Rhode Island Child Welfare Institute

Individual Learning Needs Survey & Individual Learning Plan

The Individual Learning Needs Survey contains a list of competencies specific to the Child Welfare field. Competencies are statements of knowledge, skill and/or commitments that are necessary for the performance of job tasks. In this document, competencies are in italicized red.

New Social Workers attend Core I training during the first six months of employment. This survey is filled out within the first month of employment (pre-caseload assignment), at 3 months of employment and again at 6 months of employment. Following completion of the Core I training program, the survey should be used every 6 months until 24 months of employment.

The following questions and answers give more detail about the Individual Learning Needs Survey and the resulting Individual Learning Plan:

Who completes the Individual Learning Needs Survey and Individual Learning Plan?

New workers along with their supervisors complete this Individual Learning Needs Survey followed by the Individual Learning Plan.

Do the Supervisor and the Worker need to complete the entire Individual Learning Needs Survey?

If you are a worker, then yes. If you are a supervisor, you can complete a parallel survey for your worker if that is helpful. The most important thing is for the worker and supervisor to discuss the results and come up with a learning plan together. Keep in mind that if a competency does not apply, mark it Not Applicable and go on to the next competency statement.

Is this like a performance evaluation?

No. The Individual Learning Needs Survey helps identify progress toward proficiency in job related competencies. It measures ability, not performance. It is used to inform ongoing learning needs. The Individual Learning Plan is used to prioritize learning goals and strategies to meet those goals.

How is the information used?

First and foremost, the information is used by new workers and their supervisors to help track individual learning needs with the ultimate goal of developing proficiency in the job. Learning occurs both in the classroom and in the field, and the Individual Learning Plan should include a combination of both types of learning opportunities. Secondly, the Child Welfare Institute will use aggregate data collected during Part II of this Professional Development training to prioritize Core II level training.

How is the information tracked?

Complete the survey on this paper copy so you can maintain it for your own record and after completing the Individual Learning Plan this information is entered into the RICHIST Training Plan tab by your supervisor (not currently operational). Ideally, new workers and supervisors should update the training plan every 6 months. New workers and supervisors can track classroom training attended via the RICHIST Training History.
Field experience, conferences and any other learning opportunities besides those offered by the Child Welfare Institute can not be tracked in RICHIST at this time so a hard copy record is advised for those items.

**How is the Learning categorized in the survey?**

This survey has 3 levels to determine Learning for the Child Welfare Professional. They are **Exemplary**, **Proficient** and **Emerging**. See the descriptions below.

**Exemplary** – Works autonomously with a high level of skill in that area and could serve in a mentoring role. Professional development is self directed and ongoing.

**Proficient** – Competent professional who might benefit from advanced training in the skill area.

**Emerging** – Training and supervisory mentoring are needed to improve skill area to proficient. Emerging needs are prioritized for developing the Individual Learning Plan.

**Not Applicable** is marked if this competency does not pertain to the worker’s job duties.

**What is the Individual Learning Plan and how is it completed?**

As you will note, the survey competencies include broad learning areas. In the Individual Learning Plan, those broad areas are detailed for the individual learner.

The Individual Learning Plan serves two purposes:

1. The Individual Learning Plan assists the Supervisor and Worker in the development of a Learning plan for the worker based on identified learning needs.
2. The Individual Learning Plan assists the Child Welfare Institute in prioritizing the development of ongoing Core II training.

The Individual Learning Plan is designed to be completed by the Supervisor in consultation with their worker. The Worker and the Supervisor review the worker’s Individual Learning Needs Survey and select the top four learning needs. On the Individual Learning Plan, they list the four priority learning needs by listing the number of the competency and brief description of what the supervisor would like the worker to be able to do (learning goal) and ways in which the worker can get the help needed (learning strategies).

**How is the Individual Learning Plan transferred into RICHIST?**

The Training Plan tab is not currently operational in RICHIST. However, you can review Training History in RICHIST. Please see the handout titled, “Review Training History in RICHIST” for detailed instructions on how to access Training History information. Ultimately, RICHIST will be designed to support individual learning planning online. In the meantime, keep this paper copy for your record.
Rhode Island Department of Children, Youth and Families
Social Worker Competencies

Directions:
• Mark only one oval per competency.

Remember to mentally identify source/s of data (direct observation, client records, employee self report, group supervision, individual supervision sessions, client/community reports) when making the selection for each competency.

Core Competencies

Career Understanding
1. The worker understands what their position entails and is committed to improving their practice skills and performance.

○ Exemplary is represented as: Personal focus is on furthering professional knowledge and skills. Actively seeks opportunities to learn from professional experts. Helps emerging and proficient professionals improve their skills through coaching and mentoring. Demonstrates and engages in best practice. Maintains values and ethics in terms of professional responsibilities and principles of the profession.

