

Appendix C

OCWTP Training Resources

HOW TO USE THIS APPENDIX

The OCWTP can assist you in developing worker's skills, as described in the Practice Profiles. You can access workshops in two ways:

- 1) Identify, from the lists below, the competencies for which your worker needs development. These competencies can be listed as objectives in your worker's Individual Development Plan (IDP) by merely copying the identified competencies into an e-mail to your RTC who will enter them as objectives into your worker's IDP and e-mail it back to you. From there, you can search for corresponding workshops by clicking on the IDP objective and its associated competency. Furthermore, you can track your worker's progress on completing their professional development tasks through the IDP.
- 2) You can also directly search for workshops by using the "Classifications" search function in E-Track. (Under "What Would You Like to Learn Today" click "Advanced search and then the magnifying glass to the right of "Classifications".)
- 3) Keep in mind that your workers may need coaching to further refine and practice skills first taught in workshops. Contact your regional training center to request coaching.

Following are lists of competencies and E-Track classifications that correspond to each Practice Profile.

PRACTICE PROFILE: ADVOCATING

E-Track Classification: Client and System Advocacy

Competencies:

OCWTP Topic 306: COLLABORATION, TEAMWORK AND CUSTOMER SERVICE

Skill Set 306-02: Ability to provide effective customer service to families served by the agency	
306-02-003	Understands the importance of advising families of their rights and of explaining grievance procedures and potential avenues of recourse if they are not satisfied with agency services
306-02-005	Knows how to elicit and discuss family members' concerns about agency actions, case plans, or services, and how to evaluate the legitimacy of their issues
306-02-006	Knows strategies to advocate on behalf of families to constructively address their concerns and complaints

OCWTP Topic 319: CLIENT AND SYSTEM ADVOCACY

Skill Set 319-01: Ability to advocate on behalf of children and families and to teach clients self-advocacy strategies	
319-01-001	Knows the purpose of various types of advocacy and their application to child welfare casework
319-01-002	Understands the caseworker's role to advocate for families and children with community service providers, courts, school personnel, landlords, and others to protect family members' rights and interests and ensure the receive needed services
319-01-003	Understands factors that can contribute to family members' discomfort or lack of capacity to advocate for their own needs
319-01-004	Understands cultural variations in values and expectations regarding assertive behavior, including age, gender, and role differences
319-01-005	Knows how to model, teach, and coach family members in assertive communication and behavior strategies consistent with their age, gender, and culture
319-01-006	Knows strategies to advocate with agency managers and in the community to meet the service needs of client groups served by the agency
319-01-007	Can guide and empower families to advocate on behalf of their members and strengthen their efforts using the authority vested in the child welfare agency

OCWTP Topic 111: FUNDAMENTALS OF FAMILY-CENTERED CHILD PROTECTIVE SERVICES

Skill Set 111-04: Ability to work within a community-based system of child protection and family support	
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 Community Action Centers, law enforcement, hospitals, and other community professionals in implementing interdisciplinary responses to child maltreatment

OCWTP Topic 116: FUNDAMENTALS OF CASE PLANNING AND FAMILY-CENTERED CASEWORK

Skill Set 116-02: Ability to work collaboratively with families and service providers to plan and coordinate services	
116-02-003	Knows the liabilities 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
116-02-007	Understands the caseworker's responsibility to be an advocate for families and children to ensure access to needed services
116-02-010	Can enable families and service providers to work as a team to ensure children's safety and permanence
116-02-013	Can advocate on behalf of families to eliminate barriers and to coordinate services provided by neighborhood and community-based providers

OCWTP 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 in all domains for children of varying ages	
117-01-001	Knows the caseworker's role as an advocate to promote healthy development of children served by the agency

OCWTP Topic 201: ADOPTION AND FOSTER CARE

Skill Set 201-06: Ability to provide services that meet the developmental, psychological, and permanency needs of children in placement	
201-06-002	Knows the importance of building collaboration and resolving conflict between the child welfare agency, birth families, resource families, and community providers to ensure well planned, timely, and integrated services for children in care
201-06-012	Knows how to help adoptive and foster families advocate to ensure that children in their care receive all legally required services
201-06-016	Can advocate with public school systems to ensure that children receive the special education services to which they are entitled

OCWTP Topic 202: SERVICES TO ADOLESCENTS

Skill Set 202-04: Ability to support adolescents who are pregnant or parenting their own children	
202-04-001	Knows community-based social, medical, and legal resources for adolescents who are pregnant or parenting
202-04-005	Knows how to help mediate and resolve disagreements between adolescents who are pregnant or parenting and their own parents and families
202-04-006	Knows how to help adolescent parents establish paternity, obtain child support, and negotiate involvement of the non-custodial parent
202-04-007	Knows how to help adolescent parents access educational programs that enable them to complete formal education or job training

OCWTP Topic 203: SEXUAL ABUSE

Skill Set 203-04: Ability to assess and serve children and adolescents with sexually abusive behaviors	
203-04-015	Can educate professionals and the larger community about the needs of children and adolescents with sexually abusive behaviors and the best interventions to meet their needs

OCWTP Topic 205: LEGAL ISSUES IN CHILD WELFARE

Skill Set 205-04: Ability to protect a family's rights and prevent litigation against the agency and its staff	
205-04-001	Knows the legal rights of parents, children, non-custodial parents, incarcerated parents, grandparents, and substitute caregivers in child welfare cases
205-04-004	Knows how to present and explain case information to family members, defense attorneys, and community agencies in a manner that preserves the rights of family members and protects the agency and caseworker from liability

Skill Set 205-05: Ability to support families and court personnel engaged in mediation activities	
205-05-001	Knows the philosophy, purpose, procedures, and desired outcomes of mediation in cases in court

	settings
205-05-002	Knows the types of case situations most appropriate for mediation to divert cases from formal court hearings
205-05-003	Knows the caseworker's role and responsibilities in helping prepare families for mediation proceedings
205-05-004	Knows strategies to collaborate with court personnel conducting mediation activities

OCWTP Topic 211: KINSHIP CARE

Skill Set 211-01: Ability to work with kinship caregivers to promote placement stability and permanence for children in care	
211-01-004	Knows the types of supports and services potentially needed by kinship caregivers to promote the safety, health, and development of children in their care
211-01-023	Can educate kinship caregivers to advocate with service resources and providers to meet their own and their children's needs

