appropriate disposition.
- M. Understands the importance of documenting thorough, accurate and summarized information during the assessment process.
- N. Documents assessment findings and/or conclusions in a thorough and summarized report.

Skill Set 7: Fundamentals of Child Well Being

Competencies

- 7.1 Ability to identify age-appropriate development for children across domains, including but not limited to: social, emotional, cognitive, educational, physical, health, sexual, gender, spiritual, racial, and ethnicity.
- 7.2 Ability to recognize indicators that a child is not developmentally on target and the factors that may be impacting development common to children involved in the child welfare system.
- 7.3 Ability to engage and support the parent/caregiver, child, extended family and Tribes (when applicable) in meeting the child's needs throughout the case.
- 7.4 Ability to preserve, support, develop, and enhance parent, family, child, and tribal (when applicable) relationships throughout the case.
- 7.5 Ability to assess and address the unique well being needs of children and young adults.
- 7.6 Ability to work collaboratively with the child, parents, family, Tribes, cultural connections, service providers, and community partners to meet the needs of the child.

7.1 Ability to identify age-appropriate development for children across domains including but not limited to social, emotional, cognitive, education, physical, health, sexual, gender, spiritual, racial, and ethnicity.

- A. Knows the caseworker's role as an advocate to promote healthy development of children served by the agency.
- B. Understands the combined effects of heredity (genetics and maturation), environment, and culture in shaping children's development.
- C. Knows the stages and milestones of normal development for all children, ages infant to young adult.
- D. Knows how to evaluate and identify child development in the areas of racial, cultural, gender, spiritual, and sexual identity.
- E. Understands how development in one domain influences development in the other domains.
- F. Knows how to assess a child's chronological and developmental age through observation of behavior and gathering information through relevant questions of child, parent/caregivers, family members, Tribes and other sources.
- G. Understands the importance of 'normalcy' to the wellbeing of children in care.
- H. Understands the role of reasonable and prudent parenting standards in improving child wellbeing.

- I. Understands environmental and caregiving factors that promote healthy development and resiliency.

7.2 Ability to recognize indicators that a child is not developmentally on target and the factors that may be impacting development common to children involved in the child welfare system.

- A. Understands the potential effects of maltreatment, separation and trauma on the development of children ages birth through young adulthood.
- B. Knows worker's responsibility to refer children to screening for developmental delays and disabilities, and how to arrange assessment, diagnosis and services.
- C. Can identify common mental health issues and effective treatments for children who have been maltreated or have experienced trauma.
- D. Can identify and facilitate appropriate, culturally responsive and relevant interventions related to intellectual and developmental delays for children who have been maltreated.
- E. Can identify and facilitate appropriate interventions related to behavioral concerns for children who have been maltreated.
- F. Knows the appropriate information to include in referrals for assessment and treatment.
- G. Identifies interventions that mitigate or reduce developmental interruptions.
- H. Knows the barriers to educational success children involved in the child welfare system may encounter and strategies to address them.
- I. Understands how trauma and maltreatment can have lasting impact on child development and throughout the lifespan.
- J. Understands how children's behavioral challenges may be symptoms of underlying trauma, developmental delays or emotional disturbance.
- K. Understands the additional challenges, bias and trauma encountered by oppressed groups including but not limited to LGBTQ, African American, Native American, and Hispanic children.

7.3 Ability to engage and support the parent/caregiver, child, extended family and Tribes (when applicable) in meeting the child's needs throughout the case.

- A. Understands the importance of involving parents/caregivers in treatment, assessments, meetings, and appointments related to child needs.

- B. Knows how and when to involve child and parents/caregivers in treatment, assessments, meetings, and appointments related to child needs.
- C. Can communicate a child's needs and assessment/treatment information to the child and family in family-friendly, strengths based language.
- D. Understands the importance of building meaningful and trusting relationships with the children they are serving.
- E. Can interact with children in a developmentally appropriate manner and engage them in case planning.
- F. Knows how to communicate realistic and age appropriate expectations of children's behavior to children, parents and caregivers.

7.4 Ability to preserve, support, develop, and enhance parent, family, child, and tribal (when applicable) relationships throughout the case.

- A. Understands the importance of attachment on a child's development.
- B. Can identify indicators of healthy and disrupted attachment across developmental stages.
- C. Knows the caseworker's role and responsibilities in supporting healthy attachment and permanent connections to important figures in the child's life.
- D. Knows the activities and services that increase healthy attachment and permanent connections.
- E. Understands the importance of language, race and culture and the impact these may have on a child's response to separation and placement.

7.5 Ability to assess and address the unique well being needs of children and young adults.

- A. Can use appropriate tools and techniques to fully assess child's needs including mental health assessments, CANS assessments, and Ages and Stages Questionnaires.
- B. Provides direction and support to parents/caregivers in appropriately meeting the individual needs of their children.
- C. Knows foster children's rights and caseworker responsibilities in assuring those rights are protected.
- D. Can gather, analyze, and compile information from different sources to understand a child's history and determine needs.

- E. Understands the importance of comprehensive transition planning with specific attention to LGBTQ youth and youth of color.
- F. Can incorporate a child's assessment results and treatment recommendations into case planning for the child.
- G. Understands the need to create an environment of support, understanding and acceptance in order to address the unique well-being needs of a child or young adult.

7.6 Ability to work collaboratively with the child, parent, family, Tribes, cultural connections, service providers, and community partners to meet the needs of the child.