○ Proficient is represented as: Demonstrates an active interest in career and in Rhode Island DCYF worker responsibilities, actively solicits assistance and applies feedback from others to increase knowledge and improve skills; demonstrates dedication to the principles of the social work profession.

○ Emerging is represented as: Needs training and mentoring to develop to a proficient level their understanding of the scope, responsibilities and expectations of the child welfare profession. Demonstrates motivation to learn the skills needed to be proficient.

○ Not Applicable

Self-Awareness
1A. The worker demonstrates the capacity and willingness to engage in self-assessment activities that enhance cultural competence, work relationships and professional knowledge and skills.

○ Exemplary is represented as: Takes the initiative to learn about personal biases, values, personality traits, strengths and areas needing improvement by attending training on related topics and by seeking feedback from colleagues, supervisors, partners and clients.

○ Proficient is represented as: Takes the initiative to learn about personal biases, values, personality traits, strengths and areas needing improvement by attending training on related topics.

○ Emerging is represented as: Needs to develop greater self-awareness through training and supervision.

○ Not Applicable
Time Management

1B. The worker prioritizes case management activities to keep children safe, foster permanency and well being, and adhere to state and federal policies and procedures.

- **Exemplary** is represented as: Flawlessly executes case management responsibilities by prioritizing, delegating tasks to support staff appropriately documenting casework diligently, accepting help, ideas and feedback from others, and maximizing the quality of time spent with children and families.

- **Proficient** is represented as: Follows policies and procedures while executing case management responsibilities. Demonstrates skills in prioritizing, delegating and coordinating tasks.

- **Emerging** is represented as: Needs more training and mentoring in applying policies and procedures to casework practice and in developing a workflow system.

- **Not Applicable**

Rhode Island DCYF Child Welfare and Juvenile Justice Outcomes

2. The worker focuses on the outcomes of Family and Community Safety, Permanency and Well Being as defined in the Department’s Model of Practice.

- **Exemplary** is represented as: Instinctively incorporates focus on outcomes and mentors and coaches others on key practice decisions and uses of formal and informal resources to impact outcomes.

- **Proficient** is represented as: Consistent pattern of recognizing and making decisions that supports good outcomes. Consistently demonstrates practices and skills that result in the outcomes defined in the Model of Practice. Understands how their role impacts the family and statewide outcomes of safety, permanency and well being. Utilizes and understands the rational for a full range of formal and informal resources to achieve the outcomes.

- **Emerging** is represented as: Needs training and mentoring to recognize and understand their role in the decisions and practices that contribute to good outcomes for children and families of safety, permanency and well being. Needs assistance in utilizing a full range of formal and informal resources to achieve the outcomes.

- **Not Applicable**

Values, Ethics and Confidentiality

2A. The worker demonstrates a commitment to the values and ethics of the social work profession, emphasizing client empowerment and self-determination and uses the NASW Code of Ethics (1999) as a guide to ethical decision-making.

- **Exemplary** is represented as: Models objective, non-biased, ethical practice that extends beyond work with clients to teaching/mentoring fellow professionals.

- **Proficient** is represented as: Demonstrates self-awareness of biases, values and potential ethical dilemmas ahead of time and plans accordingly. Reacts professionally and remains objective when faced with trigger situations. Maintains confidentiality and appropriate boundaries at all times.

- **Emerging** is represented as: Needs training and mentoring to become more aware of personal values, biases and ethical dilemmas and to learn how to leave those out of communications and decisions involving client families. May need to help recognizing the potential in some clients. Understands the importance of maintaining confidentiality and keeping appropriate boundaries.

- **Not Applicable**
Respects Differences in Ethnocentricity

3. The worker interacts with members of all groups (ethnic, racial, religious, sexual orientation, political, social class, age, etc.), and demonstrates respect of differences, actively seeks knowledge of cultural values and ethnocentricity, and applies this knowledge to decision-making and the family change process. Understands and demonstrates ICWA requirements and understands decision points that contribute to disproportionality of minority youth.