OCWTP Topic 214: PROMOTING CHILDREN'S EDUCATIONAL SUCCESS

Skill Set 214-01: Ability to enhance children's educational and social adjustment in school to prevent academic failure or school dropout	
214-01-001	Knows the caseworker's role and responsibility in monitoring and supporting children in school
214-01-002	Knows state and local laws and school policies regarding truancy, behavior offenses, suspension, expulsion, and other disciplinary actions
214-01-003	Knows federal and state regulations and school procedures governing school-based prevention programs
214-01-004	Knows federal and state laws and school policies regarding special education programs and Individualized Education Plans (IEPs)
214-01-005	Understands developmental, family, school, and environmental factors that may prevent children from attending school or achieving academic success
214-01-012	Knows how to use home visits, casework interventions, and family group meetings to educate, empower, and motivate families to advocate for and support their children's school success
214-01-013	Knows how to educate families and caregivers to work with school personnel to develop Individualized Educational Plans (IEPs) for children
214-01-014	Knows how to assess the educational or job training needs of youth at risk of school drop-out
214-01-015	Knows how to help youth understand their educational rights and opportunities and access the educational program best suited to address their individual needs
214-01-017	Can work with school personnel to identify and remedy school-based factors contributing to a child's school failure or drop-out
214-01-018	Can involve the court, when necessary, to protect children from being victims of educational neglect
214-01-019	Can educate and advocate with school personnel to promote educational success for children who have been maltreated, experienced trauma, and/or have been placed out of their own families
214-01-020	Can work with schools and advocate to protect vulnerable children from the effects of discrimination and bullying in the school setting

OCWTP Topic 303: CASEWORK WITH CHILDREN

Skill Set 303-03: Ability to plan and implement developmentally appropriate casework interventions for children	
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303-03-003	Knows strategies to support and stabilize children to help prevent traumatic consequences from separation and out-of-home placement
303-03-006	Knows how to identify parenting/caregiving strategies and treatment services to help children who have experienced trauma
303-03-007	Can monitor service provision and advocate on behalf of children to assure that their developmental and treatment needs are met

OCWTP Topic 304: MENTAL HEALTH PROBLEMS IN CHILDREN AND ADOLESCENTS

Skill Set 304-02: Ability to provide and monitor treatment for children and youth with mental illness, emotional, or behavioral disorders	
304-02-002	Knows the types of supportive in-home services available for families who want to care for their children or adolescents at home
304-02-004	Knows the financial, social, and systemic barriers faced by families seeking services for children or adolescents with mental health or severe behavioral problems
304-02-008	Can mobilize and help access supportive community-based services, specialized out-of-home placements, financial resources, and respite care for families whose children or adolescents have mental illness or behavior problems
304-02-010	Can coach and assist parents to advocate for needed services and sustain their involvement in treatment

OCWTP Topic 308: MENTAL HEALTH CONDITIONS IN ADULTS

Skill Set 308-02: Ability to provide treatment and supportive services to parents with mental health disorders and ensure permanent safe care for their children	
308-02-001	Knows the caseworker's role in case planning, service referral, case management, and monitoring for parents with mental health conditions
308-02-003	Knows the rights of adults to refuse treatment for mental health conditions and the effects of this decision on long-term planning for their children's safety
308-02-004	Knows how to engage and mobilize extended family members and community support networks to help stabilize, support, and monitor parents with mental health conditions and monitor the safety of the children
308-02-005	Knows how to help parents with a mental health condition realistically assess their capacity to safely care for their children in the immediate and longer term future
308-02-006	Knows how to work with immediate and extended family members to support, monitor, provide respite, or provide placement for children whose parents have mental health conditions
308-02-008	Can advocate on behalf of adults with mental health conditions to receive the most appropriate therapeutic and supportive services for their condition
308-02-009	Can obtain emergency psychiatric care for adults in mental health crisis situations

OCWTP Topic 326: DEVELOPMENTAL DISORDERS IN CHILDREN AND ADOLESCENTS

Skill Set 326-02: Ability to provide case management and supportive services to families of children with developmental disorders	
326-02-001	Knows the types of early intervention needed to minimize the effects of a developmental disorder on children's growth and development
326-02-002	Knows the role of the caseworker as an advocate and case manager to help families of children with developmental disorders access and coordinate services

326-02-003	Knows the types of services necessary to enable families to care for children with developmental disorders in their own homes
326-02-005	Knows the systemic and financial barriers encountered by families of children with developmental disorders when trying to access medical, educational, and developmental services for their children
326-02-013	Can identify medical, social, financial, and educational resources for children with developmental disorders and help families access needed services

PRACTICE PROFILE: ASSESSING

E-Track Classification: Assessment: Safety, Risk, Family Assessment

Competencies:

OCWTP Topic 111: FUNDAMENTALS OF FAMILY-CENTERED CHILD PROTECTIVE SERVICES

Skill Set 111-02: Ability to identify children who have been physically abused, neglected, sexually abused, or emotionally maltreated	
111-02-007	Knows the physical, emotional, and behavioral indicators of physical abuse, sexual abuse, neglect, and emotional maltreatment
111-02-008	Knows interpersonal and family dynamics commonly associated with physical abuse, sexual abuse, neglect, and emotional maltreatment
111-02-009	Knows the effects of environmental conditions and social factors that contribute to physical abuse, sexual abuse, neglect, and emotional maltreatment
111-02-010	Knows behavioral and emotional indicators of parental mental illness, emotional problems, family violence, substance abuse, and developmental disabilities, and how these can contribute to child maltreatment
111-02-011	Knows criteria to determine when a family's poverty or homelessness may increase risk or contribute to neglect
111-02-012	Knows criteria to differentiate accidental from inflicted injury to children
111-02-013	Understands how unsafe home and community environments may affect a family's ability to provide safe care for their children
111-02-014	Understands types of parenting practices that can contribute to child maltreatment and increase risk of harm to children
111-02-015	Knows strategies to observe, interview, and assess children to gather information about their health and well being
111-02-016	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

