

CHILD WELFARE TRAINING CONSORTIUM

**Curriculum Overview
and Learning
Expectations Guide For
Supervisors
Appendix A**

2012



CWtC

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Appendix A

Core 100: Orientation

Objectives and Knowledge Base Competencies

Module 1: Introduction to the Child Welfare Pre-Service Training

- Identify components of the Child Welfare Pre-Service Training.
- Understand the philosophy of child protective services.
- Recognize the child protection case flow process as it relates to the court system.
- Implement the case flow process when working with children and families.
- Describe Florida's "Family-Centered Practice Model" for child protection and child welfare services.
- Use child protection standards and principles as guides when interacting with children and families.
- Demonstrate sensitivity to cultural differences and ethnicity among clients. Develop ethnically and culturally sensitive assessments and interventions plans for children and families.
- Access intensive, family-centered, In-Home supportive services when protection of a child is necessary.
- Implement family-centered services to prevent the removal of children from their homes while fostering positive behavior change.
- Use strength-base perspectives and empowerment approaches to influence growth, development and behavior change.
- Match services with the specific, individual needs of the child, family and caregivers.

Module 2: Overview of Program Area Responsibilities

- Summarize the major job responsibilities of your program area.
- Use child protection standards and principles as guides when interacting with children and families.
- Comply with quality assurance practices, including meeting Quality Assurance Standards on all cases undergoing review and internal/external audits.
- Identify how your job tasks interact with the case flow process and other ongoing agency services.
- Implement the case flow process when working with children and families.
- Interact with systems of care and public or local assistance programs.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Collaborate with various individuals, groups and systems within the agency and

community public child welfare network.

- Work with a variety of community service agencies and in partnership with law enforcement officials for the safety of children, families, and Case Managers.

Module 3: Worker Safety

- Describe strategies and techniques for field and office safety.
- Recognize situations that place the worker at risk, including escalating emotions of families.
- Use techniques to ensure personal safety, including requesting assistance from colleagues and law enforcement to facilitate staff safety.

Module 4: Certification Process

- Explain the third party credentialing (certification) requirements and process.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Orientation**:

Professional and Legal Responsibilities, Documentation Requirements:

- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K6. Confidentiality regulations.
- K7. Case manager's legal responsibilities to children, parents, foster parents and others according to Florida Administrative Code.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K9. Purpose and timeframes for dependency court hearings and petitions. (K23)Legal protections afforded to families and children by juvenile court intervention and the potential detrimental consequences if legal procedures are not followed.
- K10. Legal requirements and case manager's role for the removal and placement of children.
- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K14. Penalties and resulting agency and caseworker liability for submitting falsified documents, case notes and case plans to the court.
- K15. Organizational risk management issues.
- K16. Required performance standards and casework best practices.
- K17. Quality assurance practices and standards.
- K19. Case situations (including removal of children) that may be inherently threatening and stressful to clients and may result in desperate behavior; knowledge of de-escalation skills and techniques.

- K21. Definitions and fundamental concepts of culture and diversity.
- K23. Client differences in culture and ethnicity.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

Family and Community Engagement:

- K27. Family centered practice.
- K28. Strength-based practice.

Assessment:

- K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.
- K41. Roles and activities of the case manager in school-based programs to enhance children's adjustment in school, prevent academic failure and dropping out, and prevent maltreatment.
- K45. Approaches to plan and support major life transitions for children.
- K46. Processes used in a variety of models for family group meetings to promote family involvement in case planning and decision making.
- K47. Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams.
- K49. Know when to engage child legal services (CLS).

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Orientation**:

Child Protection Foundations:

- K1. Knowledge of ethical standards required to be upheld throughout one's professional career to maintain the public trust and the consequences of violating those standards.
- K3. Knowledge of federal and state confidentiality regulations.
- K4. Knowledge of the penalties for falsifying documents.
- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K7. Knowledge of dependency proceedings and timelines for judicial intervention.
- K8. Knowledge of documents and filing timeframes for court documents.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.
- K12. Knowledge of culture, diversity and cultural competence.
- K13. Knowledge of family-centered practice.

Formulating the Investigative Response:

- K24. Knowledge of notification requirements for specific types of alleged child maltreatment investigations or special conditions referrals.

Engagement:

- K28. Knowledge of how one's personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.
- K29. Knowledge of how to plan for and maintain personal safety through awareness, techniques and skills.
- K30. Knowledge of verbal de-escalation techniques.

Initial Assessment and Problem Identification:

- K37. Knowledge of child vulnerability and caregiver/ family protective capacities.
- K38. Knowledge of family dynamics and family systems.

Safety Management:

- K41. Knowledge of crisis intervention techniques.
- K43. Knowledge of reasonable efforts to prevent removal.
- K45. Knowledge of transfer protocols from investigation to on-going services.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K47. Knowledge of which individuals/parties protected information can be shared.
- K48. Knowledge of factors and circumstances that indicate a need for a legal staffing in consideration of seeking court oversight and supervision.
- K50. Knowledge of roles and responsibilities of law enforcement, Child Protection Team, and external partners (i.e., DV, mental health, etc.)
- K51. Knowledge of timeframes to submit work for supervisory review.

Core 101 FSFN: Orientation

Objectives and Knowledge Base Competencies

- Define SACWIS and FSFN
- Explain the concepts and terminology of FSFN.
- Locate and Access FSFN Website.
- Apply confidentiality requirements to common casework tasks.
- Log into FSFN.
- Demonstrate the FSFN Desktop and Basic Functions.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Orientation FSFN**:

Professional and Legal Responsibilities, Documentation Requirements:

- K6. Confidentiality regulations.
- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

Safety Management, Service Planning and Delivery:

- K42. Applicable federal, state, and school-based regulations, and relevant procedures of school systems: Structure of the school system and roles of specific school personnel; Provision of special educational programs for developmentally delayed and physically disabled students; School system protocol and confidentiality issues regarding interacting with children, parents, teachers and other school-related personnel; Education rights of children; privacy rights of parents regarding school issues; Provisions of the Americans with Disabilities Act (including Individual Educational Plans) and Individuals with Disabilities Educational Act (including 409 plans) that impact children in school; McKinney Act provisions that impact homeless children in schools.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Orientation FSFN**:

Child Protection Foundations:

- K3. Knowledge of federal and state confidentiality regulations.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K47. Knowledge of which individuals/parties protected information can be shared.

Core 102: Child Welfare Standards/Values/Practice On-Line

Objectives and Knowledge Base Competencies

Module 1: Cultural Competence

- Differentiate between race, ethnicity, and culture.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Explain the concept of cultural competence.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.
- Describe and explore the role of cultural competence in child welfare practice.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.

Module 2: Ethical Standards and Values

- Recognize ethical principles and standards related to child protection.
- Address values and ethics when making decisions in public child welfare practice.
- Use child protection standards and principles as guides when interacting with children and families.
- Recognize how your personal values can influence perceptions and decisions.
- Address values and ethics when making decisions in public child welfare practice.
- Describe the values conflicts inherent in child welfare.
- Address values and ethics when making decisions in public child welfare.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Child Welfare Standards Values Practice Online Course**:

Professional and Legal Responsibilities, Documentation Requirements:

- K1. Importance of professional ethical standards in child welfare practice and the consequences of violating ethical standards.
- K2. Ethical issues involved in the delivery, development, and management of specific child welfare direct services.
- K21. Definitions and fundamental concepts of culture and diversity.
- K22. Origins and tenets of one's personal value system, cultural background, and beliefs; understands how these may influence actions and decisions in child welfare practice.
- K23. Client differences in culture and ethnicity.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Child Welfare Standards Values Practice Online Course**:

Child Protection Foundations:

- K1. Knowledge of ethical standards required to be upheld throughout one's professional career to maintain the public trust and the consequences of violating those standards.
- K12. Knowledge of culture, diversity and cultural competence.

Engagement:

- K28. Knowledge of how one's personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.

Core 103: Legal I – Legal Base for Child Protection

Objectives and Knowledge Base Competencies

Module 1: Legal Basis for Child Welfare

- Describe the primary legal references used in dependency cases in Florida.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Describe the main principles of federal laws that impact child protection.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Identify the Legislature's goals for dependent children.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- State Florida's statutory definitions of abandonment, abuse, neglect (AAN) and harm.
- Apply the state's legal definitions of child abuse, abandonment and neglect (AAN) when working with children and families.
- Identify the elements of abandonment, abuse, and neglect to determine whether or not an allegation scenario meets the definition of AAN.
- Apply the state's legal definitions of child abuse, abandonment, and neglect when working with children and families.

Module 2: Introduction to Evidence

- Define evidence in child protection cases.
- Gather appropriate information to assess or verify indicators of abuse and neglect.
- Identify examples of the four types of evidence.
- Gather appropriate information to assess or verify indicators of abuse and neglect.
- Describe evidence collection and documentation.
- Gather appropriate information to assess or verify indicators of abuse and neglect.
- Explain the standard of proof required by the evidence in child protection legal cases.
- Identify the purpose and timeframes for dependency court hearings and petitions.
- Recognize probable cause/grounds for removal.

Module 3: Exposure to Liability

- Describe how you can avoid exposure to liability claims.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Consider exposure to liability claims when working with children and families.
- Request advice and/or input from the supervisor.
- Recognize the legal consequences for falsifying records.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Consider exposure to liability claims when working with children and families.

Module 4: Confidentiality and Case Records

- Identify who has access to dependency case records.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Apply confidentiality requirements to common casework tasks.
- Request advice and/or input from the supervisor.
- Identify records that may be shared with children.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Apply confidentiality requirements to common casework tasks.
- Request advice and/or input from the supervisor.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Legal I- Legal Basis for Child Protection**:

Professional and Legal Responsibilities, Documentation Requirements:

- K3. Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child. The Fostering Connections Act.
- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K6. Confidentiality regulations.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K9. Purpose and timeframes for dependency court hearings and petitions. (K23)Legal protections afforded to families and children by juvenile court intervention and the

potential detrimental consequences if legal procedures are not followed.

- K10. Legal requirements and case manager's role for the removal and placement of children.
- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K12. The role and responsibilities of participants in legal proceedings, including Children's Legal Services, Children's lawyer, Defense attorney, Judge, Guardian Ad Litem.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K14. Penalties and resulting agency and caseworker liability for submitting falsified documents, case notes and case plans to the court.
- K15. Organizational risk management issues.
- K21. Definitions and fundamental concepts of culture and diversity.
- K23. Client differences in culture and ethnicity.

Assessment:

- K32. Definitions of abuse, neglect and abandonment with maltreatment as specified in Florida Statute, and administrative code.
- K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:

- K42. Applicable federal, state, and school-based regulations, and relevant procedures of school systems: Structure of the school system and roles of specific school personnel; Provision of special educational programs for developmentally delayed and physically disabled students; School system protocol and confidentiality issues regarding interacting with children, parents, teachers and other school-related personnel; Education rights of children; privacy rights of parents regarding school issues; Provisions of the Americans with Disabilities Act (including Individual Educational Plans) and Individuals with Disabilities Educational Act (including 409 plans) that impact children in school; McKinney Act provisions that impact homeless children in schools.
- K47. Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Legal I- Legal Basis for Child Protection**:

Child Protection Foundations:

- K3. Knowledge of federal and state confidentiality regulations.
- K4. Knowledge of the penalties for falsifying documents.
- K5. Knowledge of Chapter 39 definitions of abuse, neglect, abandonment and harm.
- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K7. Knowledge of dependency proceedings and timelines for judicial intervention.
- K8. Knowledge of documents and filing timeframes for court documents.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC),

and Florida Administrative Code.

- K12. Knowledge of culture, diversity and cultural competence.

Engagement:

- K28. Knowledge of how one's personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.

Interviewing:

- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:

- K38. Knowledge of family dynamics and family systems.

Safety Management:

- K43. Knowledge of reasonable efforts to prevent removal.

Planning and Teaming:

- K47. Knowledge of which individuals/parties protected information can be shared.
- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad Litem in court proceedings.
- K51. Knowledge of timeframes to submit work for supervisory review.

Core 104: Court Preparation and Participation On-Line

Objectives and Knowledge Base Competencies

Module 1: Court Preparation and Participation

- Describe your roles and responsibilities and other participants in the dependency process.
- Carry out the child protection professional's role and responsibility in dependency court and provide appropriate evidence and testimony.
- Comply with legal requirements and Case Manager Tasks when removing and placing children.
- Describe how to facilitate teamwork with the Children's Legal Services.
- Work with Children's Legal Services staff to prepare for legal action.
- Identify your responsibilities to review and prepare files before court.
- Carry out the child protection professional's role and responsibility in dependency court and provide appropriate evidence and testimony.
- Recognize appropriate courtroom demeanor.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- List the elements of providing effective court testimony and being a credible witness.
- Carry out the child protection professional's role and responsibility in dependency court and provide appropriate evidence and testimony.
- Adhere to legal obligations that dependency laws place on child protection professionals.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Court Preparation and Participation Online Course**:

Professional and Legal Responsibilities, Documentation Requirements:

- K12. The role and responsibilities of participants in legal proceedings, including Children's Legal Services, Children's lawyer, Defense attorney, Judge, Guardian Ad Litem.
- K18. The role and responsibility of the case manager to drive the case and to gather, assess, understand, integrate, and communicate all case information in order to ensure informed decision making by all parties to the case.