- **Exemplary** is represented as: Avid cultural learner, practices effectively in different populations. Mentors other staff.
- **Proficient** is represented as: Interacts with members of all groups (ethnic, racial, religious, sexual orientation, political, social class, age, etc.), and demonstrates respect of differences. When encountering a new group, actively seeks knowledge of cultural values and ethnocentricity. Recognizes, monitors, and addresses their own biases. Applies this knowledge to decision-making and the family change process.
- **Emerging** is represented as: Needs training and mentoring to acquire knowledge and skills to work with different populations. Demonstrates valuing people’s differences. Needs assistance in recognizing, monitoring, addressing, and overcoming their own biases.
- **Not Applicable**

Effectively Utilizes Supervision and Mentoring

4. The worker actively uses supervision and mentoring to enhance the learning process and improve practice.

- **Exemplary** is represented as: Seeks skill-enhancing relationships with expert practitioners and mentors others. Actively seeks opportunities to learn from professional experts.
- **Proficient** is represented as: Actively solicits and applies feedback from supervisor and colleagues to enhance learning and improve performance.
- **Emerging** is represented as: Engages in a trust-based relationship with a mentor/s and utilizes supervision and coaching to improve practice to proficiency. Requests and accepts feedback positively and applies it to improve performance and enhance learning.
- **Not Applicable**

Works Collaboratively with Other Professionals

5. The worker effectively interacts with co-workers and child welfare partners in various positions and capacities. Identifies and engages key partners in helping the family and/or individual(s) progress toward targeted outcomes.

- **Exemplary** is represented as: Is highly effective in identifying key partners and keeps them connected; assures that the family and/or individual(s) is/are acclimated and positively promotes the team approach and consistently mentors other staff.
- **Proficient** is represented as: Consistently embraces the family and/or individual(s), Department and community partners as allies in moving toward targeted outcomes; Is effective in identifying key partners and keeps them connected; assures that the family and/or individual(s) is/are acclimated and promotes the team approach. Understands others' responsibilities. Respects and supports their position.
- **Emerging** is represented as: Needs training and mentoring to acquire the skills to promote teamwork and identify the members of an effective team. Accepts various team roles. Demonstrates respect for other Department personnel and community partners and develops good peer relationships.
- **Not Applicable**
Worker Safety

6. The worker identifies and employs actions to protect herself or himself.

Exemplary is represented as: Extremely skilled in managing conflict by anticipating and immediately de-escalating situations that could get out of hand. Mentors others in these skills. Maintains a calm and a positive attitude, enthusiasm and commitment to social work principles. Maintains an ongoing balance of their emotional well being and their positive perspective. Has good coping behaviors and mentors others in dealing effectively with job related stress.

Proficient is represented as: Can effectively manage conflict and safety risks. Consistently uses precautions when making home visits or meeting clients in the office. Rarely puts themselves or others at risk. Independently recognizes emotional risks of secondary trauma and stress and uses relaxation techniques, support system, exercise, nutrition, rest and sleep, routines and resources through the Department and community to cope.

Emerging is represented as: Needs training and mentoring to identify, manage and deescalate conflict effectively. Can articulate and demonstrate basic actions to take in the field and in the office to protect themselves and others. Needs help in recognizing emotional risks of secondary trauma and stress and seeks appropriate responses through resources in the department and the community.

Not Applicable

Technology

7. The worker appropriately accesses and utilizes technology resources and maintains electronic security.

Exemplary is represented as: Masterfully utilizes electronic resources including RICHIST, email and web based information, to assist families and document case work. Accesses the online policy manual and navigates through sections easily. Mentors others in utilizing electronic tools and resources. Is an early adaptor of new technology and/or technical procedures.

Proficient is represented as: Knows how to utilize and access a range of electronic resources including RICHIST, email and the internet. Utilizes the online policy manual and help screens as needed. Implements and applies DCYF policies on electronic security.

Emerging is represented as: Needs training and mentoring to increase or update knowledge and skills to access electronic resources including RICHIST, email and the internet. Can access and utilize policy manual online. Beginning to use information that can be accessed using technology resources rather than asking peers or supervisor.

Not Applicable

Fundamental Relationship with Families

8. The worker demonstrates respect, genuiness, empathy, honesty, integrity in all interactions with families and individuals; creates open dialogue/communication, develops a trust-based relationship, and engages the family in problem solving and self-determination to improve family functioning and safety of children.

Exemplary is represented as: Quickly and unobtrusively engages family and others and displays genuine interest in helping. Excellent verbal and non-verbal skills. Actively promotes the family and/or individual(s) to assume ownership of problem solving and leadership in the change process. Has a repertoire of tools to establish rapport and does so with great skill.

Proficient is represented as: Exhibits courteous, friendly and empathetic interactions with all family members. Demonstrates consistent skills to build trust-based relationships with
families and communicates using verbal and non-verbal skills in a professional unbiased manner and genuinely interested in helping the family. Actively listens to the family and/or individual(s) while keeping a good rapport; shows respect; engages them in problem solving and explores positive alternatives; considers additional needs of the family and/or individual(s) beyond the presenting concern. Sees the family as a full partner in the problem solving process.

- **Emerging** is represented as: Understands engagement principles and communication skills with families for problem solving and case planning but needs training and mentoring to utilize these skills proficiently with all families. Actively listens and responds appropriately. Approaches family with respect and honesty.