OCWTP Topic 114: FUNDAMENTALS OF ASSESSMENT IN CHILD PROTECTIVE SERVICES

Skill Set 114-01: Ability to determine the level of immediate and future risk of abuse or neglect to children	
114-01-001	Knows the purpose of risk assessment in assessing child maltreatment allegations and determining children's safety
114-01-002	Understands the importance of using formal risk assessment technologies to increase the validity of conclusions about risk
114-01-003	Understands the components, strengths and limitations of risk assessment instruments and technologies
114-01-004	Understands how safety assessment fits within the continuum of risk assessment strategies.
114-01-005	Understands the individual, family and environmental factors often associated with increased risk of maltreatment to children
114-01-006	Understands individual, family, and environmental strengths that can often mitigate risk and protect children from maltreatment
114-01-007	Understands the complex interactions of risk contributors 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.
114-01-009	Knows strategies to gather information from immediate and extended family members about contributors to risk and protective factors in the family.
114-01-010	Knows how to elicit information from key informants, case records, community professionals and other sources to expand and verify information collected from family members
114-01-011	Can conduct individual and family interviews to gather and verify information about risk factors present in the family and their environment
114-01-012	Can use standardized risk assessment tools to accurately estimate and document the risk of future harm for a child
114-01-013	Can identify strengths and resources in the immediate and extended family, neighborhood, and community that can mitigate risk
114-01-014	Can use information about present risk factors to establish an appropriate level of priority and urgency for an intake or initial family assessment

Skill Set 114-02: Ability to conduct comprehensive family assessments for purposes of case planning and service delivery	
114-02-001	Knows the importance of a holistic approach to family assessment that addresses contributors to maltreatment, family strengths/protective capacities, and family needs.
114-02-002	Knows the liabilities and potential dangers to children of basing case plans and services on an insufficient or inaccurate assessment.
114-02-003	Knows the importance of conducting assessments in collaboration with family members to increase the depth, accuracy, and relevance of assessment findings
114-02-004	Knows the full range of individual, family, and environmental problems, strengths, and resources to be addressed in a child welfare family assessment
114-02-005	Understands how family needs, problems, and environmental conditions may interact to increase the potential for recurrences of child maltreatment
114-02-006	Understands how protective capacities, including family resilience, coping skills, and intrafamilial and community supports, can help families prevent recurrences of maltreatment
114-02-007	Understands how cultural factors and differences in parenting practices can complicate a family assessment and potentially lead to inaccurate conclusions about families
114-02-008	Understands the benefits of using open-ended interview strategies to engage families and to obtain more thorough and accurate assessment information.
114-02-009	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.
114-02-010	Understands the potential harm to families and children of drawing conclusions based on inaccurate or insufficient information
114-02-011	Understands the importance of documenting thorough, summarized case assessment information in the family's case record
114-02-012	Knows how to select and sequence activities to maximize family members' comfort and participation in the assessment
114-02-013	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.
114-02-014	Can help families identify specific risk factors that may contribute to or sustain child maltreatment in the family
114-02-015	Can help families identify personal and family strengths, extended family networks, and community/neighborhood resources to ensure children's safety and promote constructive change
114-02-016	Can document assessment findings and conclusions in a thorough, summarized assessment report

OCWTP Topic 115: FUNDAMENTALS OF INVESTIGATIONS

Skill Set 115-01: Ability to screen referrals to determine the level of priority for agency response	
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	Knows the relevant criteria to be used when screening referrals of different types, and the appropriate priority level for different presenting needs and referral concerns
115-01-004	Can gather sufficient information about prior maltreatment, child's current condition, the family's situation, and indicators of imminent risk to establish the priority level for agency response.
115-01-005	Can determine which referrals should be accepted for investigation, which should be referred for assessment or to alternative providers, and which should be closed at the screening level.

OCWTP Topic 214: PROMOTING CHILDREN'S EDUCATIONAL SUCCESS

Skill Set 214-01: Ability to enhance children's educational and social adjustment in school to prevent academic failure or school dropout	
214-01-014	Knows how to assess the educational or job training needs of youth at risk of school drop-out

PRACTICE PROFILE: COLLABORATING

E-Track Classification: Collaboration, Team Work and Customer Service

Competencies:

OCWTP Topic 306: COLLABORATION, TEAMWORK AND CUSTOMER SERVICE

Skill Set 306-01: Ability to enhance collaboration and service coordination among units, departments, and agencies serving children and families.	
306-01-001	Knows the benefits and challenges of intraagency, interagency, and interdisciplinary team approaches to serving families and children
306-01-002	Knows the potential intrasystem and intersystem barriers to collaboration with other staff, units, departments, or community agencies
306-01-003	Knows the types and characteristics of work groups that can enhance collaboration, including ad hoc and standing committees, task forces, advisory boards, interdisciplinary case review teams, and strategic planning groups
306-01-004	Understands how services offered by different organizations can be integrated to create an effective continuum of care within a community for children and families
306-01-005	Understands the detrimental outcomes to families and children when agencies serving them fail to collaborate or coordinate their work
306-01-006	Understands how an agency's policies and procedures can increase conflict and prevent collaboration with other community agencies
306-01-007	Understands the typical stages of group development and how to help working groups maintain productivity at each stage of their development
306-01-008	Understands the value and benefits of diversity in teamwork.
306-01-009	Knows facilitation strategies that can build and sustain collaboration among staff and their organizations
306-01-010	Can involve personnel in other agencies to collaborate in developing intervention plans and delivering services to families concurrently being served by these agencies

Skill Set 306-02: Ability to provide effective customer service to families served by the agency	
306-02-004	Knows how to apply engagement and relationship strategies with families to help them become more comfortable collaborating with the agency

OCWTP Topic 111: FUNDAMENTALS OF FAMILY-CENTERED CHILD PROTECTIVE SERVICES

Skill Set 111-04: Ability to work within a community-based system of child protection and family support	
111-04-004	Knows how to collaborate with community agencies and service providers to plan and coordinate services to families and children
111-04-006	Can collaborate with Community Action Centers, law enforcement, hospitals, and other community professionals in implementing interdisciplinary responses to child maltreatment

OCWTP Topic 113, LEGAL ASPECTS OF CHILD PROTECTION

Skill Set 113-01: Ability to access the juvenile court to protect children from maltreatment and to assure permanency within legally established time frames	
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113-01-006	Knows roles and responsibilities of all parties in child protection proceedings in the juvenile court
113-01-014	Knows how to collaborate with Court Appointed Special Advocacy (CASAs) and Guardians ad Litem (GALs) to serve the best interests of children in the court system
113-01-016	Can initiate and follow through with the appropriate juvenile court actions to assure children's safety
113-01-017	Can collaborate with juvenile court personnel and the prosecuting or agency attorney in court actions on behalf of children

OCWTP Topic 115: FUNDAMENTALS OF INVESTIGATIONS

Skill Set 115-02: Ability to use a family-centered approach when conducting child maltreatment investigations	
115-02-006	Knows how to link families with community or agency services at the time of the investigation to assure children's safety and prevent out-of-home placement
115-02-008	Can access a range of neighborhood and community service resources to provide immediate child protection and/or support for the family

Skill Set 115-03: Ability to plan, coordinate, and conduct investigations in collaboration with community partners	
115-03-003	Knows the benefits of using a formal, interagency and interdisciplinary approach to child maltreatment investigations
115-03-004	Knows the child welfare agency's role and responsibilities when collaborating with child advocacy centers (CACs) and multi-disciplinary teams during child maltreatment investigations
115-03-005	Knows when to involve law enforcement and the respective roles of the police and child protection worker in an investigation
115-03-014	Can coordinate the agency's investigation activities with other members of interdisciplinary child maltreatment teams.

