

CHILD DEVELOPMENT: IMPLICATIONS FOR FAMILY-CENTERED CHILD PROTECTIVE SERVICES

Competencies

Skill Set #1: Ability to identify indicators of age-appropriate development in all domains for children of varying ages

1. Aware of the caseworker's role as an advocate to promote healthy development of all children served by the agency
2. Knows combined effects of heredity (genetics and maturation) and environment on children's development
3. Knows essential prerequisites for healthy child development in all domains
4. Knows how "normal" development is determined and assessed
5. Knows the difference between chronological age and developmental age
6. Knows characteristics of the primary developmental domains (physical, social, emotional, cognitive) and their sub-domains
7. Knows stages, processes and milestones of normal development of infants (age birth - 1 year) in all domains
8. Knows stages, processes and milestones of normal development of toddlers (age 1-3 years) in all domains
9. Knows stages, processes and milestones of normal development of preschool children (age 3-5 years) in all domains
10. Knows stages, processes and milestones of normal development of school-age children (age 5-11 years) in all domains
11. Knows stages, processes and milestones of normal development of preadolescent children (age 11-13) in all domains
12. Knows stages, processes and milestones of normal development of adolescents (age 13-18) in all domains

13. Understands how development can be influenced by culture, and how a misinterpretation of cultural factors may confound a developmental assessment
14. Understands how development in each developmental domain impacts development in the others
15. Knows how to observe children's behavior and gather information about children's developmental level from family members and other sources
16. Can determine a child's approximate developmental age in each domain

Skill Set #2: Ability to recognize indicators of developmental delays, disabilities, illness and other conditions that impact children's development

1. Aware of the profound negative impact of child maltreatment on children's health and development
2. Aware of the worker's responsibility to screen children for untreated illnesses, developmental delays and disabilities, and to arrange for appropriate remedial services
3. Knows potential negative effects of physical abuse, neglect, sexual abuse and separation trauma on the formation and maintenance of attachment in young children
4. Knows potential negative effects of physical abuse, neglect and sexual abuse on the development of children aged birth through adolescence
5. Knows indicators and early warning signs of developmental delays or abnormal development
6. Knows indicators and early warning signs of behavioral and developmental conditions commonly seen in children who have been maltreated

7. Understands how children's behavior problems may be symptoms of underlying developmental delays or emotional disturbance, and how they may also become contributing factors to abuse or neglect
8. Knows how to observe children's behavior and ask relevant questions to identify early indicators of developmental delay or disability
9. Can assess children's behavior and development and identify inconsistencies between chronological and developmental age
10. Can recognize primary indicators of common developmental conditions and disabilities associated with child maltreatment
11. Can use assessment data to identify and prioritize children's developmental or treatment needs, and write case plan objectives that address these needs

Skill Set #3: Ability to help families access appropriate community resources to address children's developmental needs

1. Aware of worker's role as case manager to help families access needed services to promote children's healthy development
2. Knows the range and types of services needed by children with developmental delays, disabilities and behavior disorders, and their families, to enable families to support their children's development
3. Knows agencies, providers, and funding options in the child's home community to provide special services for children with delays or disabilities
6. Can design and implement a comprehensive case plan that addresses children's developmental and special needs

Skill Set #4: Ability to help parents/caregivers identify parenting strategies that meet their children's developmental needs

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

2. Understands how age-appropriate children's behaviors can be experienced as stressful or misinterpreted by parents
3. Understands how stresses of parenting children with developmental or behavioral problems can contribute to maltreatment
4. Understands how parenting strategies that involve power and coercion can contribute to maltreatment and to developmental, behavioral, and emotional problems in children
5. Understands how inconsistent parenting interventions and failure to establish and enforce structure can support and sustain children's behavior problems
6. Understands the importance of helping parents correct unrealistic expectations for their children's behavior and development to prevent maltreatment
7. Understands the value of parent education, support groups, mentors, buddy systems, and respite services to help decrease stress experienced by parents or caregivers of children with developmental or behavior problems

Skill Set #5: Ability to promote and sustain healthy attachments between children and their families or caregivers

1. Knows the parenting practices that support the development of positive secure attachments in children
2. Knows the parenting practices that contribute to insecure or maladaptive attachment in children
3. Knows the behavioral and emotional indicators of maladaptive attachment in both children and adults
5. Understands the potential lifelong consequences of chronic insecure or maladaptive attachment on children's development and mental health

6. Understands how child maltreatment at different ages and developmental stages can negatively impact attachment
7. Knows how to recognize indicators of insecure attachments between children and their parents or caregivers
9. Can observe the behavior of children and caregivers to determine the strength and type of attachment in the family
10. Can identify parenting behaviors in a family that promote or interfere with the development and maintenance of positive attachment
11. Can accurately identify children with very disturbed or severely maladaptive attachment who need psychological treatment
12. Can identify community resources to refer children and families for comprehensive developmental assessment and treatment to strengthen attachment