- **Not Applicable**

### Domestic Violence

9. *Can accurately identify dynamics and indicators of domestic violence (including physical, psychological, sexual). Understands the effects on the family system and applies this knowledge in all work with children and families.*

- **Exemplary** is represented as: Masterfully incorporates responses to evidence of domestic violence. Coordinates the planning and delivery of services to children who have been maltreated as a result of domestic violence and services to families. Is able to clearly integrate the domestic violence problem issues into the family assessment and case plan. Mentors other staff with their knowledge and continually seeks new knowledge.

- **Proficient** is represented as: Looks for evidence and understands impact of domestic violence and responds effectively. Understands how domestic violence increases safety risks for children in the home. Recognizes need for continually learning.

- **Emerging** is represented as: Needs training and mentoring to fully understand evidence of domestic violence and makes basic responses. Needs clinical consultation to understand effects on children and makes appropriate responses to these issues.

- **Not Applicable**

### Substance Abuse

10. *Can accurately identify dynamics and indicators of substance abuse. Understands the effects on the family system and applies this knowledge in all work with children and families. Understands how dual diagnosis of family members increase risks for children in the home.*

- **Exemplary** is represented as: Masterfully incorporates responses to evidence of substance abuse issues. Coordinates the planning and delivery of services to children who have been maltreated as a result of substance abuse and services to families. Is able to clearly integrate the substance abuse issues into the family assessment and case plan. Mentors other staff with their knowledge and continually seeks new knowledge.

- **Proficient** is represented as: Looks for evidence and understands impact of substance abuse and responds effectively. Understands how dual diagnosis of family members increase risks for children in the home. Recognizes need for continually learning.

- **Emerging** is represented as: Needs training and mentoring to fully understand evidence of substance abuse issues and makes basic responses. Needs clinical consultation to understand effects on children and makes appropriate responses to these issues.

- **Not Applicable**
Mental Health

11. Can accurately identify dynamics and indicators of mental health issues including mental health issues associated with trauma events. Understands the effects on the family system and applies this knowledge in all work with children and families. Understands how dual diagnosis of family members increase risks for children in the home.

- **Exemplary** is represented as: Masterfully incorporates responses to evidence of mental health issues. Coordinates the planning and delivery of services to children and families and uses evidence based practices. Is able to clearly integrate the mental health issues into the family assessment and case plan. Mentors other staff with their knowledge and continually seeks new knowledge.

- **Proficient** is represented as: Looks for evidence and understands impact of mental health issues and responds effectively. Understands how dual diagnosis of family members increase risks for children in the home. Recognizes need for continually learning.

- **Emerging** is represented as: Needs training and mentoring to fully understand evidence of mental health issues and makes basic responses. Needs clinical consultation to understand effects on children and makes appropriate responses to these issues.

- **Not Applicable**

Family Assessment Skills

12. Demonstrates ability to complete a comprehensive family assessment that includes gathering, analyzing, comparing, and synthesizing the information from various sources to come to an understanding of family strengths and needs relating to child’s safety, permanency and well-being. This assessment provides a shared understanding with the family of the child and family’s situation and identifies the change necessary for safe case closure.

- **Exemplary** is represented as: Analyzes, compares and synthesizes assessment information from various sources and easily recognizes patterns and themes, critically judges the accuracy of information and draws conclusions about its meaning and relevance to children’s safety, permanency and well being. Has extensive range of understanding of mental health, substance abuse, child development, domestic violence, poverty, family system functioning and other conditions that result in families coming to the attention of the Department and continues to update their knowledge. Mentors others in gathering information and critically judging the information for decision - making and behavioral changes needed for safe case closure.

- **Proficient** is represented as: Gathers, analyzes and synthesizes the information to come to a clear understanding of family strengths, needs and contributing factors relative to child safety, permanency and well being. An understanding of mental health, substance abuse, child development, domestic violence, poverty, family system functioning and other conditions that result in families coming to the attention of the Department and seeks to update their knowledge. Critically judges information and understands behavioral changes needed for safe case closure.

- **Emerging** is represented as: Needs training and mentoring in gathering, analyzing and synthesizing the information to come to an understanding of family strengths, needs and risks relative to child safety, permanency and well being. Needs training and mentoring to ask critical questions and develop the capacity to ask fresh questions when the next steps are not clear. Knows that understanding is never perfect so always keeping an eye to what is not working and what information is needed to inform the change process. Needs training and mentoring to enhance their understanding of mental health, substance abuse, child development, domestic violence, poverty, family system functioning and other conditions that result in families coming to the attention of the Department. Has a basic understanding of behavioral changes relevant to the family assessment.