OCWTP Topic 116: FUNDAMENTALS OF CASE PLANNING AND FAMILY-CENTERED CASEWORK

Skill Set 116-01: Ability to develop and help families implement case plans that address high priority needs, build on family strengths, and reduce recurrences of maltreatment	
116-01-022	Knows how to link families with ongoing support to help them sustain gains after case closure and prevent reopening of cases

Skill Set 116-02 Ability to work collaboratively with families and service providers to plan and coordinate services	
116-02-003	Knows the liabilities 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
116-02-008	Understands the importance of coordinating services delivered by multiple service providers and the difficulties experienced by families when services are not well coordinated
116-02-010	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 neighborhood and community services that

	best meet their individual needs
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OCWTP Topic 117: FUNDAMENTALS OF CHILD DEVELOPMENT: IMPLICATIONS FOR FAMILY-CENTERED CHILD PROTECTIVE SERVICES

117-03: Ability to help families access appropriate community resources to address children's developmental needs	
117-03-004	Understands the importance of interagency collaboration and eliminating inter-system and funding barriers when serving children with developmental disabilities 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

OCWTP Topic 201: ADOPTION AND FOSTER CARE

Skill Set 201-01: Ability to recruit resource families (foster, adoption, and respite) for children served by the agency	
201-01-007	Knows how to partner with community centers, religious institutions, and neighborhood groups to educate members and assess their interest in foster care or adoption

Skill Set 201-03: Ability to coordinate and conduct training for resource families	
201-03-008	Knows how to use neighborhood resource groups or mentoring programs to provide coaching and guidance by experienced caregivers to newer resource families
201-03-009	Can coordinate programming to address the ongoing learning needs of individual resource families

Skill Set 201-06: Ability to provide services that meet the developmental, psychological, and permanency needs of children in placement	
201-06-002	Knows the importance of building collaboration and resolving conflict between the child welfare agency, birth families, resource families, and community providers to ensure well planned, timely, and integrated services for children in care
201-06-010	Knows strategies to promote collaboration among caregivers, birth parents, relatives/extended family, and service providers to achieve permanence for children in care
201-06-012	Knows how to help adoptive and foster families advocate to ensure that children in their care receive all legally required services

OCWTP Topic 202: SERVICES TO ADOLESCENTS

Skill Set 202-05: Ability to serve unruly and delinquent adolescents	
202-05-005	Understands the use of court diversion programs for unruly youth or first-time offenders and the importance of community collaboration in supporting and helping these youth
202-05-011	Knows how to collaborate with law enforcement and juvenile court personnel to develop case plans and placement plans for unruly and delinquent adolescents

OCWTP Topic 203: SEXUAL ABUSE

Skill Set 203-02: Ability to investigate allegations of child sexual abuse	
203-02-004	Knows when to involve law enforcement, prosecutors, physicians, and other community partners in sexual abuse investigations and each partner's roles and responsibilities
203-02-014	Knows how to coordinate activities with law enforcement personnel to identify, collect, and protect physical evidence during a sexual abuse investigation
203-02-015	Knows how to access and integrate findings from medical evaluations and psychological assessments in child sexual abuse investigations
203-02-022	Knows how to obtain legal, therapeutic, and other services to protect and support child victims and their families during sexual abuse investigations
203-02-023	Can work with community partners and other disciplines in a team approach to sexual abuse investigation

Skill Set 203-03: Ability to conduct family assessments and identify services for child victims of sexual abuse and their families	
203-03-005	Understands the roles of medical, mental health, and other community professionals in assessing and treating child victims of sexual abuse and their families
203-03-011	Can access, coordinate, and monitor the success of treatment and supportive services for child victims of sexual abuse, siblings, and non-offending parents
203-03-012	Can work with community partners to increase the range of effective treatments available to child victims of sexual abuse and their families in the community

Skill Set 203-04: Ability to assess and serve children and adolescents with sexually abusive behaviors	
203-04-011	Knows how to involve law enforcement and the court system to hold children or adolescents with sexually abusive behaviors accountable and in helping motivate them to pursue treatment
203-04-012	Knows how to access psychological and developmental assessment of children and adolescents with sexually abusive behaviors to assist in service and treatment planning
203-04-013	Knows strategies to involve children and adolescents with sexually abusive behaviors in developmental and treatment services appropriate for their age and individual needs

Skill Set 203-05: Ability to coordinate out-of-home care for children who have been sexually abused or who have sexually abusive behaviors, and support their foster, kinship, or adoptive families (resource families).	
203-05-010	Knows how to locate and access counseling and consultation for resource families caring for children who have been sexually abused or children with sexually abusive behaviors

OCWTP Topic 205: LEGAL ISSUES IN CHILD WELFARE

Skill Set 205-01: Ability to work with attorneys, prosecutors, court personnel, and other service providers to complete court related activities	
205-01-001	Knows protocols and procedures stipulated in the county's Memorandum of Understanding that guide agency collaboration with law enforcement and court personnel
205-01-002	Understands the terminology, functions, and procedures used in probate, common pleas, domestic, and drug courts as they relate to child welfare cases

205-01-003	Understands the functions and legal processes of the county Child Support Enforcement Agency (CSEA) in child welfare cases
205-01-004	Understands the caseworker's role and responsibilities in working with probate, common pleas, domestic, and drug courts
205-01-005	Understands the caseworker's role and responsibilities in legal activities related to child support enforcement
205-01-006	Understands the types of case information that may be shared with prosecuting attorneys, defense attorneys, and Guardians ad Litem, under what circumstances, and whether a formal release of information is required
205-01-007	Knows strategies to collaborate with legal personnel representing the agency to compile case information to support a court filing
205-01-008	Can respond to questions and provide case-related information to prosecuting and defense attorneys, Guardians ad Litem, and victim-assistance personnel in the manner and time frame best suited for each situation