Safety Management, Service Planning and Delivery:

- K47. Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams.
- K49. Know when to engage child legal services (CLS).

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Court Preparation and Participation Online Course**:

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K48. Knowledge of factors and circumstances that indicate a need for a legal staffing in consideration of seeking court oversight and supervision.
- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad Litem in court proceedings.

Core 105: Legal II – The Court Process

Objectives and Knowledge Base Competencies

Module 1: Using the Florida Dependency Court

- Describe the structure of the Florida courts.
- Implement the case flow process when working with children and families.
- Determine when to use the authority of the courts.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Work with Children’s Legal Services Staff to prepare for legal action.
- Determine when Non-Judicial In-Home services can be offered.
- Implement the child protection process when working with children and families.

Module 2: Court Proceedings

- Define “dependent child” in legal terminology.
- Apply the state’s legal definitions of child abuse, abandonment, and neglect when working with children and families.
- Describe the purpose and importance of petitions in juvenile dependency cases.
- Identify the purpose and timeframes for dependency court hearings and petitions.
- Identify the sequence, purpose, timeframe, and standard of proof required for each hearing.
- Identify the purpose and timeframes for dependency court hearings and petitions.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Legal II**:

Professional and Legal Responsibilities, Documentation Requirements:

- K3. Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child. The Fostering Connections Act.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K9. Purpose and timeframes for dependency court hearings and petitions. (K23)Legal protections afforded to families and children by juvenile court intervention and the potential detrimental consequences if legal procedures are not followed.
- K10. Legal requirements and case manager’s role for the removal and placement of children.
- K11. A child’s statutory right to participate in case planning and attend court proceedings.

- K12. The role and responsibilities of participants in legal proceedings, including Children's Legal Services, Children's lawyer, Defense attorney, Judge, Guardian Ad Litem.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K15. Organizational risk management issues.

Assessment:

- K32. Definitions of abuse, neglect and abandonment with maltreatment as specified in Florida Statute, and administrative code.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Legal II**:

Child Protection Foundations:

- K5. Knowledge of Chapter 39 definitions of abuse, neglect, abandonment and harm.
- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K7. Knowledge of dependency proceedings and timelines for judicial intervention.
- K8. Knowledge of documents and filing timeframes for court documents.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.
- K14. Knowledge of trauma-informed practice.

Interviewing:

- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:

- K39. Knowledge of the definition and concepts of immediate and imminent safety threats, impending danger, and risk.

Safety Management:

- K43. Knowledge of reasonable efforts to prevent removal.
- K44. Knowledge of placement procedures required upon removal (i.e., background checks, home study, etc.).

Planning and Teaming:

- K48. Knowledge of factors and circumstances that indicate a need for a legal staffing in consideration of seeking court oversight and supervision.
- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad Litem in court proceedings.

Core 106: Family Preservation

Objectives and Knowledge Base Competencies

Module 1: Philosophy and Values of Family Preservation

- Describe the philosophy of family preservation.
- Access intensive, family-centered, In-Home supportive services when protecting a child.
- Protect children and provide services that support families as caregivers.
- Implement pre-placement preventative services to prevent the removal of children from their homes while fostering positive behavior change.
- Implement family-centered services to prevent the removal of children from their homes while fostering positive behavior change.
- Identify family strengths and empower the family in order to influence growth, development and behavior change.
- Identify and use the family's strengths to assure continuing safety.
- Work with the family to engage support systems or services to match the family's needs and to reduce risk factors.
- Identify values of family preservation services.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.
- Access intensive, family-centered, In-Home supportive services when protection of a child is necessary.
- Implement pre-placement preventative services when working with children and families.
- Implement family-centered services to prevent the removal of children from their homes while fostering positive behavior change.
- Identify and use the family's strengths to assure continuing safety.

Module 2: Strengths-Focused Model

- Identify the concepts of strengths-focused service delivery.
- Identify family strengths and empower the family in order to influence growth, development and behavior change.
- Identify and use the family's strengths to assure continuing safety.
- Identify and evaluate the family's existing and accessible resources and support systems to help the family meet their own needs.
- Apply the concepts of a strengths-focused service delivery model.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.

- Implement family-centered services to prevent the removal of children from their homes while fostering positive behavior change.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Work with the family to engage support systems or services to match the family's needs and to reduce risk factors.

Module 3: Florida's Family-Centered Practice Model and Family Preservation Services

- Identify Florida Statute and Administrative Rules for family preservation services
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Describe Florida's Family-Centered Practice Model.
- Interact with systems of care and public or local assistance programs.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Access intensive, family-centered, In-Home supportive services when protection of a child is necessary.
- Protect children and provide services that support families as caregivers.
- Implement pre-placement preventative services to prevent the removal of children from their homes while fostering positive behavior change.
- Identify and involve extended family and other community resources that can strengthen a family's ability to care for their children.
- Implement family-centered services to prevent the removal of children from their homes while fostering positive behavior change.
- Identify family strengths and empower the family in order to influence growth, development and behavior change.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior changes.
- Identify and use the family's strengths to assure continuing safety.
- Identify and evaluate the family's existing and accessible resources and support systems to help the family meet their own needs.
- Work with the family to engage support systems or services to match the family's needs and to reduce risk factors.
- Work with the family members and other parties involved in the case to develop an individualized, family-centered, assessment based and outcome driven case plan.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Family Preservation**:

Professional and Legal Responsibilities, Documentation Requirements:

- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K10. Legal requirements and case manager's role for the removal and placement of children.
- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K21. Definitions and fundamental concepts of culture and diversity.
- K23. Client differences in culture and ethnicity.

Family and Community Engagement:

- K27. Family centered practice.
- K28. Strength-based practice.

Assessment:

- K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Family Preservation**:

Child Protection Foundations:

- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K7. Knowledge of dependency proceedings and timelines for judicial intervention.
- K8. Knowledge of documents and filing timeframes for court documents.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.
- K12. Knowledge of culture, diversity and cultural competence.
- K13. Knowledge of family-centered practice.

Engagement:

- K28. Knowledge of how one's personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.

Initial Assessment and Problem Identification:

- K37. Knowledge of child vulnerability and caregiver/ family protective capacities.
- K38. Knowledge of family dynamics and family systems.

Safety Management:

- K42. Knowledge of safety planning.
- K43. Knowledge of reasonable efforts to prevent removal.

Planning and Teaming:

- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad Litem in court proceedings.
- K50. Knowledge of roles and responsibilities of law enforcement, Child Protection Team, and external partners (i.e., DV, mental health, etc.).

Core 107: Maltreatments

Objectives and Knowledge Base Competencies

Module 1: The Hotline and Child Maltreatment Index

- Describe the Abuse Hotline procedures and reporting requirements.
- Use the Abuse Hotline procedures and follow reporting requirements.
- Name and analyze the specific elements of a Hotline Intake report.
- Analyze specific elements of the Hotline abuse report.
- Identify the uses, benefits, organization and information in the Child Maltreatment Index.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and administrative code when working with children and families.
- Use the Child Maltreatment Index to define a specific allegation and treatment type.

Module 2: The Dynamics of Child Maltreatment

- Identify the contributing dynamics to child abuse and neglect in families.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
- Describe ways to look further into situations to identify the warning signs of abuse and neglect.
- Identify children and families that have physical, mental, or developmental disabilities.
- Describe the Decision-Making Model.

Module 3: Physical Abuse

- Identify physical abuse indicators.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.
- Link the identification of indicators with investigative decision-making.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
- Decide what evidence/information to gather and document to decide if maltreatment has occurred.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and administrative codes when working with children and families.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.

- Identify indicators of Abusive Head Trauma.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.

Module 4: Sexual Abuse

- Describe the dynamics of child sexual abuse using the five phases.
- Describe physical, behavioral, and emotional signs of child sexual abuse.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.

Module 5: Mental Injury

- Identify the indicators of mental injury.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.
- Identify and document indicators of mental health issues of adults and children, age birth through eighteen years.
- Describe the types of mental injury.
- Recognize indicators of abuse, neglect, and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and administrative codes when working with children and families.

Module 6: Substance Abuse

- Define substance abuse and terms related to it.
- Define "disease" as related to substance abuse and describe its characteristics.
- Recognize the progression/stages of substance abuse.
- Describe behavioral indicators of substance abuse.
- Identify and document indicators of substance abuse by adults and youth.
- Recognize indicators of abuse, neglect, and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and administrative codes when working with children and families.
- Define and identify risk factors.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.
- Describe the protective factors.

Module 7: Neglect

- Define neglect.
- Identify the types of neglect as defined in the Child Maltreatment Index.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and administrative codes when working with children and families.
- Identify indicators for each type of neglect.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.
- Recognize the indicators of neglect that represent a risk for significant impairment.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.
- Distinguish between chronic and situational neglect.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and administrative codes when working with children and families.
- Describe the effects of neglect on toddlers, early school-aged children, and adolescents.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Demonstrate sensitivity to differences in human development.
- Define failure to thrive.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and administrative codes when working with children and families.

Module 8: Domestic Violence

- Identify indicators of domestic violence.
- Identify and document indicators of domestic violence.
- Recognize the relationship between domestic violence and child abuse.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.
- Relate domestic violence behavior to the neglect of a child.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Maltreatments**:

Professional and Legal Responsibilities, Documentation Requirements:

- K3. Chapter 39, Florida Statutes definitions for various forms of child maltreatment,

including: abused child, neglected child and dependent child. The Fostering Connections Act.

- K5. Elements of reporting abuse and neglect to the Abuse Hotline.
- K6. Confidentiality regulations.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K10. Legal requirements and case manager's role for the removal and placement of children.
- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K15. Organizational risk management issues.
- K19. Case situations (including removal of children) that may be inherently threatening and stressful to clients and may result in desperate behavior; knowledge of de-escalation skills and techniques.
- K25. Multiple types, purposes, and uses of case documentation.

Family and Community Engagement:

- K27. Family centered practice.
- K28. Strength-based practice.

Assessment:

- K32. Definitions of abuse, neglect and abandonment with maltreatment as specified in Florida Statute, and administrative code.
- K34. Knowledge of family dynamics and family systems.
- K35. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.
- K42. Applicable federal, state, and school-based regulations, and relevant procedures of school systems: Structure of the school system and roles of specific school personnel; Provision of special educational programs for developmentally delayed and physically disabled students; School system protocol and confidentiality issues regarding interacting with children, parents, teachers and other school-related personnel; Education rights of children; privacy rights of parents regarding school issues; Provisions of the Americans with Disabilities Act (including Individual Educational Plans) and Individuals with Disabilities Educational Act (including 409 plans) that impact children in school; McKinney Act provisions that impact homeless children in schools.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Maltreatments:**

Child Protection Foundations:

- K2. Knowledge of the investigator being a mandated reporter of suspected child abuse and neglect.
- K3. Knowledge of federal and state confidentiality regulations.
- K5. Knowledge of Chapter 39 definitions of abuse, neglect, abandonment and harm.
- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K7. Knowledge of dependency proceedings and timelines for judicial intervention.
- K8. Knowledge of documents and filing timeframes for court documents.
- K9. Knowledge of the hotline report acceptance criteria.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.
- K13. Knowledge of family-centered practice.
- K14. Knowledge of trauma-informed practice.
- K15. Knowledge of Special Condition Reports.
- K16. Knowledge of specific maltreatment indicators (i.e., types and likely etiology).
- K17. Knowledge of 'embedded' harms (e.g., domestic violence; adult and adolescent substance abuse; child, adolescent and adult mental health issues).
- K18. Knowledge of child development norms.
- K19. Knowledge of developmentally appropriate parenting and discipline techniques.

Formulating the Investigative Response:

- K22. Knowledge of resources to gather prior intake and case information.

Engagement:

- K29. Knowledge of how to plan for and maintain personal safety through awareness, techniques and skills.
- K30. Knowledge of verbal de-escalation techniques.

Interviewing:

- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:

- K35. Knowledge of assessment considerations contained in the Child Maltreatment Index.
- K37. Knowledge of child vulnerability and caregiver/ family protective capacities.
- K38. Knowledge of family dynamics and family systems.
- K39. Knowledge of the definition and concepts of immediate and imminent safety threats, impending danger, and risk.
- K40. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Safety Management:

- K41. Knowledge of crisis intervention techniques.

- K42. Knowledge of safety planning.
- K43. Knowledge of reasonable efforts to prevent removal.

Planning and Teaming:

- K47. Knowledge of which individuals/parties protected information can be shared.
- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad Litem in court proceedings.

Core 108: Safety Planning

Objectives and Knowledge Base Competencies

Module 1: Safety Planning

- Define “safety planning.”
- Plan, rather than react, when preparing for contact with children and families.
- Identify basic principles of safety planning.
- Identify and use the family’s strengths to assure continuing safety.