- **Not Applicable**
Child Safety, Risk and Protective Capacity


- **Exemplary** is represented as: Consistently identifies safety threats, risk factors and individual (cognitive, behavioral, emotional) and environment/social protective capacities and can communicate these effectively to the family and to those working with the family. Mentors other staff in distinguishing between safety and risk, identifying protective capacities, and determining interventions and plans.

- **Proficient** is represented as: Is able to identify safety threats, risk factors and protective capacities with minimal supervision/mentoring and can communicate these effectively to the family and to those working with the family.

- **Emerging** is represented as: Needs training, mentoring and intensive supervision to fully understand safety, risk factors and protective capacities and to plan appropriate interventions.

- **Not Applicable** is marked if this competency does not pertain to the worker’s job duties.

Safety Assessments and Safety Plans

14. Demonstrates knowledge and skill in the design, implementation and communication of the safety assessments and safety plans to protect children.

- **Exemplary** is represented as: Safety assessments and safety plans are thorough, specific to the family, and mobilizes supports and resources to increase protective capacity. Provides mentoring on safety assessment and planning.

- **Proficient** is represented as: Completes safety assessment and develops a safety plan when a determination of conditionally safe has been made. The safety plan is specific, supplements the protective capacities, controls for the present or impending danger and is monitored. Involves immediate and extended family members.

- **Emerging** is represented as: Needs training and mentoring to gain a more solid understanding and implementation of safety assessments and safety plans. Has an understanding of the purpose of safety planning. Completes safety assessments and safety plans in a timely manner. Understands the importance of involving immediate and extended family members.

- **Not Applicable** is marked if this competency does not pertain to the worker’s job duties.

Child Development

15. Demonstrates knowledge of stages, tasks, and milestones of normal child development in physical, cognitive, social and emotional domains/birth through adolescence and can accurately identify dynamics and indicators of child maltreatment.

- **Exemplary** is represented as: Always articulates knowledge of child development, quickly picks up on problems in cases, and independently researches when knowledge is lacking. Can recognize and articulate dynamics and indicators impacting child development, including abuse or neglect, while addressing underlying issues for the child. Documents relevant information in the family assessment throughout the life of a case. Critically judges what they know and what they need to know and seeks new information.

- **Proficient** is represented as: Articulates knowledge of child development, quickly picks up on problems in child development in actual cases, documents in each case. Articulates dynamics and indicators, including abuse or neglect, recognizes all of them, and documents in the family assessment throughout the life of a case.

- **Emerging** is represented as: Needs training and mentoring to articulate knowledge of child development, generally picks up on problems in child development in actual cases, documents those problems that they encounter. Can generally articulate dynamics and
indicators, including abuse or neglect, recognizes them most of the time, and documents those that are caught in the family assessment process throughout the life of a case.

Not Applicable

Interviewing

16. *Knows the impact of the time, location, and environment of an interview.* Organizes key questions to effectively gather critical information through strength-based process. Continually critically judges what is known and what they need to know. Determines and employs active listening, reflecting, reframing, and utilizes appropriate questions to explore, focus and guide the information gathering. **Understands verbal and non-verbal cues.**

Exemplary is represented as: Demonstrates follow-up questioning that leads to an increased understanding. Analyzes and synthesizes the information as they are interviewing. Knows the time, place, and recommended sequence of interviewing and is able to effectively utilize this or modify it to maximize the effectiveness of the interview. Can explain the rationale for their sequence of interviewing. Follows the recommended protocol for interviewing which helps to ensure the safety of children. Is able to effectively use the interview to work with ambivalent families to become motivated to make changes that will keep their children safe.

Proficient is represented as: Consistently knows the time, place, and recommended sequence of interviewing. Can explain the rationale for their sequence of interviewing. Follows the recommended protocol for interviewing which helps to ensure the safety of children. Is particularly good at interviewing and getting useful information.

Emerging is represented as: Articulates the concepts of time, place, and recommended sequence of interviewing but needs training, coaching and mentoring to integrate these skills into practice to gather the critical information for the safety of children and the functional assessment.

Not Applicable

Court/Legal Issues

17. *Demonstrates knowledge and understanding of state and federal statutes in child welfare practice and the importance of adhering to these regulations.*

Exemplary is represented as: Keen understanding of how child welfare state and federal statutes are best practice in helping a child achieve safety, permanency and well being. Mentors other staff surrounding legal procedures and utilizes supervisor as a consultant in applying critical thinking to their practice.

Proficient is represented as: Knows and understands child welfare state and federal statutes. Understands the importance of adhering to these regulations and applies it to their practice. Utilizes clinical supervision as needed.

Emerging is represented as: Needs training and mentoring to fully know the state and federal statutes for child welfare. Needs clinical supervision to adhere to state and federal practice.