Skill Set 205-02: Ability to prepare children and family members for court hearings

205-02-004	Knows how to collaborate with legal personnel to determine whether a child should testify in court hearings
205-02-006	Can collaborate with legal personnel to educate and coach children and families to attend or testify in court hearings

Skill Set 205-05: Ability to support families and court personnel engaged in mediation activities

205-05-004	Knows strategies to collaborate with court personnel conducting mediation activities
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OCWTP Topic 206: SCREENING, INTAKE, AND INVESTIGATION

Skill Set 206-02: Ability to assess and serve families within a differential response system

206-02-017	Can access short term intervention and treatment services to stabilize families and prevent crisis in families served in an alternative track
206-02-018	Can link families in alternative tracks with permanent resources and support systems to stabilize and sustain them after the agency is no longer involved

Skill Set 206-03- Ability to plan, conduct, and coordinate child maltreatment investigations and gather evidence for use in court hearings

206-03-002	Knows the roles and responsibilities of law enforcement officers, prosecuting attorneys, hospital staff, and other members of multidisciplinary investigation teams
206-03-004	Knows the role and purpose of professional staff at Child Advocacy Centers and how to coordinate investigation interviews
206-03-005	Knows procedures for coordinating investigation activities with members of multidisciplinary investigation teams
206-03-006	Understands the differences in roles, responsibilities, and investigation methods used by social workers and law enforcement officers during joint investigations

OCWTP Topic 207: FAMILY-CENTERED AND STRENGTHS-BASED SERVICES

Skill Set #207-01- Ability to use strengths-based and family-centered models of service delivery with families in their own neighborhoods and communities

207-01-004	Understands the value of accessing services and resources for families within their own
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	neighborhoods and local communities
207-01-009	Understands the benefits of neighborhood-based, multidisciplinary service and advocacy centers for children and families
207-01-015	Knows how to identify, engage, and partner with naturally-occurring supports and service providers in a family's neighborhood and community
207-01-016	Knows how to motivate a community's social service, political, religious, and educational leaders to improve the physical, economic, and social environments of families to promote child safety
207-01-017	Can work effectively in integrated, neighborhood-based service centers that are easily accessible to the families they serve
207-01-018	Can monitor, coordinate, and evaluate services provided by local providers to ensure their effectiveness and relevance

OCWTP Topic 208: PHYSICAL ABUSE

Skill Set 208-01: Ability to identify, assess, and treat physically abused children and their families	
208-01-013	Knows how to work collaboratively with law enforcement and child abuse teams to investigate and respond to serious cases of abuse
208-01-015	Knows how to access the proper medical interventions for abused children and collaborate with health care professionals in planning treatment
208-01-017	Knows how to help school personnel modify their approaches to education and behavior management to meet the needs of children who have been abused

OCWTP Topic 209: NEGLECT

Skill Set 209-01: Ability to identify, assess, and treat neglected children and their families	
209-01-018	Knows the types of services necessary to promote the healthy development of children who are developmentally delayed as a result of neglect
209-01-019	Knows how to work with medical and legal personnel to determine when a parent's failure to provide medical care for a child qualifies as neglect
209-01-021	Knows how to access community resources to strengthen and support families socially and economically to enable them to improve their care of their children
209-01-022	Knows strategies to link neglectful families into stable and sustainable community networks to support and enhance their parenting over a long period of time
209-01-025	Can procure mental health assessments of neglectful parents to identify their needs and ensure they receive appropriate mental health treatment
209-01-026	Can work with families and medical providers in situations of medical neglect to ensure children's immediate safety and provide ongoing medical care
209-01-027	Can provide intensive developmental services for neglected children to help overcome the effects of having been neglected
209-01-028	Can work with families and schools to remedy school truancy and ensure that children receive an appropriate education

OCWTP Topic 210: ACHIEVING PERMANENCE FOR CHILDREN

Skill Set 210-03: Ability to create a permanency team for children in need of permanent homes and connections	
210-03-005	Knows strategies to engage individuals to be members of a child's permanency team, including CASA/GALs, teachers, therapists, members of the child's religious community, extended family members, and other persons serving or involved with the child

OCWTP Topic 211: KINSHIP CARE

Skill Set 211-01: Ability to work with kinship caregivers to promote placement stability and permanence for children in care

211-01-018	Knows how to link kinship caregivers to educational, medical, psychological, developmental, and other services to enable them to meet children's special needs
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OCWTP Topic 213: REUNIFICATION AND PREVENTING RE-ENTRY**Skill Set 213-01: Ability to reunite children in placement with their families and to provide services to prevent placement disruption and re-entry of children into out-of-home care**

213-01-018	Knows how to keep families engaged and invested in post-reunification services, and knows when families are sufficiently stable that such services can be safely discontinued
213-01-023	Can help reunified families strengthen permanent supportive networks of extended family, friends, and professional helpers to stabilize and sustain them

OCWTP Topic 214: PROMOTING CHILDREN'S EDUCATIONAL SUCCESS**Skill Set 214-01: Ability to enhance children's educational and social adjustment in school to prevent academic failure or school dropout**

214-01-016	Knows how to link children with tutors and other supportive educational services to enhance their academic progress
214-01-017	Can work with school personnel to identify and remedy school-based factors contributing to a child's school failure or drop-out
214-01-018	Can involve the court, when necessary, to protect children from being victims of educational neglect
214-01-020	Can work with schools and advocate to protect vulnerable children from the effects of discrimination and bullying in the school setting

OCWTP Topic 308: MENTAL HEALTH CONDITIONS IN ADULTS**Skill Set 308-02: Ability to provide treatment and supportive services to parents with mental health disorders and ensure permanent safe care for their children**

308-02-010	Can coordinate services and collaborate with treatment providers serving adults with mental health conditions
308-02-011	Can help sustain contact and relationships between parents with mental health conditions and their children in substitute care placements

PRACTICE PROFILE: COMMUNICATING

E-Track Classification: Communication: Written and Verbal

Competencies:

OCWTP Topic 315: WRITTEN AND ORAL COMMUNICATION

Skill Set 315-01: Ability to communicate effectively both verbally and in writing	
315-01-001	Knows the principles, rules, and standards for effective written and oral communication
315-01-002	Knows the primary personal communication styles and can identify one's own preferred style(s)
315-01-003	Knows the purposes of case documentation and the types of information that should be included in family case records
315-01-004	Knows the difference between case narrative and summary case recording and the appropriate uses of both
315-01-005	Understands the necessity of documenting factual information rather than judgments or assumptions
315-01-006	Understands how differences in communication styles may affect the way people interpret a communication and may increase the potential for misjudgments and misunderstandings
315-01-007	Understands common barriers to effective communication and strategies to overcome them
315-01-008	Knows how to document child maltreatment reports, family history, risk and safety assessments, comprehensive family assessments, and case plan information in permanent case records
315-01-009	Knows how to deliver effective presentations about child welfare programs and services in the agency and community
315-01-010	Can formulate and write clear, factual, precise documentation for case records, reports, and court filings
315-01-011	Can adapt personal communication style to be more effective with families, co-workers, and other professionals

Skill Set 315-02: Ability to communicate effectively in meetings, supervisory conference, case plan reviews, meetings with client families, and other group settings	
315-02-001	Knows the importance of setting clear goals and objectives for meetings or conferences prior to convening them
315-02-002	Understands the caseworker's responsibility to provide current, relevant, factual information to inform discussion and help achieve a meeting's objectives
315-02-003	Understands the responsibility of the meeting chairperson or facilitator to set an agenda and keep participants focused, on task, and communicating clearly
315-02-004	Knows how to select and prepare materials and talking points to address the topics and issues to be discussed in a meeting or conference
315-02-005	Knows how to use open-ended queries to gather information from meeting participants and to encourage participation
315-02-006	Knows how to use clarification and summarization strategies to help move discussion along and to arrive at conclusions
315-02-007	Knows strategies to empower meeting participants to contribute freely, be honest, negotiate to consensus, and deal with differences constructively
315-02-008	Can convene, lead, and participate effectively in meetings and conferences
315-02-009	Can recognize when meetings are unproductive and can redirect discussion to achieve stated goals

PRACTICE PROFILE:

DEMONSTRATING CULTURE AND DIVERSITY COMPETENCE

E-Track Classification: Culture and Diversity

Competencies:

OCWTP Topic 307: CULTURE AND DIVERSITY

Skill Set 307-01: Ability to serve families from diverse ethnicities, cultures, and backgrounds	
307-01-001	Knows the various forms of diversity and how they shape people's beliefs, feelings, actions, and relationships with others
307-01-002	Knows the importance of serving families from diverse backgrounds in the context of their own values, beliefs, traditions, and communities
307-01-003	Knows the specific cultural traits, beliefs, traditions, codes of conduct, and parenting practices of the cultural groups served by the agency
307-01-004	Understands how a worker's background, values, beliefs, and traditions can influence their work with families and children
307-01-005	Understands how an ethnocentric perspective and lack of cultural knowledge can undermine a worker's ability to serve clients from diverse backgrounds
307-01-006	Understands the concepts of cultural relativism and cultural pluralism
307-01-007	Understands how stereotyping can promote inaccurate and unjust assessments of people from diverse backgrounds
307-01-008	Understands the dynamics of racism, sexism, ageism, homophobia, and other forms of discrimination, and how these affect children and families
307-01-009	Understands how a family's experiences with authority and government agencies can affect their willingness to work with the child welfare agency
307-01-010	Understands how families' perceptions of their needs and problems, their coping strategies, and their approaches to problem solving may be culturally based
307-01-011	Understands the importance of assessing child abuse and neglect, risk, and child safety within the context of culturally-sanctioned parenting, child rearing, and discipline practices
307-01-012	Understands the effects of institutional bias, discrimination, and culturally insensitive policies and practices on services to families and children
307-01-013	Understands the dynamics, contributors, and potential solutions to address the disproportionate representation of minority children in the child welfare system
307-01-014	Understands the difficulties experienced by children and youth who are culturally or socially perceived as different from their peers (e.g. LGBT, physically or developmentally challenged, ethnically diverse)
307-01-015	Knows how to differentiate stereotypes from culturally-relevant information and how to use cultural knowledge to enhance work with families
307-01-016	Knows how to assess whether service providers are sensitive to issues of diversity and offer relevant services to diverse client populations
307-01-017	Knows strategies to approach and engage families from diverse backgrounds that reduce the potential for miscommunication and misunderstanding
307-01-018	Can use ethnographic engagement and interviewing strategies to better understand and communicate with families from diverse backgrounds
307-01-019	Can access culturally-relevant information and use cultural consultants and community experts to better understand and communicate with families
307-01-020	Can evaluate child maltreatment within the context of a cultural group's accepted parenting practices

307-01-021	Can recognize and constructively respond to bias and discrimination in all aspects of child welfare practice
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Skill Set 307-02: Ability to serve refugee and immigrant families	
307-02-001	Understands the social, economic, educational, and legal challenges faced by families who are refugees and/or recent immigrants
307-02-002	Understands how a family's experiences with violence and oppression, or uncertain immigration status may promote fear, distrust, and resistance to working with formal organizations such as public child welfare
307-02-003	Understands the challenges of cross-cultural communication and use of translators with families who have limited English language ability
307-02-004	Understands how culturally appropriate parenting practices in a family's home country may be considered child maltreatment by the child welfare system and members of their new communities
307-02-005	Understands the process of acculturation and the difficulties in adjusting to a new cultural environment while retaining long-standing social, religious, and cultural traditions
307-02-006	Knows how to help families access legal assistance related to immigration and naturalization
307-02-007	Knows how to help families adapt their parenting practices to conform with laws and community standards while sustaining their cultural traditions wherever possible
307-02-008	Knows how to use the social structures and networks in immigrant communities to gain access to and engage families
307-02-009	Can provide case management services and access community resources to help immigrant families address their survival needs and stabilize them in their new communities

OCWTP Topic 111: FUNDAMENTALS OF FAMILY-CENTERED CHILD PROTECTIVE SERVICES

Skill Set 111-03: Ability to approach and relate to families in a culturally respectful and sensitive manner	
111-03-001	Knows definitions and fundamental concepts of culture, diversity, and culturally responsive practice
111-03-002	Knows the common elements, institutions, and dynamics that form the foundation of 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 child care 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
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OCWTP Topic 112: FUNDAMENTALS OF ENGAGING FAMILIES