Module 2: Developing Safety Plans

- Learn how to develop a safety plan.
- Interpret the results of the child safety assessment to make appropriate child safety determinations.
- Identify and evaluate the family’s existing and accessible resources and support systems to help the family meet its own needs.
- Work with the family to engage support systems or services to match the family’s needs and to reduce risk factors.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Implement pre-placement preventative services when working with children and families.
- Define how safety plans are documented.
- Apply confidentiality requirements to common casework tasks.
- Apply safety planning to specific threats.
- Interpret the results of the child safety assessment to make appropriate child safety determinations.
- Identify and evaluate the family’s existing and accessible resources and support systems to help the family meet its own needs.
- Work with the family to engage support systems or services to match the family’s needs and to reduce risk factors.
- Describe techniques used to create safety plans with children.
- Interpret the results of the child safety assessment to make appropriate child safety determinations.
- Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- Identify and evaluate the family’s existing and accessible resources and support systems to help the family meet its own needs.
- Work with the family to engage support systems or services to match the family’s needs

and to reduce risk factors.

- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Implement pre-placement preventative services when working with children and families.
- Interpret the results of the child safety assessment to make appropriate child safety determinations.
- Recognize situations that place the worker at risk, including escalating emotions of families.
- Develop a personalized safety plan using a case scenario.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Safety Planning**:

Professional and Legal Responsibilities, Documentation Requirements:

- K3. Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child. The Fostering Connections Act.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K10. Legal requirements and case manager's role for the removal and placement of children.
- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K15. Organizational risk management issues.
- K25. Multiple types, purposes, and uses of case documentation.

Family and Community Engagement:

- K27. Family centered practice.
- K28. Strength-based practice.

Assessment:

- K32. Definitions of abuse, neglect and abandonment with maltreatment as specified in Florida Statute, and administrative code.
- K34. Knowledge of family dynamics and family systems.
- K35. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Safety Planning**:

Child Protection Foundations:

- K5. Knowledge of Chapter 39 definitions of abuse, neglect, abandonment and harm.
- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K7. Knowledge of dependency proceedings and timelines for judicial intervention.
- K8. Knowledge of documents and filing timeframes for court documents.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.
- K13. Knowledge of family-centered practice.
- K14. Knowledge of trauma-informed practice.
- K16. Knowledge of specific maltreatment indicators (i.e., types and likely etiology).
- K17. Knowledge of 'embedded' harms (e.g., domestic violence; adult and adolescent substance abuse; child, adolescent and adult mental health issues).

Interviewing:

- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:

- K37. Knowledge of child vulnerability and caregiver/ family protective capacities.
- K38. Knowledge of family dynamics and family systems.
- K39. Knowledge of the definition and concepts of immediate and imminent safety threats, impending danger, and risk.
- K40. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Safety Management:

- K42. Knowledge of safety planning.
- K43. Knowledge of reasonable efforts to prevent removal.

Planning and Teaming:

- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad Litem in court proceedings.
- K50. Knowledge of roles and responsibilities of law enforcement, Child Protection Team, and external partners (i.e., DV, mental health, etc.).

Core 109: Effects of Abuse/Neglect on Child Development On-Line Course

Objectives and Knowledge Base Competencies

Effect of Abuse/Neglect on Child Development

- Identify family dynamics that contribute to child maltreatment.
- Interpret the results of the child safety assessment to make appropriate child safety determinations.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Demonstrate sensitivity to differences in human development.
- Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
- Interpret the results of the child safety assessment to make appropriate child safety determinations.
- Describe ways to identify developmental warning signs of maltreatment.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Demonstrate sensitivity to differences in human development.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Effects of Abuse and Neglect on Child Development Online Course**:

Family and Community Engagement:

- K29. Trauma-informed care.

Assessment:

- K35. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Safety Management, Service Planning and Delivery:

- K40. Purpose and activities of a variety of prevention programs designed to mitigate the negative effects for children who have been maltreated, and to support families in preventing the occurrence of further maltreatment.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Effects of Abuse and Neglect on Child Development Online Course**:

Child Protection Foundations:

- K14. Knowledge of trauma-informed practice.
- K18. Knowledge of child development norms.
- K19. Knowledge of developmentally appropriate parenting and discipline techniques.

Initial Assessment and Problem Identification:

- K37. Knowledge of child vulnerability and caregiver/ family protective capacities.
- K40. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Core 110 FSFN: Maltreatment

Objectives and Knowledge Base Competencies

Module 1: FSFN Intakes

- Identify the different types of FSFN intakes.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Search for FSFN intakes.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 2: The FSFN Safety Plan

- Create a FSFN Safety Plan
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Launch the Safety Plan word document.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Obtain supervisory approval of a Safety Plan.
- Request advice and/or input from the supervisor.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Maltreatments FSFN**:

Professional and Legal Responsibilities, Documentation Requirements:

- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

Safety Management, Service Planning and Delivery:

- K47. Purpose and operations of a variety of work teams, and understands the worker's

role in participating in these teams.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Maltreatments FSFN**:

Safety Management:

- K42. Knowledge of safety planning.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K51. Knowledge of timeframes to submit work for supervisory review.

Core 111: Human Trafficking

Objectives and Knowledge Base Competencies

Module 1: The Dynamics of Child Trafficking

- State Florida's statutory definition of child trafficking.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Identify the two major types of child trafficking.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Describe potential child traffickers.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.

Module 2: Working with Child Trafficking Victims

- Identify potential child trafficking victims.
- Know what to do when you suspect child trafficking.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Human Trafficking Online Course**:

Professional and Legal Responsibilities, Documentation Requirements:

- K3. Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child. The Fostering Connections Act.
- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K5. Elements of reporting abuse and neglect to the Abuse Hotline.
- K6. Confidentiality regulations.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K9. Purpose and timeframes for dependency court hearings and petitions. (K23)Legal protections afforded to families and children by juvenile court intervention and the potential detrimental consequences if legal procedures are not followed.
- K10. Legal requirements and case manager's role for the removal and placement of

children.

- K15. Organizational risk management issues.
- K23. Client differences in culture and ethnicity.

Family and Community Engagement:

- K30. Interviewing techniques that overcome resistance build trust and establish rapport.

Assessment:

- K32. Definitions of abuse, neglect and abandonment with maltreatment as specified in Florida Statute, and administrative code.
- K33. Understands the challenges of conducting interviews with families who cannot fully express themselves in English.

Safety Management, Service Planning and Delivery:

- K47. Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Human Trafficking Online Course**:

Child Protection Foundations:

- K2. Knowledge of the investigator being a mandated reporter of suspected child abuse and neglect.
- K3. Knowledge of federal and state confidentiality regulations.
- K5. Knowledge of Chapter 39 definitions of abuse, neglect, abandonment and harm.
- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.
- K12. Knowledge of culture, diversity and cultural competence.
- K14. Knowledge of trauma-informed practice.
- K16. Knowledge of specific maltreatment indicators (i.e., types and likely etiology).
- K17. Knowledge of 'embedded' harms (e.g., domestic violence; adult and adolescent substance abuse; child, adolescent and adult mental health issues).
- K18. Knowledge of child development norms.

Formulating the Investigative Response:

- K23. Knowledge of maltreatment escalation dynamics (e.g., patterns of behavior, severity and/or frequency of maltreatment, same child, same perpetrator, and prior referral or services outcomes).
- K24. Knowledge of notification requirements for specific types of alleged child maltreatment investigations or special conditions referrals.

Engagement:

- K27. Knowledge of interviewing techniques that build trust and establish rapport.
- K28. Knowledge of how one's personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.
- K29. Knowledge of how to plan for and maintain personal safety through awareness,

techniques and skills.

Interviewing:

- K33. Knowledge of verbal responses and non-verbal behaviors and facial gestures consistent with evasive responses.
- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:

- K35. Knowledge of assessment considerations contained in the Child Maltreatment Index.
- K39. Knowledge of the definition and concepts of immediate and imminent safety threats, impending danger, and risk.

Safety Management:

- K41. Knowledge of crisis intervention techniques.
- K45. Knowledge of transfer protocols from investigation to on-going services.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K47. Knowledge of which individuals/parties protected information can be shared.

Core 112: Assessment

Objectives and Knowledge Base Competencies

Module 1: Documentation

- Explain the purpose, requirements and documentation for case notes.
- Build and maintain an up-to-date, organized and accessible case file.
- Evaluate case note documentation.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Describe how documentation benefits court proceedings.
- Develop documentation that communicates the child's safety, quality case management and information essential to court proceedings.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Ensure all documentation regarding the child's safety, risk, placement and services is gathered and included in the case file.
- Recognize the components of documentation: relevant, factual, quantitative, and objective.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Create accurate chronological notes that follow guidelines and are relevant, factual, quantitative, and objective.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.

Module 2: Introduction to Assessment

- Describe the assessment process.
- Identify the types of assessments conducted by PIs and CMs.
- Assess and document child safety using the FSFN Child Safety Assessment and consider the need for removal and placement and the existence of maltreatment according to Florida Statutes and rules.
- Comply with legal requirements for assessments and case planning.
- Recognize documents used to record and report assessment information.
- Assess and document child safety using the FSFN Child Safety Assessment and consider the need for removal and placement and the existence of maltreatment according to Florida Statutes and rules.
- Comply with legal requirements for assessments and case planning.

- Describe the difference between safety assessment and risk assessment.
- Identify and use the family's strengths to assure safety from recurring harm.
- Work with the family to engage support systems or services to match the family's needs and to reduce risk factors.
- Describe how assessment relates to safety and decision-making.
- Identify situations where preventative and/or In-Home services and a safety plan cannot protect the child from continued abuse, abandonment, or neglect and make an emergency removal of the child.
- Describe the relationship of assessment to safety and case planning activities.
- Conduct on-going assessments of risk factors related to the child and siblings' safety.

Module 3: Assessing Families

- Identify the requirements for a family assessment.
- Comply with legal requirements for assessments and case planning.
- Describe the basic factors that are addressed in a family assessment.
- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Consider personal, interpersonal, family, social and environmental factors that influence the incidence of child maltreatment when working with children and families.
- Identify and document conditions and behaviors within the family related to the alleged maltreatment.
- Recognize family factors that affect the child's safety, permanency, and well-being.
- Access intensive, family-centered, In-Home supportive services when protection of a child is necessary.
- Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Describe the child factors that affect child safety/vulnerability.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Identify and document indicators of mental health issues of adults and children, age birth through eighteen years of age.
- Identify, document and conduct on-going, age appropriate assessment activities that ascertain if a child's physical, mental, social and educational needs are met.
- Recognize caregiver factors that impact child safety.

- Identify and document indicators of domestic violence.
- Identify and document indicators of substance abuse.
- Identify and document indicators of mental health issues of adults and children, age birth through eighteen years of age.
- Identify and document conditions and behaviors within the family related to the alleged maltreatment.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Assessment**:

Professional and Legal Responsibilities, Documentation Requirements:

- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K9. Purpose and timeframes for dependency court hearings and petitions. (K23)Legal protections afforded to families and children by juvenile court intervention and the potential detrimental consequences if legal procedures are not followed.
- K10. Legal requirements and case manager's role for the removal and placement of children.
- K21. Definitions and fundamental concepts of culture and diversity.
- K23. Client differences in culture and ethnicity.
- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

Family and Community Engagement:

- K27. Family centered practice.
- K28. Strength-based practice.

Assessment:

- K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.
- K40. Purpose and activities of a variety of prevention programs designed to mitigate the negative effects for children who have been maltreated, and to support families in preventing the occurrence of further maltreatment.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Assessment**:

Child Protection Foundations:

- K8. Knowledge of documents and filing timeframes for court documents.
- K12. Knowledge of culture, diversity and cultural competence.
- K13. Knowledge of family-centered practice.
- K14. Knowledge of trauma-informed practice.
- K16. Knowledge of specific maltreatment indicators (i.e., types and likely etiology).
- K17. Knowledge of 'embedded' harms (e.g., domestic violence; adult and adolescent substance abuse; child, adolescent and adult mental health issues).
- K18. Knowledge of child development norms.
- K19. Knowledge of developmentally appropriate parenting and discipline techniques.
- K20. Knowledge of principles of grammar and professional writing.
- K21. Knowledge of the types and purposes of information and required timeframes for documentation in the electronic investigative file (e.g., TANF, ICWA, etc.).

Formulating the Investigative Response:

- K23. Knowledge of maltreatment escalation dynamics (e.g., patterns of behavior, severity and/or frequency of maltreatment, same child, same perpetrator, and prior referral or services outcomes).

Engagement:

- K27. Knowledge of interviewing techniques that build trust and establish rapport.
- K28. Knowledge of how one's personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.

Interviewing:

- K31. Knowledge of interviewing processes that use active listening skills (i.e., reflections), reframing, and open-ended and solution-focused questioning.
- K32. Knowledge of interviewing techniques to overcome resistance and motivate positive behavior change in the family.
- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:

- K36. Knowledge of formal child safety assessment instruments, protocols and required timeframes for completion.
- K37. Knowledge of child vulnerability and caregiver/ family protective capacities.
- K38. Knowledge of family dynamics and family systems.
- K39. Knowledge of the definition and concepts of immediate and imminent safety threats, impending danger, and risk.

Safety Management:

- K42. Knowledge of safety planning.
- K43. Knowledge of reasonable efforts to prevent removal.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K52. Knowledge of processes and procedures to submit investigation for closure.