Not Applicable

Court/Legal Issues

18. *Demonstrates familiarity and knowledge of legal documents and understands what types of information must be gathered, documented and maintained in family case records including Information Systems to support court proceedings.*

Exemplary is represented as: Completes legal documents accurately and timely and includes extensive detail that aids in successful case disposition. Mentors other staff in documentation for legal purposes.
Proficient is represented as: Completes legal documents accurately and timely. Understands the types of information necessary for each legal document, and knows when to use each document. Seeks supervisory assistance as needed.

Emerging is represented as: Needs training and mentoring to complete legal documentation accurately and timely and with detail to support the court proceedings. Needs supervisory assistance to complete paperwork.

Not Applicable

Court/Legal Issues

19. Demonstrates knowledge of effective preparation, testifying, and court etiquette.

Exemplary is represented as: Articulates proper court and testifying preparation and behavior. Thoroughly prepares for testimony, testifies well, and is appropriately assertive in court. Understands the importance of a calm and confident demeanor. Able to respond effectively to direct and cross-examination and has developed strategies when presenting evidence. Mentors other staff with their experience and knowledge of the legal system.

Proficient is represented as: Articulates proper court and testifying preparation and behavior. Prepares for testimony, testifies and handles cross-examination adequately. Is appropriately assertive in court. Understands the importance of a calm and confident demeanor.

Emerging is represented as: Needs mentoring to prepare testimonies, cross-examination and to appear confident and assertive in the courtroom.

Not Applicable

Engages with the Family

20. Engages with the family and helps the family identify appropriate participants for a family team meeting in order to have a plan with the family that focuses on behavioral goals/outcomes that address child safety, permanency and well being.

Exemplary is represented as: Engages the family in a family team meeting. Develops, with great detail and insight, family case plans that focus on strengths, needs, including underlying needs and strategies/interventions to promote change that result in child safety, permanency, and well being. Consistently promotes family team meetings and mentors other staff. Mentors others in writing behavioral goals/outcomes.

Proficient is represented as: Understands the concepts of family team meetings and the development of family plans and in engaging families for a family team meeting. Incorporates the family team meeting plan into a plan that is family focused. Promotes necessary change in family behavior around child safety, permanency and well being due to completing thorough functional assessments and using effective strategies/interventions. Consistently writes behavioral goals/outcomes.

Emerging is represented as: Needs coaching and mentoring in understanding the concepts of family team meetings and the development of family plans and in engaging families for a family team meeting. Needs coaching and mentoring in incorporating the family team meeting plan into a plan that is family focused. Needs training and mentoring to gather pieces of information to create case plans representative of the families’ strengths, and strategies/interventions to promote changes in family behavior for child safety, permanency and well being. Understands the concept of behavioral goals/outcomes.

Not Applicable
Involvement of Kin

21. Demonstrates and values the involvement of kin in the child’s life by doing early diligent searches of both maternal and paternal relatives and engaging as an informal support/family resource. Understands multi-generational family systems and as a result can anticipate and secure resources to mediate family conflict at its emergence.

- **Exemplary** is represented as: Masterfully involves and supports kin in the lives of their children and recognizes multi generational family patterns. Effectively mediates family conflict at its emergence. Promotes and mentors in kinship practice.

- **Proficient** is represented as: Consistently involves and supports kin in the lives of their children. Uses the genograms for understanding of family functioning and recognizing multi-generational family patterns. Recognizes the need for mediating family conflict and demonstrates basic negotiation skills and secures additional resources when necessary.

- **Emerging** is represented as: Needs training and mentoring to fully integrate these concepts into practice. Understands the importance of kin involvement in case planning and practice. Uses genograms for identifying and understanding family relationships.

- **Not Applicable**

Involvement of Father/ Non-custodial parent

22. Demonstrates and values the positive role and involvement of the father in the child’s life. Demonstrates proficiency with a variety of search tools to locate non-custodial parents. Supports and encourages the involvement of the father and non-custodial parent in case planning and decision-making. Responds to the needs of the father and non-custodial parent. Demonstrates the ability to negotiate the family issues that prevent engagement of non-custodial parents.

- **Exemplary** is represented as: Masterfully involves fathers and non-custodial parents and easily negotiates and resolves barriers to non-custodial parental involvement and mentors and promotes this practice to others.

- **Proficient** is represented as: Consistently involves and supports fathers and non-custodial parents in the lives of their children. Understands barriers and works to manage those barriers.

- **Emerging** is represented as: Needs training and mentoring to fully integrate these concepts into practice. Generally understands the importance of father and non-custodial parent’s involvement in case practice.

- **Not Applicable**

Child Protection

23. Demonstrates knowledge of criteria for abuse and neglect and the ongoing worker’s responsibility according to policy.