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 caseworkers
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 cultural rules regarding male/female relationships or relationships with outsiders may affect family members' relationship with the caseworker
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

OCWTP Topic 115: FUNDAMENTALS OF INVESTIGATIONS

Skill Set 115-02: Ability to use a family-centered approach when conducting child maltreatment investigations	
115-02-002	Understands how to consider cultural factors when developing a plan for an investigation

OCWTP 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 in all domains for children of varying ages	
117-01-013	Understands how development can be influenced by culture, and how a misinterpretation of cultural factors may reduce the accuracy of a developmental assessment

OCWTP Topic 201: ADOPTION AND FOSTER CARE

Skill Set 201-05: Ability to prepare and support resource families to care for children in their homes	
201-05-006	Understands the potential issues for both a child and their resource family when a child's culture or ethnicity differs from that of the resource family
201-05-007	Understands the issues and challenges for resource families related to placement of children whose birth families are refugees or immigrants
201-05-008	Understands the potential issues and challenges faced by older, physically challenged, single, gay/lesbian, and other non-traditional resource families

Skill Set 201-10: Ability to provide services to foster and adoptive families in a culturally competent manner	
201-10-001	Knows the provisions and requirements of the Multi-Ethnic Placement Act (MEPA) and the Indian Child Welfare Act (ICWA) and how they affect foster care and adoption practice
201-10-002	Understands how differences in values, communication styles, social interactions and perspectives between a worker and an applicant family may complicate the family assessment/home study
201-10-003	Understands how values, beliefs, codes of conduct, and other cultural influences may affect separation, attachment, and a child's adjustment in placement
201-10-004	Understands the unique issues in transcultural foster and adoptive placements
201-10-005	Understands the importance of helping children in resource families develop or retain a positive

	cultural or racial identity
201-10-006	Understands how agency policies and practices may present obstacles to recruiting and retaining families from minority groups
201-10-007	Knows how to conduct a resource family assessment in a culturally sensitive and informed manner
201-10-008	Knows how to help families access service providers in their own communities and consistent with their culture
201-10-009	Knows strategies to help families access community resources to educate them about a child's cultural heritage and to help them access culturally-centered events, activities, and relationships
201-10-010	Knows how to make placement decisions that are beneficial to the child and also in compliance with the Multi-Ethnic Placement Act (MEPA) and the Indian Child Welfare Act (ICWA)
201-10-011	Can assist resource families in ensuring cultural continuity and positive identity formation for children in their care
201-10-012	Can help resource families access relevant training to help them care for their children in a culturally sensitive manner

OCWTP Topic 204: ASSESSMENT AND CRITICAL THINKING

Skill Set 204-01: Ability to elicit, analyze, and integrate relevant information to support decision making at all phases of case involvement	
204-01-008	Understands the importance of a family's history and prior experiences to an accurate understanding of their current situation and functioning
204-01-012	Understands how differences in culture, values, and codes of conduct can affect the worker-family relationship, the assessment process, and the interpretation of findings
204-01-016	Knows how to adjust one's own communication strategies to conform to family members' cultural, personal, and interpersonal styles

OCWTP Topic 206: SCREENING, INTAKE, AND INVESTIGATION

Skill Set 206-02: Ability to assess and serve families within a differential response system	
206-02-012	Knows how to help families identify culturally sensitive, neighborhood-based and community providers to address their service needs

OCWTP Topic 207: FAMILY-CENTERED AND STRENGTHS-BASED SERVICES

Skill Set 207-01: Ability to use strengths-based and family-centered models of service delivery with families in their own neighborhoods and communities	
207-01-004	Understands the value of accessing services and resources for families within their own neighborhoods and local communities
207-01-011	Knows strategies to improve family and individual problem-solving within the context of each family's culture and social network
207-01-012	Knows strategies and techniques of motivational interviewing and ethnographic interviewing and how they can be applied in child welfare practice

OCWTP Topic 314: HUMAN SEXUALITY

Skill Set 314-01: Ability to help children and families discuss and address issues and concerns related to sexual development and behavior	
314-01-003	Understands the diversity that exists in personal, organizational, and community values and beliefs regarding sexuality and how these can affect child welfare practice

OCWTP Topic 316: HEALTH AND MEDICAL ISSUES

Skill Set 316-01: Ability to help families meet children's health and medical needs	
316-01-008	Knows the culturally-based health care and healing practices of the cultural groups served by the agency
316-01-009	Understands how a family's strategies related to health care and illness prevention may be culturally based and differ from Western medicine

PRACTICE PROFILE: ENGAGEMENT

E-Track Classification: Engagement and Relationship Strategies: Use of Authority in Child Welfare

Competencies:

OCWTP Topic 112: FUNDAMENTALS OF ENGAGING FAMILIES

Skill Set 112-01: Ability to integrate casework methods with the exercise of protective authority, to ensure children's safety	
112-01-001	Knows the characteristics, benefits, and limitations of a collaborative casework approach and protective authority approach to child protection
112-01-002	Understands dilemmas posed by a caseworker's dual responsibilities as an empowering child and family advocate(enabler) and a strong protective authority (enforcer)
112-01-003	Understands the importance and benefits of using the least intrusive level of authority needed to protect children
112-01-004	Knows strategies to engage and empower families while retaining necessary levels of protective authority to ensure 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 and enforcement strategies in a manner most appropriate for each family's unique circumstances

Skill Set 112-02: Ability to use casework relationship to engage and empower families to collaborate with the agency	
112-02-001	Knows how social work values and principles apply to casework relationships, including respecting each family's dignity, culture, individuality, and right to self-determination
112-02-002	Knows the role and characteristics of a casework relationship in family-centered child protection
112-02-003	Knows caseworker attitudes and behaviors that can help family members develop trust and confidence in the caseworker.
112-02-004	Knows barriers in child welfare settings that can interfere with developing relationships with family members
112-02-005	Understands the concept of family empowerment and how a trusting and collaborative casework relationship can often motivate and sustain productive change in a family
112-02-006	Understands how fear, uncertainty, and other feelings may be expressed by families as hostility, aggressive behavior, withdrawal, denial of problems, and resistance
112-02-007	Can assess and determine the sources of hostility and resistance in individual families.
112-02-008	Can use casework and interviewing strategies to promote development of a collaborative family/caseworker relationship.
112-02-009	Can use casework strategies to help families deal with 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 caseworkers.
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 cultural rules regarding male/female relationships or relationships with outsiders may affect family members' relationship with the caseworker.
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 casework 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 confront family members who are reluctant to deal with critical issues
112-04-008	Knows how to observe, explore, and interpret nonverbal 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 objectives 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.