Core 113 FSFN: Assessment

Objectives and Knowledge Base Competencies

Module 1: FSFN Case Notes

- Create FSFN case notes.
- Ensure all documentation regarding the child's safety, risk, placement and services is gathered and included in the case file.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Learn how to edit and view notes.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Print a note or note report.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Create a Provider Note.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Assessment FSFN**:

Professional and Legal Responsibilities, Documentation Requirements:

- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Assessment FSFN**:

Child Protection Foundations:

- K21. Knowledge of the types and purposes of information and required timeframes for documentation in the electronic investigative file (e.g., TANF, ICWA, etc.).

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.

Core 114: Staffings On-Line Course

Objectives and Knowledge Base Competencies

- Identify the types and purposes of staffings.
- Conduct staffings of various types and purposes.
- Collaborate with various individuals, groups and systems within the agency and community public child welfare work.
- Serve as a Case Manager and conduit of information between all parties in the case and identified stakeholders, including medical, educational and mental health providers.
- Work with a variety of community service agencies and in partnership with law enforcement officials for the safety of children, families and Case Managers.
- Describe how to prepare for and conduct staffings.
- Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Staffings Online Course**:

Professional and Legal Responsibilities, Documentation Requirements:

- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K18. The role and responsibility of the case manager to drive the case and to gather, assess, understand, integrate, and communicate all case information in order to ensure informed decision making by all parties to the case.

Safety Management, Service Planning and Delivery:

- K47. Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams.
- K49. Know when to engage child legal services (CLS).

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Staffings Online Course**:

Engagement:

- K26. Knowledge of effective professional interpersonal communication skills.

Safety Management:

- K45. Knowledge of transfer protocols from investigation to on-going services.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K48. Knowledge of factors and circumstances that indicate a need for a legal staffing in consideration of seeking court oversight and supervision.

Core 115: Introduction to Interviewing

Objectives and Knowledge Base Competencies

Module 1: Basic Interviewing Skills

- Determine the relationship between interviewing skills and interview outcomes.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
- Examine the use of authority during an interview.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
- Describe three core conditions necessary for building a trusting relationship.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
- Recognize techniques to facilitate an interview: exploring, focusing, directing.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Utilize interviewing techniques and strategies to prepare for and conduct age-appropriate interviews with the child, the caregiver, and the family.
- Use specialized observation, assessment and interviewing techniques to assess the risk and safety factors in a situation of suspected maltreatment, and weigh their effects on the overall need for protection of the child.

Module 2: Facilitating the Interview

- Describe the 5 stages of the interview process: preparation, engagement, the interview, closing, documentation.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
- Utilize interviewing techniques and strategies to prepare for and conduct age-appropriate interviews with the child, the caregiver, and the family.

- Gather appropriate information to assess or verify indicators of abuse and neglect.
- Determine ways to keep the interview on track.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
- Identify interviewee behaviors that challenge the interview.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
- Assess the dynamics of resistance and use preventative casework methods to defuse family members' hostility, fear and anger.
- Identify children and families that have physical, mental, or developmental disabilities.
- Describe considerations for interviews in special situations.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Demonstrate sensitivity to deviations in human development.
- Identify children and families that have physical, mental, or developmental disabilities.

Module 3: Child Interviews

- Compare and contrast child and adult interviews.
- Utilize interviewing techniques and strategies to prepare for and conduct age-appropriate interviews with the child, the caregiver, and the family.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Conduct age appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- Explain how to engage and interview the child.
- Utilize interviewing techniques and strategies to prepare for and conduct age-appropriate interviews with the child, the caregiver, and the family.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Conduct age appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- Identify considerations for interviews in child sexual abuse cases.
- Conduct age appropriate interactions with children and youth, birth through eighteen

years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.

- Describe developmental considerations for child interviews.
- Utilize interviewing techniques and strategies to prepare for and conduct age-appropriate interviews with the child, the caregiver, and the family.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Conduct age appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- Consider behavioral indicators and dynamics of adolescent depression, suicide, or other emotional disturbances when working with children and families.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Introduction to Interviewing**:

Professional and Legal Responsibilities, Documentation Requirements:

- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K21. Definitions and fundamental concepts of culture and diversity.
- K23. Client differences in culture and ethnicity.

Family and Community Engagement:

- K29. Trauma-informed care.
- K30. Interviewing techniques that overcome resistance, build trust and establish rapport.
- K31. Interviewing techniques that motivate subjects of the interview to change behaviors necessary to create positive change/ensure child safety.

Assessment:

- K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Introduction to Interviewing**:

Child Protection Foundations:

- K12. Knowledge of culture, diversity and cultural competence.
- K14. Knowledge of trauma-informed practice.
- K16. Knowledge of specific maltreatment indicators (i.e., types and likely etiology).
- K17. Knowledge of 'embedded' harms (e.g., domestic violence; adult and adolescent substance abuse; child, adolescent and adult mental health issues).
- K18. Knowledge of child development norms.
- K19. Knowledge of developmentally appropriate parenting and discipline techniques.

Formulating the Investigative Response:

- K23. Knowledge of maltreatment escalation dynamics (e.g., patterns of behavior, severity and/or frequency of maltreatment, same child, same perpetrator, and prior referral or services outcomes).

Engagement:

- K26. Knowledge of effective professional interpersonal communication skills.
- K27. Knowledge of interviewing techniques that build trust and establish rapport.
- K28. Knowledge of how one's personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.
- K30. Knowledge of verbal de-escalation techniques.

Interviewing:

- K31. Knowledge of interviewing processes that use active listening skills (i.e., reflections), reframing, and open-ended and solution-focused questioning.
- K32. Knowledge of interviewing techniques to overcome resistance and motivate positive behavior change in the family.
- K33. Knowledge of verbal responses and non-verbal behaviors and facial gestures consistent with evasive responses.
- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:

- K36. Knowledge of formal child safety assessment instruments, protocols and required timeframes for completion.
- K37. Knowledge of child vulnerability and caregiver/ family protective capacities.
- K38. Knowledge of family dynamics and family systems.
- K39. Knowledge of the definition and concepts of immediate and imminent safety threats, impending danger, and risk.

PI 116: Investigative Response

Objectives and Knowledge Base Competencies

Module 1: Preparing for the Investigation

- Summarize Hotline Intakes and the associated FSFN Assessments.
- Analyze specific elements of the Hotline Abuse Report.
- Identify information sources and records to check prior to commencement.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Use the Child Maltreatment Index to define a specific allegation and maltreatment type.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute and administrative code when working with children and families.
- Use the Child Maltreatment Index to define a specific allegation and maltreatment type.
- Evaluate prior intake and investigation information and determine its relevance to the current investigation.
- Evaluate prior abuse report information and determine its relevance to the current investigation and/or case specifics.
- Implement the child protection process when working with children and families.
- Use job functions and roles within the agency/unit to connect with community partners.
- Collaborate with various individuals, groups and systems within the agency and community public child welfare network.
- Work with a variety of community service agencies and in partnership with law enforcement officials for the safety of children, families and Case Managers.
- Develop a plan for the investigation.
- Plan, rather than react, when preparing for contact with children and families.

Module 2: Conducting the Investigation

- Summarize commencement and follow-up tasks for investigations.
- Implement the child protection process when working with children and families.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Utilize the Case Manager's role to create and sustain a helping system for clients that includes collaborative child welfare work with members of other disciplines.
- Use job functions and roles within the agency/unit to connect with community partners.
- Collaborate with various individuals, groups, and systems within the agency and

community public child welfare network.

- Describe legal requirements for investigations.
- Implement the child protection process when working with children and families.
- Apply confidentiality requirements to common casework tasks.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Explain investigative tasks during initial contact: interview and observations.
- Apply the state's legal definitions of child abuse, abandonment, and neglect when working with children and families.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define and prioritize concerns and needs.
- Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
- Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute and administrative code when working with children and families.
- Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.
- Identify and document indicators of domestic violence.
- Identify and document indicators of substance abuse by adults and youth.
- Identify and document indicators of mental health issues of adults and children, age birth through eighteen years of age.
- Carry out the child welfare services Investigator/Case Manager role in tasks that comply with federal funding requirements, including time sampling and eligibility criteria for Title IV-E out of home care reimbursement.
- Gather appropriate information to assess or verify indicators of abuse and neglect.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Identify and document conditions and behaviors within the family related to the alleged maltreatment.
- Access intensive, family-centered, In-Home supportive services when protection of a child is necessary.
- Identify situations where preventative and/or In-Home services and a safety plan cannot protect the child from continued abuse, abandonment or neglect and initiate or make an emergency removal of the child.
- Protect children and provide services that support families as caregivers.

- Implement pre-placement preventative services when working with children and families.
- Identify risk factors that raise the child's risk level.
- Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- Develop safety plans based upon current risk factors.
- Describe decisions related to family needs, service and the child's placement.
- Describe investigative tasks following initial contact: collateral contacts, diligent search, documentation or reports and information.
- Use specialized observation, assessment and interviewing techniques to assess the risk and safety factors in a situation of suspected maltreatment and weigh their effects on the overall need for protection of the child.
- Gather appropriate information to assess or verify indicators of abuse and neglect.
- Participate in staffings of various types and purposes.
- Develop documentation that communicates the child's safety, quality case management, and information essential to court proceedings.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Ensure that all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.
- Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals.
- Report, document, and follow up on critical incidents.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 3: The Safety Assessment

- Identify the purpose and uses of the Safety Assessment Tool.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Develop ethnically and culturally sensitive assessments and intervention plans for children families.
- Assess and document child safety using the FSFN Child Safety Assessment and consider the need for removal and placement and the existence of maltreatment according to Florida Statute and rules.
- Identify the categories and organization of the CSA tool.
- Request advice and/or input from the supervisor.
- Identify the categories and organization of the Safety Assessment Tool.

- Use the FSFN Safety Assessment Tool to document assessment information and evidence for alleged maltreatments.

Module 4: Investigation Closures

- Determine findings based upon whether or not there is credible evidence to support the alleged maltreatments.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Assess and document child safety using the FSFN Child Safety Assessment and consider the need for removal and placement and the existence of maltreatment according to Florida Statute and rules.
- Identify investigative and assessment summary components.
- Gather appropriate information to assess or verify indicators of abuse and neglect.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Request advice and/or input from the supervisor.
- Describe decisions and documentation prior to investigation closure.
- Evaluate prior abuse report information and determine its relevance to the current investigation and/or case specifics.
- Interpret the results of the child safety assessment to make appropriate child safety determinations.
- Use strength-based perspectives and empowerment approaches to influence growth, development, and behavior change.
- Match services with the specific, individual needs of the child, family and caregivers.
- Ensure that all documentation regarding the child's safety, risk, placement and services is gathered and included in the case file.
- Describe the 5 types of "no jurisdiction" closures.
- Comply with legal requirements and Case Manager Tasks for supervising and closing a case.
- Request advice and/or input from the supervisor.
- Integrate documentation, data systems and quality assurance systems.
- Name the criteria for a "duplicate" closure.
- Comply with legal requirements and Case Manager Tasks for supervising and closing a case.
- Request advice and/or input from the supervisor.
- Integrate documentation, data systems and quality assurance systems.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Investigative Response**:

Child Protection Foundations:

- K2. Knowledge of the investigator being a mandated reporter of suspected child abuse and neglect.
- K3. Knowledge of federal and state confidentiality regulations.
- K5. Knowledge of Chapter 39 definitions of abuse, neglect, abandonment and harm.
- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K7. Knowledge of dependency proceedings and timelines for judicial intervention.
- K8. Knowledge of documents and filing timeframes for court documents.
- K9. Knowledge of the hotline report acceptance criteria.
- K10. Knowledge of required protocol and procedures to request/respond to Out-of-Town Inquiries.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.
- K12. Knowledge of culture, diversity and cultural competence.
- K13. Knowledge of family-centered practice.
- K14. Knowledge of trauma-informed practice.
- K15. Knowledge of Special Condition Reports.
- K16. Knowledge of specific maltreatment indicators (i.e., types and likely etiology).
- K17. Knowledge of 'embedded' harms (e.g., domestic violence; adult and adolescent substance abuse; child, adolescent and adult mental health issues).
- K18. Knowledge of child development norms.
- K19. Knowledge of developmentally appropriate parenting and discipline techniques.
- K20. Knowledge of principles of grammar and professional writing.
- K21. Knowledge of the types and purposes of information and required timeframes for documentation in the electronic investigative file (e.g., TANF, ICWA, etc.).

Formulating the Investigative Response:

- K22. Knowledge of resources to gather prior intake and case information.
- K23. Knowledge of maltreatment escalation dynamics (e.g., patterns of behavior, severity and/or frequency of maltreatment, same child, same perpetrator, and prior referral or services outcomes).
- K24. Knowledge of notification requirements for specific types of alleged child maltreatment investigations or special conditions referrals.
- K25. Knowledge of the purpose and process of conducting diligent searches to locate absent parents or relatives.

Engagement:

- K26. Knowledge of effective professional interpersonal communication skills.
- K27. Knowledge of interviewing techniques that build trust and establish rapport.

- K28. Knowledge of how one's personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.
- K29. Knowledge of how to plan for and maintain personal safety through awareness, techniques and skills.
- K30. Knowledge of verbal de-escalation techniques.