- **Exemplary** is represented as: Masterfully demonstrates visual diagnosis and interviewing skills. Mentors other staff in interviewing techniques. Possesses knowledge of community resources and Department policies and procedures governing abuse and neglect. Provides detailed information for decision-making. Regarded as highly knowledgeable and skilled by child protection specialists, supervisors/administrators and other co-workers (e.g. “The family service worker you want handling in suspected abuse/neglect situations).”

- **Proficient** is represented as: Knows and demonstrates ability to make visual diagnoses of abuse and neglect. Asks critical interview questions and provides detailed information necessary to make safety determinations. Collaborates with child protection specialists as needed.
Emerging is represented as: Needs coaching and mentoring in visual diagnosis, critical questioning skills and safety determinations.

Not Applicable is marked if this competency does not pertain to the worker's job duties.

Life of a Case Process

25. Exhibits knowledge of the life of a case processes, including case documentation, the permanency time frame, and the role of visitation in assessing safety, risk, well being and progress toward permanency.

Exemplary is represented as: Has a system for completing life of a case processes that is working. Completes case documentation within the time frames outlined by federal and state child welfare laws and policies. Uses visitation effectively to assess progress toward permanency goals and to assess safety, risk and well being. Is able to use available reports and information, such as Dashboard, to assess case progress. Mentors other staff.

Proficient is represented as: Has a system for completing life of a case processes that is working. Completes case documentation within the time frames outlined by federal and state child welfare laws and policies. Meets visitation goals with families and seeks supervisory support as needed.

Emerging is represented as: Needs training and mentoring to complete case documentation, reviews and reports within applicable child welfare time frames. Needs supervisory support to complete documentation and meet visitation goals. Needs help developing a system to complete life of a case processes.

Resource Utilization

26. Seeks knowledge of resources and develops relationships with community partners available to assist in casework and demonstrates an effective use of resources.

Exemplary is represented as: Demonstrates thorough knowledge and collaborative use of the resources and community partners available for successful casework. Assists families in accessing resources. Mentors other staff.

Proficient is represented as: Identifies and collaboratively utilizes the resources and community partners available for successful casework. Assists families in accessing resources.

Emerging is represented as: Needs mentoring to fully identify and utilize the resources and community partners available for successful casework.

Not Applicable is marked if this competency does not pertain to the worker's job duties.

Collaborative Relationships

27. Develops collaborative relationships, shared parenting with birth and foster families and promotes joint planning and delivery of services for the child in care.

Exemplary is represented as: Consistently develops effective collaborative relationships between birth and foster families that promote the development of joint planning for services. Promotes and mentors the benefits with other workers of collaborative relationships between birth and foster families.

Proficient is represented as: Develops collaborative relationships, shared parenting with birth and foster families and promotes joint planning of services.

Emerging is represented as: Needs mentoring in fully understanding the concept of collaborative shared parenting with birth and foster families. Needs mentoring to fully integrate this concept into practice.
Family Interaction


Exemplary is represented as: Consistently ensures frequent visitation with mother, father, and siblings. Promotes parent-child attachment and sibling relationships with a full understanding of the importance of visitation and how this affects permanency for the child.

Proficient is represented as: Understands the importance of frequent visitation with mother, father, and siblings. Ensures and promotes frequent visitation with mother, father, and siblings. Promotes parent-child attachment and sibling relationships.

Emerging is represented as: Needs coaching and mentoring to understand the importance of frequent visitation with mother, father, and siblings. Arranges visitation opportunities. Needs training and mentoring in promoting parent-child attachment, sibling relationships and working with fathers.

Not Applicable is marked if this competency does not pertain to the worker's job duties.

Maintaining Connections

29. Demonstrates concerted efforts for maintaining continuity of family relationships and for maintaining the child’s connections to his or her neighborhood, community, faith, extended family, tribe, school and friends.

Exemplary is represented as: Consistently ensures maintaining the child’s important connections; determining whether a child is a member or eligible for membership in an Indian tribe; and if a member or is eligible provides timely notification; and if the child is placed in foster care it is in accordance with ICWA placement procedures. Mentors other staff on family relationships and child connections.

Proficient is represented as: Understands the need and works at maintaining the child’s important connections; determining whether a child is a member or eligible for membership in an Indian tribe; and if a member or is eligible provides timely notification; and if the child is placed in foster care it is in accordance with ICWA placement procedures. Promotes maintaining family relationships and the child’s connections.

Emerging is represented as: Needs coaching, mentoring and training to understand and maintain the child’s important connections; determining whether a child is a member or eligible for membership in an Indian tribe; and if a member or is eligible provides timely notification; and if the child is placed in foster care it is in accordance with ICWA placement procedures.