PRACTICE PROFILE: EVALUATING

Skill Set 116-02 Ability to work collaboratively with families and service providers to plan and coordinate services	
116-02-009	Understands the caseworker's responsibility to monitor and evaluate the effectiveness of services provided by other agencies or providers

PRACTICE PROFILE: IMPLEMENTING

E-Track Classification: Casework Strategies and Interventions

Competencies:

OCWTP Topic 116: FUNDAMENTALS OF CASE PLANNING AND FAMILY-CENTERED CASEWORK

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 a case manager.
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 liabilities 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 neighborhood and 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 caseworker'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 caseworker'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 neighborhood and community services that best meet their individual needs
116-02-012	Can empower family members to fulfill case plan objectives and reassess their accomplishments
116-02-013	Can advocate on behalf of families to eliminate barriers and to coordinate services provided by neighborhood and community-based providers

OCWTP Topic 202: SERVICES TO ADOLESCENTS

Skill Set 202-04: Ability to support adolescents who are pregnant or parenting their own children	
202-04-008	Knows how to help adolescent fathers provide support and remain involved with their children
202-04-009	Knows strategies and resources to help adolescent parents acquire and master child care and child management skills
202-04-010	Knows how to access adoption counseling or other permanency planning services for adolescent parents who do not wish to keep their children
202-04-013	Can help pregnant and parenting adolescents and their families access necessary financial, social,

	and health care resources
202-04-014	Can help parenting adolescents access parenting classes, peer groups, and mentors to increase their parenting skills and further emotional attachments with their children

OCWTP Topic 214: PROMOTING CHILDREN'S EDUCATIONAL SUCCESS

Skill Set 214-01: Ability to enhance children's educational and social adjustment in school to prevent academic failure or school dropout	
214-01-016	Knows how to link children with tutors and other supportive educational services to enhance their academic progress

OCWTP Topic 304: MENTAL HEALTH PROBLEMS IN CHILDREN AND ADOLESCENTS

Skill Set 304-02: Ability to provide and monitor treatment for children and youth with mental illness, emotional, or behavioral disorders.	
304-02-006	Knows strategies to help parents and caregivers cope with the stresses of caring for children or adolescents with mental health and behavioral disorders

OCWTP Topic 308: MENTAL HEALTH CONDITIONS IN ADULTS

Skill Set 308-02: Ability to provide treatment and supportive services to parents with mental health disorders and ensure permanent safe care for their children	
308-02-010	Can coordinate services and collaborate with treatment providers serving adults with mental health conditions
308-02-011	Can help sustain contact and relationships between parents with mental health conditions and their children in substitute care placements

PRACTICE PROFILE: PARTNERING

E-Track Classification: Case Planning and Decision Making

Casework Strategies and Interventions

Competencies:

OCWTP Topic 116: FUNDAMENTALS OF CASE PLANNING AND FAMILY-CENTERED CASEWORK

Skill Set 116-02 Ability to work collaboratively with families and service providers to plan and coordinate services	
116-02-006	Understands the importance of exploring family members' recommendations of culturally responsive service providers in their communities
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 neighborhood and community services that best meet their individual needs
116-02-012	Can empower family members to fulfill case plan objectives and reassess their accomplishments

PRACTICE PROFILE: PLANNING

E-Track Classification: Case Planning and Decision Making

Competencies:

Skill Set 114-03: Ability to design and implement safety plans to protect children at immediate danger of serious harm	
114-03-001	Knows the role and importance of safety planning in child welfare practice.
114-03-002	Knows the necessary components of a safety plan and how it differs from a case plan to guide service delivery
114-03-003	Understands concepts of reasonable efforts and placement prevention and how these affect safety planning
114-03-004	Knows how to engage and involve immediate and extended family members in safety planning activities
114-03-005	Knows how to build on the strengths and protective capacities of family members in safety planning.
114-03-006	Knows how to access agency and community supportive services and resources to help keep children safe in their own families
114-03-007	Knows how to determine when an emergency, out-of-home placement is the only viable option to ensure children's safety
114-03-008	Knows how to determine when removal of the perpetrator from the home is the most appropriate safety plan for a child.
114-03-009	Can work jointly with families to develop and implement a safety plan to protect children at high risk of immediate serious harm
114-03-010	Can plan and use in-home supportive services to prevent out-of-home care placement

OCWTP Topic 116: FUNDAMENTALS OF CASE PLANNING AND FAMILY-CENTERED CASEWORK

Skill Set 116-01: Ability to develop and help families implement case plans that address high priority needs, build on family strengths, and reduce recurrences of maltreatment	
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 goals, objectives, and activities
116-01-005	Knows criteria upon which to prioritize family needs and case goals and objectives
116-01-006	Knows the benefits of formally documenting case plans in each family's case record
116-01-007	Understands how case plans are used as the agency's formal negotiated agreement with families to guide, monitor, and evaluate change and goal achievement
116-01-008	Understands how case objectives are derived from information gathered during the risk, safety, and family assessments
116-01-009	Understands the importance of identifying culturally relevant service providers and engaging families to help choose service providers and resources
116-01-010	Understands how case plan documents are used in legal and court processes, and their importance in supporting the agency's legal position

116-01-011	Understands how ineffective case planning can promote premature or inappropriate case closure
116-01-012	Understands how periodic case reassessment can document changes and assure the continued relevance of services and activities
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 objectives that reflect needed changes in underlying conditions that increase risk and contribute to maltreatment.
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 neighborhood and 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 activities.
116-01-020	Knows strategies to involve families and service providers in ongoing case review, reassessment, 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 link families with ongoing support to help them sustain gains after case closure and prevent reopening of cases
116-01-023	Can use case planning activities 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 group conferencing and collaboration with service providers.
116-01-026	Can use case plans as a tool to chart and monitor mandated time lines and prevent children from becoming lost in the system.
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 116-03: Ability to use permanency planning activities, including supplemental planning, to ensure placement stability

116-03-001	Knows the purpose of supplemental case planning in achieving timely permanence for children
116-03-002	Knows the importance of beginning permanency planning at the time of first contact with a family
116-03-003	Knows the circumstances when a formal supplemental case plan should be developed
116-03-004	Knows the necessary elements that should be included in a supplemental 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 the supplemental case plan should become the primary focus of casework activities