Interviewing:

- K31. Knowledge of interviewing processes that use active listening skills (i.e., reflections), reframing, and open-ended and solution-focused questioning.
- K32. Knowledge of interviewing techniques to overcome resistance and motivate positive behavior change in the family.
- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:

- K35. Knowledge of assessment considerations contained in the Child Maltreatment Index.
- K36. Knowledge of formal child safety assessment instruments, protocols and required timeframes for completion.
- K37. Knowledge of child vulnerability and caregiver/ family protective capacities.
- K38. Knowledge of family dynamics and family systems.
- K39. Knowledge of the definition and concepts of immediate and imminent safety threats, impending danger, and risk.
- K40. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Safety Management:

- K41. Knowledge of crisis intervention techniques.
- K42. Knowledge of safety planning.
- K43. Knowledge of reasonable efforts to prevent removal.
- K44. Knowledge of placement procedures required upon removal (i.e., background checks, home study, etc.).
- K45. Knowledge of transfer protocols from investigation to on-going services.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K47. Knowledge of which individuals/parties protected information can be shared.
- K48. Knowledge of factors and circumstances that indicate a need for a legal staffing in consideration of seeking court oversight and supervision.
- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad

Litem in court proceedings.

- K50. Knowledge of roles and responsibilities of law enforcement, Child Protection Team, and external partners (i.e., DV, mental health, etc.)
- K51. Knowledge of timeframes to submit work for supervisory review.
- K52. Knowledge of processes and procedures to submit investigation for closure.

Core 117 FSFN: Investigative Response

Objectives and Knowledge Base Competencies

Module 1: Creating an Investigation/Maintain Case/Person Management

- Create an investigative shell.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Change a case name.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Update service roles for case participants.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Update addresses.
- Update person information/demographics.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Complete the TANF Eligibility form.
- Add case participants and their relationship to the caregiver.

Module 2: Commencement and Investigative Notes

- Add participants to an investigation.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

- Remove a person from an investigation.
- Document commencement of an investigation.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document investigative notes.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Add maltreatments to an investigation.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 3: Creating the Initial Child Safety Assessment

- Create an Initial In-Home Safety Assessment.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Execute the steps required to submit the Safety Assessment for supervisory review.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Request advice and/or input from the supervisor.
- Integrate documentation, data systems and quality assurance systems.
- Demonstrate the steps to print the Safety Assessment.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 4: Living Arrangements

- Create living arrangements.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Create a Safety Plan
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 5: Out-of-Home Placements

- Create an Updated In-Home Safety Assessment.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Create Person Providers.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Update Person Providers.
- Document a child removal.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document photos, fingerprints, birth certificates and AFCARS.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Create an Out-of-Home Plan.
- Create a Visitation Plan.
- Provide input and use various child welfare data systems used by child welfare services

staff.

- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 6: Medical/Mental Health Documentation

- Create a medical profile.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document children's medications.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Request advice and/or input from the supervisor.
- Integrate documentation, data systems and quality assurance systems.
- Create a mental health profile.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document medical history.

Module 7: Completing an Investigation

- Update background history.
- Update the Basis Tab.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document alleged maltreatment findings.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Provide input and use various child welfare data systems used by child welfare staff.

- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Add final roles and update person information.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Request advice and/or input from the supervisor.
- Integrate documentation, data systems and quality assurance systems.
- Document the Recommended Disposition
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Complete Closure checklist
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Request advice and/or input from the supervisor.
- Integrate documentation, data systems and quality assurance systems.
- Submit investigation for Supervisory Approval
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Request advice and/or input from the supervisor.
- Integrate documentation, data systems and quality assurance systems.
- Complete the steps required to close investigation.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Request advice and/or input from the supervisor.
- Integrate documentation, data systems and quality assurance systems.
- Document an investigation from commencement to investigation closure.

Module 8: Creating Additional Types of Assessments

- Create an Institutional Safety Assessment.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Create a Child on Child Assessment.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Create a Request for Assistance Assessment.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Investigative Response FSFN**:

Child Protection Foundations:

- K5. Knowledge of Chapter 39 definitions of abuse, neglect, abandonment and harm.
- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K7. Knowledge of dependency proceedings and timelines for judicial intervention.
- K8. Knowledge of documents and filing timeframes for court documents.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.

Safety Management:

- K43. Knowledge of reasonable efforts to prevent removal.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad Litem in court proceedings.
- K51. Knowledge of timeframes to submit work for supervisory review.

Core 118: Removal and Placement

Objectives and Knowledge Base Competencies

Module 1: Legal Requirements

- Describe the purpose and timeframes for dependency court hearings and petitions.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Identify the purpose and timeframes for dependency court hearings and petitions.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
- Describe probable cause/grounds for removal.
- Recognize probable cause/grounds for removal.
- Identify requirements for reasonable efforts.
- Assess and document child safety using the FSFN Child Safety Assessment and consider the need for removal and placement and the existence of maltreatment according to Florida Statute and rules.
- Identify situations where preventative and/or In-Home services and a safety plan cannot protect the child from continued abuse, abandonment or neglect and initiate or make an emergency removal of the child.
- Protect children and provide services that support families as caregivers.
- Implement pre-placement preventative services when working with children and families.
- Complete all legal activities required for removal and placement, including documentation for reasonable efforts and contrary to the welfare within required timeframes.
- Describe the purpose and use of injunctions to prevent removal of the child.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Interpret the results of the department's child safety assessment protocol to make appropriate child safety determinations.
- Decide if evidence is sufficient for dependency.
- Apply the state's legal definitions of child abuse, abandonment, and neglect when working with children and families.
- Work with Children's Legal Services Staff (CLS) to prepare for legal action.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and

administrative code when working with children and families.

- Evaluate prior abuse report information and determine its relevance to the current investigation and/or case specifics.
- Assess and document child safety using the FSFN Child Safety Assessment and consider the need for removal and placement and the existence of maltreatment according to Florida Statute and rules.
- Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals. (CLS staffing)
- Identify circumstances that do not require reasonable efforts.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Identify circumstances during the removal process that do not require reasonable efforts.
- Comply with legal requirements when filing the TPR petition.
- Identify legal requirements for filing the TPR petition.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Comply with legal requirements when filing the TPR petition.
- Assess compliance with requirements for diligent efforts by a parent. (parent – material breach of CP)
- Assess compliance with requirements for diligent efforts by the state.
- Comply with legal requirements, including timeframes for termination of parental rights.

Module 2: Tasks and Considerations for Removal and Placement

- Describe the importance of choosing the most appropriate placement setting to meet a child's individual needs.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Describe requirements and tasks during removal and emergency placement.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Complete all legal activities required for removal and placement, including documentation for reasonable efforts and contrary to the welfare within required timeframes.
- Initiate or update the child's Health and Educational Passport.

- Name PI/CM tasks prior to a relative/non-relative placement.
- Initiate/conduct diligent searches for relatives.
- Complete home studies.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Prepare the family and child for long-term licensed care, relative care, or independent living, including formalizing support for systems to assure safety from recurring harm.
- Explain the components of the diligent search process.
- Initiate/conduct diligent searches for relatives.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Name the conditions for voluntary placements.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Indicate required documentation for the child's resource record (CRR).
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Initiate or update the child's Health and Educational Passport.

Module 3: Special Placements

- Identify basic requirements for the sending and receiving state under the Interstate Compact on the Placement of Children, ICPC, to include jurisdiction, home study, and financial responsibility.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Prepare and participate in administrative, citizen, and judicial reviews and communicate with the court regarding case plan progress.
- Complete home studies.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Conduct visits with children and parents and/or caregivers that include on-going assessments of child safety, permanency, and wellbeing.
- Match services with the specific, individual needs of the child, family and caregivers.
- Ensure age-appropriate referrals for treatment strategies and services that allow the

child to develop physically, mentally and socially.

- Identify and make referrals to appropriate provider and community services.
- Obtain feedback from providers to incorporate into case planning and assessment processes on an on-going basis.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Comply with the legal requirements and Case Manager Tasks for supervising and closing a case.
- Develop documentation that communicates the child's safety, quality case management, and information essential to court proceedings.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Request advice and/or input from the supervisor.
- Serve as a Case Manager and communicator of information between all parties in the case and identified stakeholders, including medical, educational, and mental health providers.
- Describe the three basic mandates of the Multiethnic Placement Act, MEPA, of 1994.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.
- Complete home studies.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Work collaboratively with placement and licensure staff if incidents occur or problems are identified with placements.
- Explain child protection protocol on Indian reservations under the Indian Child Welfare Act, ICWA.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Apply confidentiality requirements to common casework tasks.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.
- Determine the appropriateness of placement in meeting the needs of the child and

siblings.

- Protect children and provide services that support families as caregivers.
- Implement pre-placement preventative services when working with children and families.
- Communicate and collaborate with community prevention services agencies to meet the needs of the child and family.
- Collaborate with various individuals, groups, and systems within the agency and community public child welfare network.
- Determine placement options for children with complex medical problems.
- Consider behavioral indicators and dynamics of adolescent depression, suicide, or other emotional disturbances when working with children and families.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Identify children and families that have physical, mental, or developmental disabilities.
- Identify the requirements and considerations for keeping siblings together.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Comply with the legal requirements and Case Manager Tasks when removing and placing children.
- Recognize placement needs and risk factors when determining placements for victims or perpetrators of sexual abuse.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Identify and document indicators of mental health issues of adults and children, age birth through eighteen years.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Identify children and families that have physical, mental, or developmental disabilities.
- Identify requirements for placement in residential treatment facilities.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Prepare and participate in administrative, citizen, and judicial reviews and communicate with the court regarding case plan progress.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Comply with the legal requirements and Case Manager Tasks when removing and placing children.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Name the criteria for placement into residential group care.

- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Comply with the legal requirements and Case Manager Tasks when removing and placing children.
- Name the requirements for licensed capacity/waivers for licensed out-of-home care.
- Collaborate with various individuals, groups, and systems within the agency and community public child welfare network.
- Recognize the roles and responsibilities of staff who conduct licensure, placement, eligibility, and revenue maximization tasks.
- Work collaboratively with placement and licensure staff if incidents occur or problems are identified with placements.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Removal and Placement**:

Professional and Legal Responsibilities, Documentation Requirements:

- K3. Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child. The Fostering Connections Act.
- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K6. Confidentiality regulations.
- K7. Case manager's legal responsibilities to children, parents, foster parents, and others according to Florida Administrative Code.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K9. Purpose and timeframes for dependency court hearings and petitions. (K23)Legal protections afforded to families and children by juvenile court intervention, and the potential detrimental consequences if legal procedures are not followed.
- K10. Legal requirements and case manager's role for the removal and placement of children.
- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K12. The role and responsibilities of participants in legal proceedings, including Children's Legal Services, Children's lawyer, Defense attorney, Judge, Guardian Ad Litem.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K15. Organizational risk management issues.
- K16. Required performance standards and casework best practices.
- K18. The role and responsibility of the case manager to drive the case and to gather, assess, understand, integrate, and communicate all case information in order to ensure

informed decision making by all parties to the case.

- K21. Definitions and fundamental concepts of culture and diversity.
- K23. Client differences in culture and ethnicity.
- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

Family and Community Engagement:

- K30. Interviewing techniques that overcome resistance, build trust and establish rapport.

Assessment:

- K32. Definitions of abuse, neglect and abandonment with maltreatment as specified in Florida Statute, and administrative code.
- K34. Knowledge of family dynamics and family systems.
- K35. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Safety Management, Service Planning and Delivery:

- K39. The importance of permanency planning at the time of first contact with the family.
- K40. Purpose and activities of a variety of prevention programs designed to mitigate the negative effects for children who have been maltreated, and to support families in preventing the occurrence of further maltreatment.
- K41. Roles and activities of the case manager in school-based programs to enhance children's adjustment in school, prevent academic failure and dropping out, and prevent maltreatment.
- K42. Applicable federal, state, and school-based regulations, and relevant procedures of school systems: Structure of the school system and roles of specific school personnel; Provision of special educational programs for developmentally delayed and physically disabled students; School system protocol and confidentiality issues regarding interacting with children, parents, teachers and other school-related personnel; Education rights of children; privacy rights of parents regarding school issues; Provisions of the Americans with Disabilities Act (including Individual Educational Plans) and Individuals with Disabilities Educational Act (including 409 plans) that impact children in school; McKinney Act provisions that impact homeless children in schools.
- K43. Early signs of placement stress and typical stages of foster and adoptive placement disruption, and knows how to intervene early to prevent disruption and retain foster parents.
- K45. Approaches to plan and support major life transitions for children.
- K46. Processes used in a variety of models for family group meetings to promote family involvement in case planning and decision making.
- K47. Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams.
- K48. Requirements for "substantial compliance" with the case plan.
- K49. Know when to engage child legal services (CLS).
- K50. Developmentally appropriate skills for transitioning to adulthood for 13-18 year olds.
- K51. Policy and best practices for children on psychotropic medications.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Removal and Placement**:

Child Protection Foundations:

- K3. Knowledge of federal and state confidentiality regulations.
- K5. Knowledge of Chapter 39 definitions of abuse, neglect, abandonment and harm.
- K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
- K7. Knowledge of dependency proceedings and timelines for judicial intervention.
- K8. Knowledge of documents and filing timeframes for court documents.
- K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.
- K12. Knowledge of culture, diversity and cultural competence.
- K13. Knowledge of family-centered practice.
- K14. Knowledge of trauma-informed practice.
- K16. Knowledge of specific maltreatment indicators (i.e., types and likely etiology).
- K17. Knowledge of 'embedded' harms (e.g., domestic violence; adult and adolescent substance abuse; child, adolescent and adult mental health issues).
- K20. Knowledge of principles of grammar and professional writing.
- K21. Knowledge of the types and purposes of information and required timeframes for documentation in the electronic investigative file (e.g., TANF, ICWA, etc.).

