

COMPETENCIES

117-01: Ability to identify indicators of age-appropriate development in all domains for children of varying ages	
117-01-001	Knows the caseworker's role as an advocate to promote healthy development of children served by the agency
117-01-002	Knows the combined effects of heredity (genetics and maturation) and environment in shaping children's development
117-01-003	Knows the essential prerequisites for healthy child development
117-01-004	Knows how "normal" development is determined and assessed
117-01-005	Knows the difference between chronological age and developmental age
117-01-006	Knows characteristics of the primary developmental domains (physical, social, emotional, cognitive) and their sub-domains
117-01-007	Knows stages, processes, and milestones of normal development of infants (age birth - 1 year) in all domains
117-01-008	Knows stages, processes, and milestones of normal development of toddlers (age 1-3 years) in all domains
117-01-009	Knows stages, processes, and milestones of normal development of preschool children (age 3-5 years) in all domains
117-01-010	Knows stages, processes, and milestones of normal development of school-aged children (age 5-11 years) in all domains
117-01-011	Knows stages, processes, and milestones of normal development of preadolescent children (age 11-13) in all domains
117-01-012	Knows stages, processes, and milestones of normal development of adolescents (age 13-18) in all domains
117-01-013	Understands how development can be influenced by culture, and how a misinterpretation of cultural factors may reduce the accuracy of a developmental assessment
117-01-014	Understands how development in each developmental domain influences development in the other domains
117-01-015	Knows how to observe children's behavior and gather information about their developmental level from family members and other sources
117-01-016	Can determine a child's approximate developmental age in each domain

117-02: Ability to recognize indicators of developmental delays, disabilities, illness, and other conditions that impact children's development

117-02-001	Knows the profound negative effects of child maltreatment on children's health and development
117-02-002	Knows the worker's responsibility to screen children for untreated illnesses, developmental delays and disabilities, and how to arrange assessment, diagnosis, and remedial services
117-02-003	Knows the potential negative effects of maltreatment and separation trauma on the formation and maintenance of attachment in children
117-02-004	Knows the potential effects of maltreatment on development of children ages birth through adolescence

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117-02-005	Knows physical and behavioral indicators of developmental delays and patterns of abnormal development
117-02-006	Knows indicators of behavioral and developmental conditions commonly seen in children who have been maltreated
117-02-007	Understands how children's behavior problems may be symptoms of underlying developmental delays or emotional disturbance, and also contribute to abuse or neglect
117-02-008	Knows how to observe children's behavior and ask relevant questions to identify early indicators of developmental delay or disability
117-02-009	Can assess children's behavior and development and identify inconsistencies between chronological and developmental age
117-02-010	Can recognize primary indicators of common developmental conditions and disabilities associated with child maltreatment
117-02-011	Can use assessment data to identify and prioritize children's developmental or treatment needs, and write case plan objectives that address these needs

117-03: Ability to help families access appropriate community resources to address children's developmental needs

117-03-001	Knows caseworker's role as case manager to help families access services to promote healthy development of children
117-03-002	Knows the range and types of services needed by children with developmental delays, disabilities and behavior disorders, and their families
117-03-003	Knows service providers and funding options in a family's home community to deliver special services for children with developmental delays or disabilities
117-03-004	Understands the importance of interagency collaboration and eliminating inter-system and funding barriers when serving children with developmental disabilities and their families.
117-03-005	Knows strategies to encourage collaboration between service providers and family members to identify children's needs, plan and deliver services, and evaluate outcomes
117-03-006	Can design and implement a developmental or remedial case plan that meets children's special developmental needs

117-04: Ability to help parents/caregivers identify parenting strategies that meet their children's developmental needs

117-04-001	Knows age-appropriate expectations for children's behavior at different stages of development
117-04-002	Understands how age-appropriate children's behaviors can be misinterpreted and experienced as stressful by parents

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117-04-003	Understands how stresses of parenting children with developmental or behavioral problems can contribute to child maltreatment
117-04-004	Understands how parenting strategies that involve power and coercion can contribute to maltreatment and to developmental, behavioral, and emotional problems in children
117-04-005	Understands how inconsistent parenting interventions and failure to establish and enforce structure or limits can worsen and sustain children's behavior problems
117-04-006	Understands the value of parent education, support groups, mentors, buddy systems, and respite services to help decrease stress experienced by parents or caregivers
117-04-007	Knows strategies to help parents develop realistic and age-appropriate expectations for their children's behavior as a means of preventing future maltreatment
117-04-008	Can guide parents to acquire parenting skills and behaviors that promote children's healthy development and reduce the risk of maltreatment

117-05: Ability to promote and sustain healthy attachments between children and their families or caregivers

117-05-001	Knows parenting practices that support the development of positive and secure attachments in children
117-05-002	Knows parenting practices that contribute to insecure or maladaptive attachment in children
117-05-003	Knows behavioral and emotional indicators of maladaptive attachment in children and their parents
117-05-004	Understands how consistency of caregivers, parenting interventions, situational stress, and children's temperaments interact over time to affect attachment
117-05-005	Understands the potential lifelong consequences of insecure or maladaptive attachment on children's development and mental health
117-05-006	Understands how child maltreatment at different ages and developmental stages can negatively affect attachment
117-05-007	Knows casework strategies to help parents and caregivers develop or strengthen attachments with children in their care
117-05-008	Can use observation and interviewing strategies to assess parent-child attachment.
117-05-009	Can help educate parents to promote the development of positive parent-child attachment
117-05-010	Can identify children with very disturbed or severely maladaptive attachment who need psychological treatment