Not Applicable is marked if this competency does not pertain to the worker's job duties.

Permanency

30. Assesses the permanency options of children and takes timely action to assure permanency. Identifies the most appropriate relationships and permanent setting to meet the child’s developmental and treatment needs. Meets both permanency and well-being.

Exemplary is represented as: Consistently and appropriately identifies the relationships and permanency options of children and masterfully assesses and identifies the most appropriate home. Understands the importance of a sense of belonging to a family and the importance of timely permanency and incorporates this understanding into action. Permanency is achieved efficiently and timely and is forever.
Proficient is represented as: Assesses and identifies the relationships and permanency options of children and assesses and identifies timely permanency. Understands the importance of a sense of belonging to a family and the importance of timely actions in achieving permanency for a child.

Emerging is represented as: Needs training and mentoring in assessing and identifying the relationships and permanency options of children and needs guidance in assessing and identifying timely permanency. Needs mentoring in understanding the importance of a sense of belonging to a family and the importance of taking timely actions to meet permanency.

Not Applicable is marked if this competency does not pertain to the worker's job duties.

Youth Development

31. *Identifies, involves and supports youth in an ongoing process to develop skills, resources, knowledge and attributes that the youth defines as necessary for survival and success including developing a transition plan and establishing and maintaining permanent connections.*

Exemplary is represented as: Fully involves and supports youth in developing a creative transition plan to meet the youth's definition of success. Ably assists youth in establishing and maintaining valuable connections. Mentors this practice to other staff.

Proficient is represented as: Engages youth in developing a transition plan that meets the youth's definition of success and assists youth in building connections.

Emerging is represented as: Needs training and mentoring to fully engage youth in developing a transition plan that meets the youth's definition of success and in building connections. Understands the importance of connections.

Not Applicable is marked if this competency does not pertain to the worker's job duties.

Safe Case Closure

32. *Demonstrates knowledge of the conditions that define safe case closure, including future risk, and can accurately assess which current cases should be closed.*

Exemplary is represented as: Readily identifies the reasons for safe case closure and is exceptional in accurately assessing which current cases should be closed. Consults supervisor regarding safe case closure. Mentors staff and educates other professionals in the concepts of safe case closure.

Proficient is represented as: Articulates the reasons for safe case closure and accurately assesses which current cases should be closed. Seeks supervisor to confirm safe case closure.

Emerging is represented as: Needs training and mentoring to apply concepts of long-term view and measurable goals/outcomes of safe case closure. Requires supervisory assistance in identifying and determining safe case closure.

Not Applicable is marked if this competency does not pertain to the worker's job duties.
33. **The worker keeps records and gathers the statistics necessary to manage and plan service delivery and agency programs.** The worker ensures that client information contained in case records are accurate, thorough, and entered in a timely manner. The worker protects client privacy by including only the information necessary for the provision of services. The worker is aware of any legal requirements relating to client information and case records and has an understanding of the implications of collecting client information as it relates to the safety, permanency and well-being of the child and family.

- **Exemplary** is represented as: Demonstrates proficiency, accuracy and thoroughness in documenting case information. Maintains confidentiality in all situations. Readily locates and logically organizes specific case information necessary for legal action, service provision, supervision and to answer requests for information. Case information is easily understood by any consumer. Mentors other staff on case documentation.

- **Proficient** is represented as: Enters case information accurately, timely and thoroughly. Is able to locate specific information in the case record when asked. Maintains confidentiality in all situations.

- **Emerging** is represented as: Needs more training and mentoring on case documentation and presentation. Understands the need to maintain confidentiality but needs coaching to properly interpret agency policies and procedures.

- **Not Applicable** is marked if this competency does not pertain to the worker’s job duties.
Individual Learning Plan

Name: ____________________________ Date: ________________

Service Area: ____________________ Position: __________________________

Length of time in current position ____________________________________

Please take time to review the results of your Individual Learning Needs Survey. On the chart below, list your Top 4 Learning priorities. Indicate the competency number. Provide a brief statement describing the learning content. In the Suggested Learning Strategy column, list learning opportunities and training needs.

<table>
<thead>
<tr>
<th>Learning Priority</th>
<th>#</th>
<th>Specific Content to be Learned</th>
<th>Suggested Learning Strategy (CWI class, Field Mentoring/Coaching or other learning opportunities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>9</td>
<td>Community Resources pertaining to Domestic Violence and advanced information on Domestic Violence.</td>
<td>Develop own resource file &amp; review with supervisor. Enroll in Advanced Domestic Violence course.</td>
</tr>
</tbody>
</table>

1 most important

2

3

4

Supervisor Signature: ____________________________ Date: ________________

Worker Signature: ____________________________ Date: ________________