Formulating the Investigative Response:

- K22. Knowledge of resources to gather prior intake and case information.
- K24. Knowledge of notification requirements for specific types of alleged child maltreatment investigations or special conditions referrals.
- K25. Knowledge of the purpose and process of conducting diligent searches to locate absent parents or relatives.

Engagement:

- K26. Knowledge of effective professional interpersonal communication skills.
- K27. Knowledge of interviewing techniques that build trust and establish rapport.
- K28. Knowledge of how one's personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.
- K30. Knowledge of verbal de-escalation techniques.

Interviewing:

- K31. Knowledge of interviewing processes that use active listening skills (i.e., reflections), reframing, and open-ended and solution-focused questioning.
- K32. Knowledge of interviewing techniques to overcome resistance and motivate positive behavior change in the family.
- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:

- K36. Knowledge of formal child safety assessment instruments, protocols and required timeframes for completion.
- K37. Knowledge of child vulnerability and caregiver/ family protective capacities.
- K38. Knowledge of family dynamics and family systems.
- K39. Knowledge of the definition and concepts of immediate and imminent safety threats, impending danger, and risk.
- K40. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Safety Management:

- K42. Knowledge of safety planning.
- K43. Knowledge of reasonable efforts to prevent removal.
- K44. Knowledge of placement procedures required upon removal (i.e., background checks, home study, etc.).
- K45. Knowledge of transfer protocols from investigation to on-going services.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K47. Knowledge of which individuals/parties protected information can be shared.
- K48. Knowledge of factors and circumstances that indicate a need for a legal staffing in consideration of seeking court oversight and supervision.
- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad Litem in court proceedings.
- K50. Knowledge of roles and responsibilities of law enforcement, Child Protection Team, and external partners (i.e., DV, mental health, etc.)
- K51. Knowledge of timeframes to submit work for supervisory review.
- K52. Knowledge of processes and procedures to submit investigation for closure.

Core 119 FSFN: Removal and Placement

Objectives and Knowledge Base Competencies

Module 1: Meeting/Diligent Search

- Demonstrate how to change a Case Name.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document meeting time, issues, and participants involved.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Demonstrate how to document Diligent Search activities.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 2: Out-of-Home Placement

- Create a new case participant and demonstrate how to update person management information.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Name the requirements for creating Person Providers.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document Removal of a Child.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

- Create a Unified Home Study.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Create an Updated Safety Plan, an Out-of-Home Plan and a Visitation Plan.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Create a General Referral form and a Case Transfer Staffing (ESI) form.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 3: Demos

- Demonstrate how to access demos.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Removal and Placement FSFN**:

Professional and Legal Responsibilities, Documentation Requirements:

- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

The following **Protective Investigations (PI) Knowledge Base Competencies** (organized by domain) are addressed in **Removal and Placement FSFN**:

Child Protection Foundations:

- K21. Knowledge of the types and purposes of information and required timeframes for documentation in the electronic investigative file (e.g., TANF, ICWA, etc.).

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.

CM 120: Case Planning

Objectives and Knowledge Base Competencies

Module 1: Client Relationships and Case Planning

- Recognize the dual, and sometimes conflicting, roles of Case Management.
- Address values and ethics when making decisions in public child welfare practice.
- Use child protection standards and principles as guides when interacting with children and families.
- Identify the consequences of using authority in child protective services.
- Use child protection standards and principles as guides when interacting with children and families.
- Assess the dynamics of resistance and use preventative casework methods to defuse family members' hostility, fear and anger.
- Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- State the importance of regular, comprehensive case planning.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Plan rather than react, when preparing for contact with children and families.
- Identify the role and responsibility of the Case Manager in developing a productive working relationship with clients.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Utilize interviewing techniques and strategies to prepare for and conduct age-appropriate interviews with the child, the caregiver, and the family.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
- Assess the dynamics of resistance and use preventative casework methods to defuse family members' hostility, fear and anger.
- Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Work with family members and other parties involved in the case to develop an individualized, family - centered, assessment-based, and outcome-driven case plan.
- Be aware of the cultural components affecting case management.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.

- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.

Module 2: The Case Assessment

- Recognize factors to consider in the case assessment process.
- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Demonstrate sensitivity to differences in human development.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
- Identify and document indicators of mental health issues of adults and children, age birth through eighteen years of age.
- Consider the forms and mechanisms of oppression and discrimination pertaining to low income and single parent families and use this information in providing appropriate child welfare services.
- Identify and involve extended family and other community resources that can strengthen a family's ability to care for their children.
- Communicate and collaborate with community prevention services agencies to meet the needs of the child and family.
- Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Identify and use the family's strengths to assure safety from recurring harm.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Identify and evaluate the family's existing and accessible resources and support systems to help the family meet their own needs.
- Work with family members and other parties involved in the case to develop an individualized, family - centered, assessment-based, and outcome-driven case plan.
- Develop a case plan that maintains the child in the home if possible through managing or changing behaviors or conditions in the child's environment.
- Consider behaviors of children and families related to separation and loss.
- Use the family assessment to identify problems and causes and to assess the family's strengths and needs.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.

- Identify conditions and behaviors within the family related to the alleged maltreatment.
- Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Identify and use the family's strengths to assure safety from recurring harm.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Identify and evaluate the family's existing and accessible resources and support systems to help the family meet its own needs.
- Work with the family to engage support systems or services to match the family's needs to reduce risk factors.

Module 3: The Case Planning Process

- Identify statutory requirements for the case plan.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Gain court approval and abide by statutory case plan time frames.
- Address legal sufficiency when developing case plans.
- Work with the family and all parties to the case to develop goals, tasks, and objectives to assure safety.
- Comply with legal requirements for assessments and case planning.
- Determine when concurrent case planning is needed.
- Plan, prioritize, and monitor completion of case plan activities and tasks within required timelines.
- Review, negotiate, and update case plans with input from the family and all parties to the case.
- Make appropriate referrals for additional services: physical and mental health, domestic violence, substance abuse, and educational.
- Identify the components of the case planning process.
- Plan, rather than react, when preparing for contact with children and families.
- Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Identify and use the family's strengths to assure continuing safety.
- Work with family members and other parties involved in the case to develop an individualized, family - centered, assessment-based, and outcome-driven case plan.
- Develop a case plan that maintains the child in the home if possible through managing

or changing behaviors or conditions in the child's environment.

- Work with the family and all parties to the case to develop goals, tasks, and objectives to assure safety.
- Match services with the specific, individual needs of the child, family and caregivers.
- Ensure age appropriate referrals for treatment strategies and services that allow the child to develop physically, mentally and socially.
- Integrate assessment information in case planning.
- Describe the mechanics of writing a case plan.
- Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Identify and use the family's strengths to assure continuing safety.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Work with family members and other parties involved in the case to develop an individualized, family - centered, assessment-based, and outcome-driven case plan.
- Work with the family and all parties to the case to develop goals, tasks, and objectives to assure safety.
- Apply case planning methodology and statutory requirements to draft a case plan.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Develop a case plan that maintains the child in home if possible through managing or changing behaviors or conditions in the child's environment.
- Address legal sufficiency when developing case plans.
- Work with the family and all parties to the case to develop goals, tasks, and objectives to assure safety.
- Match services with the specific, individual needs of the child, family and caregivers.
- Ensure age appropriate referrals for treatment strategies and services that allow the child to develop physically, mentally and socially.
- Integrate assessment information in case planning.
- Describe steps a Case Manger must take when a caregiver is unwilling or unable to participate in the case plan.
- Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Identify and use the family's strengths to assure safety from recurring harm.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and

their appropriateness for the developmental and individual needs of the child.

- Determine when concurrent case planning is needed.
- Review, renegotiate and update case plans with input from the family and all parties to the case.
- Reassess the overall effectiveness and appropriateness of the case plan.
- Assure substantial compliance with the case plan by reacting appropriately to elements of compliance and non-compliance.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption and/or emancipation.
- Assess compliance with requirements for diligent efforts by a parent.
- Assess compliance with requirements for diligent efforts by the state.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.

Module 4: Integrating the Child and Family Needs into the Case Plan

- Describe how to integrate the child's mental health needs with other interventions and services of the case plan.
- Identify children and families that have physical, mental or developmental disabilities.
- Match services with the specific, individual needs of the child, family and caregivers.
- Ensure age appropriate referrals for treatment strategies and services that allow the child to develop physically, mentally and socially.
- Identify and make referrals to appropriate provider and community services.
- Monitor services on a regular basis to ensure that all of the child's educational, physical and mental needs, including prescribed medications and routine medical care are being met.
- Assess service frequency, intensity, and duration for effectiveness and appropriateness.
- Make appropriate referrals for additional services: physical and mental health, domestic violence, substance abuse, and educational.
- Identify and implement independent living services and programs.
- Utilize the Case Manager's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines.
- Use job functions and roles within the agency/unit to connect with community partners.
- Collaborate with various individuals, groups, and systems within the agency and community public child welfare network.
- Name case planning issues related to domestic violence.
- Identify children and families that have physical, mental or developmental disabilities.
- Assess service frequency, intensity, and duration for effectiveness and appropriateness.
- Make appropriate referrals for additional services: physical and mental health, domestic

violence, substance abuse, and educational.

- Obtain feedback from providers to incorporate into case planning and assessment processes on an on-going basis.
- Assess compliance with requirements for diligent efforts by a parent.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Develop and implement a post-placement plan.
- Comply with legal requirements for supervising and closing a case.

Module 5: Concurrent Case Planning

- Identify the basis for concurrent case planning.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal requirements that dependency laws place on Case Managers.
- Prepare and participate in administrative, citizen, and judicial reviews, and communicate with the court regarding case plan progress.
- Use concurrent case planning.
- Comply with legal requirements for assessments and case planning.
- Determine when concurrent case planning is needed.
- Plan, prioritize, and monitor completion of case plan activities and tasks within required timelines.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption, and/or emancipation.
- Assess compliance with requirements for diligent efforts by a parent.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Describe key concepts of concurrent case planning.
- Use concurrent case planning.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption, and/or emancipation.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Determine when to use concurrent case planning.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Gain court approval and abide by statutory case plan timeframes.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.

- Use concurrent case planning.
- Plan, prioritize, and monitor completion of case plan activities and tasks within required timelines.
- Assess compliance with requirements for diligent efforts by a parent.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Case Planning**:

Professional and Legal Responsibilities, Documentation Requirements:

- K2. Ethical issues involved in the delivery, development, and management of specific child welfare direct services.
- K3. Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child. The Fostering Connections Act.
- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K7. Case manager's legal responsibilities to children, parents, foster parents, and others according to Florida Administrative Code.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K9. Purpose and timeframes for dependency court hearings and petitions. (K23)Legal protections afforded to families and children by juvenile court intervention, and the potential detrimental consequences if legal procedures are not followed.
- K10. Legal requirements and case manager's role for the removal and placement of children.
- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K12. The role and responsibilities of participants in legal proceedings, including Children's Legal Services, Children's lawyer, Defense attorney, Judge, Guardian Ad Litem.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K16. Required performance standards and casework best practices.
- K18. The role and responsibility of the case manager to drive the case and to gather, assess, understand, integrate, and communicate all case information in order to ensure informed decision making by all parties to the case.
- K21. Definitions and fundamental concepts of culture and diversity.
- K22. Origins and tenets of one's personal value system, cultural background, and beliefs; understands how these may influence actions and decisions in child welfare practice.
- K23. Client differences in culture and ethnicity.
- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

Family and Community Engagement:

- K27. Family centered practice.
- K28. Strength-based practice.

- K30. Interviewing techniques that overcome resistance, build trust and establish rapport.
- K31. Interviewing techniques that motivate subjects of the interview to change behaviors necessary to create positive change/ensure child safety.

Assessment:

- K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.
- K38. The skills and resources that parents need to provide adequate care for their children.
- K39. The importance of permanency planning at the time of first contact with the family.
- K41. Roles and activities of the case manager in school-based programs to enhance children's adjustment in school, prevent academic failure and dropping out, and prevent maltreatment.
- K45. Approaches to plan and support major life transitions for children.
- K46. Processes used in a variety of models for family group meetings to promote family involvement in case planning and decision making.
- K47. Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams.
- K48. Requirements for "substantial compliance" with the case plan.
- K49. Know when to engage child legal services (CLS).
- K50. Developmentally appropriate skills for transitioning to adulthood for 13-18 year olds.
- K51. Policy and best practices for children on psychotropic medications.