- A. Knows what services are available in their community to meet child needs.
- B. Knows how to advocate for services for child and family that will enhance well-being.
- C. Knows the caseworker's roles and responsibilities for arranging medical evaluation and continued care of children, including dental care.
- D. Knows the caseworker's roles and responsibilities for arranging mental health or early intervention evaluation services and continued care.
- E. Can seek broad consultation from the child, child's parents, family, Tribe and child's team for critical case decisions.
- F. Knows how to effectively support substitute caregivers in meeting children's needs.
- G. Works closely with children, parents, schools, Tribes, families and substitute caregivers to assess the child's achievement of appropriate academic goals.
- H. Ability to engage in effective collaboration to meet the language, race and cultural needs of children.

Skill Set 8: Fundamentals of Placement and Permanency

Competencies

- 8.1 Ability to identify children, parents and families experiencing trauma due to separation and placement.
- 8.2 Ability to plan and implement placements that address trauma and promote safety, permanency and wellbeing for children.
- 8.3 Ability to keep parents, Tribes and other family members involved with their children in placement.
- 8.4 Ability to collaborate with and support substitute caregivers to preserve placement.
- 8.5 Ability to work with children, parents, families, and tribes to promote reunification.

8.1 Ability to identify children, parents and families experiencing trauma due to separation and placement.

- A. Knows the circumstances and behavioral indicators associated with removal and placement.
- B. Understands the caseworker's responsibility to minimize the trauma experienced by children, parents and their families during separation and placement and promote resiliency.
- C. Understands the impact and effects of removal, placement and disruption on the child and parent's functioning.

8.2 Ability to plan and implement placements that address trauma and promote safety, permanency and wellbeing for children.

- A. Knows the potential unique benefits and dynamics associated when placing children with relatives/ extended family members.
- B. Knows the factors considered when selecting the most appropriate placement setting for children, including ICWA requirements.
- C. Knows what information substitute caregivers need to successfully support children in their care and what information must be communicated to help them meet children's needs.
- D. Understands the importance for placing siblings together and the potential traumatic consequences of separating them.
- E. Understands the concept of transitioning and the importance of structuring and staging placement activities to reduce trauma and preserve placement.

- F. Understands involving children, parents and family members in placement decisions reduces stress and trauma while a child is in placement.
- G. Understands the need for immediate and frequent post-placement contact between children and families to prevent separation trauma.
- H. Understands how to conduct placement decision-making meetings with families and other treatment team professionals.
- I. Understands the necessary steps to fully prepare children, parents, their families and substitute caregivers for placement and the unique needs of relative caregivers.
- J. Understands how to help children and parents identify potential placement resources within the extended family network, Tribes and community.
- K. Understands how to use crisis intervention methods during placements to prevent stress experienced by children, parents and families and to strengthen their coping abilities.
- L. Understands how to prepare substitute caregivers and extended family for contact with members of a child's primary family during visits to decrease stress for the child(ren), parent and family and the unique dynamics associated with relative/kin caregivers.
- M. Understands how to maintain children's connections to their Tribe, neighborhood, school, culture, and community while in placement.
- N. Understands the importance of placement matching and caseworker role in ensuring that substitute caregivers have the skills, abilities, willingness and supports to meet the child's needs.

8.3 Ability to keep parents, Tribes and other family members involved with their children in placement.

- A. Knows the importance of sustaining children's attachments to parents, siblings, and extended family members while in placement.
- B. Knows the caseworker's role in empowering parents and family members to remain involved with children in care and invested in permanency planning.
- C. Plans and supports visits between children in care and their siblings, parents and extended families that promote families' ability to meet child's and family's goals.
- D. Helps parents, siblings and families plan activities associated with a successful visit.
- E. Uses family/child visits to model, reinforce, and support constructive parenting practices.

- F. Involves family members in ongoing reviews of placement plans and in making permanency decisions for children.

8.4 Ability to collaborate with and support substitute caregivers to preserve placement.

- A. Knows the importance of and makes referrals to supportive services for substitute caregivers to strengthen and sustain placements and address specific needs.
- B. Knows the benefits of including substitute caregivers as members of the case planning and service delivery team.
- C. Knows the role of caregivers in assessment of children's needs, in planning services, and implementing case plan activities.
- D. Engages and prepares caregivers to work directly with parents of children in care to achieve case plan objectives.
- E. Debriefs and supports substitute caregivers, children, and children's families after visits.
- F. Supports substitute caregivers in expressing feelings about supporting reunification while considering concurrent plans of adoption or legal guardianship.

8.5 Ability to work with parents, families, and Tribes to promote reunification.

- A. Knows the importance of reunification planning, preparation, and ongoing supportive services to stabilize the home environment and prevent a recurrence of maltreatment and re-entry into care.
- B. Knows the factors that must be assessed to determine each family member's readiness and preparation for reunification.
- C. Understands the value of strength-based intervention when pursuing reunification.

Skill Set 9: Promoting the Well Being of the Child Welfare Workforce

Competencies

9.1 Ability to conduct child welfare practice with awareness of Secondary Traumatic Stress, its potential impacts, and can effectively manage its effects.

9.1 Ability to conduct child welfare practice with awareness of Secondary Traumatic Stress, its potential impacts, and effectively manage its effects.

- A. Knows the challenges of child welfare work related to Secondary Traumatic Stress.
- B. Knows the distinguishing traits of Secondary Traumatic Stress.
- C. Knows strategies for building resilience and reducing the effects of secondary trauma.
- D. Knows when to seek assistance.