CM 121 FSFN: Case Planning

Objectives and Knowledge Base Competencies

Module 1: Maintain Case/Person Management

- Deactivate a case participant from a case.
- Add case participants and their relationship to the caregiver.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Integrate documentation, data systems and quality assurance systems.
- Update service roles for case participants.
- Update addresses.
- Update person information/demographics.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document a Living Arrangement for the child.
- Update the Safety Plan.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 2: Family Assessment

- Create a family assessment.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Create the child assessment.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Integrate documentation, data systems and quality assurance systems.
- Create the adult assessment.

- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document case notes.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 3: Case Plan

- Describe the FSFN initial case plan.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Identify strengths and needs in a family to develop case plan tasks.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Identify and use the family's strengths to assure safety from recurring harm.
- Work with the family to engage support systems or services to match the family's needs and to reduce risk factors.
- Determine case plan goal.
- Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Integrate documentation, data systems and quality assurance systems.

Module 4: Independent Practice

- Using a case study and guides, complete a FSFN Family Assessment.
- Using the Barbara family assessment and guides, complete the FSFN Case Plan.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Case Planning FSFN**:

Professional and Legal Responsibilities, Documentation Requirements:

- K17. Quality assurance practices and standards.
- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.

- K26. Benefits of formally documenting the case plan in the case record.

Family and Community Engagement:

- K27. Family centered practice.
- K28. Strength-based practice.

Assessment:

- K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.

CM 115: Ongoing Assessment/Permanency

Objectives and Knowledge Base Competencies

Module 1: Introduction

- Relate the case plan to ongoing case supervision tasks.
- Implement the child protection process when working with children and families.
- Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
- Monitor services on a regular basis to ensure that all of the child's educational, physical and mental needs, including prescribed medications and routine medical care are being met.
- Assess service frequency, intensity, and duration for effectiveness and appropriateness.
- Obtain feedback from providers to incorporate into case planning and assessment processes on an on-going basis.
- Reassess the overall effectiveness and appropriateness of the case plan.
- Identify requirements and Case Manager Tasks for case supervision.
- Implement the child protection process when working with children and families.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Prepare and participate in administrative, citizen, and judicial reviews and communicate with the court regarding case plan progress.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Utilize interviewing techniques and strategies to prepare for and conduct age-appropriate interviews with the child, the caregiver, and the family.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Identify, document, and conduct on-going, age-appropriate assessment activities that ascertain if a child's physical, mental, social, and educational needs are met.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Conduct on-going assessments of risk factors related to the child and siblings' safety.

- Conduct visits with children and parents and/or caregivers that include on-going assessments of child safety, permanency, and well-being.
- Implement family-centered services to prevent the removal of children from their homes while fostering positive behavior change.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Match services with the specific, individual needs of the child, family and caregivers.
- Ensure age-appropriate referrals for treatment strategies and services that allow the child to develop physically, mentally and socially.
- Identify and address barriers to effective services.
- Comply with legal requirements for assessments and case planning.
- Integrate assessment information in case planning.
- Determine when concurrent case planning is needed.
- Plan, prioritize, and monitor completion of case plan activities and tasks within required timeliness.
- Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
- Review, renegotiate, and update case plans with input from the family and all parties to the case.
- Assess the child's progress toward the goal of overcoming the effects of abuse, abandonment and/or neglect.
- Monitor services on a regular basis to ensure that all of the child's educational, physical and mental needs, including prescribed medications and routine medical care are being met.
- Assess service frequency, intensity, and duration for effectiveness and appropriateness.
- Make appropriate referrals for additional services: physical and mental health, domestic violence, substance abuse, and educational.
- Obtain feedback from providers to incorporate into case planning and assessment processes on an on-going basis.
- Reassess the overall effectiveness and appropriateness of the case plan.
- Assure substantial compliance with the case plan by reacting appropriately to elements of compliance and non-compliance.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption and/or emancipation.
- Assess compliance with requirements for diligent efforts by a parent.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Identify and implement independent living services and programs.
- Identify and document a family's on-going needs and assess the appropriateness of the

child and family for reunification, long-term foster care, relative care, or independent living.

- Develop documentation that communicates the child's safety, quality case management, and information essential to court proceedings.
- Build and maintain an up-to-date, organized, and accessible case file.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Prepare written reports in a timely manner including those for legal and financial purposes.
- Ensure that all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.
- Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals.
- Report, document, and follow up on critical incidents.
- Utilize the Case Manager's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines.
- Use job functions and roles within the agency/unit to connect with community partners.
- Request advice and/or input from the supervisor.
- Serve as a Case Manager and conduit of information between all parties in the case and identified stakeholders, including medical, educational, and mental health providers.
- Initiate or update the child's Health and Educational Passport.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Describe ongoing assessment events and documents.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and administrative code when working with children and families.
- Identify, document, and conduct on-going, age-appropriate assessment activities that ascertain if a child's physical, mental, social, and educational needs are met.
- Match services with the specific, individual needs of the child, family and caregivers.
- Identify and address barriers to effective services.
- Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
- Assess service frequency, intensity, and duration for effectiveness and appropriateness.
- Reassess the overall effectiveness and appropriateness of the case plan.
- Make appropriate use of supervision.

Module 2: Contacts

- Determine how to prepare for and conduct contacts with the child, parent(s), caregiver, and service providers.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Apply confidentiality requirements to common casework tasks.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- Demonstrate sensitivity to differences in human development.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
- Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's Child Maltreatment Index, Florida Statute, and administrative code when working with children and families.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Conduct ongoing assessments of risk factors related to the child and siblings' safety.
- Conduct visits with children and parents and/or caregivers that include on-going assessments of child safety, permanency, and well-being.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Plan, prioritize, and monitor completion of case plan activities and tasks within required timeliness.
- Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
- Review, renegotiate, and update case plans with input from the family and all parties to the case.
- Monitor services on a regular basis to ensure that all of the child's educational, physical and mental needs, including prescribed medications and routine medical care are being met.
- Assess service frequency, intensity, and duration for effectiveness and appropriateness.
- Obtain feedback from providers to incorporate into case planning and assessment processes on an on-going basis.
- Reassess the overall effectiveness and appropriateness of the case plan.
- Assure substantial compliance with the case plan by reacting appropriately to elements of compliance and non-compliance.

- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Work collaboratively with placement and licensure staff if incidents occur or problems are identified with placements.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Name supervision tasks for cases requiring ICPC, Interstate Compact for the Placement of Children.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Comply with the legal requirements and Case Manager Tasks for supervising and closing a case.
- Develop documentation that communicates the child's safety, quality case management, and information essential to court proceedings.
- Ensure that all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.

Module 3: Parent/Child Visitation

- Describe legal requirements for visitation.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Assure that children and family members visit as frequently as possible and according to statutory requirements.
- Comply with the legal requirements and Case Manager Tasks for supervising and closing a case.
- Develop documentation that communicates the child's safety, quality case management, and information essential to court proceedings.
- Explain the purpose of visitation.
- Consider the physical and mental development of children and youth, birth through 18 years of age, when making practice decisions.

- Communicate how to manage difficult stages of childhood.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption and/or emancipation.
- Identify and document a family's on-going needs and assess the appropriateness of the child and family for reunification, long-term foster care, relative care, or independent living.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Ensure that all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.
- Determine how to plan and assess visits.
- Consider the physical and mental development of children and youth, birth through 18 years of age, when making practice decisions.
- Conduct visits with children and parents and/or caregivers that include on-going assessments of child safety, permanency, and well-being.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Consider behaviors of children and families related to separation and loss.
- Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption and/or emancipation.
- Identify and document a family's on-going needs and assess the appropriateness of the child and family for reunification, long-term foster care, relative care, or independent living.
- Develop documentation that communicates the child's safety, quality case management, and information essential to court proceedings.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Describe how to prepare the child, parent(s), and caregiver for visits.
- Apply confidentiality requirements to common casework tasks.
- Utilize interviewing techniques and strategies to prepare for and conduct age-appropriate interviews with the child, the caregiver, and the family.
- Consider the physical and mental development of children and youth, birth through 18 years of age, when making practice decisions.
- Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.

- Communicate how to manage difficult stages of childhood.
- Conduct visits with children and parents and/or caregivers that include on-going assessments of child safety, permanency, and well-being.
- Consider behaviors of children and families related to separation and loss.

Module 4: Assessing Progress

- Recognize requirements for administrative, citizen, and judicial reviews.
- Carry out the child protection professional's role and responsibility in dependency court and provide appropriate evidence and testimony.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Prepare and participate in administrative, citizen, and judicial reviews and communicate with the court regarding case plan progress.
- Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
- Identify the purpose and timeframes for dependency court hearings and petitions.
- Participate in staffings of various types and purposes.
- Comply with legal requirements for assessments and case planning.
- Determine when concurrent case planning is needed.
- Plan, prioritize, and monitor completion of case plan activities and tasks within required timelines.
- Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
- Monitor services on a regular basis to ensure that all of the child's educational, physical and mental needs, including prescribed medications and routine medical care are being met.
- Assess service frequency, intensity, and duration for effectiveness and appropriateness.
- Obtain feedback from providers to incorporate into case planning and assessment processes on an on-going basis.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption and/or emancipation.
- Assess compliance with requirements for diligent efforts by a parent.
- Assess compliance with requirements for diligent efforts by the state.
- Identify and document a family's on-going needs and assess the appropriateness of the child and family for reunification, long-term licensed care, relative care, or independent living.

- Develop documentation that communicates the child's safety, quality case management, and information essential to court proceedings.
- Build and maintain an up-to-date, organized, and accessible case file.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Ensure that all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.
- Recognize the child welfare worker's role to ensure funding.
- Describe 4 types of barriers to case plan progress and possible strategies to overcome them.
- Consider the forms and mechanisms of oppression and discrimination pertaining to low income and single parent families and use this information in providing appropriate child welfare services.
- Identify and involve extended family and other community resources that can strengthen a family's ability to care for their children.
- Assess the dynamics of resistance and use preventative casework methods to defuse family members' hostility, fear and anger.
- Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- Identify and use the family's strengths to assure continuing safety.
- Identify and evaluate the family's existing and accessible resources and support systems to help the family meet their own needs.
- Identify and address barriers to effective services.
- Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
- Assess service frequency, intensity, and duration for effectiveness and appropriateness.
- Assure substantial compliance with the case plan by reacting appropriately to elements of compliance and non-compliance.
- Utilize the Case Manager's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines.
- Use job functions and roles within the agency/unit to connect with community partners.
- Assess a family's progress toward permanency by assessing compliance with case plan tasks and outcomes.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
- Identify, document, and conduct on-going, age-appropriate assessment activities that

ascertain if a child's physical, mental, social, and educational needs are met.

- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Conduct on-going assessments of risk factors related to the child and siblings' safety.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Assure that children and family members visit as frequently as possible and according to statutory requirements.
- Comply with legal requirements for assessments and case planning.
- Integrate assessment information in case planning.
- Determine when concurrent case planning is needed.
- Plan, prioritize, and monitor completion of case plan activities and tasks within required timeliness.
- Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
- Review, renegotiate, and update case plans with input from the family and all parties to the case.
- Assess the child's progress toward the goal of overcoming the effects of abuse, abandonment and/or neglect.
- Monitor services on a regular basis to ensure that all of the child's educational, physical and mental needs, including prescribed medications and routine medical care are being met.
- Assess service frequency, intensity, and duration for effectiveness and appropriateness.
- Obtain feedback from providers to incorporate into case planning and assessment processes on an on-going basis.
- Reassess the overall effectiveness and appropriateness of the case plan.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption and/or emancipation.
- Assess compliance with requirements for diligent efforts by a parent.
- Assess compliance with requirements for diligent efforts by the state.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Identify and implement independent living services and programs.
- Identify and document a family's on-going needs and assess the appropriateness of the child and family for reunification, long-term licensed care, relative care, or independent living.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Use job functions and roles within the agency/unit to connect with community partners.
- Serve as a Case Manager and conduit of information between all parties in the case and identified stakeholders, including medical, educational and mental health providers.

- Initiate or update the child's Health and Educational Passport.
- Determine how to review, renegotiate, and update case plans.
- Gain court approval and abide by statutory case plan timeframes.
- Identify, document, and conduct on-going, age-appropriate assessment activities that ascertain if a child's physical, mental, social, and educational needs are met.
- Match services with the specific, individual needs of the child, family and caregivers.
- Comply with legal requirements for assessments and case planning.
- Review, renegotiate, and update case plans with input from the family and all parties to the case.
- Identify and implement independent living services and programs.
- Report, document, and follow up on critical incidents.

Module 5: Permanency

- Recognize legal requirements that guide permanency planning.
- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Recognize permanency issues for children.
- Apply confidentiality requirements to common casework tasks.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Assess need/readiness for permanency planning, including reunification, long-term licensed care, adoption and/or emancipation.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Ensure that all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.
- Report, document, and follow up on critical incidents.
- Work with a variety of community service agencies and in partnership with law enforcement officials for the safety of children, families and Case Managers.
- Work collaboratively with placement and licensure staff if incidents occur or problems are identified with placements.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Describe Case Manager Tasks and the types of services for youth age 13-23 under the

Independent Living program.

- Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Prepare and participate in administrative, citizen, and judicial reviews and communicate with the court regarding case plan progress.
- Match services with the specific, individual needs of the child, family and caregivers.
- Comply with legal requirements for assessments and case planning.
- Integrate assessment information into case planning.
- Identify and implement independent living services and programs.
- Prepare the family and child for long-term foster care, relative care, or independent living, including formalizing support for systems to assure safety from recurring harm.
- Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals.
- Determine how to prepare for a permanency staffing.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption and/or emancipation.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Identify and document a family's on-going needs and assess the appropriateness of the child and family for reunification, long-term licensed care, relative care, or independent living.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals.
- Request advice and/or input from the supervisor.
- Prepare and participate in staff meetings.
- Identify the criteria for reunification.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
- Assess need/readiness for permanency planning, including reunification, long-term foster care, adoption and/or emancipation.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Prepare the family and child for reunification, including formalizing support systems to

assure safety from recurring harm.

- Identify and document a family's on-going needs and assess the appropriateness of the child and family for reunification, long-term foster care, relative care, or independent living.
- Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals.
- Prepare and participate in staff meetings.
- Name post placement supervision tasks.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- Identify and evaluate the family's existing and accessible resources and support systems to help the family meet their own needs.
- Match services with the specific, individual needs of the child, family and caregivers.
- Prepare the family and child for reunification, including formalizing support systems to assure safety from recurring harm.
- Develop, implement, and monitor a post reunification plan.
- Develop and implement a post-placement plan.
- Monitor a post-placement plan.
- Identify requirements and tasks related to termination of services and case closure.
- Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
- Develop and implement a post-placement plan.
- Comply with the legal requirements and Case Manager Tasks for supervising and closing a case.
- Develop documentation that communicates the child's safety, quality case management, and information essential to court proceedings.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Request advice and/or input from the supervisor.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Summarize strategies to reduce recidivism.
- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.

- ❑ Protect children and provide services that support families as caregivers.
- ❑ Identify and involve extended family and other community resources that can strengthen a family's ability to care for their children.
- ❑ Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- ❑ Identify and use the family's strengths to assure continuing safety.
- ❑ Identify and evaluate the family's existing and accessible resources and support systems to help the family meet their own needs.
- ❑ Integrate assessment information into case planning.
- ❑ Utilize the Case Manager's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines.
- ❑ Use job functions and roles within the agency/unit to connect with community partners.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Ongoing Assessment/Permanency**:

Professional and Legal Responsibilities, Documentation Requirements:

- K3. Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child. The Fostering Connections Act.
- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K5. Elements of reporting abuse and neglect to the Abuse Hotline.
- K6. Confidentiality regulations.
- K7. Case manager's legal responsibilities to children, parents, foster parents, and others according to Florida Administrative Code.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K9. Purpose and timeframes for dependency court hearings and petitions. (K23)Legal protections afforded to families and children by juvenile court intervention and the potential detrimental consequences if legal procedures are not followed.
- K10. Legal requirements and case manager's role for the removal and placement of children.
- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K12. The role and responsibilities of participants in legal proceedings, including Children's Legal Services, Children's lawyer, Defense attorney, Judge, Guardian Ad Litem.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K15. Organizational risk management issues.
- K16. Required performance standards and casework best practices.
- K18. The role and responsibility of the case manager to drive the case and to gather, assess, understand, integrate, and communicate all case information in order to ensure informed decision making by all parties to the case.

- K21. Definitions and fundamental concepts of culture and diversity.
- K23. Client differences in culture and ethnicity.
- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

Family and Community Engagement:

- K27. Family centered practice.
- K28. Strength-based practice.
- K29. Trauma-informed care.
- K30. Interviewing techniques that overcome resistance, build trust and establish rapport.
- K31. Interviewing techniques that motivate subjects of the interview to change behaviors necessary to create positive change/ensure child safety.

Assessment:

- K32. Definitions of abuse, neglect and abandonment with maltreatment as specified in Florida Statute, and administrative code.
- K34. Knowledge of family dynamics and family systems.
- K35. Knowledge of age appropriate sexual behavior and age appropriate sexual knowledge on part of child.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.
- K38. The skills and resources that parents need to provide adequate care for their children.
- K39. The importance of permanency planning at the time of first contact with the family.
- K40. Purpose and activities of a variety of prevention programs designed to mitigate the negative effects for children who have been maltreated, and to support families in preventing the occurrence of further maltreatment.
- K41. Roles and activities of the case manager in school-based programs to enhance children's adjustment in school, prevent academic failure and dropping out, and prevent maltreatment.
- K42. Applicable federal, state, and school-based regulations, and relevant procedures of school systems: Structure of the school system and roles of specific school personnel; Provision of special educational programs for developmentally delayed and physically disabled students; School system protocol and confidentiality issues regarding interacting with children, parents, teachers and other school-related personnel; Education rights of children; privacy rights of parents regarding school issues; Provisions of the Americans with Disabilities Act (including Individual Educational Plans) and Individuals with Disabilities Educational Act (including 409 plans) that impact children in school; McKinney Act provisions that impact homeless children in schools.
- K43. Early signs of placement stress and typical stages of foster and adoptive placement disruption, and knows how to intervene early to prevent disruption and retain foster parents.
- K45. Approaches to plan and support major life transitions for children.

- K46. Processes used in a variety of models for family group meetings to promote family involvement in case planning and decision making.
- K47. Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams.
- K48. Requirements for "substantial compliance" with the case plan.
- K49. Know when to engage child legal services (CLS).
- K50. Developmentally appropriate skills for transitioning to adulthood for 13-18 year olds.
- K51. Policy and best practices for children on psychotropic medications.

CM 123 FSFN: Ongoing Assessment/Permanency

Objectives and Knowledge Base Competencies

Module 1: Ongoing Case Notes

- Identify the process of creating case notes.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Describe how to view and print notes.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Integrate documentation, data systems and quality assurance systems.
- Demonstrate how to update Identification records and AFCARS information.
- Create TANF for Ongoing Services

Module 2: Missing Child Record

- Document a Missing Child Record.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document a placement change when a child is missing.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 3: Relative Placement

- Add a Case Participant.
- Provide input and use various child welfare data systems used by child welfare services staff.

- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Explain the need for a Relative Unified Home Study.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Update an Out-of-Home Plan and Visitation Plan.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Document a placement change for a child.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 4: Judicial Review

- Create an Ongoing/Updated Family Assessment.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Describe how to create the Judicial Review/Task Evaluation.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Integrate documentation, data systems and quality assurance systems.
- Create the Judicial Review/Goal Evaluation.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Launch, edit and print the Judicial Review Template.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 5: Medical/Mental Health Documentation

- Explain documentation requirements for the medical profile.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Learn how to document children's medications.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Explain how to document mental health profiles.
- Provide input and use various child welfare data systems used by child welfare staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 6: Parental Reunification

- Explain documentation requirements of a Parental Reunification Readiness Assessment and Home Study.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.

Module 7: Case Closure

- Demonstrate how to end an out-of-home placement and create a living arrangement.
- Provide input and use various child welfare data systems used by child welfare services staff.
- Enter and retrieve data from the various child welfare systems used by child welfare staff.
- Explain how to submit a case for case closure.

Module 8: Independent Living

- Learn how to create an Independent Living Program Referral.
- Learn how to create an Independent Living Record.

Module 9: Interstate Compact for the Placement of Children

- Learn how to create an ICPC Parent/Relative/Foster Care Checklist from Florida to another state.
- Learn how to create an ICPC Regulation 7 Checklist-Outgoing from Florida to another state.
- Create the ICPC 100A and 100B forms in FSFN.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Ongoing Assessment/Permanency FSFN**:

Professional and Legal Responsibilities, Documentation Requirements:

- K17. Quality assurance practices and standards.
- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

CM 124: Adoption

Objectives and Knowledge Base Competencies

Module 1: Adoption Requirements

- Identify standards and values embraced by adoption professionals.
- Address values and ethics when making decisions in public child welfare practice.
- Use child protection standards and principles as guides when interacting with children and families.
- Protect children and provide services that support families as caregivers.
- Identify the legal base of the adoption program.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Apply confidentiality requirements to common casework tasks.
- Demonstrate sensitivity to cultural differences and ethnicity among clients.
- Develop ethnically and culturally sensitive assessments and intervention plans for children and families.
- Complete home studies.
- Determine the appropriateness of placement in meeting the needs of the child and siblings.
- Recognize the child welfare worker's role to ensure funding.
- Identify the guidelines for adopting a child in the state of Florida.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Analyze specific elements of the Hotline abuse report.
- Integrate documentation, data systems and quality assurance systems.
- Identify the legal steps of adoption from goal change to finalization.
- Implement the philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation in child welfare practice.
- Adhere to legal obligations that dependency laws place on child protection professionals.
- Comply with legal requirements when filing the TPR petition.
- Comply with legal requirements, including timeframes for termination of parental rights.
- Implement the adoption process.

Module 2: The Adoption Process

- Summarize the adoption process.
- Gain court approval and abide by statutory case plan timeframes.
- Develop and implement a post placement plan.
- Prepare the family and child for adoption, including formalized supports to prevent adoption disruption.
- Implement the adoption process.
- Match the child's needs to the child-placing agency that can best meet these needs and make appropriate referrals.
- Monitor a post-placement plan.
- Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- Prepare written reports in a timely manner, including those for legal and financial purposes.
- Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals.
- Utilize the Case Manager's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines.
- Examine the components of a child study and an adoptive home study.
- Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- Complete home studies.
- Identify confidentiality requirements for adoption records.
- Apply confidentiality requirements to common casework tasks.
- Provide input and use various child welfare data systems used by child welfare services staff.

The following **Case Management (CM) Knowledge Base Competencies** are addressed in **Adoptions**:

Professional and Legal Responsibilities, Documentation Requirements:

- K2. Ethical issues involved in the delivery, development, and management of specific child welfare direct services.
- K3. Chapter 39, Florida Statutes definitions for various forms of child maltreatment, including: abused child, neglected child and dependent child. The Fostering Connections Act.
- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.

- K6. Confidentiality regulations.
- K7. Case manager's legal responsibilities to children, parents, foster parents, and others according to Florida Administrative Code.
- K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
- K9. Purpose and timeframes for dependency court hearings and petitions. (K23) Legal protections afforded to families and children by juvenile court intervention, and the potential detrimental consequences if legal procedures are not followed.
- K10. Legal requirements and case manager's role for the removal and placement of children.
- K11. A child's statutory right to participate in case planning and attend court proceedings.
- K12. The role and responsibilities of participants in legal proceedings, including Children's Legal Services, Children's lawyer, Defense attorney, Judge, Guardian Ad Litem.
- K13. Caseworker's responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
- K17. Quality assurance practices and standards.
- K21. Definitions and fundamental concepts of culture and diversity.
- K22. Origins and tenets of one's personal value system, cultural background, and beliefs; understands how these may influence actions and decisions in child welfare practice.
- K23. Client differences in culture and ethnicity.
- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.

Family and Community Engagement:

- K27. Family centered practice.
- K28. Strength-based practice.

Assessment:

- K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:

- K41. Roles and activities of the case manager in school-based programs to enhance children's adjustment in school, prevent academic failure and dropping out, and prevent maltreatment.
- K42. Applicable federal, state, and school-based regulations, and relevant procedures of school systems: Structure of the school system and roles of specific school personnel; Provision of special educational programs for developmentally delayed and physically disabled students; School system protocol and confidentiality issues regarding interacting with children, parents, teachers and other school-related personnel;

Education rights of children; privacy rights of parents regarding school issues; Provisions of the Americans with Disabilities Act (including Individual Educational Plans) and Individuals with Disabilities Educational Act (including 409 plans) that impact children in school; McKinney Act provisions that impact homeless children in schools.

- K43. Early signs of placement stress and typical stages of foster and adoptive placement disruption, and knows how to intervene early to prevent disruption and retain foster parents.
- K45. Approaches to plan and support major life transitions for children.
- K46. Processes used in a variety of models for family group meetings to promote family involvement in case planning and decision making.
- K47. Purpose and operations of a variety of work teams, and understands the worker's role in participating in these teams.
- K48. Requirements for "substantial compliance" with the case plan.
- K49. Know when to engage child legal services (CLS).

CM 125 FSFN: Adoption

Objectives and Knowledge Base Competencies

Adoption Information

Create Adoption Information

Provide input and use various child welfare data systems used by child welfare services staff.

Enter and retrieve data from the various child welfare systems used by child welfare staff.

Create an Adoption Placement Matching Team Meeting.

Provide input and use various child welfare data systems used by child welfare staff.

Enter and retrieve data from the various child welfare systems used by child welfare staff.

Integrate documentation, data systems and quality assurance systems.

Updating the Unified Home Study for Adoption.

Provide input and use various child welfare data systems used by child welfare staff.

Enter and retrieve data from the various child welfare systems used by child welfare staff.

The following **Case Management (CM) Knowledge Base Competencies** (organized by domain) are addressed in **Adoptions FSFN**:

Professional and Legal Responsibilities, Documentation Requirements:

- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.
- K26. Benefits of formally documenting the case plan in the case record.